

School's In for Refugees

A whole school approach to supporting students of refugee background



Foundation House

The Victorian Foundation for Survivors of Torture
www.foundationhouse.org.au

Schools and Agencies Working Together Edition 10 2011



Few of us would choose the room full of strangers in a new country, over the room full of friends at home. Establishing new relationships is often an anxiety provoking experience in both our personal and professional lives.

For people from refugee backgrounds who have experienced the loss of place and space, of family, friends and acquaintances, the process of resettling can be the never ending room of strangers where a quick scan of faces rarely reveals the comfort of a friend or any familiarity.

Schools and school communities play a vital role in re-establishing connections for young people from refugee backgrounds and their families. When

schools establish safe and welcoming environments for refugee background families, opportunity for participation in both a community and the education process are established. This can significantly support the reformation of friendships and connections integral to our understanding of a socially inclusive society.

Opportunities for young people and families from refugee backgrounds to participate more broadly in the community become available when schools build and develop partnerships with other services within the broader community of which they are a part of. Rooms once full of strangers begin to contain acquaintances and friends, and the human benefits and practice behind the ideal of social inclusion, become a tangible reality in the way we live our lives.

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GLOBAL GATHERING 2011

For the last four years a number of community organisations in the Eastern region of metropolitan Melbourne have collaborated to organise Global Gathering, a very successful schools event celebrating the increasing cultural diversity within schools of the region.

Then: Global Gathering started in 2008 as an idea to strengthen relationships between schools and agencies participating in the newly established Eastern Schools Refugee Action Network (ESRAN), a formal network of schools working together to support their students of refugee background and their families. A small and dedicated ESRAN sub-committee, involving agencies and schools, was formed to organise an event and plan a whole-day program which could promote positive interactions between students from different cultural backgrounds and involve students from each of the ESRAN schools. The group met regularly for 6 months to brainstorm ideas, source funding and share the organisational responsibilities. The first Global Gathering was held in Refugee Week of 2008 and was enormously successful. Eighty students from ten schools came together and participated in a series of mixed rotating workshops.



Now: Global Gathering has since grown into a very successful annual event in the ESRAN regional calendar. The original sub-committee has continued to meet and successfully apply for funding from the Victorian Multicultural Commission each year, and share the planning and implementation tasks amongst the group. Individuals within the group have contributed enormously to the coordination of the event by using their professional experience and networks to invite other local community organisations to be involved. Consequently the list of local supporters for Global Gathering has continued to develop and expand each year. For example, this year the event was held at the Lilydale Baptist Church who generously discounted the cost of their facility, and a BBQ lunch was provided by the Lions Club of Croydon & Lilydale. Last year 13CABS provided a free halal BBQ lunch for all the students, teachers and workshop facilitators.

The day is coordinated and is actively supported by a number of local community agencies including:

- School Focused Youth Service Manningham & Maroondah, & Whitehorse
- Department of Education & Early Childhood Development Eastern region
- Catholic Education Office Eastern
- Blackburn English Language School Maroondah
- Refugee Action Network schools
- Centre for Multicultural Youth Learning Beyond the Bell
- Outer Eastern Local Learning and Employment Network
- Migrant Information Centre Eastern
- Victoria Police, Ambulance Victoria and Metropolitan Fire Brigade
- Foundation House
- Eastern Access Community Health

For the past two years an art/craft workshop has been facilitated by tutors from the Box Hill Community Arts Centre, who have displayed all the students' work in an art exhibition during Refugee Week. This has developed into an ongoing relationship with the Centre, who are keen to be involved again next year. We are also involved in discussions with the Centre around other strategies for how they can provide support for the refugee families living and working in their municipality, possibly through a schools-based art project.

Global Gathering is a wonderful example of a successful collaborative effort involving schools and agencies working together. Without the enthusiastic cooperation of so many



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agencies sharing responsibilities, financial cost, administrative tasks, and organisational on the day, the event would not be possible. When everyone is prepared to collectively share the tasks and take responsibility for the outcome, the results are incredibly rewarding and long lasting.

Future: The future of the Global Gathering depends on ongoing funding being available each year. The GG sub-committee are hopeful that in the future there will be an opportunity for young people to be involved in organising the event.

For more information on Global Gathering contact: Sharrin Murphy at Foundation House Tel: 9389 8980, or Madeleine Parker at the Eastern Metropolitan region (DEECD) Tel: 9265 2431.



SCHOOLS AND AGENCIES WORKING TOGETHER

The Whole School Approach (from the World Health Organisation) is an internationally recognised model which demonstrates the importance of schools and agencies working together so that mental health and wellbeing outcomes are enhanced. Both teachers and those working in and with schools (social workers, youth workers, community health workers, local government children, family and youth services, community development agencies) know the importance of feeling safe at school, being able to participate in the curriculum, in the playground and the yard, and of being able to build connections and relationships with other students and teachers at school. This is relevant for all students but is particularly important in supporting vulnerable children, young people and families.

By understanding and building relationships with traumatised children, teachers can make an enormous contribution to their lives. Children who develop an attachment to their school and a love of learning will have greater resilience in the face of adversity than those who do not. Office for Child Safety Commission 'Calmer Classrooms' 2010

In terms of utilising resources, Schools and Agencies working together makes sense. Also the people that both schools and agencies are trying to work with, are the same! This is particularly true where the agency and school are in the same geographical area, and where the work of the school and agency is population based.

