

# Invested | T Centre triumphs and trials

## Overview

In 2022, 18 students from across two government secondary junior campuses participated in two intakes of a pilot 10-week in-school full time small group program called the [T Centre](#). The aim, to be completed within one school year, was to design, trial and evaluate a bespoke program to enable a more confident and engaged learner to re-emerge. The program was to meet all the elements of a quality education, the NSW Stage 4 (Year 7 and 8) curriculum key learning areas and implement a selected online brain training program. Delivery combined approaches and pedagogies including cultural and language fair practices, universal design for learning principles, contextualised project-based learning, open classrooms, trauma informed processes, explicit instruction and facilitating student efficacy.

While data is only part of the story, students demonstrated an up to 65.78% increase in brain processing speed, up to 48.93% growth in executive functioning and 33.51% rise in attention and focus. Attendance improved by 9.96% and 33.23% respectively for intake 1 and 2 with both cohorts averaging 80.56%. Students reported a more positive outlook for their school life, up to 40.52% and their potential as an individual improved, up by 29.67%. Survey findings showed an improvement in student relationships with teachers who encourage them, a significantly greater ability to disagree with peers but remain friends and of feeling safer at school. Importantly too, what students and their families said about the program was promising. And for student academic reporting, both intakes achieved a grade point average of 4.0 (out of 5.0).

## About the T Centre

The T Centre program had three key stages: pre-program student and family engagement, the 10-week program and post-program support including ongoing student participation as alumni.

### Pre-program engagement

The T Centre was developed as a leadership program and positioning this focus for each student and their families required effective pre-program planning and management.

The pre-program preparation included the development and implementation of a program-specific nomination form, a communication and monitoring strategy, applying Discovery, a culture and language fair individual and team assessment process, and holding an open afternoon Meet and Greet session for all interested people. Students were recommended for the T Centre by senior executive staff using the T Centre nomination form which included quantitative and qualitative information. Families and carers were asked to confirm their support for their child's participation before any pre-program engagement was started and if the families accepted a place, they signed a written Family Agreement.

Having students and their families make an informed choice and decide together about the value of the T Centre program was fundamental to achieving success for their own child but also for the cohort's success. For the students who decide to be on the program it means a

withdrawal from the student’s regular classes and a separation from their friendship group and later, a return to their home campus and regular classes.

Once nominated, the individual and team Discovery short assessments are completed. Discovery is a language and culture fair process that quickly gives students the opportunity for success in a school setting, an opportunity to recognise their strengths, build relationships and collect information to help predict performance. The ‘scores’ are not an indication of a pass or fail, rather, an assessment of current aptitudes, where capabilities exist and an estimation of the likely level of support that will be required to help the students’ progress (Figure 1).

Benchmarking data		Discovery			Literacy and Numeracy			
		Discovery individual	Discovery team	Overall observation	Reading (STAR) year.month	Reading (STAR) Post year.month	Literacy (TORCH) excl comprehension	Numeracy
		882	195	45				
Intake 1	Student 1	714	146	43	9.06	9.05	Year 5	8/14 w/c
	Student 2	429	168.25	42	11.01	NA	Year 7	15/15 w/c
	Student 3	603	168	42	11.03	11.05	NA	5/15 w/c
	Student 4	690	168	44	10.02	9.04	Year 8	NA
	Student 5	491	146	41	8.10	NA	Year 5	6/15 w/c
	Student 6	667	168.25	42	11.05	11.04	Year 9	9/15 w/c
	Student 7	501	150.75	30	9.02	10.07	Year 8	1/14 w/c
	Student 8	515	144.5	34	10.05	9.05	Year 8	5/15 w/c
	Average	576	157	40	9.92	9.89		
Intake 2	Student 9	583	134.5	32	11.10	NA	NA	NA
	Student 10	659	141	38	7.06	7.07	NA	NA
	Student 11	651	162	43	6.03	7.07	Year 5	6/15 w/c
	Student 12	732	159	42	8.02	7.07	NA	8/15 w/c
	Student 13	749	157.25	42	7.10	7.11	Year 7	15/15 w/c
	Student 14	515	140.5	38	9.03	10.05	Year 7	9/15 w/c
	Student 15	586	136.5	42	9.10	12	NA	9/15 w/c
	Student 16	596	168	42	9.06	10.06	NA	NA
	Student 17	676	142	42	11.09	NA	Year 9	14/15 w/c
	Student 18	652	142	34	8.07	8.04	NA	NA
Average	611	148	40	8.57	8.56			

