



24-7 YOUTHWORKER IN SCHOOLS PROGRAMME
PHASE 2 EVALUATION: SCHOOL STAFF



THE COLLABORATIVE TRUST
For Research & Training in Youth Health & Development



24-7 YOUTHWORKER IN SCHOOLS PROGRAMME **PHASE 2 EVALUATION: SCHOOL STAFF**

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THE COLLABORATIVE TRUST
For Research & Training in Youth Health & Development

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Executive Summary

24-7 YouthWork is a programme currently working in 64 schools throughout New Zealand. 24-7 YouthWork asked The Collaborative Trust for Research and Training in Youth Health and Development (The Collaborative Trust) to help evaluate the programme. The overall aim of this project is to gather evidence that will assist 24-7YW in informing both the community and funders about the effectiveness of the programme. It will also be used to inform future practice so 24-7YW may better assist young people.

This evaluation sets out the results of the second phase of evaluation of the 24-7 YouthWorker in schools programme. It builds on the previous evaluation involving young people in schools in 2014 to include key school stakeholders. The current evaluation shows that the overwhelming majority of respondents rated their involvement with the 24-7 YouthWorker(s) positively. Recommendations for YouthWorkers on how they could improve their practice were minimal with the majority of school staff affirming the way the YouthWorkers currently work.

In total, 160 staff members from 47 different schools participated in an online survey. These staff comprised one each of: 1. the Principal, or deputy principal; 2. a school counsellor/pastoral carer provider that has knowledge of the 24-7 YouthWorker in schools programme, and; 3. a teacher that has knowledge of the 24-7 YouthWorker in schools programme.

The results of the 2015 phase 2 evaluation of school staff are every bit as encouraging as the 2014 results and if anything are more positive. For example, over three quarters of responding staff rated the 24-7 'YouthWorker in Schools' programme seven out of seven for: Cultivating positive student - student relationships; supporting students; assisting student well-being.

Some staff commented that liaison between schools and the 24-7 YouthWorker in schools programme could be improved, however the majority indicated that youth workers added considerable value to their students' well-being and overall school environment.



Introduction

This report sets out the results of the second phase of evaluation of the 24-7 YouthWorker in schools programme. It builds on the 2014 evaluation involving young people in schools (Turner, Schroder, & McKay, 2014) to include key adult stakeholders in the form of school staff.

Youth work is a skilled profession which helps young people learn about themselves, others and society through non-formal educational activities. It is based on a clear set of values and underpinned by the voluntary nature of the relationship between the young person and the youth worker

The purpose of youth work is to “enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential” (Merton, Payne, & Smith, 2004 in National Youth Agency, 2013; page 11)

“We believe that youth work has a key role to play in helping promote young people’s personal and social development. We know this makes a difference to their formal education. Research and representations that we have received show that good youth work can help improve attendance and behaviour, promote achievement and improve home and community links. ... Youth workers understand how to build relationships and are effective in bridging the gap between formal and non-formal education.”

(National Youth Agency, 2013; page 3)

24-7 YouthWork

24-7 YouthWork is a trust relationship

between a local school and a local church in the context of the local community working together.

It is from within this relationship that 24-7 Youth

Workers are sustained long term and paid part-time. 24-7 YouthWork is an integrated approach to youth work. 24-7 YouthWork provides accessible holistic, wrap-around support to all young people in the area. Locally 24-7 YouthWork is independent and supported by a collaborative network. 24-7 YouthWork is an established and effective approach.

It has been a forerunner to emerging national trends in youth work and has research that affirms its value for young people and schools.

(Wayne Francis Charitable Trust – Youth Advisory Group, 2011)

The goal of 24-7 YouthWork is to encourage the holistic development of young people. 24-7 YouthWork is Christian-based and connected with local churches. The youth workers are employed and managed by groups external to the school but remain accountable to the school. In each school one teacher serves as an ongoing liaison with the youth workers. All youth workers are required to keep a diary of in-school activities, and to produce written reports each term.

The youth workers are active Christians expected to live out Christian ideals in-school and out-of-school. However, the youth workers are committed to all students regardless of their background, beliefs or the choices they make. The youth workers operate in schools without proselytising though they are happy to respond to questions and share from their own experience and journey. They are committed to students being able to make their own free choices.

All 24-7 YouthWorkers have the backing of a reputable network which aims to help them keep to 24-7 YouthWork standards and ensure training needs are met. This includes a thorough orientation, then compulsory Level 3 Youth Work National Certificate for them to complete on-the-job over their first year.

For further information refer: <http://www.24-7youthwork.org.nz>

Background: 2014 Study ‘YouthWorker in Schools’ programme, Phase 1 Evaluation

A total of 1,308 students from 51 schools responded to at least some of the questions in the survey. This evaluation showed that the overwhelming majority of respondents rated their involvement with the 24-7 YouthWorker(s) positively, with almost all describing a number of positive changes that had occurred in their lives as a result of working with 24-7 YouthWorker(s). 74% of young people reported that they were ‘a little better’ or ‘much better’ than when they first started with their 24-7 YouthWorker. An interesting observation was that Māori and Pacific students were more likely to report that their 24-7 YouthWorker helped them ‘a lot’ or ‘very much’. Associated with this finding was that the lower the school decile, the more students report that they were helped by 24-7 YouthWorkers.



2015 Study: ‘YouthWorker in Schools’ programme, Phase 2 Evaluation

In 2014, 24-7 conducted a survey of what young people thought of their service. In 2015, it was the turn of the school staff to provide feedback.

The overarching evaluation questions addressed in this report are:

1. How well does the 24-7 YouthWorker in schools programme achieve its key objectives of:
 - a. Cultivating Positive Relationships (student & student, teacher & student, YouthWorker & teachers)
 - b. Developing Leadership
 - c. Building School Spirit
 - d. Supporting Community Connections
 - e. Supporting Students
2. To what extent has the 24-7 YouthWorker in schools programme contributed to change for students?
3. What changes could be made to improve the 24-7 YouthWorkers in Schools Programme?



GREAT HALL
CIRCLE DOOR D



Method

A short survey was developed in consultation with Jay Geldard (24-7 YouthWork Network Coordinator). The survey was then piloted on staff from several Christchurch schools. Participants were drawn from counsellors, teachers and principals in all schools in which the 24-7 YouthWorker in schools programme runs. A letter was sent to each participating school for the Principal and Board of Trustees and a second similar letter was given to all staff invited to participate in this study.