For example;

A primary school and Local Government library service working together on a literacy program for 5 – 8 year olds. The same primary school promotes a bilingual preschool story time held at the library through the school newsletter and has pamphlets about it at the front office. The library worked with the school in recruiting 2 parents to be employed as part of the bilingual story time program.

VicHealth describes working in partnership along a continuum that varies depending on the purpose and nature of the partnership. Often times 'working in partnership' is easier said than done and it is helpful to identify how you are, or might like to work together. Sometimes exchanging information may be all that is required or may be the most appropriate way of working together. However you may want to look at moving the relationship along the continuum. For example inviting an agency in to run an anger management program may be a way of providing a group of students with increased life skills and improve conduct at school. However the outcomes for the students and the school may be greatly enhanced by looking at how conflict is managed at school and how relationships are restored. This would be an example of a more collaborative way of working together and would have more sustainable outcomes. Some partnerships may be as simple as meeting monthly on a committee to share information. This is the sole purpose of the partnership, and this is all that is expected. Vichealth would describe this type of partnership as networking. Another partnership may include placement of an agency project worker within a school, who works with a teacher to develop and deliver a classroom



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program about positive community behaviours; works with a committee in a network of local schools that helps build school processes around positive community behaviours, and builds capacity of the agency to understand and work with schools. This type of partnership may include a reference group, planning and evaluation processes. This type of partnership is described as collaboration. The VicHealth Partnership Analysis tool has recently been updated and is available at: <http://www.vichealth.vic.gov.au/~media/About%20Us/Attachments/VHP%20part%20toallow%20res.ashx>

VicHealth Partnership Analysis Tool

The summary from the VicHealth Partnership Analysis tool is below

o **Networking** involves the exchange of information for mutual benefit. This requires little time and trust between partners. For example, youth services within a local government area may meet monthly to provide an update on their work and discuss issues that affect young people.

o **Coordinating** involves exchanging information and altering activities for a common purpose. For example, the youth services may meet and plan a coordinated campaign to lobby the council for more youth-specific services.

o **Cooperating** involves exchanging information, altering activities and sharing resources. It requires a significant amount of time, high level of trust between partners and sharing the turf between agencies. For example, a group of secondary schools may pool some resources with a youth welfare agency to run a 'Diversity Week' as a way of combating violence and discrimination.

o **Collaborating**. In addition to the other activities described, collaboration includes enhancing the capacity of the other partner for mutual benefit and a common purpose. Collaborating requires the partner to give up a part of their turf to another agency to create a better or more seamless service system. For example, a group of schools may fund a youth agency to establish a full-time position to coordinate a Diversity Week, provide professional development for teachers and train student peer mediators in conflict resolution. Adapted from: Himmelman A 2001, 'on coalitions and the transformation of power relations: Collaborative betterment and collaborative empowerment', *American Journal of Community Psychology*, vol. 29, no. 2.

Planning

"We have gone from panicked to focused and are really enjoying our refugee families." (Principal in a RAN school).

It isn't unusual to feel like you don't have time to make a plan or that a plan isn't necessary because "we're already doing it" and we are "too busy". It may be that planning and assisting with planning could be something that a community agency can offer help with (for example; Foundation House Schools Support program, School Focused Youth Service, Family School Partnership Convenors, Learning Beyond the Bell Program etc). Planning and reviewing provides an opportunity to move from "panicked to focused" and is a conscious choice to avoid feeling isolated and like you're trying to fix a problem. By having a plan, usually both the partnership relationship and the outcomes that you're trying to achieve, will be improved. In the absence of a plan everyone is 'crazy busy' and things are often thrown together based around deadlines for funding applications and because we need to "do

something" for cultural diversity week, etc. Audits and checklists can be a good place to begin when trying to make a plan and identify needs. After completing an audit or checklist you can make a choice about what to prioritise and where to begin.

Summary to help schools and agencies work together and assist with partnerships and cooperation;

- o Memorandum Of Understanding (MOU)
- o Partnership agreement
- o Breakfast meeting with school leadership
- o Meetings with key community agencies
- o Workshop meetings for schools/agencies with invitations for agency/school participation
- o Individual meetings at schools
- o Ongoing presence in a region
- o Joining in regional advocacy and projects
- o Being clear about what you can do and what you're asking others to do
- o Regional advisory/ steering groups
- o Audit tools
- o Planning tools
- o Evaluation and review
- o Schools In for Refugees audit:
http://www.foundationhouse.org.au/service_innovation_program/working_with_schools/resources.htm
- o VicHealth Partnership analysis tool:
<http://www.vichealth.vic.gov.au>
- o A tool box for creating healthy places to work, learn and play:
<http://www.health.qld.gov.au/healthyschools/documents/29331.pdf>

VIC HEALTH

The Victorian Health Promotion Foundation, best known as VicHealth, works in partnership with organisations, communities and individuals to make health a central part of our daily lives. VicHealth's focus is on promoting good health and preventing ill-health.

VicHealth adds strength to other organisations working in health promotion through the provision of funding and other resources. Every year, VicHealth fund hundreds of projects, with funds going to a range of organisations, both large and small.

VicHealth support a mix of investigator-led research, strategic research and evaluation research to build evidence for health promotion interventions.

With research and evidence guiding programs, VicHealth invests in a range of activities in sectors as diverse as sport and active recreation, the arts, education, planning and built environment, community and local government.