*Completing students only*  
 NA Not available/ student not willing to complete/ late starters to the program/ unwell  
 Literacy TORCH, reading needs to be kept separate from comprehension, consistently comprehension lower  
 Numeracy 15 questions, Year 7 level (+, -, x, five digit calculations, two digit multiplication, brackets, number nine, decimals, missing numbers, simple algebra). Results without calculator (w/c)

Figure 1: Discovery summaries for intakes 1 and 2, 2022

### The 10-week program

While on the 10-week program, students participate in four elements (Figure 1). Within these four elements, the eight key learning areas (KLAs) of the NSW Stage 4 curriculum and fundamentals from the Australian curriculum are embedded. Outcomes are evaluated through regular formative reflection and five summative assessment tasks.

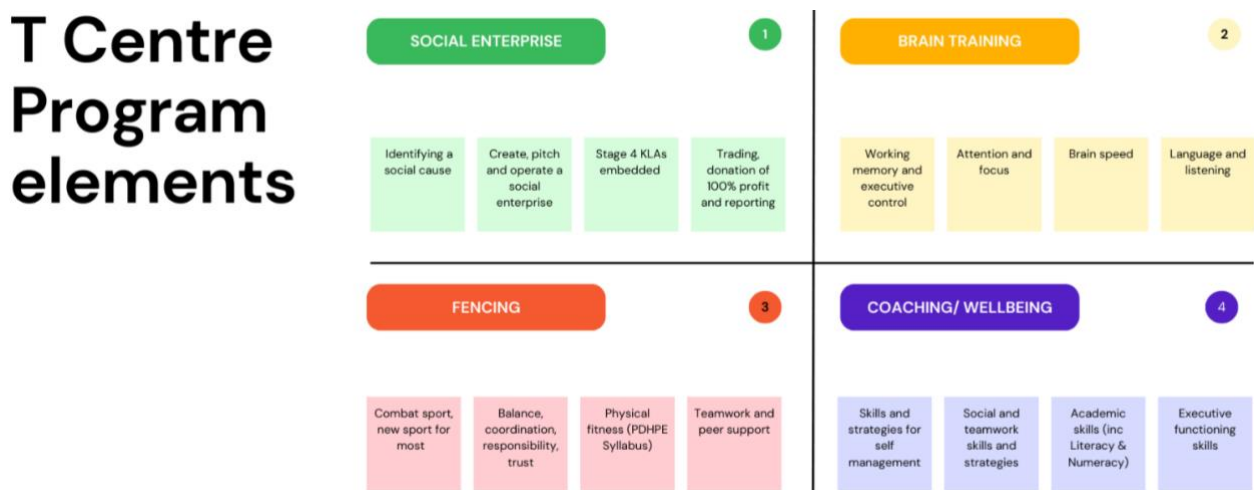


Figure 2: The program elements for the 10-week in class program

## 1. Social Enterprise

Social enterprise was delivered using the proven [Social Enterprise Schools](#) (SES) program through the Social Enterprise Academy (Australia) and integrated with the Stage 4 KLAs. The nine-stage program was tailored and differentiated for all learners and a 10-week delivery. As the centrepiece of the T Centre’s teaching and learning program, SES enabled the students to experience sustained project-based learning and the capacity for critical and creative thinking, problem solving and teamwork. SES provided the platform to effectively deliver English, Math, Science, Creative and Performing Arts, Technology, Human Society and its Environment, digital literacy, and learning around sustainability and Aboriginal and Torres Strait Islander history, culture, and practices in an inclusive and respectful way. Through SES, both the in-school and out-of-school lives of the learners were recognised, valued and incorporated. When students reflected on their engagement and achievement in SES, scores ranged from 94.88% to 65.14% with 84.05% the average rating achieved across both cohorts. The level of accomplishment felt was supported by comments from the students including: “I’ve never really had success before at school” S.S., Year 8; and “It felt good to do something positive” C.J., Year 7 (Attachment 1).

