



MAKING A DIFFERENCE IN SCHOOLS AND THE COMMUNITY

Evaluation of the ruMAD? (Are You Making a Difference?) Program in Victorian Schools

Catherine Bell
Bradley Shrimpton

with

Rosalind Hurworth
Pam St Leger

Centre for Program Evaluation
The University of Melbourne

November 2004

Acknowledgements

This evaluation report has benefited greatly from the support of students and teachers who have willingly given their time and provided written and photographic documentation of individual ruMAD? programs.

The evaluators also received valuable assistance from Rosalyn Black and Adrian Bertolini from The Education Foundation as well as Marion Brown of the Centre for Program Evaluation, The University of Melbourne, who assisted with the layout of the final report.

Table of Contents

	Page
Executive Summary	1
Background	5
Evaluation Design	8
Evaluation Findings Part One: Case Studies of School Implementation	13
Suggested Actions	49
Evaluation Findings Part Two: ruMAD? Survey Results	51
References	83
Appendices	85
Appendix 1: ruMAD? Focus Group Interview Question	87
Appendix 2: ruMAD School Survey Questions	89
Appendix 3: Open Responses to ruMAD? Coordinators' Survey	93
Question 9	

EXECUTIVE SUMMARY

Introduction

This report provides a combined monitoring and impact evaluation of the Education Foundation's ruMAD? (Are You Making a Difference?) program for Victorian Primary and Secondary schools. The ruMAD? program comprises student action projects, student-run foundations and MAD Days that aim to make a difference in the community. It seeks to take young people 'beyond charity' by positioning them as change agents. Therefore, ruMAD? works towards:

- creating real and lasting community change through young people's participation
- enabling rich task learning for young people, outside the classroom and in the community
- supporting student leadership in both school and community.

The primary purpose of the evaluation was to assess the worth of the ruMAD? program as well as to inform the program's future growth. Whilst the major focus of the evaluation was on the experiences of schools that implemented the ruMAD? program between 2001 and 2003, the evaluation does provide additional insights into schools' implementation of ruMAD? programs during 2004.

Evaluation Design

The evaluation was carried out collaboratively between the Centre for Program Evaluation, The University of Melbourne, and the Education Foundation. The evaluation took place between June and September 2004 and used a combination of quantitative and qualitative approaches to meet the specific needs of the evaluation. Whilst quantitative data was obtained from school surveys, the qualitative data came from a range of data collection methods such as observational school site visits, relevant documents and focus groups that were carried out with students and teachers. Nine case studies were then constructed using all these forms of qualitative data.

Findings

Participation Rates

The evaluation revealed that there has been a substantial growth in school and student participation rates in the ruMAD? program. However, schools with high proportions of students for whom the main language at home is not English and /or receive a government allowance, appear less likely to participate in ruMAD? programs than schools with low proportions of these students.

Variety of Program Implementation

Furthermore, the evaluation revealed that the ruMAD? programs, such as MAD Days, MAD Projects and MAD Student Foundations, were incorporated into schools in many different ways including:

- activities of the Student Committee
- transition programs for Year 7 students
- hosting a state-wide MAD Day launch that provided momentum for similar projects
- whole-school community projects
- forming partnerships between Year 9 Health Education students and community organisations
- establishing the inaugural Student Foundation in Victoria
- creating a primary version of the Student Foundation and
- incorporating ruMAD? projects into Year 9 Studies of Society and Environment curriculum.

In addition, the evaluation revealed:

- how schools overcame challenges faced during the implementation of programs and
- the impact of ruMAD? programs on students, schools and local communities.

Ways of Overcoming Challenges

The evaluation identified several factors that helped schools overcome challenges common to program implementation, such as lack of time and an over-crowded curriculum. These included:

- a high level of congruency between the philosophy of the school and that of ruMAD? programs
- broad-based involvement of students and teachers in the organisation of ruMAD? programs
- the driving force of key individuals including a Principal (or of Principal class) and
- a high degree of ownership of programs by students.

Impact on Students, Schools and Local Communities

Throughout the evaluation process, it was clear that ruMAD? programs had made a significant difference to students, schools and local communities. Students reported that they had acquired organisational and leadership skills as well as developing more self-confidence. Teachers noted that students took greater responsibility for their own learning and acquired a better understanding of the value of giving. Some schools had also become more community-minded and had developed strong partnerships with the local community.

Matters Pertaining to the Education Foundation

The evaluation also commented on the usefulness of the Education Foundation's school resources such as the:

- ruMAD? website
- ruMAD? manual and
- ruMAD? Co-ordinator.

The evaluation revealed that the Education Foundation's ruMAD? website and manual had been useful but that there was a need for both to be updated. Schools also indicated that the ruMAD? Co-ordinator had provided valuable assistance to schools but that the lack of continuity of personnel in this position made it difficult for schools to build an ongoing relationship with the Education Foundation.

Overall View

Overall, the evaluation demonstrated that students and teachers were overwhelmingly positive about the value of ruMAD? programs to schools and that the majority of schools intended continuing with the program.

Suggested Actions

The evaluation deemed that ruMAD? is a worthwhile program for schools and, therefore, recommends that:

1. The Education Foundation maintains ruMAD? programs.

Even if this occurs, a number of suggestions are put forward that may lead to further enhancement of the Program. So, to encourage improvement there is a need for the **Education Foundation** to:

2. Explore ways to support schools beyond the initial program implementation

On-going support may not only help schools to implement programs more successfully, but it may also provide valuable opportunities for the Education Foundation to receive advice from schools based on their experiences of program implementation.

3. Develop models for using peer educators

Students who have been involved in previous ruMAD? programs can contribute to program continuity and improvement by sharing their knowledge with new students.

4. Expand ways of linking parents and other volunteers to ruMAD? programs

Parents and other volunteers are a potential source of support to schools in helping to organise community-based ruMAD? programs.

5. Support schools to incorporate ruMAD? programs into their implementation of state and national curriculum frameworks

Initiatives that are integrated into existing curriculum frameworks are more likely to be successful than stand-alone programs.

Resources that are current, comprehensive and that meet the needs of schools may lead to greater levels of use.

7. Modify Student Foundation support material to include a ‘non-action’ clause

The inclusion of a ‘non-action’ clause in the Student Foundation documentation may assist schools to retrieve any unspent Student Foundation grants.

8. Investigate ways of involving more schools from low participating Like School Groups¹

Schools that have a high proportion of students for whom the main language spoken at home is not English and/or receive a government allowance could benefit from being involved in ruMAD? programs.

In addition to these ideas, schools may develop more sustainable ruMAD? programs by:

9. Broadening the involvement of students and teachers in the program

Whole-school involvement in developing and implementing programs can lead to greater sharing of responsibility for, and ownership of, programs.

10. Designing student-led activities that are based on achievable, realistic and manageable goals

A high level of student ownership of programs can assist students in developing a reason for learning.

11. Including tangible activities so that students can see how they have made a difference

Students are empowered as agents of change when they are able to observe changes arising from their work.

12. Developing projects that lead to long-term partnerships with the local community

This can help to build more sustainable community-based student projects and create further opportunities for school and community networks.

13. Exploring strategies that assist to build communication between the recipients of Student Foundation grants and students.

Student involvement may be promoted by increasing awareness throughout the school community of the Student Foundation, and of the community projects that it supports.

¹ Like School Groups are categorised according to the proportions of students for whom the main language spoken at home is not English and/or receive a government allowance.

ruMAD? (Are You Making a Difference?) Program in Victorian Schools

BACKGROUND

Education Foundation

The Education Foundation is an independent philanthropic organisation that works with public schools and the community to give young people the opportunity to make a difference in the community. Since 2001, the Foundation has been offering ruMAD? programs to Victorian schools as a unique way of promoting social change and innovative learning.

ruMAD? Program

The ruMAD? program stemmed from the desire of several philanthropic individuals and organisations, such as the Stegley Foundation, to inspire a culture of young people participating in the community. In order to achieve this objective of promoting young people's participation in the community, the Stegley Foundation set about creating curriculum materials for schools. The Education Foundation took over the responsibility for developing these materials and they were trialed in a number of primary and secondary schools.

Program Aims

The ruMAD? Program is firmly based on the belief that we are all able to improve and make a difference within the communities in which we live and that everyone has the ability to work towards changing the circumstances of, and providing opportunities for, people in the community.

The ruMAD? program comprises student action projects (MAD projects), student-run foundations (MAD foundations) and MAD Days that aim to make a difference in a particular community. It seeks to take young people 'beyond charity' by positioning them as change agents. To achieve this, teachers are encouraged to use the program as a 'tool-kit' to assist students to imagine the "big possibilities" in the world, and then to construct manageable local projects that focus on addressing particular issues.

Therefore, ruMAD? works towards:

- ❖ creating real and lasting community change through young people's participation
- ❖ enabling rich task learning for young people, outside the classroom and in the community
- ❖ supporting student leadership in both school and community.

The program is based on a commitment to certain values and therefore, promotes:

- ❖ **equity** – seeking a fair and just distribution of economic resources and political power

- ❖ **access** – providing fair and equal access to public services which is essential for: achieving and maintaining a decent lifestyle; creating the opportunity for participation in social and political life and in the decisions which affect people's lives; and
- ❖ **equality** – ensuring opportunity and the capacity to achieve according to everyone's potential as well as to live without discrimination.

School Focus

MAD projects encourage student empowerment to transform situations where they see disadvantage or unfairness in their own and others' lives, or where they imagine greater possibilities. In this way, MAD projects support young people in:

- ❖ articulating their shared core values
- ❖ inquiring, acting and reflecting on issues that are of real concern to them
- ❖ fostering citizenship and real-life participation in the community
- ❖ building social competencies such as self esteem and self confidence
- ❖ developing a range of skills and knowledge to solve real life problems.

The Community Focus

The ruMAD? program can be seen as a bridge between community need and individual action. It aims to take schools out into the community while bringing community aspirations into the school itself. This is achieved by building networks and partnerships.

Program Elements

There are three major types of activity within the program. These are:

MAD Projects

MAD Projects aim to:

- ❖ support CSF II and other Departmental initiatives, especially 'Enterprise Education', 'Vocational Learning' and the Victorian Certificate of Advanced Learning (VCAL), as well as Commonwealth programs such as 'Civics and Citizenship' and 'Discovering Democracy'
- ❖ support recognised learning outcomes, especially through Studies of Society and Environment (SOSE) or integrated units of work
- ❖ assist teachers to collect work samples, drafts and checklists for assessment
- ❖ increase the impact and reach of current or future student activities or projects.

Such projects can help students to identify a problem, the cause of that problem, and then to develop and implement a project.

MAD Foundations

MAD Student Foundations provide a way for students to make a difference in their community through the process of allocating community grants based on student-identified values.

A MAD Day

MAD Day (Make A Difference Day) is a one-day activity that allows students to explore concepts of student action and awareness that can contribute to positive change in the community. It helps to identify students' concerns and values, and how they see their role in the community. The main focus is a day of action that aims to help students to see and believe that they have the ability to *Make A Difference* (Education Foundation, 2004).

EVALUATION DESIGN

At the beginning of 2004, the Centre for Program Evaluation, The University of Melbourne was commissioned by the Education Foundation to conduct an evaluation of ruMAD? A combined impact and monitoring evaluation approach was chosen in order to assess the worth of the program as well as to inform the program's future growth. Therefore, the focus for this particular evaluation was on program delivery and outcomes (Owen with Rogers, 1999).

Data Management

In order to fulfil the aims outlined above, a combination of qualitative and quantitative data was necessary. Information was therefore obtained from:

1. Observational school visits, collection of relevant documents and focus group discussions that were held with students and teachers at nine schools in order to capture their experiences of implementing the ruMAD? program. Details from these led to the construction of case studies.
2. A questionnaire that was sent to Victorian primary and secondary schools to gain a broad understanding of the program's implementation in schools.

Focus Group Design

The Centre for Program Evaluation conducted focus groups with students and teachers in schools that were selected by the Education Foundation. These schools were located in suburban Melbourne and outlying towns.

The scale of the evaluation limited the design to conducting focus groups at ten schools. However, one school withdrew from the evaluation prior to collection of data, leaving nine schools to take part. Participating schools and details of the focus groups are shown in Table 1:

Table 1: School Focus Groups

FOCUS GROUPS	ACTIVITY AT TIME OF FOCUS GROUP	SCHOOL	TIME OF DATA COLLECTION	PARTICIPANTS
FG1	MAD Day	Lyndale Secondary College	July 2004	1 teacher, 7 students
FG2	MAD Day	Riddells Creek PS	July 2004	2 teachers, 4 students
FG3	MAD Project	Princes Hill PS	August 2004	2 teachers, 3 students
FG4	MAD Project	Myrrhee PS	August 2004	2 teachers, 7 students
FG5	MAD Project	Carwatha College P-12	July 2004	1 teacher, 5 students
FG6	Student Foundation	Melbourne Girls' College	July 2004	1 teacher, 4 students, 1 community member
FG7	Student Foundation	Spensley Street PS	July 2004	2 teachers
FG8	Student Foundation & Project	Dromana Secondary College	August 2004	2 teachers, 4 students
FG9	Student Foundation & Project	Don Valley PS	August 2004	1 teacher, 2 students

These nine schools covered four levels of involvement in the ruMAD? program and the participants included students (36), teachers (14) and one community member.²

The focus groups were conducted on site between July and August 2003, and they generally lasted for sixty to ninety minutes.