<http://www.vichealth.vic.gov.au/>



TIPS FOR SCHOOLS WHEN WORKING WITH AGENCIES

1. Research the geographical area where your school is located. Chances are there are many community agencies close by to work with. Invite them to school for a meeting to discuss how you might work together.
2. Expect agencies to be involved with your schools. Most community agency work is geographically and/or population based, so your school is naturally part of this.
3. Be flexible with times and planning. Community agencies, like schools, are also busy places with plans, projects and training commitments already in place when you make contact with them.
4. Allow lots of time to work together on funding applications. Always provide a copy of any applications you submit, to the community agencies you have said you're working 'in partnership' with.
5. Be willing to be new and to learn about new ways of doing things. People from outside the school offer a new way of looking at things and may bring valuable contributions, strategies and resources.
6. If you've agreed to do something with an agency (eg; have a group work program at your school) be sure you take responsibility for the organisational things the community agency has no control over, such as;
 - o room bookings
 - o liaising between relevant students and staff
 - o making sure people know about the program through communication at staff meetings
 - o if students are involved, that they are released from class
7. Develop a visible presence in the region you are trying to work. Actively participate in youth/community/education/health networks that enable shared practice, relationship building across schools and increased knowledge of grants opportunities.
8. Utilise existing structures to enable shared practice and relationship building across local schools (for example; 'schools presenting to schools', transition networks, student wellbeing networks, etc).
9. Use inclusive language (families, parents/carers). All families are diverse and not all children live with a Mum and Dad. Children need the people who look after and care for them to be acknowledged so they can be proud of them and feel like they're welcome in the school. Many children and young people of refugee backgrounds may live with an aunt/uncle, grandparent or another carer.
10. Think of ways to consult with and work with families. Promote and use resources such as; Talk's In (VFST), Opening the School Gate (CMY), Family, School and Community Partnerships (DEWR).
11. Advocate on behalf of families (eg; knowledge of MEA processes and correct use of ESL index funding, EMA, school start bonus, etc).
12. Know how to and use interpreters.
13. Model inclusive practice (displaying books, resources, pamphlets and information in LOTE that are relevant to the refugee and migrant communities at the school).
14. Have a good working knowledge of good practice examples to speak with Agencies about.

TIPS FOR AGENCIES WHEN WORKING WITH SCHOOLS

1. Be flexible with time and planning. School timetables may not be flexible, so make sure you're on time!
2. Find out who you need to speak or meet with at school. Possible people to speak with include; Student Welfare Coordinator (SWC) / Primary Welfare Officer (PWO) / Assistant principal (AP) / Year Level Coordinator (YLC) / English as a Second Language Coordinator (ESL Coordinator) / Student Support Services Officer (SSSO "triple SO"; School psychologist or speech therapist)
3. Dress appropriately for the school environment you are going into.
4. Be friendly, warm, approachable, professional and persistent! Be a good visitor when at a school and follow all guidelines and protocols.
5. Give the relationship time to develop. As you develop the relationship offer something to the school. Doing some work together can assist with relationship building.
6. Expect to be involved with schools. If your work is geographically or population based – then the school is part of your work.
7. Be willing to be new and to learn. You will have lots of good ideas and information, but remember others have come before you and teachers at the school will have lots to contribute too.
8. Offer meeting skills (provide agendas, take minutes, model good communication skills, etc).
9. As an outside community agency you can offer another perspective, you can advocate for children and families 'at risk', you can offer information about rights, use of interpreters, etc.
10. Develop a visible presence in the region you are trying to work. Actively participate in youth/community/education/health networks that enable shared practice, relationship building across schools and increased knowledge of grants opportunities.
11. Establish and maintain good working relationship with relevant staff in DEECD, CEO, state and local government services and peak bodies.
12. Use both formal (eg; documents outlining partnerships between schools and agency, organize an advisory group) and informal ways of looking after the good working relationship (eg; organize individual meetings with relevant teachers, distribute information about partnership opportunities and grants processes, etc).
13. Use inclusive language (families, parents/carers). All families are diverse and not all children live with a Mum and Dad. Children need the people who look after and care for them to be acknowledged so they can be proud of them and feel like they're welcome in the school. Many children and young people of refugee backgrounds may live with an aunt/uncle or grandparent or another carer.
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16. Model inclusive practice (displaying books, resources, pamphlets and information in LOTE that are relevant to the refugee and migrant communities at the school)
17. Have a good working knowledge of good practice examples to speak with schools about.

EARLY LEARNING IS FUN!

Berry Street through its Early Learning is Fun (ELF) program has partnered with Sacred Heart Primary School in Fitzroy to develop a Sudanese playgroup on the school site that aims to engage the Sudanese community with the shared goals of:

1. Improving universal access to services for Sudanese pre-school children and families.
2. Enhancing child-parent relationships in order that children's learning can be enriched and supported.
3. Increasing families' understanding that learning starts at birth and that foundational literacy and numeracy skills are built through nurturing relationships and play.



Mary Lawrey, Principal Sacred Heart Primary School, is delighted to partner with Berry Street in this exciting journey with the local community. She said the initiative aligned well with the school's goal of strengthening family-school partnerships in order to improve learning outcomes for students.