Students became social entrepreneurs and took the lead, deciding on a social cause to support with 100% of their profits. They were facilitated to establish, operate, trade, wrap up and report on all aspects of their social enterprise. Three enterprises were created by the two intakes: JJARS Productions selling Aboriginal and Torres Strait Islander woollen wristbands, cold drinks and packet food, RED selling cold drinks and sweet foods and TC Pizza selling Domino’s pizza and cold drink bundles. Within their separate teams, students decided on the social cause their enterprise would support. Most compelling was that the students chose to support social causes that would help others in the situations that have affected them. Students raised \$1,699.65 in profits supporting three organisations: Youth off the Streets, the NSW Cancer Council and the Salvation Army William Booth House for Art Therapy (for addiction prevention). The students’ social enterprises are on the [2022 Social Enterprise Schools Awards Roll of Honour](#).

## 2. Brain training

Brain training through [Stronger Brains](#), an internationally developed and well-established cognitive program fostering social and emotional health, was a daily and non-negotiable aspect of the program. Students completed the online program including the check-in activities and tasks each day, tailored to their individual situation.

The training activities directly supported the following brain functions: attention, speed, executive control, language and listening, working memory and vision and action control with significant achievements recorded (Figures 3 and 4). Brain training was consistent with Personal Development, Health and Physical Education (PDHPE) Syllabus outcomes.

Stronger Brains	Intake 1			Intake 2		
	Pre Program	Program	% change	Pre Program	Program	% change
Attention	37.30	49.80	33.51	45.76	46.66	1.97
Brain speed	47.50	52.80	11.16	30.42	50.43	65.78
Executive control	41.9	62.4	48.93	46.2	53.09	14.91
Language and listening	NA	NA	NA	43.45	60.36	38.92
Working memory	39.6	39.9	0.76	48.32	48.32	0.00
Vision and action control	42.3	48.6	14.89	44.43	45.13	1.58

Figure 3: Brain training pre and post data for both intakes

## Results by Cognitive Area

- ① Assessments are categorized into seven cognitive areas, each of which plays an essential and unique role in learning. Scores in each cognitive area range from a low of one (needs work) to a high of seven (excellent). Click on a category below for more information about the cognitive skills being assessed and their importance for academic achievement.

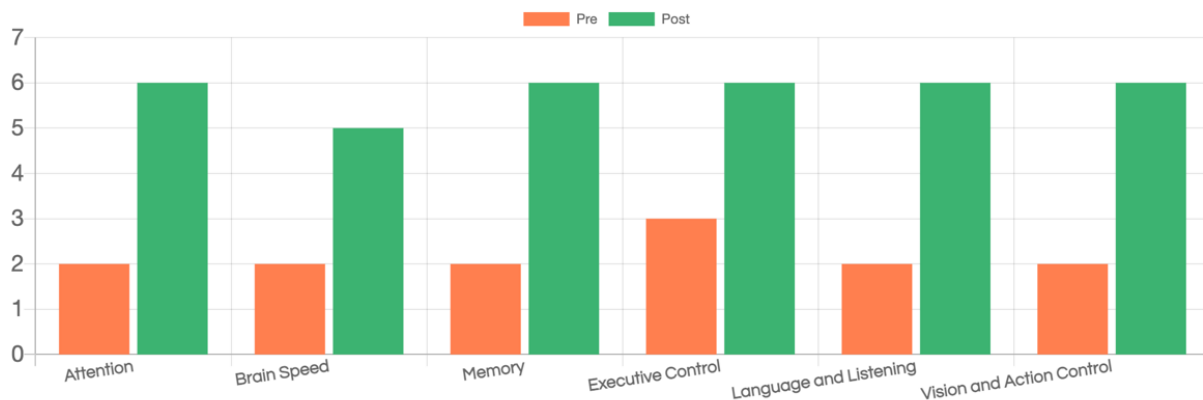


Figure 4: Sample individual assessment data showing before and after program changes produced through the Stronger Brains online program

### 3. Fencing

Fencing is an unusual sport which is both an individual and team sport inclusive of all genders. Fencing is a sport that is accessible to all irrespective of physical capabilities, experience, background, socio-economic status or culture. Fencing is a combat or fight-flight sport which allows students to apply learning about choice, decision making, responsibility, awareness, persistence, balance, coordination and resilience. Fencing helped students build trust among each other, feel trusted and responsible, gain confidence and the opportunity to showcase their success with families and carers invited to the end of term tournament. Fencing also provided a supported experience to manage and develop sensory resilience with all students required to wear fencing masks, whites and gloves to participate. For some learners, wearing the safety equipment was confronting but all participated in the program.