24-7 YouthWork was responsible for organising and encouraging participant recruitment, which was undertaken by Principals choosing three staff from their school to participate in this evaluation. These staff comprised one each of:

1. the Principal, or deputy principal,
2. a school counsellor/pastoral carer provider that has knowledge of the 24-7 YouthWorker in schools programme, and;
3. a teacher that has knowledge of the 24-7 YouthWorker in schools programme

Each participant was asked to complete a short online questionnaire via Survey Monkey during the month of August 2015. Before taking part in the survey each participant read a letter from 24-7 YouthWork and an online information sheet outlining the project. Potential participants were informed that participation was voluntary and that all information collected would remain confidential and anonymous. This was achieved by ensuring that all data collected via Survey Monkey were only accessible by the Collaborative Trust evaluators.

The survey was run during the month of August 2015. Youth Workers were asked to promote the survey in the school they work in and highlight the 2014 student results. A weekly review of the schools that had completed the survey was sent to the 24-7 YouthWork Network Coordinator so that appropriate youth workers could encourage the schools they worked in to participate. Youth workers who were able to get all three staff members to complete the survey went into a random draw for a drone.

Results & Discussion

There were **170 responses** to the survey, including three that were included from the pilot study.

Ten staff members completed their school name and/or role in the school but nothing else and have been removed from further analysis.

From Table 1, it can be seen that of the 160 staff responses there were:

- 38 Counsellors/Pastoral Care providers
- 13 'other' including 9 recording 'Dean',
- 47 Principals or Deputy Principals
- 62 Teachers

For the purpose of further analysis, those reporting 'Dean' were classified as teachers.

Role of responding staff in their schools (Table 1)

| Name of School | Role in School (Counsellor / Pastoral Carer) | Other | Principal or Deputy Principal | Teacher | Total * |
|------------------------------------|--|-------|-------------------------------|---------|---------|
| Albany Junior High School | 1 | | 1 | 1 | 3 |
| Aranui High School | 2 | | | 1 | 3 |
| Botany Downs Secondary College | 1 | 1 | | 1 | 3 |
| Breens Intermediate | | | 2 | 3 | 5 |
| Burnside High School | 1 | | 2 | 1 | 4 |
| Cambridge High School | 2 | 1 | 1 | | 4 |
| Casebrook Intermediate | | | 1 | 2 | 3 |
| Cashmere High School | 2 | 1 | 1 | 1 | 5 |
| Christchurch Boys High School | 1 | | 1 | 1 | 3 |
| Christchurch South Intermediate | 1 | | 1 | | 2 |
| Darfield High School | 1 | | 1 | | 2 |
| Dargaville High School | | | 2 | 1 | 3 |
| Ellesmere College | | | 1 | | 1 |
| Green Bay High School | 1 | 2 | 2 | 2 | 7 |
| Hagley Community College | 1 | | | 2 | 3 |
| Hillmorton High School | 1 | | | 2 | 3 |
| Hobsonville Point Secondary School | 1 | | 1 | 1 | 3 |

| | | | | |
|-----------------------------|-----------|-----------|-----------|------------|
| Hornby High School | 1 | 2 | 1 | 4 |
| Hutt Valley High School | 1 | 1 | 1 | 3 |
| Kaiapoi High School | 1 | | | 1 |
| Kaipara College | 1 | | 1 | 2 |
| Karori West Normal School | | 1 | | 1 |
| Kelston Boys College | 1 | 1 | 1 | 3 |
| Kelston Girls College | 1 | 1 | | 2 |
| Kirkwood Intermediate | | 2 | 3 | 5 |
| Linwood College | 1 | 2 | 4 | 10 |
| Mairehau High School | | | 1 | 1 |
| Middleton Grange School | 1 | 1 | | 2 |
| Morrinsville College | 1 | 1 | 1 | 3 |
| Nayland College | 1 | | | 1 |
| Nelson College for Girls | 1 | 1 | 1 | 3 |
| Orewa College | 1 | 1 | 1 | 3 |
| Oxford Area School | 1 | 2 | 2 | 5 |
| Pakuranga College | 1 | 1 | 3 | 5 |
| Papanui High School | | 2 | 1 | 3 |
| Pukekohe Intermediate | | 2 | 2 | 4 |
| Rangiora High School | 2 | 1 | 1 | 5 |
| Rangiora New Life | | 1 | 1 | 2 |
| Riccarton High School | 1 | 1 | | 2 |
| Riccarton Primary School | 1 | 2 | | 3 |
| Rolleston Primary School | | 1 | | 1 |
| Shirley Intermediate | | 1 | | 1 |
| Tawa College | 1 | 1 | 2 | 4 |
| Waimea College | 1 | | | 1 |
| Whangaparaoa College | | 2 | 4 | 6 |
| Whangarei Boys High School | 1 | 2 | 12 | 16 |
| Whangarei Girls High School | 1 | | | 1 |
| Total | 38 | 13 | 62 | 160 |

*Note that several schools had more than 3 staff members participate.

Description of Participating Schools

From Table 1 it can be seen that at least one staff member participated from 47 different schools. This represented 73% of the 64 schools in which the 24-7 YouthWorker in Schools Programme currently operates in. Unfortunately some schools had more than three staff members respond, for example, Whangarei Boys High School had 16 staff responses, while Linwood College had ten. No attempt was made in the following analysis to account for this as we are interested in how staff perceive the services provided by 24-7YW, rather than how particular schools might respond.

Note that staff did not appear to be particularly consistent at reporting the following features of their schools:

- School decile
- Student numbers
- Youth worker numbers at their school

School type

Of the 47 schools where staff responded, there were:

- six intermediate schools, (serving Years 7 and 8) 12.8% of schools in the sample
- three composite schools (serving Years 1-13)
- three full primary schools (serving Years 1-8)
- 35 Secondary schools

Composition of 24-7YW schools generally and those that responded to this survey (Table 2)

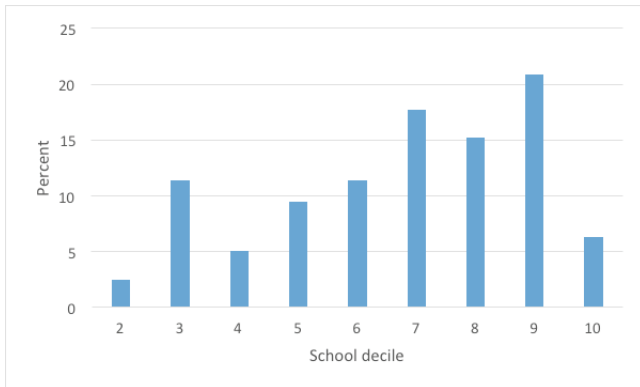
| School Type | % represented in survey | % with 24-7 Youth Worker generally |
|------------------|-------------------------|------------------------------------|
| Primary School | 6 | 12 |
| Intermediate | 13 | 16 |
| Secondary School | 74 | 64 |
| Other | 6 | 8 |

From Table 2 it can be seen that a slightly higher percentage of staff from Secondary Schools responded to the survey and a slightly lower percentage of staff from Primary Schools than might have been expected.