Conducting Focus Groups

The discussions followed the focus group theory espoused by Krueger (1994) where the interviews start with one open-ended question (which everyone has to answer) followed by a few transition questions and ending with one or two key focus questions (see Appendix 1). In this case, the interview opened with:

When I say the words 'ruMAD' what words come in to your mind?

The discussion was then able to flow on easily to a wider discussion of the implementation of ruMAD? programs.

Other Forms of Data Collection to Ensure Rigour:

The evaluation design was strengthened by the cross referencing of data derived from:

- ❖ site visits and observational notes
- ❖ discussions with School Principals
- ❖ the analysis of documents including School Charters, school newsletters, curriculum materials, student writing and a number of photographs supplied by the schools

Case studies were then constructed drawing on data collected from these various sources.

Survey

The ruMAD? coordinators' survey was completed by school workers who had been the driving force behind their school's involvement in ruMAD. The survey included 32 questions, of which 30 were closed (with 27 of these consisting of Likert scales) (Appendix 2). Questionnaires covered such matters as:

- ❖ student numbers participating in ruMAD?
- ❖ level of school involvement in the program
- ❖ use and perception of ruMAD? resources
- ❖ achievement of ruMAD? goals
- ❖ school implementation and support of the program
- ❖ impacts and unplanned outcomes.

The Education Foundation took responsibility for both emailing out, and collecting in, all surveys. In the absence of an accurate and up-to-date list of program participants, surveys were emailed to a large number of Victorian Primary and Secondary schools who had, in the years 2002-2004, contacted the Education Foundation to express interest in the ruMAD? program. Therefore, surveys were emailed to 339 Victorian schools with a total return of 86 questionnaires (25%) comprising:

2 One School Principal chose to participate in a phone discussion with the evaluator and then sent written answers to questions after extensive consultation with the students.

Primary Schools:	26
Secondary Schools:	53
P-12 Schools:	2
Community Schools:	2
Specialist Schools:	1
English Language School:	1
TAFE:	1

Data from the 86 returned questionnaires were entered into an Excel spreadsheet by staff and volunteers from the Education Foundation. Given that no accurate record existed of the total number of schools that had participated in ruMAD? the representativeness of this sample cannot be determined.

Data Analysis

Focus Groups

The focus group discussions were taped and transcripts were analysed so that the material could be classified into themes and issues. The themes emerging from the data analysis were then noted, descriptively coded and “tagged” (Krueger, 1994). Comments that were regarded as particularly interesting were also highlighted at this stage of the analysis.

A systematic display of the information was then organised on Miles & Huberman (1994) style grids during which data reduction took place. These grids are a particularly rigorous way of dealing with qualitative data.

Case studies were then created based on the analysis of data from the focus groups as well as from the documents and observational notes from each school visit.

Survey

The data from the closed-ended questions were exported from an Excel spreadsheet, provided by the Education Foundation, and analysed using the SPSS statistical analysis program. The results of this analysis are presented in Section 2 of this report using descriptive statistics charts generated by SPSS and Excel.

An additional feature of the survey analysis has been the classification of schools according to their level of involvement in the ruMAD? program. This classification was developed in consultation with the Education Foundation. Briefly, schools that indicated they had run only one Mad Day were rated as having a ‘low’ level of involvement in ruMAD? while schools that had run several Mad Days and/or a ruMAD? project were considered to have had a ‘medium’ level of involvement. Schools that had implemented a MAD Day, ruMAD? project and a Student Foundation (or a combination of these program elements) were assessed as achieving a ‘high’ level of involvement in the program. This classification is used in the survey section of this report to highlight similarities or differences in school impressions of ruMAD? relative to their level of involvement in the ruMAD? program.

Open-ended questions from the survey were coded according to emergent themes drawn from a standard process of what Dey (1993) refers to as ‘grouping like with like’. Both the open-ended and close-ended data have been presented in as simple form as possible to synthesize and communicate the key messages provided by survey respondents.

**EVALUATION FINDINGS PART ONE:
CASE STUDIES OF SCHOOL IMPLEMENTATION**

EVALUATION FINDINGS PART ONE: EXAMPLES OF SCHOOL IMPLEMENTATION

This section presents nine examples of ruMAD? implementation constructed using data collected at each school site:

CASE 1: LYNDALE SECONDARY COLLEGE

'Promoting a Sense of Community'

The focus for this case study is the implementation of MAD Day at an outer suburban secondary college. Lyndale Secondary College is one of Victoria's larger Year 7-12 single campus schools, with a population of 1220 students who come mainly from the North Dandenong area.

The case study describes how the Year 7 students and teachers at Lyndale Secondary College developed and implemented a highly successful MAD Day during Semester One 2003.

Implementing Mad Day

The decision to become involved in the ruMAD? program at Lyndale Secondary College resulted from an English teacher attending a conference where the Education Foundation promoted the Program. She realised that: '*It couldn't be a big thing in our school. Everyone is so busy, so I decided it would be best to start small with just a MAD Day*' (*MAD Day Co-ordinator*)

The idea was received enthusiastically by the Year 7 Integrated Studies teachers as an excellent way of promoting a sense of belonging amongst Year 7 students.

Whilst the teachers were responsible for incorporating MAD Day into Term One's Integrated Studies curriculum, it was the students who carried out the various MAD Day tasks. Therefore, all Year 7 students made Tibetan-style flags that epitomised the students' hopes for a better world.

Students explained some of the activities that took place in preparation for MAD Day such as:

We did it as a class activity in Year 7. We brought pens, textas, glitter and glue to class and had great fun designing our own flags... We brainstormed about all the things that we believed would help the earth, to think creatively, and then we wrote what we believed in on our flags ... They were made from little squares of material. They had orange, white and purple backgrounds and a lot of them had peace signs drawn on them (Year 7 students).

Flags were emblazoned with aspirations for a better world (examples Photos 1&2³):

³ All photographs included in the evaluation report were supplied by the teachers and students from the respective case study schools.

Photo 1: Flag from Lyndale Secondary College:

'DON'T SHOVE RUBBISH DOWN THE DRAIN; KEEP OUR SEA CLEAN'

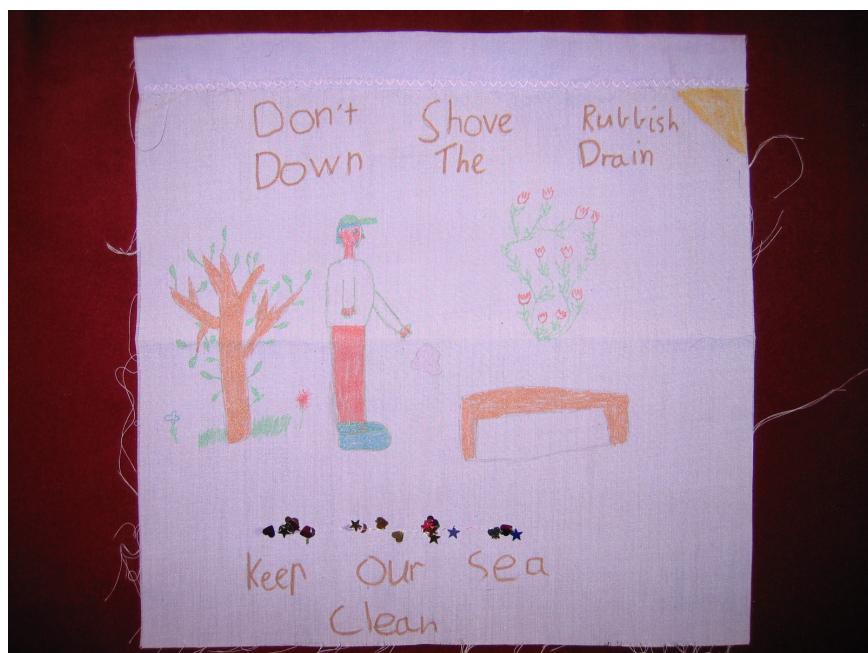
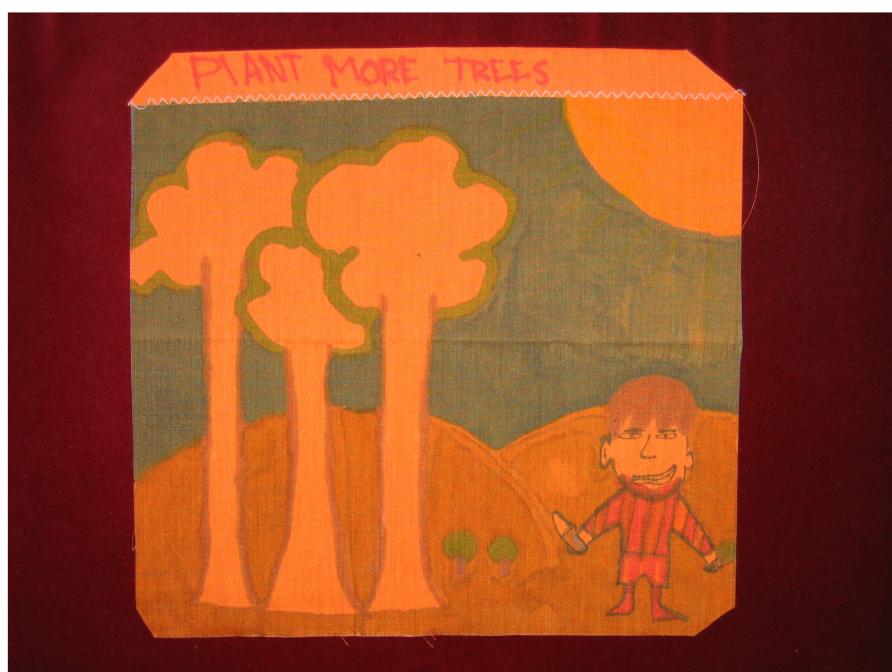


Photo 2: Flag from Lyndale Secondary College:

'PLANT MORE TREES'



Other messages were:

'STOP WAR ON IRAQ! LIVE A BETTER LIFE, KEEP THE WORLD PEACEFUL'

'STOP THE BULLIES! STAND UP FOR OTHERS'

'IT TAKES FEWER MUSCLES TO FROWN THAN TO SMILE'

This class activity resulted in a stimulating and exciting MAD Day for all Year 7 students at the College. The day revolved around a family luncheon in the College assembly hall and a mass exhibition of 250 colourful flags. Some of the students recounted that MAD Day had been '*fun, friendly, tiring and interesting*'. Following MAD Day, the flags were displayed throughout the College for the remainder of the year.

Overcoming Implementation Challenges

While successful, fitting MAD Day into the busy life of a school was a challenge and the College was able to address this difficulty in a number of ways. Firstly, one of the most significant ways in which Lyndale Secondary College ensured the success of MAD Day was by embedding it into the Year 7's mainstream curriculum, thus creating a broad base for the involvement of a whole year level.

Another important decision was to run MAD Day activities during lunchtime rather than in normal class time, as '*teacher release is always difficult in a large school like this*' (*MAD Day Co-ordinator*).

The high level of enthusiasm amongst the Year 7 teachers and their desire to meet the needs of students also helped to overcome these difficulties. As the Co-ordinator explained:

We have always had a good team of Year 7 teachers who have always tried to make the curriculum a bit more exciting for the students and the teachers will come on board if they know that it is not going to take too much of their time from the classroom, and that it will benefit the students (*MAD Day Co-ordinator*).

However, she added that the success of the Day largely depended upon one person acting as the catalyst and driving force because:

It always needs someone to organise it and co-ordinate it and that has always been difficult because you know how busy teaching is. It is extra work on top of a busy schedule (*MAD Day Co-ordinator*).

How Did The Program Make A Difference?

MAD Day made a difference at Lyndale Secondary College by:

- ❖ helping develop a strong sense of community amongst the students during their first year at a large new school as '*students got to meet each other and to develop a sense of community because they were new to Year 7 and new to the school*' (*MAD Day Co-ordinator*).

- ❖ promoting parental involvement in the College which is important ‘*because at secondary level you tend not to have as much parent involvement as at the primary level and a lot of Year 7 students have mentioned to me that they really miss that. Their parents could come and also be part of the community with the teachers. I thought that was the best thing that came out of it for me*’ (MAD Day Co-ordinator).
- ❖ developing a deeper appreciation of ‘*students from diverse backgrounds. It was really great on the day as we had food from all sorts of cultures*’ (MAD Day Co-ordinator).
- ❖ displaying the ‘*flags all the way down the hallway which gave the students a real buzz as the whole school could see their work and it brightened up the whole area*’ (MAD Day Co-ordinator).
- ❖ building confidence and skills in leadership, organisation, teamwork and making friends. As students related: ‘*it gave us confidence to organise things. We had to organise all the food, make the flags and get ready for the day*’ and ‘*we learnt about co-operation, meeting new classmates right at the beginning of the year and it was a good way to introduce the students to the new school*’ (Year 7 students).

However, some students were quite restrained in their estimation of MAD Day’s impact on the school and felt that whilst ‘*it was a good way to meet people, I think that the flags might have had an impact on some people but not everyone*’ (Year 7 student) and that ‘*no one really looks at the flags now, they have been ripped down*’ (Year 7 student). On the other hand, other students were quick to identify benefits of running MAD Day such as ‘*being proud that I was able to make new friends*’...and ‘*I was proud seeing my flag with everyone else’s flags, I felt that I belonged*’ (Year 7 students).