Introducing fencing required external funding which was provided solely through philanthropic support with direct financial assistance for coaching fees and in-kind sponsorship with the loan of all the equipment needed. Being required to raise the funds and secure the resources to run the sport provided an authentic exemplar for students of what could be achieved by utilising local assets, strengths and relationships. For students, learning about how fencing was made possible provided a first-hand experience to reflect and draw upon when they were developing their own social enterprises. Fencing met key curriculum outcomes of PDHPE and LOTE (a Language other than English) Stage 4 Syllabus outcomes. French is the language of fencing which was integrated in all sessions including refereeing. Incorporating French from the beginning of the program provided a practical and relevant way for students to practice and build their French language and listening skills which was extended into classroom lessons.

### 4. Coaching and wellbeing

Across all areas of the T Centre program, students participated in, facilitated and contributed to coaching and wellbeing activities. Coaching incorporated activities and processes that encouraged students to reflect on their own understanding, build their knowledge, share their

expertise and prior knowledge and respect and incorporate the different intelligences/ expert areas of learners. Examples of activities ranged from mushroom and seedling growing to a brain dissection (KLAs Technology Mandatory, English, Maths, and Science), literacy intensives, journaling, resumé building, business planning, public speaking, presentations (English and Drama), numeracy, business forecasting and inventories, data gathering and analysis including charting and graphing, grant seeking (Math) stamina building with silent and in class reading, storytelling and cultural learning (Aboriginal and Torres Strait Islander Histories and Culture), art therapy and design (Visual Arts), ICT and digital literacy, French (LOTE), SMART Goals, asset and escalation mapping, action learning reflective practice and restorative justice processes (Wellbeing).

## Post-program engagement

Transition back to regular classes for all the learners was the planned and third stage of the T Centre program. Integration with the Learning and Support/ Enhancement teams across both junior campuses, the Head Teachers of each learning area, Classroom Teachers and Year Advisors assisted this process. Aware through post-program surveying of students and facilitated engagement with intake 1, students needed greater assistance to re-engage with their mainstream classes. As a result, a 6-week structured post-program support plan was introduced for intake 2 and offered to intake 1 simultaneously in the final term of the year.

The comparative results from intakes 1 and 2 highlight the importance of a structured and sustained post-program support process (Figure 5). Intake 2 reported more positive post-program results including feeling more confident than intake 1 who received no planned and regular T Centre support until a term after their return to mainstream. While there was a term's delay in providing regular and structured support to intake 1, the implementation was beneficial and largely halted a declining pattern as reported by the students (compare post-program Term 3 and Term 4).

Stocktake survey   Student reflection	Percentage change				
	In program (Term 2)	Post program (Term 3)	Post program (Term 4)	In program (Term 3)	Post program (Term 4)
<b>Questions:</b>	<b>Intake 1</b>			<b>Intake 2</b>	
1. Hopes for your school life	8.95%	7.21%	6.93%	23.70%	40.52%
2. Potential as an individual	29.67%	18.28%	18.14%	7.06%	11.00%
3. Ability to take action, change things for yourself	13.40%	9.88%	-3.72%	3.40%	8.70%
4. Understanding what you want to achieve in your school life	11.24%	-5.43%	Unchanged	19.72%	11.24%
<i>Completing students only</i>					
In program surveys: Week 1, 5 and 10					
Post program survey, Week 5 of the following term for intake 2 and an additional survey of intake 1					
<b>N.B. The transition strategies were very different for the two intakes based on the feedback results from intake 1. While post program support has been provided, the delay in providing the one-on-one support was expected, and has shown in the data, to have had an effect on students confidence and ability. This is not across all students but does highlight an issue for future intakes and the importance of a structured, consistent and sustained post program support mechanism to maintain and improve in program outcomes.</b>					

Figure 5: Student stocktake survey, a four-question survey asked in Weeks 1, 5 and 10 and 5 weeks after the students returned to their regular classes

The purpose of the post-program support was to provide assessment and/or in-class assistance. Across the 18 students, 325 individual contact/ engagement sessions were conducted, an average of 18 visits/student, around 3 sessions each week (up to one period/ 60 minutes in duration).