School deciles

Decile is not an indicator of school quality. It does, however, indicate the socio-economic status of its students and the likelihood that a higher proportion of students will face challenges that are often associated with lower income (ERO, 2013). Lower decile schools may therefore present more issues for youth workers to deal with than higher decile schools.

Percentage of respondents (staff) from each school decile (Figure 1)



From Figure 1 it can be seen that 60% of staff who responded worked at a decile 7-10 school compared with only 19% who worked at a decile 2-4 school. No decile one schools were represented. The median decile was seven, indicating the staff who responded were from higher than average decile schools.

The 'mean' decile of the 64 schools in which the 24-7 YouthWorker in Schools Programme operates is 6.3. The 'mean' decile of schools in which staff responded to this survey was similar at 6.5.

School size

Student numbers reported by participating staff ranged from 174 to 2,600. The mean number of students in schools reported by participating staff was 1,050 (median= 980).

Number of youth workers

Participating staff were asked the following question: "In order to work out a ratio of Youth Workers to students, on average how many 24-7 YouthWorkers have been working in your school in the last year at any one time?" The median number of youth workers in schools reported by participating staff was three. The number of youth workers ranged from 1 to 12.


Ratio of students to youth workers

Any impact youth workers may have on students may be affected by the ratio of youth workers to students. The fewer students per youth worker, the more they may be able to accomplish. The median number of students in their school per youth worker reported by participating staff was 330 (range= 87 – 1140).


Representativeness of schools participating in survey

A survey of this nature is only useful if the staff in schools that respond are representative of all the schools in which the 24-7 YouthWorker in Schools Programme operates. We may have confidence in the representativeness of these survey results for the following reasons:

1. Almost three quarters of schools (73%) had a member of staff respond
2. Staff who answered this survey came from a similar breakdown of Primary, Intermediate and Secondary schools as the 64 schools in which the 24-7 YouthWorker in Schools Programme operates
3. The 'mean' decile of schools in which staff responded to this survey was similar to the mean decile in schools in which the 24-7 YouthWorker in Schools Programme operates

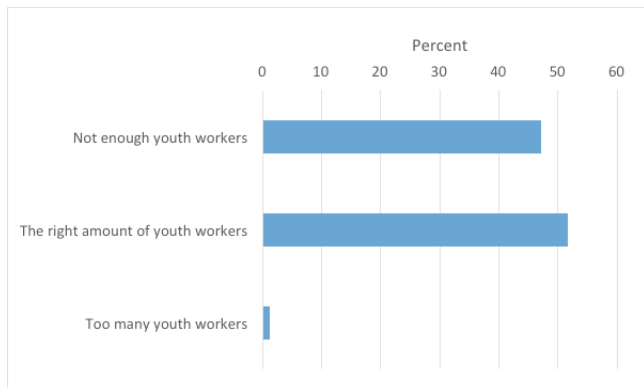


*“We have some very needy students and **the youth workers do a wonderful job with them.** We probably could do with more for the number of students we have with issues.”*



Do you think you have the right number of 24-7 YouthWorkers in your school?

Percent of staff who think they have the right number of 24-7 YouthWorkers in their school (Figure 2)



From Figure 2 it can be seen that roughly half the schools thought they had enough 24-7 YouthWorkers, while nearly half (47%) reported they didn't have enough.

Those who suggested they need more were universally supportive of the 24-7 YouthWorkers:

- “They provide such awesome role models that our school could do with more.”
- “We have some very needy students and the youth workers do a wonderful job with them. We probably could do with more for the number of students we have with issues.”
- “I don't think we could ever have enough of these wonderful workers. Invaluable.”

Staff who reported that they had the right amount at their school made 20 comments on this subject. These comments included:

- 13 staff saying they could always use more “More would be awesome! The Kids love it!”
- two staff members worried that more youth workers could impact on the cohesion of the youth worker team: “More Y/W may impact on the cohesion of their team and the cohesion between the school (staff) and youth workers.”

Other comments point to specific areas within their schools where they felt the youth worker efforts could be better focused or balanced; specifically in areas of gender “Like to have at least two. One female and one male” and “They do great work and another person (possibly a male) would help them do

more.” Since neither of these comments came from single-sex schools it is more likely that co-ed schools need to have a youth worker gender balance in order for the Youth Worker to most effectively work with and engage all of the students properly.

Age levels were also mentioned specifically:

“In a school of our size we can always use more youth workers to act as mentors etc for our students. Particularly in the junior levels” and “as we have year 7 and 8 students as well be good to have 24-7 workers dedicated to these students”,

with one respondent wishing to have a youth worker dedicated to each year level

“...with a school this size maybe a youth worker per year group would be more beneficial?”



Comments on the appropriate number of 24-7 YouthWorkers in schools (Table 3)

| Number of Responses | 65 |
|---------------------------------------|----|
| More youth workers | 42 |
| Gender (want male/female) | 5 |
| Increased hours | 2 |
| Extras might diminish quality of team | 2 |
| More in junior school | 2 |
| Want to clone youth workers | 2 |
| More in senior school | 1 |

Unfortunately, the two staff who responded that they thought they had too many youth workers didn't comment on why they considered this to be the case, and both of them spoke highly further on in the survey about the youth workers they did have at their respective school. When asked how the service could be improved, one responded with “I can't imagine how it could be! We have the most amazing group of 24-7 people in our school.” The other thanked the youth worker's and said that they were “very grateful to them for the wonderful work they do within the school”. This at least indicates that the staff members didn't think they had too many because they weren't doing a good job.

Relationship management

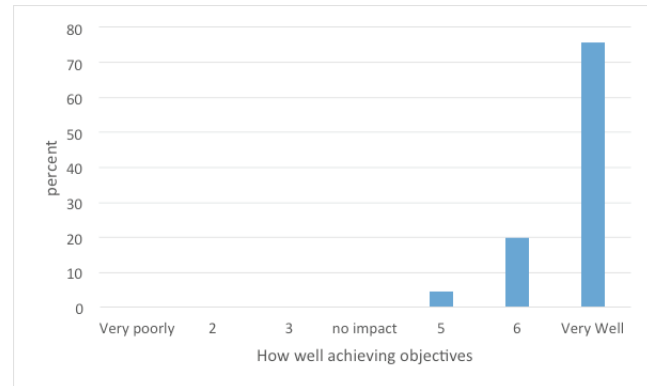
School staff were asked a series of questions about the effectiveness of youth workers to cultivate positive relationships in their school. Specifically, staff were instructed to:

Please think about the 24-7 YouthWorkers working in your school over the last year. From 1= 'very poorly' to 7= 'very well', how well does the 24-7 YouthWorker Programme achieve its key objectives of 'Cultivating positive relationships'?

Cultivating positive student - student relationships

The mean score from staff on this item was 6.7 out of 7. In response to the question 'how well does the 24-7 YouthWorker Programme achieve its key objectives of cultivating positive student – student relationships', no one thought the youth workers had no impact or poorly achieved this objective.