The Future

Lyndale Secondary College made a decision to continue with MAD Day in 2004 but at the time of data collection, it was proving difficult to find an appropriate time in the College’s crowded calendar. However, the intention is to extend the activities on MAD Day so that both Year 7 and Year 8 students can be involved but this ‘*would need a wider range of teachers to come on board*’ (MAD Day Co-ordinator).

The experience of MAD Day in 2003 has also led to a number of student recommendations for further MAD Days. Their suggestions included:

- ❖ developing extension activities to have ‘*a bigger build up, not just focussing on one thing, so maybe we could do a couple of things. The flags were good but we could have done something more, like activities to raise awareness about conserving things*’ and perhaps ‘*every class could do something different and then videotape it and show it on the actual day; they could have gone out in the environment and shown us about saving water and then another class might plant trees*’ (Year 7 students)

- ❖ involving last year's MAD Day students as peer educators to 'work with the younger students, to encourage and help them plan their MAD Day. We would like to be involved again' (Year 7 student).

CASE 2: RIDDELLS CREEK PRIMARY SCHOOL:

'From Little Things Big Things Grow'

The focus for this case study is the implementation of MAD Day at a small rural primary school. Riddells Creek Primary School is situated north of Melbourne at the foot of the Macedon Ranges. The spacious grounds provide a pleasant learning environment for 257 students.

The case study reveals how students and teachers at Riddells Creek Primary School used MAD Day to help build not only a partnership between the school and local community but also a culture of student empowerment and leadership.

Implementing Mad Day

Teachers at Riddells Creek Primary School supported the idea of MAD Day as they were committed to building a positive environment and culture where the students could make a difference in their school and local community. However, it was the students who actually implemented the day's program through their Student Committee. Consequently:

MAD Day brought our school together for a whole day and gave students the opportunity to build their decision-making skills by running the whole day themselves (Assistant Principal)

The Student Committee planned and conducted a number of 'Making a Difference' activities on the day that involved personal and cooperative challenges for all students from Prep to Year Six. These activities included:

- ❖ Problem Solving in groups
- ❖ Trust and co-operation activities with the local secondary college students
- ❖ Constructing an ideal school from cardboard boxes and decorating it with messages and faces
- ❖ Illustrating coloured Tibetan 'hope flags' with personal aspirations and visions and displaying them around the school
- ❖ Arranging an evening family picnic with dancing.

One of the students enthused about MAD Day saying that '*it was great fun to be part of. We learnt more about trusting each other and it brought everyone together*' (Year 6 Student).

A number of follow-up activities then occurred throughout the year including:

- ❖ A parent forum where MAD Day ideas were discussed with the aim of incorporating them into the school's vision.
- ❖ Pyjama Day to raise funds for a child from the Philippines (Photo 3)

Photo 3: Pyjama Day at Riddells Creek Primary School:



- ❖ A street Parade that '*took student energy and enthusiasm into the local community*' (*Principal*).

Overcoming Implementation Challenges

The challenge of adopting a new program into the life of the school was made easier by the spirit of co-operation and goodwill existing between teachers and students. Parents and the local community supported the school enthusiastically in running MAD Day and the student-led activities were incorporated into classroom programs rather than being considered as stand-alone activities.

Furthermore, Riddells Creek Primary School Charter identified the importance of valuing student achievement and co-operation, as well as respect, adaptability and diversity. One of the ways that such values were acted out at the school was by ensuring a high level of student participation in organising and implementing MAD Day activities.

Moreover, the success of MAD Day at the school could be attributed partly to a congruency between the school's philosophy and social competencies that are promoted by the ruMAD?

program such as developing self esteem, social problem-solving, responsible decision-making and engaging students with the community.

How Did The Program Make A Difference?

Congruency between the school and program meant that not only was '*the school ready for MAD Day*' but it made a difference at a school level by '*providing a mindset and a springboard to allow other programs to develop in the school such as 'Sustainable Schools' and 'You Can Do It!'*' (Assistant Principal)

MAD Day also made a difference for students through '*empowerment, ownership of MAD Day, and by building their confidence and leadership*' (Assistant Principal). This was reflected in a statement made by a student who:

Felt really proud of everything that we did for MAD Day, that we achieved everything that we had planned, that we made a difference and that we made people feel good about themselves (Student Committee Member, School Captain.)

At a broader community level '*MAD Day promoted a sense of belonging amongst the students to their local community and of the community belonging to them*' (Welfare Co-ordinator /Classroom teacher).

The Future

Riddells Creek Primary School intends continuing with the ruMAD? program. The step-by-step approach of '*from little things big things grow*' (Assistant Principal), will not only see the creation of more student leadership opportunities within the school through the ruMAD? program, but also an extension of the school's involvement with the local community in a number of innovative community-based activities such as recycling campaigns and the planting of native trees beside local creeks. Whilst the school had appreciated the support from the Education Foundation in setting up MAD Day, the view was expressed that '*ongoing interest and support from Education Foundation, such as coming to the school and talking to the students about their MAD Day achievements, would help to keep the momentum of MAD Day going with the school*' (Assistant Principal).

CASE 3: PRINCES HILL PRIMARY SCHOOL:

‘It Doesn’t Matter How Small It Is, You Can Still Make a Difference’

Princes Hill Primary School is located close to the inner-city boundary of Melbourne between North Carlton and Brunswick. The school’s pleasantly landscaped grounds provide an attractive environment for the 430 children who come from diverse cultural, socio-economic and linguistic backgrounds.

This case study explains how the philosophy of ruMAD? was adopted by the school to complement existing classroom programs and activities across all year levels.

Implementing Student Projects

As a result of teachers from Princes Hill Primary School attending an ruMAD? professional development activity in 2003, the potential to include ruMAD? into the existing '*Making a Difference*' curriculum at their school was identified:

as 'Making a Difference' was the emphasis for our school in 2003, we felt that the ruMAD? program would provide an umbrella for all our programs that were running anyway, so these programs were used as a curriculum focus for MAD Day. In this school we are making a difference but technically the programs are not ruMAD? (Teacher).

In fact, the school was asked to host the 2003 launch of MAD Day and '*it was a great success. Wayne from Education Foundation organised a hip-hop workshop and the kids built up a Princes Hill Primary School rap that they performed on the day*' (Teacher).

The next step involved teachers enriching their '*Making a Difference*' classroom programs by drawing on ideas from ruMAD? which meant that '*under the ruMAD? umbrella, there were different programs working across the school. Each unit (level) in the school took on a different focus*' (Teacher).

Then, all students were involved in the process of selecting appropriate classroom activities through their representatives on the Junior School Council (JSC). Regular discussions were held by the JSC and '*this student consultation process is still continuing and becoming more engrained in the school*' (Teacher). The JSC has provided an important vehicle for expressing student opinion and making a difference in the community whereby:

Through the Junior School Council, we have done things to make a difference in the community such as collecting corks and donating them to help build the elephants' enclosure at the Zoo. We took a group of 5/6 students to the Zoo at the end of 2003 and they helped plant vegetation in the new elephant enclosure and that has become an ongoing activity for the school in our local area (Teacher).

This consultative process led to '*Making a Difference*' themes being chosen for each unit in the school.

Prep/One/ Two Unit activities included:

- ❖ developing a playground '*with new trees and flowers*' (Student)
- ❖ writing transition letters to the kindergarten children
- ❖ establishing a Gardening Club (Photo 4)

Three/Four Unit activities included:

- ❖ recycling in the community
- ❖ safety in the playground '*with one of the activities involving children monitoring the toilets because they were in a big mess*' (Student).

Photo 4: Gardening Club students at Princes Hill Primary School:



- ❖ Water Watch project ‘*where we built a new water tank for the school, planted a vegetable garden, collected compost and made ‘drain stencils*⁴ like – ‘This Drain Leads to Our Creek’ and ‘If You Rubbish the Streets, You Rubbish the Creek!!!’ (Student). Another student recounted that she was ‘*proud of the vegetable garden that we planted because it was fun learning about gardening. The water tanks were also important because we are in a drought and we need to conserve our water*’ (Student).
- ❖ Raising money for eye-testing and new eye-wear in East Timor.

Five/Six Unit activities included:

- ❖ traffic safety with a focus on bike education

Teachers stressed that ownership of classroom projects was an important factor in the success of these programs so felt that:

The good thing about all this is that each classroom got to work on projects that they thought were important in the schools. For instance, my kids were concerned about playground safety so they researched and monitored what was happening in the playground and they really wanted to improve it. If children are interested in doing it and believe in what they are doing, it becomes more meaningful to them (Teacher).

Furthermore, the practical aspects of most classroom activities meant that students ‘*were able to see the change. This is especially important for primary children. If change is not easily observed by the children, then it becomes just a classroom exercise*’ (Teacher).

Overcoming Implementation Challenges

The size of the school meant that ‘*it was difficult sometimes to get cohesion across the Junior, Middle and Senior schools*’ (Teacher). However, several strategies were adopted to ensure the success of programs, including:

⁴ Drain stencilling activities involved the students in designing environmental slogans and printing them onto local drains

- ❖ choosing programs and activities that ‘*you enjoy and that involve all the children and teachers*’ (*Student*) and that were relevant to the local area ‘*so that children can see the changes*’ (*Teacher*).
- ❖ designing programs and activities that were based on achievable outcomes ‘*so that it doesn’t take too much work and that it fits into your daily life. We did composting and every Friday we went around all the rooms and grabbed the rubbish and chucked it in the compost bin and it wasn’t much of a problem*’ (*Student*).
- ❖ maintaining good communication between each Unit within the school ‘*so that everyone knows what is happening*’ (*Teacher*).
- ❖ promoting an optimistic outlook in the school as ‘*it doesn’t matter how small the thing is that you do, it can still make a difference*’ (*Teacher*). One of the students also believed that ‘*if you do believe in something then you should have a go at it because if you don’t do anything then it is never going to change*’ (*Student*).

How Did The Program Make A Difference?

Students at Princes Hill Primary School have made a difference at the individual, school and local community levels. For example:

- ❖ Individual – students have gained confidence and skills in many ways including working with others, researching topics, letter writing, learning about meeting procedures and public speaking. Rich-task community-based activities have also ‘*developed leadership skills amongst the students. There is a strong emphasis on leadership at our school*’ (*Teacher*).
- ❖ School – students made a difference to the school grounds by ‘*planting trees and adding shade and making it a safer school, composting so that we have nutritious soil, holding rubbish-free lunch days and recycling paper*’ (*Students*). Activities such as these, provided opportunities for the whole school community to work together.
- ❖ Local Community – student activities created ‘*stronger links with the local community. It is a good thing that the community and the children have that involvement together and we have those links with the community*’ (*Teacher*). One student claimed that ‘*we made a difference with the drains in Merri Creek by telling people about the drains and making them aware of the rubbish and the danger to animals*’ (*Student*).

The Future

Overall, teachers at Princes Hill Primary School felt that MAD Day provided an important starting point ‘*for what we are doing in 2004. It has given us the momentum for something bigger; we can see the development from where we started to where we are now in 2004*’ (*Teacher*). The school is committed to the continuation of the 2003 projects that have made a difference in the community.

CASE 4: MYRRHEE PRIMARY SCHOOL:

‘Working with our Community’

The focus for this case study is the implementation of MAD Student Projects at a small rural primary school near Benalla in the north east of Victoria. Myrrhee Primary School’s twenty-eight students enjoy a spacious learning and playing environment that includes twenty hectares of bushland.

The case study describes how three MAD projects that were carried out by the Myrrhee Primary School students have made a difference to the community.

Implementing Student Projects

Myrrhee Primary School first became involved in MAD Projects during 2001 as the Principal and teachers saw it as a way of not only ‘making education relevant to all our students’ but also ‘empowering them through rich task learning’ (Principal). The Principal explained further that:

We have done many projects for many years at Myrrhee but we have kept them at our school and it was probably MAD that opened my eyes to saying that we needed to start sharing them with the community; to share is very empowering (Principal).

Students from Prep to Year 6 were involved in three separate projects:

1. Plastic Bags and the Environment

The first MAD project involved students investigating the use of plastic bags in their local area. The Principal explained how:

We tried to pick topics that interested everybody and went through a really good process of negotiation. We said that we would do something for the environment. We looked at different possibilities, made a brief study of them, and then we made a unanimous decision that the area where we could make a difference was plastic bags (Principal).

Consequently, the students studied the composition of rubbish tips and landfill in the local area as well as ‘going into local supermarkets and counting how many people used plastic bags and how many bags each person used’ (Student).

Students discovered that ‘supermarkets had plastic bag bins that they said were for recycling but the bags just went into land fill’ (Student). Another interesting finding was that ‘there was enough petroleum in one plastic bag to drive a car eleven metres’ (Student).

Students made a difference in their local community by reducing the total number of plastic bags used by shoppers. This was achieved by making and selling ‘cotton carry bags and then we counted how many people used our cotton bags and a few kids got on television’ (Student).

2. Making Science Relevant – Vine to Wine

The second MAD project involved students working to support local agriculture. As Myrrhee Primary School students live in a grape growing area:

We wanted to do something to help the growers. We asked them to bring in samples of grapes and then we tested lots of things like sugar and acid, colour and size of the grapes' (Student).

Students organised a ‘grape stomp where we picked lots of grapes and then stomped them with clean feet’ (Student). Grapes were made into wine by a nearby winery and then students formed a company to market and sell the wine in the community locally.