As an extension of the post-program support, all students completing the T Centre were invited to be on the alumni program. The purpose of the alumni program is to maintain a relationship with all students and to foster peer learning for the incoming participants.



To celebrate World Social Enterprise Day on 17 November 2022, representatives from both intakes participated in the Australia-Malaysia Connect schools program talking with peer student social entrepreneurs. Within the alumni, there are 8/18 or 44% of active students.

## Communications

Wrapping around the T Centre program was a communications and monitoring plan for staff, families/ carers, students and interested community members. There were 74 separate activities planned and completed (Figure 6).

Two short videos were prepared after each intake, [In Business](#) providing an introduction to the T Centre and [My Word](#), a review by the students themselves.

Communications	Monitoring data			
	Pre Program	During program	Post program	Outputs
Website T Centre profile	1	2 (updates)	1 (update)	Accessible and relevant information and evidence available for families and interested others.
Selection and nomination information and FAQs	1	1	NA	Engagement with families, securing supported student participation for Discovery sessions.
Meet and Greet events	2	NA	NA	Engagement with families to encourage engagement in the program (six families attending)
Facebook followers	2319	NA	2412	Engagement with the community and families, 4.1% increase
Social media posts (Facebook)	4	17	4	Impressions = 29,371, Reach = 21,864, Engagement = 3,499, Reactions = 447, Comments = 12, Views = 400
Information kits to families	20	NA	NA	20 kits provided
Family Agreements and all permission slips signed	20	NA	NA	All families signed the Family Agreement. All permissions for all aspects of the program signed and submitted
Scheduled communication events	4	70	NA	To ensure the families, school executive, faculties, classroom teachers and administration team are kept well informed, regularly updated on T Centre activities, student progress, timelines and reporting to best support students pre, during and post T Centre engagement
Group emails (parent/ carers)	10	144	NA	Regular updates and engagement with families
Newsletter contributions	1	1	-	Updates to school and families
Guest speakers/ presenters	NA	10	NA	Including social entrepreneur visits, students host to help progress their own social enterprises and Indigenous storytelling with Aunty KDF, students engage in storytelling and art
Shark Tank pitches	NA	2	NA	Engagement of senior executive and external people through Social Enterprise Australia
Trading events	NA	8	NA	Eight trading events with \$1699.65 raised for three charity organisations (Youth off the Streets, \$574.90, Cancer Council of NSW, \$270.05, Salvation Army William Booth House, \$854.70)
Open classroom events	NA	12	NA	14 families participating
School tour inclusion	NA	2	NA	Two tour visits by senior executive staff
Senior executive/ executive	NA	11	NA	Engagement with students
Selection panel meetings	2	0	NA	Selection of T Centre students from supplied list provided to campus executive
Digital stories	NA	NA	2	Two 90 second videos about the T Centre program, <i>In business</i> and <i>My Word</i> (400 views)
Sponsorship (financial)	\$3,734.00	\$7,466.00	NA	Financial and in kind sponsorship for T Centre polo shirts, fencing coaching and fencing equipment
Grant seeking (two applications, fully funded)	0	2	NA	Grant seeking using the P&C's Small Grants Program, awarded \$738.12 (total funds sought)

Figure 6: Communication activities and monitoring data

## About the program participants

The students nominated by the executive for the T Centre program were considered on five elements: academic, executive functioning, behaviour, attendance and interest in some subjects as an indicator of reengagement potential.

Nominating campuses also identified the current level of family engagement/ contact and the quality of the contact. The executive completing the nomination forms listed all families as having

'four or more formal contacts per term' and that the relationship between the school and family was reported to be 'at a good working level'.

Given all students nominated for the program were underperforming across a range of academic areas, social skills and executive functioning, the T Centre focus was, in all stages and elements, pre, during and post the program, to help students change their perception of themselves. This philosophy and guiding practice sought to develop more than specific actions or thinking. Rather the emphasis was on helping the student change their beliefs through experiences of their identity and their perception of themselves (Figure 7).