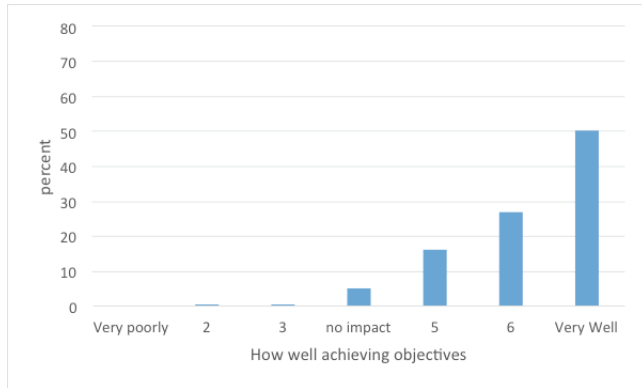
Percent of staff reporting youth workers cultivate positive student - student relationships (Figure 3)



Cultivating positive teacher - student relationships

The mean score from staff on this item was 6.2 out of 7. Only 6.5% of staff thought the youth workers had no impact or poorly achieved their objective of cultivating positive teacher – student relationships.

Percent of staff reporting youth workers cultivate positive teacher - student relationships (Figure 4)

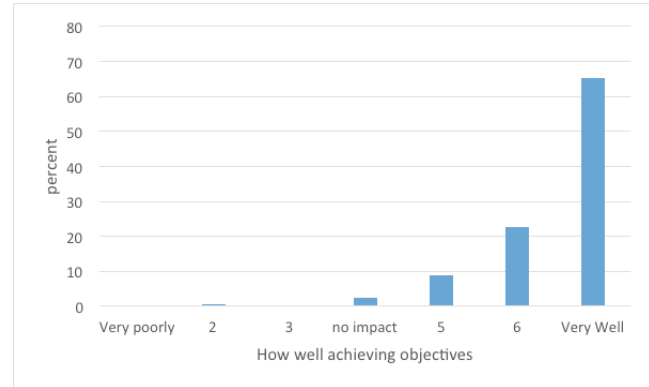


Cultivating positive youth worker - teacher relationships

The mean score from staff on this item was 6.5 out of 7. Only 3.1% of staff thought the youth workers had no impact or poorly

achieved their objective of cultivating positive youth worker – teacher relationships.

Percent of school staff who reported youth workers cultivate positive youth worker – teacher relationships (Figure 5)



Other relationships

In total, 107 staff members answered the question on ‘other relationships’ giving an average score of 6.6 out of 7. Of the 21 who gave an example of an ‘other relationship’, five mentioned student – family/whānau relationships and 4 out of 5 staff ranked this 7/7 indicating very well. Other relationships mentioned were:

- 4 mentioned support staff, trainee teachers, school management
- 3 mentioned family and student relationships
- 3 mentioned family and school relationships
- 3 mentioned global culture, co-curricular activities
- 1 mentioned positive relations with Police/community constable
- 1 mentioned supporting special needs students

Other comments were more generic:

“Absolutely outstanding - wonderful role models”

“I can’t believe how they know 300 kids (I don’t) and how the kids - from the cool to the not so cool, are excited to see them, chat and join in the activities - never seen anything like it before”

“24-7 youthworkers are better than sliced bread”

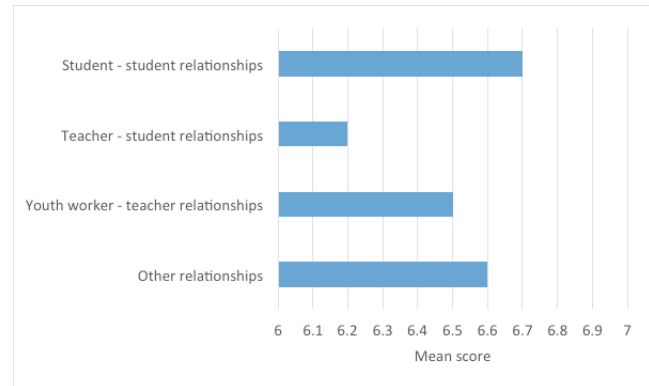
No ‘other’ types of relationships were rated ‘no impact’ or ‘poorly achieved their objective’ where examples were given. An interesting observation is the role staff felt youth workers had in modelling behaviour for school staff:

“They are a role model for our trainee teachers and staff!”

Summary

While the staff reports of relationship management were all high, by looking at Figure 6 it can be seen that the mean scores for student – student relationships were most highly rated, while teacher – student relationships were least highly rated, although still very high. The focus for 24-7 YouthWorkers is to work with students, so to see the rating so high for this question indicates good progress towards achieving this objective.

Summary of mean scores reported for relationship management (Figure 6)



Achievement of other 24-7 YouthWork programme key objectives

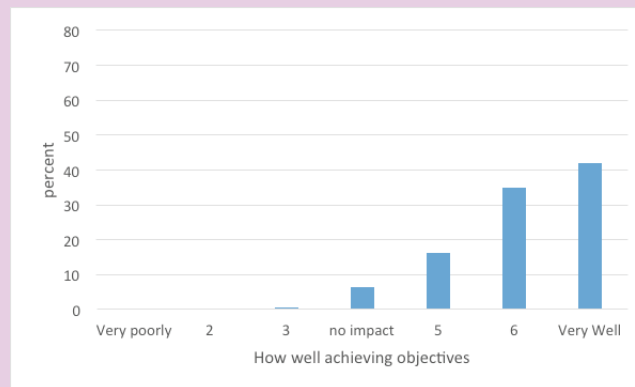
School staff were asked a series of questions about the effectiveness of youth workers to achieve other key objectives set by 24-7 YouthWork. From 1= 'very poorly' to 7= 'very well', how well does the 24-7 YouthWorker programme achieve its other key objectives of:



Developing Leadership

The mean score from staff on this item was 6.1 out of 7. Only 7.1% of staff that responded to this question thought the youth workers had no impact or poorly achieved the 24-7 YouthWork objective of Developing Leadership. In terms of achievement of other 24-7 YouthWork programme key objectives, Developing Leadership was the lowest rated item. Nevertheless, a mean score of 6.1 is still very high and indicates that most staff who responded thought the 24-7 YouthWorker in schools programme did a good job of developing leadership.