One student felt that they had made a difference in their local community by informing the grape growers about the exact levels of ripeness, as well as the sugar and acid levels of their grapes. Therefore:

We helped the growers know more about their grapes and the tests that we did for them. We wrote a Grape Growers’ Report at the end of the year and then reported to all the grape growers at a school barbecue (Student).

Students have also made a difference in the community by ‘teaching students in other schools in Myrtleford and at Ovens College about this project. Myrrhee Primary School students have also run a number of public exhibitions on how to make the wine and how to do the tests’ (Principal).

3. Northern Pacific Sea Stars

During 2003, the third year of MAD involvement, the Principal became aware of the destruction of shellfish and other marine animals by an introduced species, Northern Pacific Sea Stars, in Port Phillip Bay.

The students chose to address this issue as their next MAD project so ‘went to St Kilda pier and caught sea stars, (Photo 5) cooked them and put some aside to study’ (Student).

This made a difference by raising awareness of the Northern Pacific Sea Star problem and was achieved through letter writing and visiting bay-side schools where they ‘were amazed that these schools didn’t know about the sea stars in the Bay. Instead they were working on Queensland’s Crown of Thorn problem’ (Student).

At a broader level, the students have made a difference by encouraging St Kilda Council to erect signs on their pier warning people of the dangers of the Northern Pacific Sea Star.

Overcoming Implementation Challenges

The Principal felt that ‘there weren’t really any blockers to running the program because we have the whole team behind it and the kids are willing to work hard’.

However, one of the challenges that often face schools trying to introduce a new program is lack of time. Myrrhee Primary School has identified a number of factors that have helped overcome this potential difficulty such as having:

Photo 5: Myrrhee Primary School students catching Northern Pacific sea stars:



- ❖ A small school - ‘*A small school has made it easier. We can just say, “Come on guys let’s do it!”*’ (Teacher)
- ❖ Enthusiasm – ‘*We possess an enthusiastic staff. The projects are always a team effort between the children and the teachers*’ (Teacher).
- ❖ Relevance – ‘*Our staff are really experienced at writing their own curriculum that suits our environment. There has to be a real purpose to it. It is rich task learning and it has got to be meaningful*’ (Principal). The Principal elaborated further by saying that if schools ‘*keep it local and keep it to things that you know about, then you can make a difference. There is no point in picking Vine To Wine if you are in a sheep growing area. The philosophy behind what we do however, can relate directly to sheep growing*’ (Principal Myrrhee Primary School).
- ❖ An embedded curriculum – ‘*We tried to put writing, science and a lot of those curriculum things into one thing so it wouldn’t be too much of a squish*’ (Student). Furthermore, if other schools found time to be a major obstacle in implementing the program, then ‘*incorporating it into the eight Key Learning Areas makes time not an issue*’ (Teacher). The teacher suggested that there could be a role for the Education Foundation in providing further support for schools ‘*about how that is possible*’ (Teacher).
- ❖ Supportive parents – ‘*We have supportive parents, we run regular parent information nights and we make sure that everybody is on board*’ (Principal)

How Did The Program Make A Difference?

The students were very proud of their achievements in the MAD projects, with one student describing their work as ‘*inspirational*’. Another student felt ‘*proud that he had made a difference*’ and that MAD projects gave students ‘*a reason for learning*’.

Meanwhile, the Principal and teacher reflected that students had not only become more confident in '*helping younger students and sharing their knowledge with them*' (*Teacher*) but also '*more responsible for their own learning*' (*Principal*).

Several students suggested that other schools could make a difference by '*finding a problem around you, then finding a way to help it*' ... '*getting out there and actually doing it*' ... '*keeping to your plan and not wandering off*' ... '*making it fun and exciting for the students*' ... '*researching before you go out and do it*' and '*getting other schools and the local council involved*'.

Students certainly made a difference in the wider community through the plastic bags and the sea star projects by raising community awareness of these environmental problems. The Principal observed that:

Every time I see something about plastic bags or sea stars on television, I feel really proud. We didn't change the world but we were saying three years ago that it was an issue and that it needs to be addressed, so I feel really proud of that (Principal).

Furthermore, in regards to the Vine to Wine project, '*the grape growers send their grapes to us because they can trust the kids to do it*' (*Student*) and in this way, the students felt they had made a difference in their community. As one student explained further: '*a lot of grape farmers don't get a report on their grapes about the baumé⁵ or anything and that is what we give them, so they know what their grapes are worth*' (*Student*).

The Future

The students and teachers at Myrrhee Primary School have gained much from the experience of developing and implementing MAD projects over the last few years. The school is continuing its involvement in MAD in 2004 and the focus for the student project this year is bullying. One of the major activities for the students is the making of bully-proof vests for students '*to try and get people who are bullied to feel confident about themselves*' (*Student*).

CASE 5: CARWATHA COLLEGE P-12:

'Body Image – It's Something That Hits Home for Everyone'

The focus for this case study is the implementation of a MAD project at an outer suburban co-educational P-12 college. Carwatha College P-12 is situated on the borders of Noble Park North, Mulgrave and Dandenong North, southeast of Melbourne, and it has a multi-cultural population of over 1000 students.

The case study reveals how a group of Year 10 students at Carwatha College P-12 developed and implemented BODY IMAGE, a highly successful MAD project during 2003.

⁵ Baumé refers to the different sugar levels of grapes.

Implementing The Mad Project

Year 9 students at Carwatha College P-12 were invited by the National Council of Women (NCW) in Victoria to form a partnership with them in 2002. The NCW was interested in handing on a lifetime of knowledge and experience to the younger generation and Carwatha College P-12 '*saw this as a wonderful opportunity to develop a community partnership'* (*ruMAD? Co-ordinator*).

A group of fifteen, female, Year 9 Health Education students worked together, over two years and with the support of NWC, on a highly successful Young Women's Leadership project. The issue chosen by the students for the joint project was body image. Students chose this topic because '*we believed that most teenage boys and girls will come across this issue throughout their life at least once. Deep down everyone cares about their looks and cares about being accepted by society*' (Year 10 student).

The ruMAD? Co-ordinator explained that it was important for students to choose the topic because '*if it is going to work, the idea has to come from the students*' (*ruMAD? Co-ordinator*).

Step One:

Students conducted a whole-school survey to gain an understanding of the impact of body image, and other related issue, on young people. The girls wrote a report showing that Year 8 and 9 female students were:

*most concerned about being skinnier and pretty for the boys and for other girls.
There is a lot of trouble with peer pressure to look good. It was funny to find out that what the girls thought the guys would like, wasn't what the guys liked (Year 10 students).*

Step Two:

This stage involved organising a series of BODY IMAGE workshops for Year 7 students because:

there was an issue in the changing rooms when the Year 7 girls were changing for sport. Some girls were concerned about what they were wearing and how they looked. So we got all the Year 7 girls and split them into groups and talked to them about their concerns. We boosted their self confidence (Year 10 students).

Step Three:

BODY IMAGE activities, such as report writing, public speaking and action planning, were '*incorporated into mainstream English assessment tasks that not only gave recognition to the students for their work, but also served to raise the profile of the BODY IMAGE project*' (*ruMAD? Co-ordinator*).

Involvement of the Education Foundation

During 2003, the Education Foundation became involved in the project as '*the College realised that the philosophies of ruMAD? and our BODY IMAGE project coincided*' (*ruMAD? Co-ordinator*). Whilst the partnership was very much between the NCW and the College, The Education Foundation's ruMAD? Co-ordinator '*acted as a critical friend and facilitator in supporting the students with their project*' (*ruMAD? Co-ordinator*).

The ruMAD? Co-ordinator elaborated further that the BODY IMAGE project:

Evolved as something between the NCW and the College initially, but along the way, what we have done is take heed of the valuable resources in the community such as ruMAD?, and obviously added and implemented and so on but we are not running an MAD project from A to Z, but rather are taking elements from it (*ruMAD? Co-ordinator*).

The Year 10 Carwatha College P-12 students also worked with students from Fintona Girls' College who were participating in similar community action projects. They also collaborated with women from NCW on intergenerational issues and this experience '*was extremely valuable for our girls*' (*ruMAD? Co-ordinator*).

Towards the end of 2003, students were invited to take part in the ruMAD? Ambassadors' Conference where examples of ruMAD? good practice were shared amongst schools across Victoria.

Overcoming Implementation Challenges

Carwatha College P-12 faced many challenges associated with running extra curricula projects such as lack of time, difficulty accessing students, building project credibility and developing ways to acknowledge the value of student achievements. These issues have been addressed in part by incorporating BODY IMAGE into the mainstream Year 9 English curriculum:

It is so much easier implementing it through the curriculum. There are advantages in terms of real outcomes. You are dealing with real issues, writing and talking about real things, rather than dealing with a lot of English teaching which can be very theoretical. The other advantage is the ease of access to the students; you see them regularly (*ruMAD? Co-ordinator*).

Therefore, the BODY IMAGE students at Carwatha College P-12 have not only '*received support from the administration*' (*ruMAD? Co-ordinator*) but have also benefited from a committed teacher who has been the driving force behind the project. The ruMAD? Co-ordinator admitted that '*you need a key person to make it happen. They have to sell it*' (*ruMAD? Co-ordinator*).

How Did The Program Make A Difference?

The most significant outcome of the BODY IMAGE project was the decision by the College's Curriculum Committee and the English Faculty to:

Take on board many other community action programs as an integral part of the Year 9 course for 2005. That was the most fundamental community change at the College because of the powerfulness of the achievements of the girls. The rest of the

staff could see what was happening and how it was happening and they decided this would be good for everybody (ruMAD? Co-ordinator).

One of the key advantages of accepting community projects like BODY IMAGE into the mainstream curriculum is that '*you are not doing it yourself, you have got other people who can support you*' (ruMAD? Co-ordinator).

Overall, Carwatha College P-12 identified the following outcomes:

BODY IMAGE Project Outcomes⁶

1. Working on an issue that brought about personal change
2. Student empowerment through working effectively and productively as part of a team
3. Identification of a community issue (Body Image), development of processes that helped to clarify and explore it, as well as creating implementation strategies to address the issue
4. Transference of acquired confidence and skills to leadership in other areas within the school community
5. Personal growth in self-esteem, confidence, social and cognitive skills through working in an inclusive group ranging in abilities from low learning skills to high achievement
6. Role modelling for other students within the community
7. Cross-generational enhancement learning from members of the National Council of Women
8. Ability to act as change agents for curriculum development of similar 'action focussed' groups.

Students also reported that '*finding out the results of the survey has had a big impact on me and the way that I think. I don't feel as pressured to look better. If I want to look better, it is for my needs, not for other people's*' and that '*it was very satisfying to help younger people and then you feel better about yourself; it opens up your mind to other people's problems*' (Students).

Finally, the ruMAD? CO-ordinator stressed that:

As our emphasis was on process rather than results, we were able to promote ownership of the project by the students along with the guidance of the teacher. It meant that everyone was a leader in some respects from the start to the end (ruMAD? Co-ordinator).

The Future

Carwatha College P-12 has decided to continue with similar Year 9 community action programs in 2004 as a result of the BODY IMAGE project being held in such high regard by both the College and the broader community. This year, the students have decided to base their community projects on body image and animal rights.

⁶ Carwatha College P-12 BODY IMAGE Report

CASE 6: Melbourne Girls' College:

'Groundwork for life-long giving'

The focus for this case study is the implementation of a MAD Student Foundation at an inner suburban girls' secondary college. Melbourne Girls' College is situated in spacious grounds on the banks of the Yarra River close to the centre of Melbourne. The College, with a student population of over 1000 girls from years seven to twelve, places a strong emphasis on student leadership, science and technology.

The case study tells the story of how students and teachers at Melbourne Girls' College established the first MAD Student Foundation in Victoria.

Implementing A Student Foundation

In 2000, a group of Melbourne Girls' College teachers attended an international conference on 'Girls, Women and Money' that explored the concept of philanthropy in schools. At the same time, the Education Foundation was encouraging schools to develop MAD Student Foundations. The idea of establishing a student foundation was readily accepted by the Melbourne Girls' College community. As the Co-ordinator reported:

Students decided they wanted to have a say in how the money they raised from chocolate drives and casual clothes days was distributed and spent. So, instead of just 'donating' a lump sum at the end of the year to a charitable organisation and not having any real knowledge about how that money was spent, they set up their own foundation and invited organisations to request money from them (ruMAD? Co-ordinator).

In November 2001 the Student Executive, comprising students from Years 11 and 12, launched the first MAD Student Foundation in Victoria which was '*not only about giving money to programs, it was about teaching girls the value of giving to others and giving them the groundwork for life-long giving*' (ruMAD? Co-ordinator).

Whilst the Student Foundation '*has always been student-led*' (ruMAD? Co-ordinator), the students received support and guidance from the Education Foundation in setting up their Student Foundation.

Step One

The Student Executive held a brainstorming session to determine which values and areas of passion were considered important in guiding the work of the Student Foundation. Once they had researched the legal issues associated with creating a student foundation, they were ready to develop the necessary Student Foundation documents. These included:

- ❖ A Mission Statement: This was based on the desire '*to further a society that values community and family based on compassion, trust, loyalty, truth, respect and honesty with equality of opportunity and rights for young women*' (Student)
- ❖ Areas of Passion: The ones chosen were: '*safety in the community; depression and suicide; homelessness and poverty; equal rights*' (Student)

- ❖ Core Values: Those identified were ‘*equality; compassion; trust, loyalty, truth, respect and honesty; community and family*’ (*Student*).