Sentral data	Intake 1			Intake 2		
	Pre Program	Program	% change	Pre Program	Program	% change
Attendance (cohort average)	74.63%	82.06%	9.96	59.34	79.06	33.23
Students who identify as Aboriginal	NA	25.00%	NA	NA	30.00%	NA
Incident reporting (total cohort)	NA	253	NA	NA	500	NA
Awards (average per participant/ cohort)	9	25	177.78	5	38	660.00
Positive entries (average per participant/cohort)	8	21	162.50	6	33	450.00
Negative entries (average per participant/ cohort)	11	4	-63.64	9	14	55.56

Figure 7: Collected school data via the data management system, Sentral

Across both intakes, 83% of learners had experienced two or more Adverse Childhood Experiences (ACE). ACEs experiences are broadly categorised into four categories: abuse, neglect, household challenges, and other adversity. Across both cohorts, 77% of learners had experienced three or more ACEs.

Students had direct experiences of homelessness, living in out-of-home care, substance abuse within their family, separation and divorce, poverty, unemployment, racism, as victims of violence, bullying/ gaslighting, intergenerational disadvantage and three were regular carers of others.

Across both intakes, 39% of students attending the T Centre had received a medical diagnosis prior to starting, a further 28% sought advice about a diagnosis during the program. Recognising that many of the learners were not only managing themselves through adolescence but that most had the added impact of trauma and for many, the additional considerations of a diagnosis, engaging with and seeing all learners progress was the priority across all elements of the program. Associated with this was the acknowledgment by learners of their participation in engagement with risky behaviours including experience of or exposure to vaping and excessive online gaming.

## Outcomes achieved

As expected with a school-based program, regular informal and formal assessments were completed throughout the term. The assessment tasks reflected all aspects of the T Centre program and sought to recognise and assess the experiences and contributions by the learners of raising money for social causes important to them and running a social enterprise, completing brain training, learning the sport of fencing and achieving social and emotional outcomes consistent with the Stage 4 KLAs.

Students completed five formal assessment tasks and daily reflective tasks including a range of self-assessments and peer review activities. At the end of the program, each student received a

report. The cohort grade point average across both intakes was 4.0/5.0, consistently higher than their pre-program grade point average scores (where available) (Figure 8)

Report summary	Intake 1 (n=32)				Total/8	Intake 2 (n=40)				Total/10	Combined total score and GPA for intakes 1 and 2
Key Learning Areas (assessed with five summative assessments and regular formative assessments)	English, Drama & HSIE	Mathematics	PDHPE, Science & LOTE	Visual Arts & Technology		English, Drama & HSIE	Mathematics	PDHPE, Science & LOTE	Visual Arts & Technology		
Outstanding	0	1	0	2	3	1	1	2	0	4	7
High	3	1	3	3	10	5	4	3	3	15	25
Sound	5	6	5	3	19	4	3	2	5	14	33
Limited	0	0	0	0	0	0	2	3	2	7	7
Basic	0	0	0	0	0	0	0	0	0	0	0
Not applicable	0	0	0	0	0	0	0	0	0	0	0
	Total				32	Total				40	
	Cohort 1 GPA				4.00	Cohort 2 GPA				4.00	4.00

Figure 8: Grade point average received across the Key Learning Areas for intakes 1 and 2. Grades were achieved from specific tasks set within the four learning elements: social enterprise, brain training, fencing and coaching/wellbeing activities

Extending the academic findings immediately after the program with post-program involvement and the initial estimation made by the home campus executives that 50% of students across both cohorts showed the potential to reengage with a short-term intervention, student and teacher feedback has shown that 61% of the cohort is now more actively engaged in academic and social aspects of their school life. In a first for some students, they shared their own experiences post the program of completing assignments ahead of time and passing assessments.

Further 46% of the eligible students across both intakes able to select their Stage 5 electives have opted to participate in the school-wide priority program, [Big Picture Learning Australia](#). This course of study designed around individual project-based learning begins in Year 9 (2023 for the 2022 Year 8 students).

Alongside the academic outcomes, the T Centre program was also focussed on achieving social and emotional wellbeing of which brain training was a core element (refer to Figures 3 and 4).