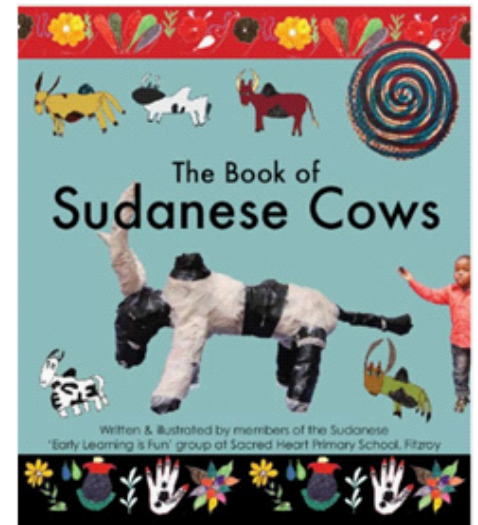


"We are more than a little proud to share the beginning of this journey with the Sudanese Community here in Fitzroy, where a group of women and their young children have

just published their own book, *The Book of Sudanese Cows*.

The Sudanese women welcomed the opportunity to come together as a group and to be able to share their culture and stories through this book with the broader community" said Mary.

Early Learning is Fun supports parents and carers to create nurturing relationships with their children in the earliest years. We know that children need to feel safe, secure and loved in order to learn; that when the relationship is right the learning will follow. And we know that



when we 'read, talk, sing and play with our children every day' we create a nurturing relationship.

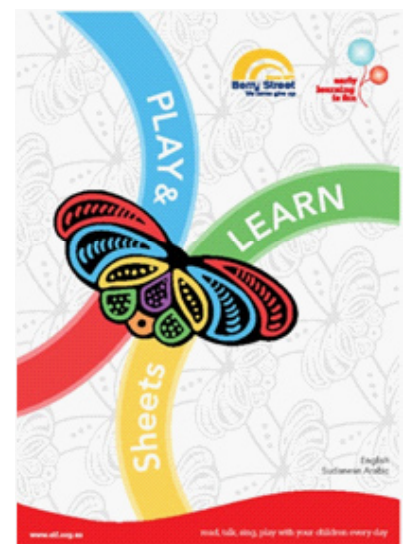
Manager of Berry Street's Early Learning is Fun Program, Kirsten Slifirski has not only welcomed the opportunity to work with Mary and her team at Sacred Heart Primary but has been humbled by the trust afforded to us as an agency by the Sudanese Community.

"The group has produced this fabulous resource to share the 'read, talk, sing, play' message with their community; a community with a refugee background, a community in settlement, a community highly motivated to support its children to be successful learners in a new context ... a community who now offer you the knowledge that will help you support them", said Kirsten.

Together with newly developed Sudanese ELF Play and Learn sheets developed by the community, *The Book of*

Sudanese Cows, will be disseminated within the community through a range of early year's stakeholders.

For more information on the partnership or on the Early Learning is Fun program please contact us at: elf@berrystreet.org.au





“ JOURNEY TO WORK FOR YOUR FUTURE ”

A WORK ORIENTATION PROGRAM FOR REFUGEE STUDENTS

I have been on lots of interesting excursions in my long teaching career but I have never laughed so much as I did on the “Journey To Work for your Future” program for migrant students at Lavalla Catholic College, Traralgon. No sulky silences and no earplugs in, just some fantastic kids with lots of questions and a hunger to learn about what is out there for them and how they can access it.

Developing a partnership with the Baw Baw/Latrobe LLEN meant that a simple idea was developed into a fantastic program involving a wide range of community members who are keen to welcome our new arrivals and to help them to settle in our community. Another reminder that the best things happen when you access your network.

Firstly a local builder spoke about his journey from a large family to becoming a business owner. He spoke to the students about the challenges in his life and how he learned to make the most of the people around him. Lesson number 1 – Build a network. Next there was a tour of GippsTAFE, Bricklaying, Building and Construction and Hair and Beauty departments. There was talk of pre-apprenticeships and VET courses and a cross cultural exchange when the girls took over the hairdressing department and gave some lessons in hair braiding. Safeway and the MidValley shopping centre sparked some discussion about what would be good jobs to have. Lunch at the GippsTAFE restaurant resulted in a lesson on how to correctly cut a tomato as well as considering the Hospitality industry careers available. The community service police welcomed us at the Morwell Police station and spoke about the help and support that they can provide. Local government careers were next on the list and finally the automotive industry. Sitting in the top of the range Holden cars and dreaming of what might be in the future was a great way to finish our three days on the road.

What did we learn?

When you combine friendship, good food, fantastic people who are willing to work together and share as well as a willingness to be involved, great things happen. The young people involved in this program have such a lot to give to Australia. I am really pleased they are here.

This program was developed by Lavalla Catholic College in partnership with the Baw Baw Latrobe Local Learning and Employment Network (LLEN), Latrobe Community Health Service and Latrobe City Council.

The program was designed to give the students a broader picture of the employment opportunities available in the local area and to show them how they could access these opportunities.

We had three stages.

1. Start to build relationships –with each other and with the Careers teacher.

a. Students and staff

i. The students spent a little time sharing the stories of their journeys from Sudan to Lavalla. They were very interested in hearing each other’s story as they didn’t know each other well. This was a good time to begin to identify interests and strengths.

b. Families

i. We held a dinner for the families. A parent information session where the Sudanese families were invited to come together for a conversation about the Australian education system, particularly from year 7 – 12 as well as career and training pathways available for their children. The food helped everyone to relax and gave the event a sense of informality.

ii. We held a celebration dinner at the conclusion of the program where families were again invited to see the photos and certificates were presented to the students.