Step Two

The next step involved designing application forms for MAD Student Foundation grants and then using ‘Youth Gas’, an on-line youth bulletin board, to publicise and invite Student Foundation grant applications from the community.

Step Three

The applications were then prioritised according to the students’ areas of passion and core values. As a consequence:

The Grant Allocation Committee convened to read and assess the submissions. The Committee has a set of criteria that they worked with, and used a ‘critical friend’ from the Education Foundation to ensure correct process was followed (ruMAD? Co-ordinator).

After reading the submissions ‘*and quite some discussion, we decided on a couple of suitable ones. It was not easy to choose. All the applications were good but we have a limited amount of money; we would like to fund them all but we can’t*’ (*Student*).

Step Four

The Student Executive then held fund-raising events in the College to help meet requests for grants. The Student Foundation also received generous donations from the Myer Foundation and the CEPA (Council for the Encouragement of Philanthropy in Australia).

Step Five

After the announcement of successful grants, grant cheques were posted out and students invited the recipients to a College assembly so that the College had the opportunity to find out about programs that are being supported by the students. The students have aimed to keep in close contact with the grant recipients because:

Part of the process is that there is follow-up. For example, members of the Student Executive went to the Brosnan Centre to see the ‘Cookin’s Cool’ project’s barbecue purchased with money that they donated. Then a student from the “Girl Power” program in Pakenham came to a full-school assembly and spoke to 1200 students about their program. Recently a small group of girls went to Torquay to see the ‘Girls Go Skate’ program in action (ruMAD? Co-ordinator.)

Grants

In 2002, Melbourne Girls’ College’s Student Foundation allocated its first grants of \$750 to both the:

- ❖ Jesuit Social Services’ Brosnan Centre’s ‘*Cookin’s Cool*’ project which aimed to educate young people, who were leaving correctional institutions, in cooking and social skills

and

- ❖ Grassmere Cardinia Youth Services’ ‘*Girl Power*’ project which aimed to support young women in care.

In the following year, 2003, the Student Foundation held extra fundraising events, such as Casual Clothes days, to enable them to allocate a further round of \$1000 grants to the:

- ❖ City of Greater Geelong and Surf Coast Shire's '*Girls Go Skate*' program which aimed to enhance the participation of young women in skate boarding through conducting six skate and blade clinics, in and around, the Geelong area (photo 6). It was explained that '*we chose this project because coming from an all girls' school, we saw it as a way of supporting girls in something that boys usually outnumber girls in*' (Student).

Photo 6: City of Greater Geelong and Surf Coast Shire's '*Girls Go Skate*' program:



- ❖ City of Stonnington's '*Peer Support Training for Young Mums*' program that aimed to support young mothers and their children. The students '*chose that one because it involved young women*' (Student).

However, the ruMAD? Co-ordinator expressed regret that this latter recipient of 2003 Student Foundation grants had been unable to utilise the Student Foundation grant fully as the students had received very little communication from the City of Stonnington so that '*we were not sure if that program actually ran*' (ruMAD? Co-ordinator).

Overcoming Implementation Challenges

Whilst the Student Foundation has been regarded as a highly successful initiative, Melbourne Girls' College Student Executive has faced challenges such as the need for students to balance time between studies and their commitment to the Student Foundation. Concern was also expressed that responsibility for the Student Foundation rested with one staff member and a small number of girls. Consequently, it was felt that:

We need a broader base of staff and student involvement in the Student Foundation, and we also need to look at planning for the future in terms of both teacher and student involvement (ruMAD? Co-ordinator).

One of the ways that the College is attempting to involve more students in the Student Foundation is by promoting its work through forms of communication such as the media, College assemblies and College newsletters. The College is also aware of the issue of ‘*how to keep the project in motion. It is always at the fore front of our minds*’ (*ruMAD? Co-ordinator*).

Furthermore, a student put forward another suggestion to help raise the Student Foundation’s profile and keep the momentum going:

I think if there were more presentations to the whole school from the people who are receiving the money, the girls would get a feeling for where the money that we raise at school was going. That would make more of an impact on the school and then they would know that they have done something for other people (Student).

Then, in regards to choice of City of Stonnington’s ‘*Peer Support Training for Young Mums*’, it has been a learning experience. Initially there was ‘*some dispute about supporting this one because whilst there were some excellent projects to choose from, the girls were very passionate about supporting young unmarried mothers, so in the end, it was the girls’ decision*’ (*ruMAD? Co-ordinator*).

However, students felt that ‘*it was a let-down that they haven’t used the money yet*’ (Student) but ‘*we are still hoping eventually to see the program running*’ (Student). Despite the obvious attention to detail by the students in drawing up the original grant application forms, this experience has highlighted the need for the students to refine the application process further. As a result the Education Foundation advised students:

To insert a clause in the applications to say that if the money was not spent within a certain time, then we would expect the money back. So we need to amend our paperwork as we didn’t have a ‘non-action’ clause in our applications for the grants (*ruMAD? Co-ordinator*).

Another challenge facing the students was simplifying MAD Foundation documents to suit the needs of their own Student Foundation, so ‘*we modified the suggested paperwork from the Education Foundation. We had used it as a guide but we didn’t adhere to it fully. We used the application forms with some modifications but I think that we could still make it easier. I don’t think it should be so hard to apply for a small amount of money like we give*’ (*ruMAD? Co-ordinator*).

How Did The Program Make A Difference?

Melbourne Girls’ College has provided extra opportunities for student leadership and the strengthening of community networks as a result of establishing the Student Foundation.

The students who have been involved in the Student Foundation have ‘*learnt so many skills along the way with all the fundraising, advertising and organising the days*’ (Student). Another student described how:

It was a good feeling as a senior student overseeing the girls who were reading the applications to see them learning, really getting involved and then seeing them being really happy with the decisions that they’d made (Student).

The decision to involve students throughout the implementation of the various projects has given students the opportunity to observe how the Student Foundation grants have made a difference in the community and this has been '*a very fulfilling and rewarding experience to see where the money has gone and what a difference it has made. We have done something for the wider community*' (Student.).

An example of this impact is the '*Girls Go Skate*' program. A small group of Melbourne Girls' College students met the girls taking part in the program and witnessed first-hand the difference that the grant had made. One student recounted that '*it was awesome to see; it was such a nice supportive all-girls environment with all levels of skating abilities. I was really impressed and really happy that our foundation money went there*' (Student) (Photo 7).

Photo 7: Students from Melbourne Girls' College taking part in the '*Girls Go Skate*' program:



The ruMAD? Co-ordinator reflected that the grant given to this project '*has led to competitions for girls being organised by girls and all sorts of things that don't normally happen in skate boarding for girls*' (ruMAD? Co-ordinator).

The recipient of the Student Foundation grant expressed appreciation by reflecting that:

It was great to meet the girls who have actually made the effort to give us this money. It was a powerful experience for our participants to see that the money hasn't fallen out of the sky and that it has come from people who have made an effort to help us and given us opportunities (Grant recipient, City of Greater Geelong).

The Future

The overwhelming success of the Student Foundation at Melbourne Girls' College has been largely due to the hard work of both the ruMAD? Co-ordinator and Student Executive. The College plans to continue with the Student Foundation as '*it has become a lot stronger and it will continue to build and improve*' (Student). Future modifications and improvements include '*a program of mini grants of \$250 and implementing "good grant giving" for the Grant Allocation Committee*' (ruMAD? Co-ordinator).

CASE 7: SPENSLEY STREET PRIMARY SCHOOL:

'Kids Set the Agenda'

The focus for this case study is the implementation of a MAD Student Foundation at an inner suburban, open design primary school. Spensley Street Primary School is a well maintained and attractive school that is situated in Clifton Hill, five kilometres from Melbourne's CBD. The school's 340 students come from predominantly tertiary educated families. The school was rebuilt in 1972 after a fire destroyed the original 1891 building.

The case study relates how students and teachers at Spensley Street Primary School adapted the Student Foundation's secondary school model to suit the needs of primary students.

Implementing Primary Student Foundation

Spensley Street Primary School's ruMAD? Co-ordinator, who had worked previously with the Education Foundation, saw an opportunity to trial a primary version of the Student Foundation at his school. The decision was made by the school to have this level of ruMAD? involvement as it was felt that '*there was already significant involvement by the students in community-based projects*' (ruMAD? Co-ordinator).

The Foundation at Spensley Street Primary School was modelled on the experiences of establishing a Student Foundation at nearby Melbourne Girls' College. The most significant adaptations that were made to the secondary school design included:

- ❖ Re-writing Student Foundation support material, in particular the Values Workshop, to suit the needs of primary students
- ❖ Choosing from the large number of funding requests that arrive at the school rather than inviting grant applications from the community
- ❖ Classifying the funding requests according to a set of values based on the ruMAD? Values Workshop with greater teacher guidance than in the secondary school model as '*more teacher guidance is needed to run the Student Foundation in a primary school because the students don't operate quite as easily on an abstract level and, therefore, the whole process can take much longer than with secondary students*' (ruMAD? Co-ordinator)
- ❖ Meeting a greater number of funding requests by giving smaller grants than in the secondary model.

The Junior School Council's Executive was responsible for organisation.. The Executive's main tasks were to assess funding requests based on agreed values and then to report back to the whole school. The ruMAD? Co-ordinator explained that the students were guided through this process and '*whilst the Student Foundation's structure is created by the teachers, the kids*

set the agenda. They are the ones who made the decisions. They decided which values were most important to them and where the money would go' (ruMAD? Co-ordinator).

The whole school was been involved in fund-raising aspects. During 2003, Spensley Street Primary School's Student Foundation supported the following causes with \$500 grants:

- ❖ A Women's Refuge to buy playground equipment
- ❖ The World Wildlife Fund to support animal rights
- ❖ The Smith Family to support the Christmas voucher appeal
- ❖ Installation of a water tank to provide fresh drinking water at the school.

The Student Foundation presented the grants to successful applicants during a school assembly which was seen '*as a way of promoting the work of the Student Foundation to all the students and teachers' (ruMAD? Co-ordinator)*. However, the opportunities for ongoing contact between students and grant recipients were constrained by lack of time and factors beyond the control of the school.

Overcoming Implementation Challenges

Whilst the experience of adapting and running a Student Foundation for primary students was quite successful, there were a number of challenges facing the school.

Firstly, the Junior School Council's Executive, made up of senior students, was charged with responsible for conducting the Student Foundation. Therefore, lack of continuity has been a major issue facing the school as senior students move to secondary schools at the end of each year. This difficulty has been compounded by the fact that the Student Foundation has been limited to the senior students '*as younger students experience even greater difficulties than the older students in understanding the concepts behind the Student Foundation' (ruMAD? Co-ordinator)*.

Then, the ruMAD? Co-ordinator also felt that the success of the Student Foundation relied heavily on personalities of the students who were driving fundraising efforts:

In 2002, the children were excellent, enthusiastic fundraisers with lots of ideas, whereas the following year, whilst there were there were children with strong personalities, some of them didn't quite grasp the concept of the Foundation (ruMAD? Co-ordinator).

Additionally, the over-crowded curriculum and lack of time for both students and teachers have created difficulties in the running of the Student Foundation and the school now '*needs to find the time to do more than just window dressing' (Assistant Principal)*. The school has attempted to address these difficulties by setting time aside for regular JSC meetings and by identifying the overall responsibility for the JSC and the Student Foundation as part of the Assistant Principal's role.

Despite these challenges, the school perceives the Student Foundation to be highly successful and the Assistant Principal largely attributed this success to '*the Student Foundation's ethics fitting in with the culture of our school. We have a strong sense of community and supportive parents who reinforce their kids being involved in the community' (Assistant Principal)*.

How Did The Program Make A Difference?

Clearly, the work of the Student Foundation has been able to make a difference in the community through its generous support of a range of social justice based projects. It is more difficult to measure success in terms of real outcomes for the students. The Assistant Principal explained that '*the Student Foundation is part of an already rich curriculum and it is difficult to measure whether or not the Student Foundation has made a difference to our students. There are things that are not measurable and it is hard to tell with middle-class kids. Some of them do it for the fun and enjoyment*' (Assistant Principal).

However, whilst the changes may have been difficult to gauge for individual students, the ruMAD? Co-ordinator reflected that the Student Foundation's rich task learning opportunities have '*engaged their minds and emotions at a deeper level through their connection to reality*' (ruMAD? Co-ordinator). The view was also expressed that opportunities for students to exercise their leadership capacity through a variety of tasks and challenges associated with running the Student Foundation '*has been limited by the crowded curriculum, the young age of the students and the school's lack of vision*' (ruMAD? Co-ordinator).

The Future

Spensley Street Primary School intends continuing with the Student Foundation beyond 2003. There are several aspects of the Student Foundation that the school may choose to address such as widening the support for the Student Foundation. The ruMAD? Co-ordinator also speculated that '*the parents are an untapped resource. We need to make that link with the parents and this might help increase the momentum of ruMAD? in the school*' (ruMAD? Co-ordinator).

The school has, therefore, identified opportunities to incorporate their activities in the curriculum as a further way of broadening the school's involvement. As the Assistant Principal commented:

The Student Foundation is best placed within the classroom curriculum where it will not only complement the work of the Junior School Council, but will also become incorporated into the daily life of the school (Assistant Principal).