Students completed a pre and post survey before starting the SES program through Resilient Youth Australia. The anonymous survey gathered information about how students viewed their relationships, social skills, understanding of self, feelings around safety, how they took care of themselves, learning engagement, attitude, their values and ability to contribute (Figure 9). Students were also asked to consider and reflect on any risky behaviours. Students completed the survey individually. All were cautious about the anonymity of the data, especially for the very personal questions. Students also sought assistance to understand the questions.

The data provided valuable information about the students as to how they approached the task, including from their initial cautiousness that the survey was anonymous when they started the program to feeling more confident to respond honestly by the end of the program because of increased trust. There were some very positive results that reflected an improved capacity across both intakes to work well as a member of a team (through Social Enterprise Schools and fencing



specifically), of the importance of quality relationships and having teachers and family members that encourage and support and feeling safer at school. There were also results that decreased during the program. On the risky behaviours questions and positive values particularly, students reported their responses were more honest at the end of the survey, which was consistent with discussions during class through the term. The more honest responses were attributed to believing the data was anonymous and building trust over the weeks on the program.

Other positive indicators included the increased school attendance across both cohorts while on the program, greater positive entries about student behaviour and student awards (refer to Figure 6).

When students were asked if they would recommend the T Centre program, 82.75% of respondents (14) said in a post-program survey that they would.

The formation of a voluntary alumni and holding a first formal event, the Australia-Malaysia student social entrepreneur connect session and the recognition on the Social Enterprise Schools Awards 2022 demonstrate student engagement and investment in the T Centre program.

In addition, students and their families have contributed willingly to an in-school review of the T Centre managed by NSW Departmental staff external to the school at the end of the two pilot intakes. Student and family interviews were held across both junior campuses with invited families contributing. Similarly, the positive responses by the students and unsolicited feedback from families collected during the program are additional indicators of success (see Attachment 1, The last word).

Cohort snapshot	Intake 1				Intake 2			
	Pre	Aus Norm	Post	% change	Pre	Aus Norm	Post	% change
<b>Theme: Positive relationships</b>								
Love and support from family	75	88	78	4.00	100	88	88	-12.00
Teachers who encourage	13	73	44	238.46	45	72	88	95.56
Parents/ carers who encourage	88	90	89	1.14	100	89	88	-12.00
At least one good friend at school	75	92	89	18.67	91	92	75	-17.58
<b>Theme: Social skills</b>								
Parents/ carers who listens to me	88	82	78	-11.36	82	81	88	7.32
Good at keeping friends	63	85	78	23.81	91	84	100	9.89
Get along with people who are different from me	63	79	56	-11.11	82	77	38	-53.66
Can disagree about things and still be friends	25	90	67	168.00	82	89	100	21.95
<b>Theme: Understanding self</b>								
Can talk about things if they upset me	13	43	22	69.23	27	41	25	-7.41
Find it easy to keep out of trouble	25	70	44	76.00	27	68	25	-7.41
Can think of many ways to get important things	75	86	78	4.00	88	85	88	0.00
Doing as well as other kids	75	86	78	4.00	64	85	75	17.19
<b>Theme: Safety</b>								
Feel safe at home	63	91	78	23.81	91	91	75	-17.58
Feel safe at school	63	81	67	6.35	82	79	88	7.32
School gives students clear rules	88	79	67	-23.86	73	78	75	2.74
Not bullied online	63	95	56	-11.11	91	94	63	-30.77
<b>Theme: Healthy body</b>								
Eat well to stay well	50	81	67	34.00	73	80	50	-31.51
Get at least 8 hours of sleep most nights	13	64	33	153.85	55	63	50	-9.09
Keep physically fit	38	75	56	47.37	64	74	50	-21.88
No trouble concentrating	50	70	67	34.00	64	71	75	17.19
<b>Theme: Learning engagement</b>								
Read for fun	0	37	11	110.00	0	35	13	130.00
Try hard at school	25	84	56	124.00	36	83	13	-63.89
Do my homework	25	78	44	76.00	18	76	25	38.89
Enjoy learning new things at school	50	70	33	-34.00	36	68	38	5.56
<b>Theme: Positive attitude</b>								
Am trustworthy	75	91	78	4.00	82	63	88	7.32
Can come up with ways to solve problems	50	80	78	56.00	55	78	63	14.55
Past experiences will help me in the future	75	80	67	-10.67	64	78	75	17.19
Know that I can find a way to solve a problem	50	82	56	12.00	82	79	75	-8.54
<b>Theme: Positive values</b>								
Able to trust other people	38	65	44	15.79	64	62	13	-79.69
Forgive others who are mean to me	38	60	22	-42.11	36	56	13	-63.89
Forgive myself when I mess up	38	56	11	-71.05	36	54	13	-63.89
Take responsibility for my actions	63	83	67	6.35	55	82	25	-54.55
<b>Theme: Positive contribution</b>								
Given useful jobs at school	38	50	56	47.37	36	48	25	-30.56
Involved in at least one extra curricular activity	63	78	44	-30.16	64	76	50	-21.88
Give my time to help others	50	72	67	34.00	45	69	38	-15.56
<b>Risky behaviours</b>								
Do not vape or use e-cigarettes	88	94	78	-11.36	73	94	50	-31.51
Do not drink alcohol	100	91	67	-33.00	91	91	63	-30.77
Not playing excessive online games	38	63	56	47.37	64	60	50	-21.88
Have not threatened to physically hurt someone	63	84	33	-47.62	73	83	50	-31.51