2. Involve the Community

i. Local organisations welcomed us into their workplace. We explored the local TAFE and a range of industries including Retail, Hospitality, Building and Construction, Hair and Beauty, Local Government, Automotive and The Victorian Police.

3. Look ahead.

a. Work Experience

i. The students who are already 15yrs or older will be doing work experience in a chosen field.

b. Planning and preparing

i. All students have been encouraged to build a portfolio and write their resumé if they are over 14.

4. Staying in touch

a. There was a cultural exchange as the girls took over the Hairdressing department at TAFE and gave demonstrations of hair braiding, we had a fantastic lunch prepared at the Waratah Restaurant at GippsTAFE and were surprised that Safeway had a huge work area behind the fridges.

We would like to thank Neilson’s Builders, GippsTAFE, Safeway- Morwell, The City of Latrobe, Morwell Police Community Liaison and Colin Watson Motors for their generosity with their time and workplaces.

Anne English
Careers Teacher
Lavalla College, Traralgon



COMMUNITY GRANTS \$

Did you know, at any given time there can be potentially billions of \$\$\$ in community grant programs within Australia? As part of a planned process, community grants can play an important part in raising capital to support projects between schools and agencies. Here are a few grants and tips schools and agencies are encouraged to explore...

1. School Focused Youth Service (SFYS)

SFYS aims to strengthen the support for 10–18 year old vulnerable children and young people by facilitating partnerships and coordination of services between schools and community service organisations at a local level. Brokerage funding is also available.

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/sfyouthservices/>

2. Local Council Community Grants Program

Most local councils have a Community Grants Program which your school or organization might be eligible for. A list of local councils is available on the Municipal Association of Victoria website. <http://www.mav.asn.au>

3. NAB Schools First Funding

About this grant: NAB Schools First brings together students, teachers, parents and community members to help young people grow. <http://www.schoolsfirst.edu.au/index.php>

4. Newsboys Foundation

The Newsboys Foundation provides grants to community organisations working with disadvantaged young people aged 11 – 18 years in Victoria. <http://newsboysfoundation.org.au/>

5. Sports without Borders (SWB)

SWB is a not for profit organisation which is dedicated to providing support for young people from migrant and refugee backgrounds who are involved or want to get involved in sport. SWB has a community grants program.

<http://sportswithoutborders.org/>

6. Victorian Multicultural Commission

The Office of Multicultural Affairs and Citizenship (OMAC) runs a Community Grants Program to provide support to Victoria's culturally & linguistically diverse communities.

<http://www.multicultural.vic.gov.au/grants>

7. Western Chances

Western Chances helps young people from Melbourne's West realize their potential through the provision of scholarships and other related programs. <http://www.westernchances.org.au>

8. Western Young People's Independent Network (WYPIN)

WYPIN's main focus is working with young people of refugee and migrant backgrounds who are between 12 and 25 years old who are connected to the Western Suburb of Melbourne. WYPIN runs the 'Strengthening the Community' grant program.

<http://www.wypin.org.au>

9. The Smith Family – Learning for Life Program

The Learning for Life Program provides disadvantaged Australian children and young people with the assistance they need to stay engaged in education. Services include financial assistance, mentoring and literacy programs.

<http://www.thesmithfamily.com.au/site/page.cfm>

10. Community Support Grants

The Community Support Grants Program (CSGP) aims to build resilient and adaptable communities with improved community infrastructure, facilities and services. improved community connections and communities taking action on their own behalf.

<http://www.dpcd.vic.gov.au/home/grants/all-grants/community-support-grants>

11. Lord Mayors Charitable Trust

Major Grants are each valued at up to \$150,000 over one year or up to \$300,000 over two years. Expressions of Interest applications are accepted from organisations that have not previously received a Major Grant and which are focused on delivering projects designed to address one or more of the following priority areas: Homelessness / Youth / Ageing

<http://www.lmcf.org.au/content/major-grants>

Four other ways to find out about funding opportunities:

1. Subscribe to Our Community monthly Easy Grants newsletter. See: <http://www.ourcommunity.com.au>

2. Philanthropy Australia Wiki list of funding providers: See: <http://www.philanthropy.org.au/>

3. Department of Planning and Community Development (DPCD). See: <http://www.dpcd.vic.gov.au/home/grants>

4. Find Government grants on GrantsLINK.

See: <http://www.grantslink.gov.au/>

5 tips for writing great grant applications:

1. Plan! Take time to think about what you want to achieve and how you will achieve responding to the need identified.

2. Demonstrate passion! Beyond responding to the criteria and guidelines, write with colour to spread the excitement about your project.

3. Be inspired! Look at case studies of previously funded projects to learn about good practice.

4. Bring to the table! Include in your budget, things you are contributing towards the project, whether this is funding or in-kind support to demonstrate your ownership.

5. Think about sustainability! Communicate how the project will continue to benefit stakeholders beyond the funded period.

For more tips – Google 'grant writing tips'... good luck!

THE BEST THINGS IN LIFE ARE FOR FREE

No time to look for funding? Are you sure there are actually any costs involved in your project? Is it really worth spending time trying to find \$1000 for things you might be able to 'give' each other? You might not need to look too far to find some of the things you need.

Here are 27 things schools and agencies can offer each other without spending

A SINGLE CENT...