CASE 8: DROMANA SECONDARY COLLEGE:

‘BIG PICTURE Makes a Difference!’

The focus for this case study is the implementation of a MAD Student Foundation and Project at a Mornington Peninsula Secondary College. Dromana Secondary College is located on thirteen hectares of attractive rural land overlooking Port Phillip Bay. The one thousand students are bussed in from Dromana and neighbouring towns.

The case study illuminates how Year 9 students and teachers introduced a combined approach to MAD Student Foundation and Student Projects at the College.

Implementing MAD Foundations & Student Projects

In 2002, teachers from Dromana Secondary College returned from the ‘Inspiring Innovations’ Conference enthused about the possibilities that the MAD program offered their College. The teachers adapted the Education Foundation’s model of a Student Foundation to suit the needs of their students. This meant that students selected a number of community-based projects to support, rather than inviting grant applications from the community.

The next step was to incorporate the modified MAD Student Foundation within student projects for the Year 9 Study of Society and Environment.

Teachers at the College felt that most Year 9 students were looking for a change of direction at that stage in their secondary education so *‘we run a Year 9 program that is different from most government schools. In private schools there is often an alternative campus for them to go to during Year 9 but in a government school we can’t offer that, so we wanted to offer our students the chance to do something different’* (Middle School Manager).

During term four, all Year 9 students were involved in compulsory term-long SOSE small group projects called the BIG PICTURE. Ten BIG PICTURE projects were completed, some of which were based on the ruMAD? principles such as ‘Making a Difference – Local Nursing Home’ and ‘Making a Difference – Royal Children’s Hospital’. Throughout the year, the students also raised *‘sufficient money to distribute to their ten chosen causes, charities or concerns’* (Middle School Manager).

Making a Difference – Local Nursing Home

Four students decided to support the local nursing home *‘because the elderly people don’t get out very much and they don’t get much entertainment’* (Year 9 student).

The first time that the students visited the nursing home, they *‘just chatted to the old people about everything, about how times have changed and the Wars, the Depression and it was good just talking to them about that and seeing how different things were for them, and also how some things are similar’* (Year 9 student).

The students visited regularly throughout the term and *‘played musical instruments. We put on a Christmas theme towards the end of the year and we had tap dancers from our school’* (Year 9 student).

Making a Difference – Royal Children’s Hospital

Another small group of students decided to make a difference for older children at the Royal Children’s Hospital as:

Lots of ill children don’t get the chance to read books when they are in hospital. They are always playing on the computers or whatever, and they didn’t have a library at the hospital, so we started a library for the older children at the Family Resource Centre (Year 9 student).

Students organised a fundraising evening at a local Chinese restaurant and then purchased numerous adolescent fiction books for the hospital (photo 8). Through the project, the students became more self-confident and learnt many skills including negotiating with the public, organisational skills and public speaking. The Co-ordinator was surprised:

To see students mature and grow through their leadership skills in the classroom. Their group work, teamwork is inspiring and amazing. It is not so much about the end product as the process that they have gone through that is important (ruMAD Co-ordinator).

Photo 8: Dromana Secondary College students purchased books for the Royal Children's Hospital



The other BIG PICTURE student projects included raising money for, and working with:

- ❖ The RSPCA
- ❖ The Alanna Madeleine Foundation
- ❖ The Starlight Foundation
- ❖ Rosebud Hospital
- ❖ Peter McCallum Hospital
- ❖ CANTEEN
- ❖ World Vision

Overcoming Implementation Challenges

Some of the challenges associated with adopting an innovation into the life of a busy school were overcome partly by the:

- ❖ opportunity to embed ruMAD? into the Year 9 SOSE curriculum
- ❖ broad-based support of Year 9 teachers for the project
- ❖ need to engage and challenge Year 9 students further in '*something that was different from the mainstream curriculum*' (ruMAD? Co-ordinator).

Other important factors that contributed to the success of ruMAD? at Dromana Secondary College were '*the partnership between the students and the teachers*' (*Year 9 student*) and the driving force of enthusiastic teachers such as the Middle School Manager who related that her '*personal philosophy is to make a difference, and it has been such an amazing concept that it has given the students the opportunity to pursue their passions in the school*' (*Middle School Manager*).

As the ruMAD? BIG PICTURE projects involved liaising with the community, there were factors that were out of the students' control such as when they '*wanted to visit the hospital initially so that we could make a decision about where the money should go. After we made the arrangements we turned up and the lady wasn't available*' (*Year 9 students*).

The BIG PICTURE projects also involved a great deal of independent learning which required students '*to develop the maturity to keep occupied for 70 minutes and planning their own time*' (*Middle School Manager*). However, this style of learning was a challenge for some teachers who felt that:

It is a bit risky, it is a bit uncontrolled, it is a bit of chaos and it is hard for some teachers to let go because they are so used to being the teacher. It's being the guider as opposed to standing back and letting the students go. You have to let go of the CSF, let go of what you think you have to do as a teacher and do what you believe is beneficial for the students (*ruMAD? Co-ordinator*).

How Did The Program Make A Difference?

Students reported that visiting elderly people each week meant that '*we learnt so much. It was similar to when I visited my great-grandma. I felt really good*' and that '*the lady who runs the nursing home said that they look forward to our visit each week, and they just keep asking all week; "When are the girls coming?" That made us feel really wanted and that our job was really working*' (*Year 9 student*).

Another student summed up the experience by saying that '*any one little thing can make a difference. It doesn't have to be saving a life; it was just the biggest buzz dancing for the old people and just talking to them*' (*Year 9 student*).

However, '*we felt bad when it was finished. They didn't know any different beforehand because they hadn't had it (the students' visits) but once it had stopped, we just wanted to keep it going*' (*Year 9 student*). The students intend to continue to visiting the Nursing Home out of school hours.

Students who donated books to the Royal Children's Hospital felt that they had made a difference '*as these kids can read books now rather than just playing on computers*' (*Year 9 student*). The project made '*you feel important because you have helped make a difference in people's lives and now you can go and inspire others to do it*' (*Year 9 student*).

The high regard for such work by students has resulted in generous financial support from community groups because:

They are so impressed that kids can come up with their own projects and carry them through. The role of the teacher becomes that of a facilitator and it empowers the kids to become involved (*Middle School Manager*).

This financial assistance will enable Dromana Secondary College to continue supporting the community through its student projects. This community-minded approach has resulted in students being named in the 2004 Order of Australia awards.

The Future

The obvious differences that students have made through their BIG PICTURE projects means that Dromana Secondary College intends '*offering BIG PICTURE projects again to two hundred Year 9 students as part of their term four project in SOSE*' (*Middle School Manager*). One of the ways in which the College plans to build on these initial successes is by using older students, who have been part of BIG PICTURE projects, to promote community-based work with younger students.

CASE 9: DON VALLEY PRIMARY SCHOOL:

‘Bridging the Gap between Young and Old’

Don Valley Primary School is located in a peaceful, semi-rural setting at Launching Place in the Upper Yarra Valley. The attractive environment and diverse range of programs at the school draw seventy-nine students from a large catchment area.

The focus for this case study is the implementation of a MAD Student Foundation and a MAD Student Project at Don Valley Primary School.

Implementing A Student Foundation & Project

In 2002, Grade 2 students at Don Valley Primary School organised an activity that involved all the children in their year level visiting the local Aged Care Residence. Every Tuesday throughout the year, four or five children visited the centre and participated in games and physiotherapy activities.

In the following year, Don Valley Primary School created a MAD Student Foundation with its mission stating that:

At Don Valley we believe in our community and working together and we want to be proactive in increasing the sense of belonging, especially for our older people (Don Valley Primary School Student Foundation).

The Student Foundation established a Committee of Management representing every year level at the school. This committee of nine students included a Chairperson, Secretary, Treasurer and Publicity Officer. One of the main tasks of the Committee of Management was to organise fund-raising events for the students so that the school could support the local Aged Care Residence. The Principal related that ‘*we are a small school and, therefore, a very close community. Our*

children enjoy organising and planning special events for their peers (i.e. Talent Shows, Sausage Sizzles, Discos) so the committee felt that everyone should be involved in fundraising' (Principal).

One of the students went on to explain that:

We all had different things to do. For example, to be a chairperson to run the meetings, secretary to write down what we said, treasurer to count the money. There were also publicity and advertising people and every committee member had to organise an activity. For example: a logo competition for our organisation, disco, Frog Log day, sausage sizzle, visits to the aged care centre, and heaps of other things (Grade Two student).

Moreover, since establishing the Student Foundation at the school, students '*have been involved in helping with the organisation of environmental activities in the local community*' (Principal) such as the protection of endangered species and orphaned native animals.

These MAD community activities have been incorporated into the curriculum through Studies of Society and Environment and Health as well as through whole-school programs such as '*You Can Do It*'. As a result:

An important emphasis of our curriculum program is to integrate the concept of 'Sustaining our environment/lifestyle for the Future'. The children have played an active part in developing a worm farm, vegetable gardens, grasses, natives, frog bog, composting and an animal farm. Every second year we also have Grandparents or significant friend Day (Principal).

Overcoming Implementation Challenges

The Principal stressed that challenges such as '*shortages of staff and volunteers to support the Aged Care program/visits*' (Principal) had created difficulties for the school. Many parents at Don Valley Primary School work during the day, making it difficult for the school to arrange for student supervision during outings.

Another difficulty in organising MAD project activities outside the school is '*the availability and cost of transport to and from the Aged Care Centre*' (Principal).

In addition, the Principal had experienced difficulties in promoting student achievements through the local media. She felt '*they are not receptive to local news unless you are buying advertising space. The kids could have been in the media more often to spread the word about what they were doing*' (Principal).

On the other hand, the Principal identified support received from the whole school community as one of the reasons for the overall success of ruMAD? at Don Valley Primary School whereby: '*the students, teachers and parents have all worked together to make a difference in our community*' (Principal).

Furthermore, support from external sources such as Yarra Ranges Shire Inter-generational Project and Yarra Valley Aged Care Management, had assisted students in carrying out projects. The Education Foundation had also played an important part in helping '*the children to clarify their understanding of the program. The ruMAD? Co-ordinator did frequent follow up visits to keep the children on task and he developed a great rapport with them*' (Principal).

How Did The Program Make A Difference?

Don Valley Primary School students have developed ‘organisational skills to help plan and put into action successful fund raising activities. They are now more caring and confident students who have the ability to communicate and get along with a wide range of people. The students have an awareness of the needs of people in the last years of their lives. This program has provided an ongoing link with people in aged care (photo 9). It has bridged the gap between the young and the elderly in our community’ (Principal).

Photo 9: Don Valley Primary students visiting the elderly:



Students reflected that they had not only understood ‘the importance of helping the community’ but also about ‘working together as a group and putting our ideas together ... running meetings and standing up in front of a very big crowd and speaking ...as well as ‘making a slide show’ ... behaving like adults’ and ‘running good fundraisers’ (Grade 2 students).

Another student enthused that doing MAD projects was ‘a great way to meet people and make new friends. It was also fun to help people and visit the elderly, to play games and teach them how to use computers’ (Grade 2 Student).

Finally, the Principal emphasised that:

Learning doesn’t happen only in school and we have observed significant changes in our children to approach people willingly and confidently, make presentations and perform in front of audiences of all ages. There has also been improvement and persistence in planning, organising and completing activities. These skills are linked and reinforce our ‘You Can Do It’ program (Principal).

The students’ community projects have , therefore, resulted in a more cohesive partnership between the school and the local community as ‘we have become more community minded and

talk of our school as a community now rather than an institution detached from the community' (Principal).

The Future

Whilst the school intends to maintain contact with the Aged Care Centre through regular visits and use of email, staffing difficulties within the school have led to a shift in emphasis from external MAD projects to '*making a difference within our immediate environment*' (Principal). The Principal explained that whilst '*we will probably not continue with ruMAD? as such, we have taken the ruMAD? skills and processes to run our Junior School Council. This is our student well-being decision-making body and linking with the community will continue to be a part of their role*' (Principal).

LESSONS LEARNT FROM THE EXAMPLES OF ruMAD? IMPLEMENTATION

Types of Implementation Trialled

The evaluation examined four categories of ruMAD? implementation in schools with the study highlighting a variety of implementation styles within each grouping.

MAD Day

Two sites initiated a MAD Day:

The Student Committee at **Riddells Creek Primary School** was responsible for organising their MAD Day. In 2003 MAD Day activities were mainly held within the school and plans are now being made to extend MAD Day activities more widely into the local community in the next few years. This incremental approach has allowed students to build upon their experiences and become more confident in organising MAD Day activities for the school.

At **Lyndale Secondary College**, the transition program for new Year 7 students became the vehicle for implementing MAD Day into the school. MAD Day activities centred on the making of flags that were displayed at a communal family school lunch. This particular approach to MAD Day helped to foster a sense of belonging for both students and their families.

MAD Projects

Three schools carried out MAD projects:

Princes Hill Primary School identified the potential for enriching existing curriculum programs across the school by hosting the state-wide launch of MAD Day and by incorporating the philosophy of MAD Projects into the school. This involvement provided the school with an umbrella under which a number of diverse programs were given a new direction that enabled students to make a significant difference in their community.

Myrrhee Primary School students were engaged in three community-based MAD projects that had achievable and identifiable outcomes for students and community. The small size of the school facilitated the involvement of all students in the development and implementation of these very successful projects.