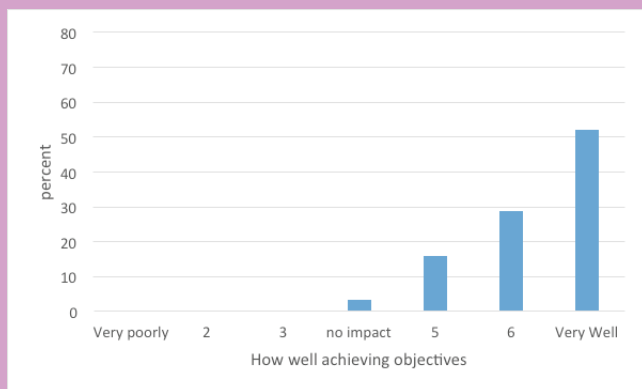
Percent of school staff reporting youth workers achieve the 24-7 YouthWork objective of developing leadership (Figure 7)



Building School Spirit

The mean score from staff on this item was 6.3 out of 7. Only 3.2% of staff that responded to this question thought the youth workers had no impact and none thought they poorly achieved the 24-7 YouthWork objective of building school spirit.

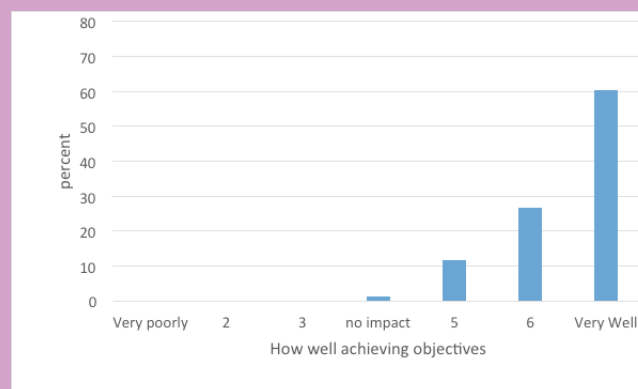
Percent of school staff reporting youth workers achieve 24-7 YouthWork objective of building school spirit (Figure 8)



Supporting Community Connections

The mean score from staff on this item was 6.5 out of 7. Only 1.3% of staff that responded to this question thought the youth workers had no impact and none thought they poorly achieved the 24-7 YouthWork objective of supporting community connections.

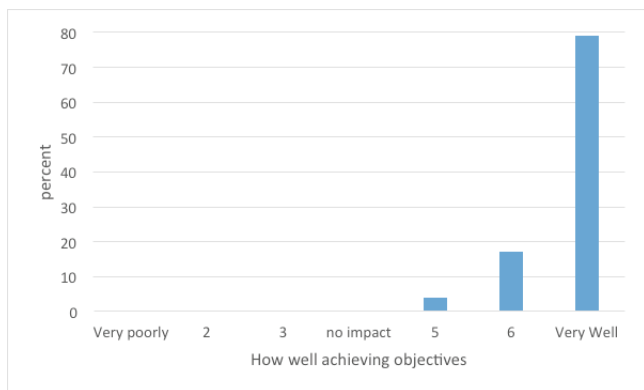
Percent of school staff reporting 24-7 YouthWorkers achieve objective of supporting community connections (Figure 9)



Supporting Students

The mean score from staff on this item was 6.8 out of 7. No staff that responded to this question thought the youth workers had ‘no impact’ or ‘poorly achieved’ the 24-7 YouthWork objective of supporting students.

Percent of staff reporting 24-7 YouthWorkers achieve objective of supporting students (Figure 10)



Of the 25 staff who commented on the key objectives, most were extremely complimentary about the support roles the youth workers had developed in their schools. Five specifically

mentioned the positive work done in building relationships and connections for at-risk and disengaged students:

“The two youth workers... have done an amazing job of working with some at risk students to build connections in the school, the community and with families.”

“Our youth workers are very involved and proactive. They do a very good job of engaging with at risk students and their whanau through a variety of approaches.”

“[name of youth worker] has been fantastic in the way he has connected with some disengaged yr 11 boys and created opportunities for them to have +ve experiences.”

“*The youth workers in this school is doing an amazing job. They have helped very troubled boys and helped a lot of youth to find their way in life.*”

On the other hand, it was also this depth of engagement with specific groups that meant some staff felt that the youth

workers' attention was perhaps diverted and not focussed enough on other students who needed help too:

"He's been hard at work developing student leadership and this may have made him a little less able to do one-on-one mentoring."

It was often acknowledged that if there were more youth workers or their hours were increased then they would be able to manage their time and engagement more effectively:

"They actually do developing Leadership very well the only reason it's lower is if they had more time/hours they could do it even better."

And although there was only one comment of this nature, it is a very poignant point that their support is also making a difference beyond the curriculum:

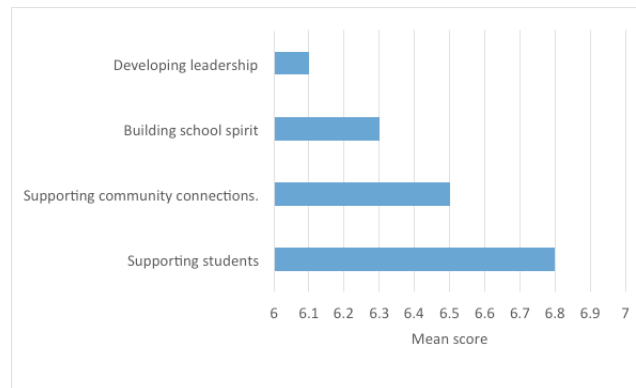
"I coordinate [a breakfast programme at school] and if it weren't for the youth workers running it each day, we wouldn't be able to continue."

Summary

In terms of achievement of other 24-7 YouthWork programme key objectives, supporting students was the highest rated item by staff. A mean score of 6.8 is exceptionally high and

indicates that staff who responded strongly thought the 24-7 YouthWorker in schools programme achieved the core objective of supporting students. In fact, 79.2% of staff report that the 24-7 YouthWorker in schools programme support students 'very well'. Staff gave the lowest ratings on average to the 24-7 YouthWorker in schools programme for 'developing leadership' in their schools. To put this in context however, only ten staff members who responded to this question thought the youth workers had 'no impact' and one mildly indicated they 'poorly achieved' the 'developing leadership' objective.

Mean reported scores for other 24-7 YouthWork programme key objectives (Figure 11)



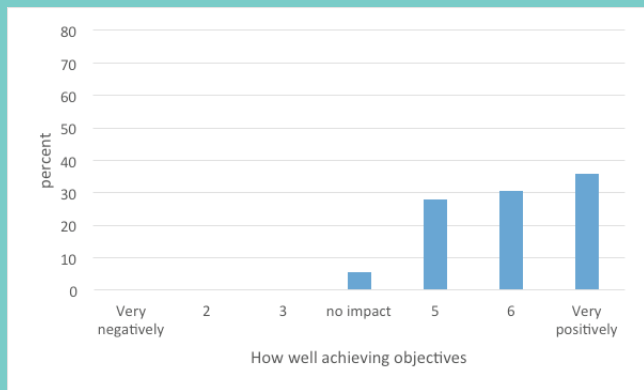
Contribution to curriculum objectives

School staff were asked a series of questions about how well the 24-7 YouthWorker programme contributes to curriculum objectives. From 1= 'very negatively' to 7= 'very positively', how well does the 24-7 YouthWorker programme achieve its other key objectives of:

Assisting student achievement

The mean score from staff on this item was 6.0 out of 7. Only 5.7% of staff that responded to this question thought the youth workers had no impact and none thought they negatively impacted the overall objective of assisting student achievement.