1. Rooms (meeting rooms, halls, libraries, classrooms)
2. Be friendly warm and welcoming when people come to 'your' place
3. Let people at reception know about the group/event/meeting
4. Facilitate meetings
5. Take minutes
6. Run activities for a group
7. Plan activities or group work content
8. Provide professional development (why pay an 'expert'!)
9. Work together to plan professional development (combine the skills, knowledge and resources of your own school or agency)
10. Interpreters
11. Food/ tea/coffee
12. Printing
13. Program materials
14. Curriculum content
15. Bring together staff to take the project further
16. Present at a staff meeting about the project or outcomes and see what might be sustainable
17. Evaluate the project and use it to plan for next time
18. Find resources to use from your place
19. Provide books
20. Provide a bus or other transport

Provide access to:

21. computer rooms
22. sports equipment or sports club facilities
23. music equipment
24. recording studio
25. a community kitchen or a home economics room
26. your school hall or agency training room and...
27. Remove room hire costs by taking responsibility for booking rooms at 'your place'

THE FOUNDATION HOUSE SCHOOLS SUPPORT PROGRAM

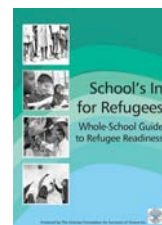
The schools support program is a statewide program supporting schools with refugee students in metropolitan and rural Victoria. Our work with schools is supported and funded by the Department of Education and Early Childhood Development.

Professional learning for those who work in and with schools about;

- o The refugee experience
- o The impact of trauma on learning and wellbeing
- o The role of teachers and schools in supporting recovery from trauma
- o Classroom strategies to support recovery from trauma
- o Supporting the individual refugee background students in the classroom
- o Developing a whole school approach to supporting refugee background students
- o Managing disclosure of traumatic material

Our Schools Support Program offers:

- o participation in the Foundation House Refugee Action Network strategy
- o Access to Schools In for Refugees Online community
- o Assistance with developing a whole school approach to support refugee background students and their families
- o Access to resources for schools



School's In for Refugees



Healthwise



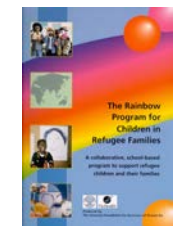
Talk's In



Klassroom Kaleidoscope



Taking Action



The Rainbow Program

CULTURAL COMPETENCY



Cultural Comprehension is a new and exciting program designed by Dandenong High School, City of Greater Dandenong, South East Region Migrant Resource Centre and the Department of Education and Early Childhood Development's Secondary School Nursing Program.

Utilizing the specialist expertise from each partner agency, a 10 week program has been con-

structed and developed to explore and understand culture, build peace in the school and wider community and empower young people to have their say in a meaningful and constructive manner.

The program and its soon to be published manual is comprised of a series of practical and theoretical lesson plans, activities, games and challenges to engage a wide variety of young people and encourage them to challenge and question their understanding and perceptions of culture and cultural identity.

The program, set to be publically launched later this year is already attracting positive attention throughout the east coast of Australia and is currently being implemented by several local schools and community groups.

Early evaluation and feedback indicate that program is working well in the various settings and schools it's currently used in and compliments several domains of the VELS curriculum exceptionally well.

The positive collaboration of partner agencies was crucial in the design, development and ultimate success of the cultural comprehension program.

The cohesion and collaboration of the Cultural Comprehension working party, which consisted of eight individuals was a complete success despite various time constraints and staffing changes.

The partnership of these agencies now extends beyond Cultural Comprehension. These agencies and the school, along with various other local schools have continued the positive collaboration into various new projects and ideas.

The Cultural Comprehension working party consisted of; Carol Collins and Vicky Argyropoulos from Dandenong High School; Sylvia Marov, Chantel Kliener and Matter Machar from City of Greater Dandenong; Kate Jackson and Georgina Crawford from South East Region Migrant Resource Centre; and John O'Shaughnessy from the Department of Education and Early Childhood Development.

For further information about Cultural Comprehension please contact; oshaughnessy.john.p@edumail.vic.gov.au or 03 8585 6308

AFTER SCHOOL FAMILY HOMEWORK CLUB;

A PARTNERSHIP BETWEEN YOUTHLINKS AND ST ANTHONYS NOBLE PARK

The St Anthony's Family Home work Program has been developed in partnership with The St Anthony's Primary School and Youth Links a service of the Springvale Community Aide and advice Bureau. Youth Links manages the program and has responsibility for the recruitment and support of volunteers.

The St Anthony's Family Homework Program is unique in that it is attempting to provide support to individual families rather than individual children. The program provided homework support to all children in the families who are invited into the program. The program also aims to provide information and support for parents and other family members to enhance opportunities to increase family engagement in learning and learning at home.

The program has recruited community volunteers including AMES home tutor volunteers, secondary students and other interested community members.

The program has a focus on building strong positive relationships between tutors of children who are attending the program. There is an emphasis on tutors and children reading together, playing a range of literacy and numeracy games as well as providing children with one hour twice each week where they can shine.

'After starting slowly in term 2 we are now growing quite rapidly' says Jennifer Hally the program co-ordinator. 'The program relies on the commitment of volunteers and we are developing a small but dedicated pool of adults and older students who are enjoying the experience of working either one to one or in small groups with such eager and happy children. This work really can make a difference to these families and it is such a great program to be involved in' she said.