A very different approach to MAD Projects was taken by a much larger secondary school. **Carwatha College P-12** introduced MAD Projects initially through small group work in Year 9 Health Education classes. A key aspect of MAD Projects at this school was forming a partnership with a community organisation that worked with the students on their identified project, BODY IMAGE. MAD Projects have now been included in mainstream Year 9 English classes.

MAD Student Foundation

Both a secondary and a primary school set up a MAD Student Foundation: The first MAD Student Foundation was established at **Melbourne Girls' College**. The Student Executive, which was made up of senior students from the College, adapted the Education Foundation materials to suit the needs of the College. This process saw the streamlining of MAD Student Foundation grant application processes. Students recommended that schools explore ways of building ongoing communication between grant recipients and the student body.

Spensley Street Primary School has made a significant contribution to the ruMAD? program by modifying the secondary Student Foundation model to suit primary students. This new version of a Student Foundation has resulted in not only the Student Executive receiving increased teacher guidance in the final selection of Student Foundation grant recipients, but also smaller community grants being made by the Student Executive than in the secondary Student Foundation model.

MAD Student Foundation & Project

Two schools attempted combined Student Foundation and Projects:

Dromana Secondary College combined elements of a Student Foundation with a number of Student Projects. This adaptation was achieved by changing the Student Foundation grant process so that rather than inviting grant applications from the community, small groups of Year 9 SOSE students identified community issues and then created classroom projects to address these issues. These projects provided an alternative curriculum for students reaching the end of Year 9.

Don Valley Primary School adopted a whole-school approach to a combined MAD Student Foundation and Student Project. The Student Foundation's Committee of Management represented the student body and this group was instrumental in conducting a number of MAD community-based projects that involved all students.

Outcomes

Students reported that participating in ruMAD? programs had helped build their confidence and leadership skills. They also developed interpersonal and organisational skills such as:

- ❖ building new friendships, helping younger students, working in teams and communicating with people from diverse ages and backgrounds
- ❖ project management, public speaking, research, letter-writing, meeting procedures and fund-raising.

Some teachers felt that as ruMAD? programs emphasised the importance of process rather than outcomes, students had taken more responsibility for their own learning and acquired a better understanding of the value of giving. Teachers, on the other hand, felt inspired and energised by the achievements of their students. Some schools acknowledged that ruMAD? programs had contributed to a more cohesive and inclusive school community where students felt a sense of belonging to their school and to the local community. Others noted that they had become more community-minded through running ruMAD? programs and developed strong partnerships with the local community. As one Principal observed:

We talk of our school as being a community now rather than as an institution detached from the community (Don Valley Primary School Principal).

Overcoming Implementation Challenges

There are often competing demands for time in the life of a busy school. Lack of time and the need to balance various commitments in a crowded curriculum were two major challenges facing most schools in the implementation of ruMAD? programs. However, the key conditions in those schools that had implemented ruMAD? successfully showed:

- ❖ congruency between the school's own educational philosophy and ruMAD?
- ❖ broad-based involvement of students across the community
- ❖ teacher and Principal commitment
- ❖ and student ownership.

Congruency

Schools implementing ruMAD? programs displayed a high level of congruency between their own philosophy and that of ruMAD? This meant that it was relatively easy to embed ruMAD? into these schools as the Program complemented the School Charter and strengthened existing curriculum.

Broad Involvement

The focus groups drew attention to the need to maintain a broad-based involvement of students across the school community in order for ruMAD? programs to be sustained. Whilst the number of students and teachers participating in ruMAD? programs differed from school to school, generally smaller schools found it easier to maintain a whole-school approach to ruMAD? programs. Not surprisingly then, it was more common to find that larger schools adopted a year-level or curriculum-based approach to ruMAD? activities. Successful schools were proactive in gaining parental support and many schools forged successful long-term partnerships with their local communities. These schools ensured that there was not only good communication within the school community itself, but also between the school and the local community.

Drivers of Change

Clearly, the success of ruMAD? programs in many schools has been largely due to the driving force of one or two teachers. Whilst this energy and enthusiasm is crucial to the program, the danger lies in schools relying too heavily on these agents of change to maintain the program. This provides yet another reason to broaden the involvement in ruMAD? across the school. Another key aspect in the sustainability of programs such as ruMAD? in schools is the ‘hands-on’ support of the Principal class in the program. This level of involvement from the school’s administration can make a significant contribution to successful program delivery.

Student Ownership

It was obvious through the discussions in each focus group that students were full of enthusiasm for the ruMAD? programs operating at their schools. Several schools attributed this student interest to the fact that students experienced a high level of ownership of programs as they were intimately involved in developing and implementing them.

ruMAD? activities were frequently practical in design and based on realistic and achievable outcomes for students that gave them a reason for learning. Associated work was often related to a local issue and this meant that not only were students able to observe changes that resulted from their work in the community but also to feel empowered as change agents.

Resources

Schools were asked to reflect on the usefulness of the resources provided by the Education Foundation. Most schools had accessed the ruMAD? website and had referred to the ruMAD? manual in the initial stages of setting up MAD Days, Student Projects or Student Foundations.

Schools acknowledged the value of these resources but many schools indicated that as their confidence grew in implementing ruMAD? programs, they adapted the materials and became less reliant on the Education Foundation. Teachers suggested that as the website was difficult to navigate and the manual was very wordy, the upgrading of these resources could promote increased use by students and teachers. These resources could also be used to share good practice and innovative ideas for program delivery amongst schools.

Whilst many schools appreciated support given by the Education Foundation’s ruMAD? Co-ordinator in establishing programs in schools, the lack of continuity of personnel in this position made it difficult for schools to build an ongoing relationship with the Education Foundation. An Assistant Principal also expressed the belief that *‘both schools and the Education Foundation could benefit from on-going involvement of the Education Foundation’s ruMAD? Co-ordinator throughout the life of ruMAD? Programs in schools’* (Primary School Assistant Principal).

Participants in the focus groups were also asked the following question:

ruMAD? does not disburse actual money to schools. Has this affected the way in which ruMAD? has operated in your school?

Most schools responded by saying that whilst time was more important than money, costs associated with running ruMAD? programs, such as transport and classroom release for teachers, could be expensive.

Respondents suggested that the Education Foundation could assist schools by developing:

- ❖ strategies to embed ruMAD? into mainstream curriculum
- ❖ a model for ruMAD? peer educators to work with younger students
- ❖ ways to link parents and other volunteers with ruMAD? programs and by modifying
- ❖ Student Foundation support material to include a non-action clause so that schools can re-claim unspent grants.

Future

Most schools that took part in the focus groups indicated that they intend continuing with ruMAD? programs as they have been successful in bringing about varying levels of change in the community. The one exception was Don Valley Primary School that will retain the philosophy of ruMAD? but staffing shortages have resulted in a curtailment of the community-based projects. The remaining eight schools will build upon the early successes of ruMAD? programs to branch out to introduce them into other levels of the school or into the local community with new activities.

SUGGESTED ACTIONS

In conclusion it is suggested that:

1. THE EDUCATION FOUNDATION MAINTAINS ruMAD? PROGRAMS

If this suggestion is accepted, then the **Education Foundation** may consider ways to:

2. SUPPORT SCHOOLS BEYOND THE INITIAL IMPLEMENTATION OF ruMAD? PROGRAMS

On-going support may not only help schools to implement programs more successfully, but it may also provide valuable opportunities for the Education Foundation to receive advice from schools concerning their experiences of program implementation.

3. DEVELOP MODELS FOR USING PEER EDUCATORS IN ruMAD? PROGRAMS

Students who have been involved in previous ruMAD? programs can contribute to program continuity and improvement by sharing their knowledge with new students.

4. EXPAND WAYS OF LINKING PARENTS AND OTHER VOLUNTEERS TO ruMAD? PROGRAMS

Parents and other volunteers are a potential source for support to schools in helping to organise community-based ruMAD? programs.

5. SUPPORT SCHOOLS TO INCORPORATE ruMAD? PROGRAMS INTO THEIR IMPLEMENTATION OF STATE AND NATIONAL CURRICULUM FRAMEWORKS

Initiatives that are integrated into existing curriculum frameworks are more likely to be successful than stand-alone programs.

6. DEVELOP WAYS OF IMPROVING ruMAD? RESOURCES

Resources that are current, comprehensive and that meet the needs of schools may lead to greater levels of use.

7. MODIFY STUDENT FOUNDATION SUPPORT MATERIAL TO INCLUDE A ‘NON-ACTION’ CLAUSE

The inclusion of a ‘non-action’ clause in the Student Foundation documentation may assist schools in retrieving any unspent Student Foundation grants.

8. INVESTIGATE WAYS OF INVOLVING MORE SCHOOLS FROM LOW PARTICIPATING LIKE SCHOOL GROUPS

Schools that have a high proportion of students for whom the main language spoken at home is not English and/or receive a government allowance could benefit from being involved in ruMAD? programs⁷.

In addition to these ideas, the evaluation has highlighted a number of key points that **schools** might consider in order to develop more sustainable ruMAD? programs such as to:

9. BROADEN STUDENT AND TEACHER INVOLVEMENT

Whole-school involvement in developing and implementing programs leads to greater sharing of responsibility for, and ownership of programs.

10. DESIGN STUDENT-LED ACTIVITIES THAT ARE BASED ON ACHIEVABLE, REALISTIC AND MANAGEABLE GOALS

A high level of student ownership of programs can assist them to develop a reason for learning.

11. INCLUDE TANGIBLE ACTIVITIES SO THAT STUDENTS CAN SEE HOW THEY HAVE MADE A DIFFERENCE

Students are empowered as agents of change when they are able to observe changes resulting from their work.

⁷ Like School Groups are categorised according to the proportions of students for whom the main language spoken at home is not English and/or receive a government allowance.

12. DEVELOP PROJECTS THAT LEAD TO LONG-TERM PARTNERSHIPS WITH THE LOCAL COMMUNITY

This can assist to build more sustainable community-based student projects and create further opportunities for school and community networks.

13. EXPLORE STRATEGIES THAT ASSIST TO BUILD COMMUNICATION BETWEEN STUDENT FOUNDATION GRANT RECIPIENTS AND STUDENTS

Student involvement may be promoted by increasing awareness throughout the school community of the Student Foundation, and of the community projects that it supports.

**EVALUATION FINDINGS PART TWO:
ruMAD? COORDINATORS SURVEY**

EVALUATION FINDINGS PART TWO: THE RUMAD COORDINATORS' SURVEY

Survey Section 1

The total number of ruMAD school's in each 'Like School Group'

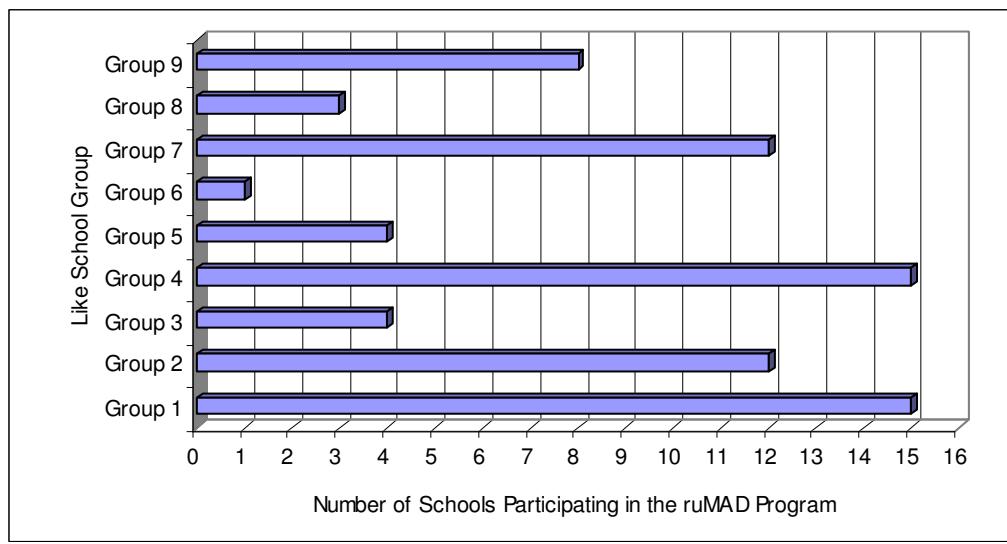
About Figure 1 and Table 1

The ruMAD? coordinators' survey began by asking respondents to record their school's 'Like School Group'. In Victoria, primary and secondary schools have been divided into nine school groups based upon the proportion of students for whom the main language spoken at home is not English and the proportion of students who receive the Education Maintenance Allowance or Commonwealth Youth Allowance⁸. Figure 1 and Table 1 display the total number of schools within each of Victoria's nine 'Like School Groups' (LSG) who completed the ruMAD? coordinator survey.

In reference to Figure 1 and Table 1 the key points are:

- ❖ In rank order the five Like School Groups with the greatest level of participation in the ruMAD? program, of those that completed the survey, were: Group 1 and Group 4 (15 schools each); Group 2 and Group 7 (12 schools each); Group 9 (8 schools). LSGs with particularly low participation in ruMAD? include Group 8 (3 schools) and Group 6 (1 school)

Figure 1: Like School Groups



(n=74)

Table 1: Like School Groups

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Total (n)
Number of schools	15	12	4	15	4	1	12	3	8	74*
% schools participating	17.4%	14%	4.7%	17.4%	4.7%	1.2%	14%	3.5%	9.3%	100%

* 12 schools did not indicate their Like School Group

⁸ Like School Groups 1-3 are categorised as having low proportions of these students while groups 4-6 have medium proportions and 7-9 have high proportions of students for whom the main language spoken at home is not English and/or receive a government allowance.