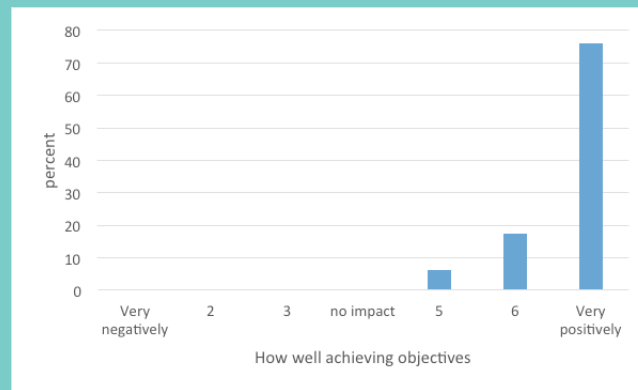
Percent of school staff reporting 24-7 YouthWorkers assist student achievement (Figure 12)



Assisting student well-being

The mean score from staff on this item was 6.7 out of 7. No staff that responded to this question thought the youth workers had 'no impact' or negatively impacted the overall objective of assisting student well-being. In fact, 76.2% of staff who participated in this survey gave this question 7 out of 7 indicating 'very positive' impact on assisting student well-being.

Percent of school staff reporting 24-7 YouthWorkers assist student well-being (Figure 13)



Support by 24-7 YouthWorker programme for different ethnic groups

Other

A total of 26 staff members choose to comment on 'other' objectives. Themes to emerge from these comments include:

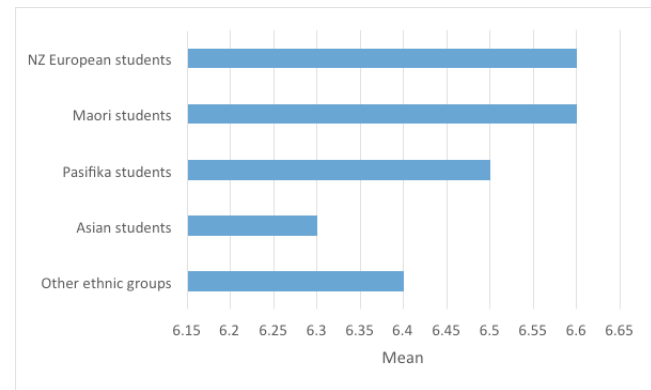
- Improving sense of self, well-being, and self-confidence – 5 comments
- Extra-curricular activities, sport – 3 comments
- Support for students – 3 comments
- School culture and community – 2 comments



While the preceding results are outstanding in terms of support for students generally, an issue of some interest is the ability to support students from different ethnicities.

A series of questions were asked where staff members were asked to rate how well the 24-7 YouthWorker programme supported students of different ethnicities, from 1= 'very poorly' to 7= 'very well'.

Mean scores of support from 24-7 YouthWorkers for students of different ethnicities (Figure 14)



From Figure 14 it can be seen that school staff rated support by 24-7 YouthWorkers for New Zealand European students and Māori students slightly higher than other ethnic groups, particularly Asian. However, no staff member reported that the 24-7 YouthWorker programme poorly supported any ethnic group and very few reported they had no impact.

“Breaking the ethnic barrier - due to being honest and caring”

Comments from staff universally reported that the 24-7 YouthWorker programme worked with all students who needed support.

“There is, of course, a focus on raising the progress and achievement of our Pasifika and Maori students and so the youth workers have been great with helping to target some of these students. However, they work with any and all students who need the support. “

However, two staff members reported issues that may need to be investigated further in future research:

“In an ideal world it would be great to see some Maori youth workers as we have a high percentage of Maori students.”

“Whilst help is offered some Maori & Pasifika students are reluctant / resistant to accept the offer.”

Differences in staff responses by variables of interest

Differences in staff responses by role of staff member in school

While the results reported above are overwhelmingly positive, it is worth inspection to see if there are any differences in the answers given by the respondents' role in the school. There were no significant differences in scores given to any of the questions by the role of the respondent. That is; principals, teachers and counsellors all reported similar complimentary responses to the 24-7 YouthWorkers programme in terms of:

- Relationship management
- Achievement of other 24-7 YouthWork key objectives
- Contribution to school objectives, and;
- Support by 24-7 YouthWorker programme for different ethnic groups

Differences in staff responses by decile of school

It may be that the 24-7 YouthWorker programme is perceived as working more successfully in schools of differing deciles. In order to examine this issue, school deciles were divided into quartiles. The four groups were as follows:

1. Decile 2-4 (n=30)
2. Decile 5 and 6 (n=33)
3. Decile 7 and 8 (n=52)
4. Decile 9 and 10 (n= 43)

There was a trend for staff in schools from lower deciles to view the 24-7 YouthWorkers programme more favourably. This difference was statistically significant for the questions on 'Cultivating positive student - student relationships' ($F(3,154)= 4.96$; $p=.003$) and also 'Cultivating positive teacher - student relationships' ($F(3,147)= 3.56$; $p=.016$).

Cultivating positive student - student relationships

Staff working in lower decile schools rated the 24-7 YouthWorkers programme more highly on 'cultivating positive student - student relationships' (mean= 6.9 out of 7) than staff from high decile schools (mean= 6.6 out of 7).

Cultivating positive teacher - student relationships

Staff in lower decile schools rated the 24-7 YouthWorkers programme more highly on cultivating positive teacher - student relationships (mean= 6.6 out of 7) than staff from high decile schools (mean= 5.9 out of 7).

Other trends

While not statistically significant, similar trends ($p<.1$) were seen for 'Cultivating positive youth worker - teacher relationships', 'Supporting Students' and 'Assisting student achievement' where staff working in lower decile schools rated the 24-7 YouthWorker programme higher on average than staff working in higher decile schools. Interestingly, a trend ($p<.1$) was seen for staff in low decile schools to report lower support for Asian students and 'other ethnic groups' by the 24-7 YouthWorkers programme than for reported support for these student groups in higher decile schools.

Differences in staff responses by ratio of youth workers to students

It may be that the perceived effectiveness of the 24-7 YouthWorker programme is dependent on how many youth workers are available to deal with students. For example, if they are spread too thinly in a school, this may dilute their effectiveness. In order to examine this issue, the ratio of 'youth workers to number of students' were divided into quartiles. The four groups were as follows:

1. 200 or less students per youth worker
2. 201 to 350 students per youth worker
3. 351 to 500 students per youth worker
4. Over 500 students per youth worker

There were no significant differences in scores given to any of the questions by the respondents based on the ratio of youth workers to students. That is, regardless of how many youth workers per 100 students, respondents didn't report any differences in the 24-7 YouthWorker programme effectiveness.