If you are interested in volunteering in this program please contact Jenefer Hally at Youthlinks on 03 9547 051.



LEARNING BEYOND THE BELL PARTNERING & LEARNING SUPPORT

Delivered by the Centre for Multicultural Youth and funded by the Department of Education and Early Childhood Development (DEECD), the Learning Beyond the Bell (LBB) program helps schools and communities provide learning support to disadvantaged young people. This program aims to improve newly arrived migrant and refugee students' school connectedness and engagement by strengthening the capacity of Out of School Hours Learning Support Programs, or homework programs.

There are currently approximately 270 homework clubs held in schools, libraries and community centres helping over 6,000 primary, secondary and VCE students across Victoria. These clubs provide vital extra learning support to disadvantaged young people who may have experienced disrupted schooling or have limited access to study assistance outside of the classroom.

Assisting the sector to build partnerships between schools and community organisations is an integral part of the LBB program and has an important bearing upon the successful running of homework programs and ultimately, on student outcomes. It is also an area that can be the most challenging to manage and requires dedicated staff time to forge relationships and build systems to attract students, recruit and retain volunteers, resource programs and build communication around individual student performance and needs.

Of the 270 homework clubs in Victoria, 38% are managed by schools, 37% by community organisations and 15% by school-community organisation partnerships. Schools and community organisations each have comparative advantages in running homework programs, though programs are strengthened through a partnership model that pools services, resources and expertise of both parties. The table below summarises the benefits of different homework program management arrangements.

Keysborough College - Embrace Education Partnership

In a recent survey conducted by CMY with 45 homework program coordinators, over a third of respondents said that volunteer recruitment, attendance and retention was the biggest challenge facing their programs. Partnering with community organisations allows schools running homework programs to address this challenge to a larger degree than if operating independently. The partnership between Keysborough College and Embrace Education is an excellent example of this.

	School	Community Organisation	Partnership: school and community organisation
Reaching Students	Able to directly target students with the most need	Able to attract 'difficult to reach' and disengaged students.	Greater resources (human and physical) availability than if operating alone.
Resources and links to services	Well-resourced classrooms, learning materials and teaching staff	Well linked to other relevant community services.	Opportunity to 'capture' the benefits of both (or more) settings and organisations.
Student learning and wellbeing outcomes	Established learning environment	Use of own resource/staff base including volunteer recruitment and retention.	Convergence of learning and community wellbeing outcomes
School, family and community engagement	Greater opportunity for liaison with school on student progress	Parental engagement skills and links with communities	Greater scope to address gaps in learning support for students in a more sustainable way

Adapted from Learning Beyond the Bell Program Evaluation, 'Six Month Report and Recommendations', January 2011

In 2009, Keysborough College was established through the merging of four local schools in the City of Greater Dandenong. This region receives the highest percentage of newly arrived young people in Victoria. The Chandler campus sought assistance from LBB to apply for a 'Best Practice' Grant - a three-year grant, funded by DEECD, to improve the quality of homework programs. Through these discussions the LBB Regional Officer successfully supported Keysborough College to partner with Embrace Education, which is a not-for profit organisation that recruits students from Monash University to provide free tutoring to high school students from refugee and migrant backgrounds. The two parties worked together, formed a Memorandum of Understanding and were ultimately successful in obtaining the Best Practice grant.

This has been a win-win situation for both the College and Embrace Education. Now running homework programs at each of their four campuses, the College has only to provide a venue and a staff presence, benefiting from the provision of reliable and high quality volunteer tutors from Monash University. Similarly, Embrace Education was able to expand its organisation and employ someone to coordinate the program

and the volunteers. The strength of this partnership was again recognised in 2010 when the two parties were successful in their joint application for the NAB Schools First grant. The positive impact on students attending these homework programs is obvious:

'I love homework club because all the teachers are here to help you. It's just like having your own tutor except it's free... it's not like class because class has 24 students and they can't help everyone...but here they help you one-on-one.' Michelle, Year 12 student, Keysborough College

For a more in depth insight into this successful partnership model you can view 'Homework Clubs: the how, when and why'. This DVD, recently produced by the LBB program, represents three different models of homework programs in Victoria including the Keysborough College-Embrace Education program. It shows the benefits, achievements and challenges from the perspectives of students, teachers, homework club coordinators, volunteers and parents. Please contact LBBadmin@cmynet.au if you would like to order a free copy.



WHERE TO FROM HERE?

SCHOOL FOCUSED YOUTH SERVICE

The School Focused Youth Service (SFYS) aims to strengthen the support for 10–18 year old vulnerable children and young people by facilitating partnerships and coordination of services between schools and community service organisations at a local level. These partnerships facilitate the identification of key issues and the development of innovative strategies to address service gaps for vulnerable children and young people. Brokerage funding can be used to purchase services to meet those gaps.

Visit the website below to access Program guidelines and case studies and find SFYG Coordinators in your region.

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/sfyouthservices/>

MAKING OUR COMMUNITY YOUR COMMUNITY

<http://www.ourcommunity.com.au>

Does your school need more money, more helpers, a stronger public presence?

Our Community is an Australian social enterprise that provides advice, tools and training on all of these topics, and more.

Membership is free, much of the information is free, and the things that you do have to pay for (like the must-have EasyGrants newsletter) are heavily discounted for schools and community groups.