*Cohort results, variations +/- 10% only highlighted*

*Numbers shown are the student responses who responded favourably to each question*

*The survey was taken in Week 1 and again in Week 10 to provide a comparison*

*Literacy levels and definitions to understand the question were an issue for both cohorts*

Figure 9: Collected student data before and after the program and compared with Australian norms from benchmarked student responses through Resilient Youth Australia

## Attachment 1 | The last word

From students:

- “I’ve never really had success before at school” S.S., Year 8
- “I stay all day now” I. J., Year 8
- “It felt good to do something positive” C.J., Year 7
- “Designing our own business and who we support was really good” J.C., Year 8
- “Now back in my normal classes, school is harder because I saw something in myself at the T Centre that showed me I could do well so now I want to try and do all my assessments, so there is more work but in a good way” “I have just finished my first assessment ever early and all on my own, it feels so good”. S.A., Year 7
- “I really thought that the smartest I would ever be when I was in Year 6, but now thanks to the T Centre I am smarter than I have ever been”, I.J., Year 8
- “I still don't like schoolwork, but I do it now”, F. L., Year 8
- “We were trusted”, W.K., Year 7
- “I used to be on my phone all lesson, I am still on it a bit, but not like I was”, R. P., Year 8
- “I speak up a lot more”, P. A., Year 8
- “This is the first time this year that I have handed in anything [on returning to mainstream].” S.S., Year 8
- “I miss the T Centre. I liked the teachers and I understood more.” R.P., Year 8
- “I want to do fencing again”, S.A., Year 7
- “I actually think I got smarter at the T Centre”, I.J., Year 8

From families and carers:

- “We have noticed his energy has shifted and he’s starting to become a bit more involved in areas. Plus, his tennis coach was saying he noticed a change in him these last few weeks and was talking enthusiastically about the program”. Parent, Year 8 student.
- “We are very pleased with the progress our son is making, especially in their mood, they are happier coming home from school. I am looking forward to watching the fencing tournament”. Parent, Year 8 student.
- “I don’t think my son has ever felt good about being at school, it is so nice to see him working hard and having a good time,” Parent, Year 8 student.
- “She has so much more vitality now, she has drive, there is a wholeness about her. She has a part-time job. It’s been the right program at the right time”. Parent, Year 8 student.
- “Our son got a Merit since coming back from the T Centre, that’s never happened before”. Parent, Year 8.
- “I cried when I read his report, I know what he can do and now I know others can see it too”. Parent, Year 8.

From teachers:

- “She seems more engaged and is working better in class”. Year 8, HSIE
- “She is interacting more with others and completing and submitting work of a reasonable standard since she's been back which is a positive change from her Term 2 behaviour.” Year 7, PDHPE
- “She did a practice test and got 23/25 [since returning from the T Centre], she’s never been able to do that before”. Year 7, Math
- “What was apparent to me [at the Shark Tank pitch] was how much the students invested of themselves”. Senior Executive
- “The students have all grown and developed thanks to the T Centre program”. Executive