In a similar vein, it may be that there are differences in the effectiveness of the 24-7 YouthWorker programme based on the size of the school. However, there were no significant differences, based on the number of students in the school, given to any of the questions by respondents.

Summary

The only significant differences in level of support for the 24-7 YouthWorker programme were from staff in different deciles. Staff from lower decile schools rated the 24-7 YouthWorkers programme more highly on cultivating positive teacher – student, and student - student relationships, than staff from higher decile schools. While this may have occurred because staff and students from lower decile schools are more grateful for any help, this may also indicate a genuine improvement in these more vulnerable groups as perceived by staff. Certainly in the 2014 survey of students, responses were more positive from students in lower decile schools.

Would you recommend the 24-7 YouthWorkers in Schools Programme to other schools similar to your own?

The preceding questions show overwhelming support for the 24-7 YouthWorkers in Schools Programme from school staff. A general question was asked to see if staff would recommend the 24-7 YouthWorkers in Schools Programme to other schools. Figure 15 shows the responses to this question. Over 90% of school staff said they would definitely recommend the 24-7 YouthWorkers in Schools Programme to other schools similar to their own. A further 5.7% said they would probably recommend it.

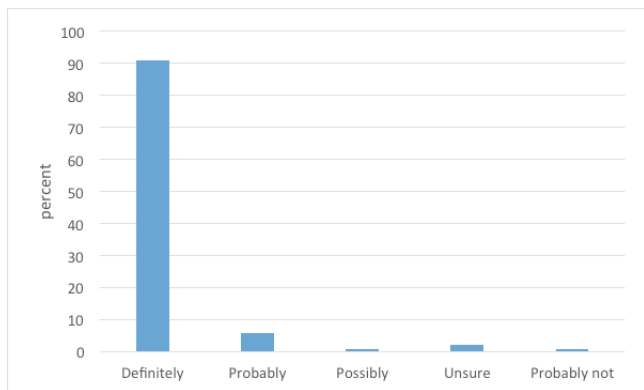
Given the results of this evaluation are so overwhelmingly favourable, it is interesting to look more closely at those who are not so positive in order to look for areas of improvement.

Of those that were unsure or would probably not recommend the programme, two made a comment in a follow-up question on 'How could the student experience of the 24-7 YouthWorkers in Schools Programme be improved?'

“they are too hidden. they need a bigger presence in the school community”

“More female youth workers that help the female students in the school and can build a trusting relationship for those who don’t feel they can approach councillors... Confidence and the ability to approach students they don’t usually talk to, to reach out to those that don’t visually seem to need it”

Percent of school staff reporting they would recommend the '24-7 YouthWorkers in Schools Programme' to other schools similar to their own (Figure 15)



How could the student experience of the 24-7 YouthWorkers in Schools Programme be improved?

An open-ended question was asked about ‘how could the student experience of the 24-7 YouthWorkers in Schools Programme be improved?’



Categories of responses to the question how could the student experience of the 24-7 Programme be improved (Table 4)

| Number of Responses | 109 |
|---|-----|
| More access time with students, increased hours | 24 |
| More youth workers | 22 |
| Publicity, communication & visibility at school | 20 |
| Doing well as is | 19 |
| Provide youth worker more resources (e.g. space at school, use of equipment etc.) | 9 |
| Extra-curricular activities (at lunchtimes, outside school etc.) | 8 |
| Right people for programmes (need to get right youth worker to do particular programmes), youth worker confidence | 6 |
| Combined approach/partnership (with teachers, families, etc.) | 5 |
| Gender specific youth worker (e.g. female AND male in a school, or more females for girls schools etc.) | 3 |
| Continuity of youth worker | 2 |
| Specific ethnicity (e.g. Māori in Māori boys school) | 1 |

Once again, of the 109 staff who commented, the majority were extremely positive:

“Our worker is just fantastic - can’t imagine him doing a better job! Massive impact!”

However, there were also plenty of suggested improvements.

The majority of responses were to do with extension of the over-all programme and talked about the need for more hours for 24-7 YouthWorkers:

“Giving them more time and resources”,

“Just more feet on the ground really. They do such a good job but often the resources are too thinly spread”

There was some very constructive criticism of some of the youth workers and the programme itself. Specific comments of this nature focussed on the visibility of the programme in some cases, particularly within the school and the youth workers’ communication with teachers:

“They are too hidden. They need a bigger presence in the school community”.

Some suggested that the youth workers could benefit from a more combined approach and work more closely with student leaders and teachers, keeping each other informed and aware of what they are aiming to achieve with students by having:

“continued meetings with key staff, to develop programs link to school strategic plan and needs and that they should be involved in staff meetings or at least liaise more with staff.”

Others thought that parents should be made more aware of the programme through the school newsletter and “more publicity around what they do”.

Very specific comments highlighted issues which could arise in any situation with less experienced or less confident youth workers:

“Care needs to be taken to assign the right person to each task”

“Very much depends on the personality of the youth workers. The potential and programs are there but you definitely need the right sort of people to run them.”

The issue of gender-appropriate youth workers was also raised: “More female youth workers that help the female students in the school”

A final issue that may need to be further developed is the idea that youth workers should stay in the role for long periods of time. Given that youth workers by definition need to be young, this may be problematic:

“Continuity of youth workers is important - developing relationships over a long period of time.”

What changes could be made MORE GENERALLY to improve the 24-7 YouthWorkers in Schools Programme?

Categories of responses to the question ‘what changes could be made more generally to improve the 24-7 Programme’ (Table 5)

| Number of Responses | 78 |
|------------------------------------|----|
| No improvements | 12 |
| Funding | 5 |
| More communication with teachers | 5 |
| Mentoring sessions | 3 |
| Increased hours | 3 |
| Youth worker attend staff meetings | 2 |
| Integrate with school programme | 2 |
| Information for parents | 1 |

There were very few suggestions on how to improve the 24-7 YouthWorkers in Schools Programme. This reflects the high regard in which the 24-7 YouthWorker programme seems to be held by staff across all participating sites.

“Get some \$\$\$ out of the Ministry to fund them. They are a great resource. If we could have them full time we could utilise them better and they would probably be able to be more effective and feel a greater sense of belonging and value.”

“A 24-7 ambassador. An example could be [name of ex-student] who is an ex-student here. Our focus is not as a therapeutic intervention but a whole school cultural support and vehicle for change.”

“Time and resourcing to develop leaders here in local community.”

“Training or processes in place for when dealing with high risk students.”