Five things Our Community can help you do:

1. Find grants for your school:
<http://www.ourcommunity.com.au/easygrants>
2. Become a fundraising pro:
<http://www.ourcommunity.com.au/raisingfunds>
3. Build your library:
<http://www.ourcommunity.com.au/books>
4. Get some new blood on the Council.
<http://www.ourcommunity.com.au/boardmatch>
5. Get donations.
<http://www.ourcommunity.com.au/givenow>

PEOPLE & AGENCIES IN YOUR AREA

Here is a list of agencies you might find in the local area around your school. anyone working with children must have a 'Working with Children's Check' and a Police Check.

Local Government

- Youth services
- Children's services
- Family services
- Community Development
- Multicultural services
- Libraries
- Parks
- Leisure centres (swimming pools)
- Sports centres (indoor sports and grounds)
- School holiday programs

Community Health Centres

- Health promotion programs (walking school bus, dental health care promotion, programs for carers, programs supporting people with disabilities, alcohol and drug information, sexual and reproductive health information)
- Primary health care
- Playgroup
- Youth Health Nurses
- Women's Health Nurses
- Refugee Health Nurses
- Nutrition programs

Family Services

- Counselling services
- Disability services
- Youth support
- Education programs
- Support for parents/carers

Community centres

- Men's Shed
- Rooms for hire
- Playgroup
- Parents groups
- After school care
- School holiday programs
- Material aide
- Computer access
- Community kitchens
- Sports facilities
- Adult education
- Support groups
- Children's activities
- Art projects and spaces
- Youth programs

THE SMITH FAMILY

The Smith Family is a national independent children's charity helping disadvantaged Australians to get the most out of their education, so they can create better futures for themselves.

The Smith Family's Dandenong team are currently working in collaboration with other community organisations and schools to help support various school learning clubs in the City of Casey.

The organisations involved are: the South Eastern Region Migrant Resource Centre, Foundation House, The Centre for Multicultural Youth, The City of Casey and The Smith Family. Each organisation plays a specific role in facilitating and supporting the smooth operation of the Learning Clubs. Working together in partnerships has great benefits for all concerned, particularly for schools in helping produce successful outcomes for students.

<http://www.thesmithfamily.com.au>



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FOUNDATION HOUSE PROFESSIONAL LEARNING, SEMESTER 2, 2011

School's In for Refugees

This is a comprehensive introductory training that is recommended as the first training from Foundation House for those working with refugee background students. This training is appropriate for those working in schools and other educational settings, at primary, secondary and post compulsory levels. The training covers

- the refugee experience for young people including their prior education experiences
- the impact of trauma on young people's learning and wellbeing
- identifying strategies that teachers and other staff can use in the classroom that support the recovery process
- exploring a whole school approach and key areas where school's can increase support for refugee background students.

Participants will receive a copy of School's In for Refugees, a Whole School Guide to Refugee Readiness, a resource that assists schools in understanding refugee background issues and guides the implementation of a whole school approach to support. Participants will be introduced to other Foundation House resources for small group and classroom programs and activities.

Cost: This training is free, however participants must complete the registration form and return it via fax, email or post.

ONE DAY COURSE REGISTRATION ESSENTIAL

[www.foundationhouse.org.au/
professional_development/index.htm](http://www.foundationhouse.org.au/professional_development/index.htm)

BRUNSWICK

Monday 8th August &
Tuesday 8th November

9am – 4pm

Foundation House
6 Gardiner Street, Brunswick

CRANBOURNE

Tuesday 16th August
9.30am – 4.30pm

Noble Park English Language
School, Cranbourne Campus



Classroom Strategies to Support the Recovery from Trauma

This workshop showcases a range of activities from the Foundation House resources and programs (Klassroom Kaleidoscope, Healthwise, Taking Action, and Rainbow) that help promote safety, dignity, and identity for those who have refugee experiences. These activities also help build connections between new arrivals and the wider student body in the classroom context.

Prerequisite: 'School's In for Refugees'

Cost: This training is free, however participants must complete the registration form and return it via fax, email or post.

**3 Hr SESSION
REGISTRATION
ESSENTIAL**

[www.foundationhouse.org.au/
professional_development/index.htm](http://www.foundationhouse.org.au/professional_development/index.htm)

CRANBOURNE

Monday 22nd August
4.00 – 6.30pm

Noble Park English Language
School, Cranbourne Campus

Supporting the Individual: Refugee Background Students

This workshop is delivered by a Foundation House counsellor. It builds on the understanding of the impact of trauma on learning and wellbeing to explore case studies and develop strategies for supporting the individual in the school setting.

Prerequisite: 'School's In for Refugees'

Cost: The training is free, however participants must complete the registration form and return it via fax/email/post.

**3 Hr SESSION
REGISTRATION
ESSENTIAL**

[www.foundationhouse.org.au/
professional_development/index.htm](http://www.foundationhouse.org.au/professional_development/index.htm)

BENDIGO

Tuesday 30th August
1pm – 4pm

Bendigo DEECD, Loddon Mallee
Regional Centre, 7-15 McLaren
St, Bendigo



Department of Education and
Early Childhood Development

Register early to secure your place.

For registration enquiries phone Georgia Phillips (03) 9389 8914 or email pdregistrations@foundationhouse.org.au

Foundation House Resources

Foundation House resources are available for free on the Foundation House website:

http://www.foundationhouse.org.au/resources/publications_and_resources.htm

Copyright:

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