A comment that reflects a broader need for greater communication between the 24-7 YouthWorker programme and schools may provide a way forward:

“It would be prudent to do an annual Teacher Learning Session with the school staff re: 24-7 role, heart, vision, strategy etc.”

A comment of interest to an evaluation of the 24-7 YouthWorkers in Schools Programme is the following:

“It’s a sound programme and definitely helps with the tone. It’s hard to measure absolute value; the benefits are more anecdotal than evidential.”

While it certainly is difficult to quantify the absolute value of the 24-7 YouthWorkers in Schools Programme, results such as those reported here show that school staff are very appreciative of the work the youth workers do.



What changes could be made to improve the 24-7 YouthWorkers in Schools Programme in YOUR school?

Categories of responses to the question 'what changes could be made to improve the 24-7YW Programme in your school' (Table 6)

| Number of Responses | 144 |
|---|-----|
| Closer liaison between youth worker and staff | 20 |
| Increased hours | 19 |
| More youth workers | 14 |
| Extra-curricular activities | 7 |
| Visibility around school | 6 |
| Gender specific youth worker | 6 |
| Raise youth worker profile with teachers | 5 |
| Raise youth worker profile with students | 3 |
| Increase youth worker familiarity with students | 2 |
| Nil/none | 6 |

It is interesting to note that 'closer liaison between youth worker and staff' was seen as such an important change that could be made to improve the 24-7 YouthWorkers in Schools Programme.

Explanation to staff what they are doing, more insight in programmes they run - have an overview. This would help me a lot because I'm often the one who is asked to come forward with names of students.

It takes a partnership between school team and youth workers to improve programme.

It would largely come down to whole school 'buy in', knowledge and understanding of role and availability. With increased staff support would come increased student access.

This further highlights the need to examine the communication between youth workers and each school. The 24-7 YouthWorker programme could possibly take a lead in developing a hui or 'annual Teacher Learning Session' to facilitate this liaison, although further research should be conducted to map out the extent of this issue.

Do you have any other comments, questions or concerns?

Categories of responses to the question 'do you have any other comments, questions, or concerns' (Table 7)

| Number of Responses | 76 |
|--|----|
| Greatly appreciated | 35 |
| Positive role models | 14 |
| Invaluable | 2 |
| Couldn't manage without youth worker | 2 |
| Make a difference to lives of students | 2 |
| Very successful | 1 |

Overall the final comments reflected the staffs' appreciation of the work done by the youth workers

"I really enjoy having the YouthWorkers in our school, they bring so much positive energy!"

"Our 24-7YW are INVALUABLE! they contribute to our school in so many ways - I can't imagine running a school without their unflinching support."

"Our 24-7 workers do a fantastic job and have made a huge positive impact on students in the school."

"I would invite any school considering this initiative to come and visit our place."

"Awesome!! :) they kick arse!!"

"School functions smoother and more calm is around when they are around. The 24-7 workers bend over backwards for our kids. They are professional and patient, friendly and fabulous!"

"I could not possibly see how our youth workers could do a better job. They are so approachable and open to everything that is asked of them. They support us in all school events including camps, socials, sports & cultural day, with friendship groups and just in general as positive role-models in the playground that genuinely love what they do and the school loves them. No suggestions for changes but I know if they were not around we would miss them terribly!"

A recurring theme by some staff members was a discussion of just how hard it is to get the right youth workers to work effectively in some schools.

"Tends to be a bit hit & miss. Some of the workers are excellent. Others clearly find it hard to engage or understand their role. Seemed best when I was meeting with them weekly."

Conclusion

What these guys do is nothing short of amazing - our kids are happier and we have nearly zero playground incidents when they are around.

The results of the 2015 phase 2 evaluation of school staff are every bit as encouraging as the 2014 results and if anything are more positive. For example, over three quarters of responding staff rated the 24-7 'YouthWorker in Schools' programme seven out of seven for:

- Cultivating positive student - student relationships
- Supporting Students, and;
- Assisting student well-being

Results such as those obtained in the present evaluation make it more difficult to highlight areas for improvement.

Improvements and ideas

While several staff members felt that matching the gender of youth workers to better reflect the needs of the school student population would be desirable, others felt that youth workers who could work with different age groups would be beneficial. A similar comment was made about the need for Māori and Pacifica youth workers. Several other staff felt that some youth workers were better than others at interacting with students generally, and vulnerable students in particular. The worry that increasing numbers of youth workers in schools could lead to a decrease in the quality of youth work was a concern that led many staff to say they would not want more [new] youth workers.

Potentially of more interest were the comments that changes could be made to improve the 24-7 YouthWorkers in Schools Programme by improving the liaison between school staff and youth workers. This may be worthy of further follow-up, however must be viewed in the context that only 3.1% of staff thought the youth workers had 'no impact or poorly achieved their objective of cultivating positive youth worker – teacher relationships'. Nevertheless, there were a series of comments alluding to the need for greater communication between youth worker and schools.

A 2013 UK Commission into the role of youth work in formal education found:

Communication is a recurring issue for both those working in the youth sector and those employed in formal education. Youth workers can often struggle to articulate the value of their profession. However, schools can also fail to communicate adequately how they want to work with youth workers to support their students. (National Youth Agency, 2013; page 4).

It may be that a hui or 'annual Teacher Learning Session' could be held where the youth workers and school reaffirm their understanding of the on-going relationship.

Differences in staff responses by school decile

An interesting observation in the 2014 survey was the finding that the lower the school decile, the more students report that their 24-7 YouthWorker helped them 'a lot' or 'very much'. Results from the 2015 survey are similar to those found in 2014 from student reports of the effectiveness of the 24-7 YouthWorker in schools programme. Staff from lower decile schools rated the 24-7 YouthWorkers programme more highly on cultivating positive teacher – student, and student - student relationships, than staff from higher decile schools.

While this may have occurred because staff and students from lower decile schools are more grateful for any help, this may also indicate a genuine improvement in these more vulnerable groups that are at risk of poor outcomes. This outcome, supporting the results found in the 2014 survey will benefit from further examination.

Concluding comments

The survey was reasonably representative of schools in which the 24-7 YouthWorker Programme operates. Overall, staff were exceptionally complimentary in their feedback. This reaffirms that the 24-7 YouthWorker programme is perceived as beneficial to students and backs up the findings of the 2014 survey of the students themselves.

In some ways however, the overwhelmingly positive responses make it difficult to single out issues for improvement. One issue that is worth further investigation is the relationship and communication between the 24-7 YouthWorker programme and the schools in which they work. The literature would suggest this is a vitally important component of successful youth work in schools and it may be an area for 24-7 YouthWorkers to examine.

It is fitting for the staff who have answered this survey to have the last word and these two quotes sum up the tone of the responses:



“The 24-7 Youth Worker programme is a very valued part of our school. I cannot imagine our school operating smoothly without their work and support.”

“Fantastic programme - we couldn't get along without it now.”



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