- ❖ Like School Groups defined as having low proportions of students for whom the main language spoken at home is not English and/or receive a government allowance (Group 1, 2 and 3) collectively have the largest number of schools involved in ruMAD? activities (31 schools).
- ❖ Meanwhile, Like School Groups with the highest numbers of these students (Group 4, 5, 6) had close to a third fewer schools involved in the program with 23 schools having participated in ruMAD? LSGs with medium proportions of these students (Group 4, 5 and 6) had 20 schools involved in the program.
- ❖ The results depicted in Figure 1 and 2 suggest there are also uneven levels of participation within LSG categories. For example, while LSGs such as Group 1 ('low') and Group 4 ('medium') accounted for 34.8% of all ruMAD? schools, Group 3 ('low') and Group 6 ('medium') comprised only 5.9% of schools participating in the program.
- ❖ Given these results, the Education Foundation may wish to investigate whether additional support, promotional activities or other measures can involve more schools from the low participating LSGs shown in Figure 1. This should incorporate a specific targeting of schools in 'medium' and 'high' Like School Group categories.

Respondent's role in their school

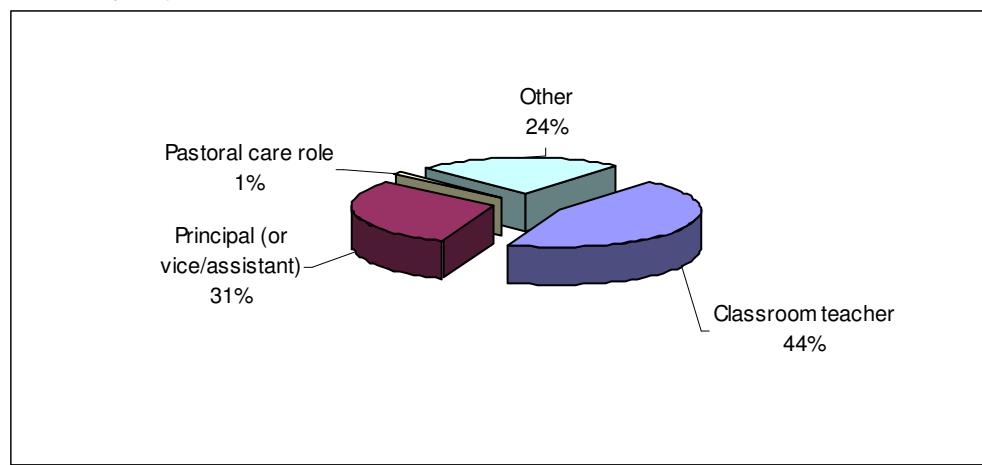
About Figure 2

Surveys were completed by school workers identified as being the driving force behind their school's involvement in ruMAD?. Figure 2 provides a breakdown of the different roles carried out by respondents from the 86 schools. Responses were recorded in four categories: Principal class (or vice/assistant); classroom teacher; pastoral care role; and an open category 'Other'.

In reference to Figure 2:

- ❖ As might be expected classroom teachers accounted for the majority of school workers (44%) who took responsibility for school implementations of ruMAD? program elements. A significant number of Principal class school workers (31%) were also fulfilling this role.

Figure 2: Survey respondent's role in their school



- ❖ Of particular interest was the very diverse group who identified themselves in the category ‘Other’ (24%). As the list below illustrates, integration aides, VCAL coordinators and a host of curriculum and program coordinators were managing school participation in ruMAD?. Those who responded in the ‘Other’ category included:
 - Junior/middle school or year level co-ordinator (x5)
 - Curriculum or KLA (subject) coordinator (x6)
 - Assistant dean of student leadership (x1)
 - Student leadership and participation coordinator (x1)
 - Innovations and excellence educator (x1)
 - Coordinator of civics and citizenship program (x1)
 - Special education teacher (x1)
 - School services officer and integration aide (x1)
 - Volunteer assisting student welfare officer (x1)
 - Youth at risk program coordinator (x1)
 - VCAL, VET or Careers coordinator (x2)

Number of students participating in ruMAD? 2002, 2003, 2004

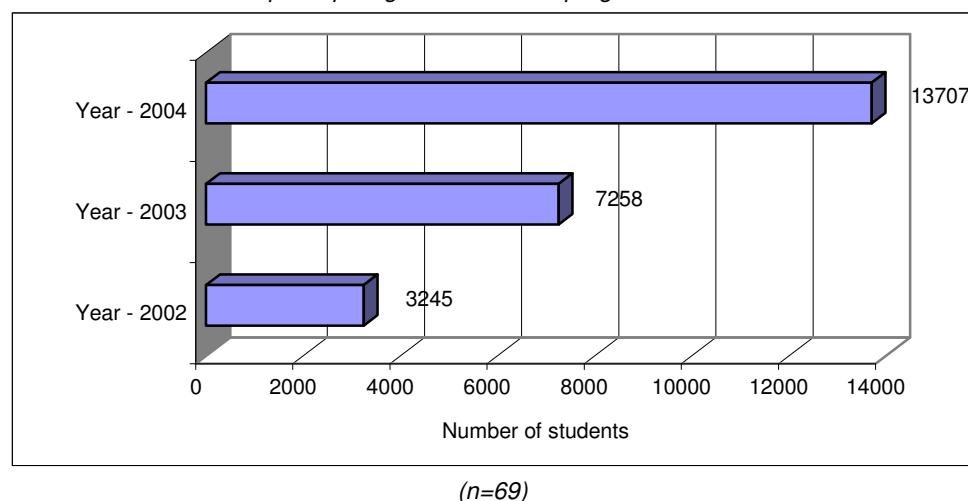
About Figure 3 and Table 2

Respondents were asked to estimate the total number of students from their school who had participated in ruMAD? between 2002-2004. These estimates were then added together to produce the annual totals of student participation, across all schools. This is presented in Figure 3⁹. Meanwhile, Table 2 details the number of schools that participated in each ruMAD? program element in 2002, 2003 and 2004.

In reference to Figure 3 and Table 2:

- ❖ Figure 3 and Table 2 show clearly that there has been an impressive growth in school and student participation rates in the ruMAD? program. This is especially noticeable for the program element ‘Mad Day’ where the numbers of schools undertaking this activity had grown from 16 in 2002 to 48 in 2004. Total student participation in the ruMAD? program has also revealed an impressive fourfold increase from 3245 in 2002 to 13707 in 2004.

Figure 3: Numbers of students participating in the ruMAD? program 2002-2004



⁹ The data displayed in Figure 3 is drawn from schools that completed the ruMAD school coordinator survey. Given that an unknown number of ruMAD schools did not complete the survey, the totals reported in Figure 3 would be lower than actual student participation rates. Furthermore, of the 86 schools that completed the survey, 18 failed to record the total number of students participating in ruMAD for all or one of the years 2002-2004. This reduces student participation numbers reported in Figure 3 further.

- ❖ Table 2 also records that the number of schools involved in ruMAD? Projects increased from nine schools in 2002 to eighteen in 2003, with sixteen participating in this program element at the point of data collection in 2004¹⁰. Meanwhile, Student Foundations had grown in numbers from two in 2002 to eight in 2004.

Table 2: Numbers of schools participating in ruMAD? program elements (n=83)

Year	Mad Day No. of schools involved	ruMAD? Project No. of schools involved	Foundation No. of schools involved
2002	16	9	2
2003	31	18	7
2004	48	16	8

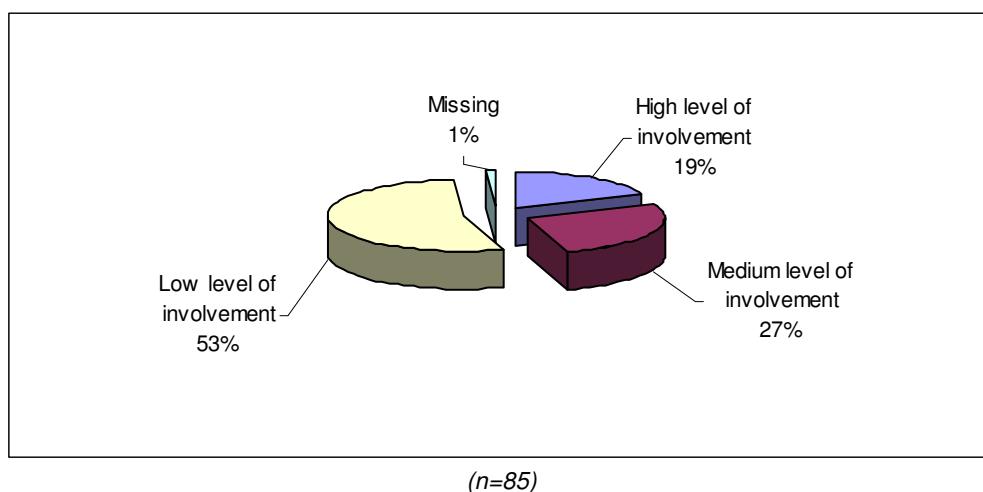
- ❖ While these results are quite positive, Table 2 points to a possible plateauing in the number of schools implementing ruMAD? Projects and Student Foundations. As a result, totals displayed in Table 2 of schools undertaking these activities in 2004 had yet to surpass those for 2003. The Education Foundation should consider comparing final 2004 figures for schools' participation in ruMAD? program elements with those from the previous year to discover if this is indeed the case.

Levels of school involvement in the ruMAD? Program

Information about program participation was used additionally to create a classification of schools according to their level of involvement in the ruMAD? program. This classification was developed in consultation with the Education Foundation. Briefly, schools that indicated they had run only one Mad Day were rated as having a 'low' level of involvement in ruMAD? while schools that had run several Mad Days and/or a ruMAD? project were considered to demonstrate a 'medium' level of involvement. Schools that had implemented a MAD Day, ruMAD? project and a Student Foundation (or a combination of these program elements) were assessed as having achieved a 'high' level of involvement in the program. Using this classification, Figure 4 reveals that:

- ❖ 46 (53.5%) schools demonstrated a low level of involvement
- ❖ 23 (27%) schools demonstrated a medium level of involvement
- ❖ 16 (19%) schools were highly involved in the ruMAD? program

Figure 4: Level of involvement in ruMAD?



¹⁰ The data collected for this survey occurred mid 2004. It is highly likely that the total number of schools participating in ruMAD program elements such as Student Projects would have continued to increase during 2004. Figures for 2004 Student Projects and Student Foundations may, therefore, be lower than final participation rates.

This classification appears in subsequent sections of this report to highlight similarities or differences in school impressions of ruMAD? relative to their level of involvement in the ruMAD? program.

The degree to which schools used certain ruMAD? resources

About Figures 5, 6 and 7

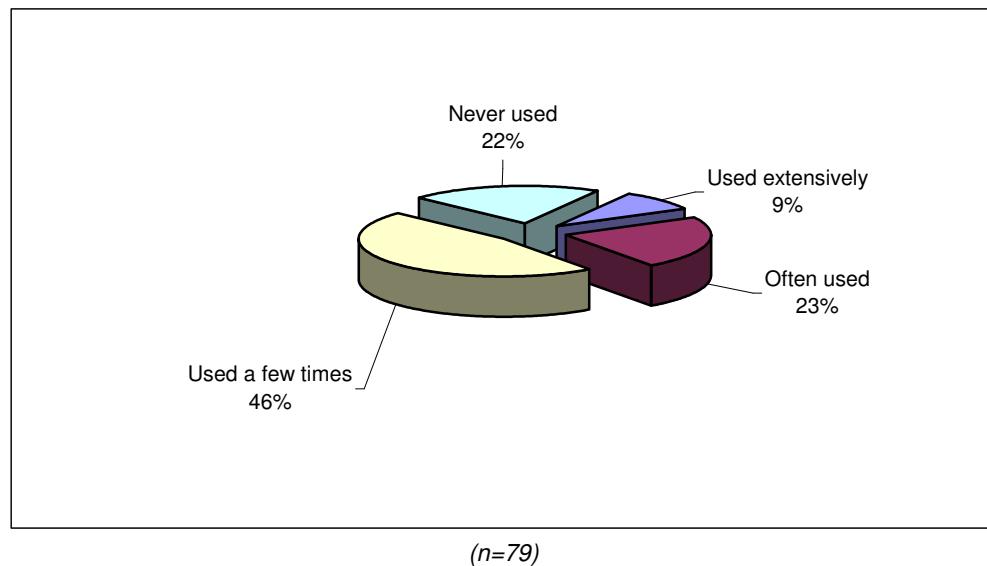
The pie charts in Figures 5, 6 and 7 provide a breakdown of the reported use, by all survey respondents, of the ruMAD? Manual, ruMAD? Website and ruMAD? Schools' Coordinator. Responses have been grouped into four categories of use: never used; used a few times; often used; and used extensively.

In reference to Figures 5, 6 and 7 the key points concern:

The ruMAD? Manual

- ❖ Results about the use of ruMAD? resources point to low use of the ruMAD? Manual with 68% of respondents indicating that they have ‘never used’ the ruMAD? Manual or had only used this resource ‘a few times’ (Figure 5). Slightly less than a third (32%) reported that they had ‘often’ used the Manual or had used the Manual ‘extensively’.

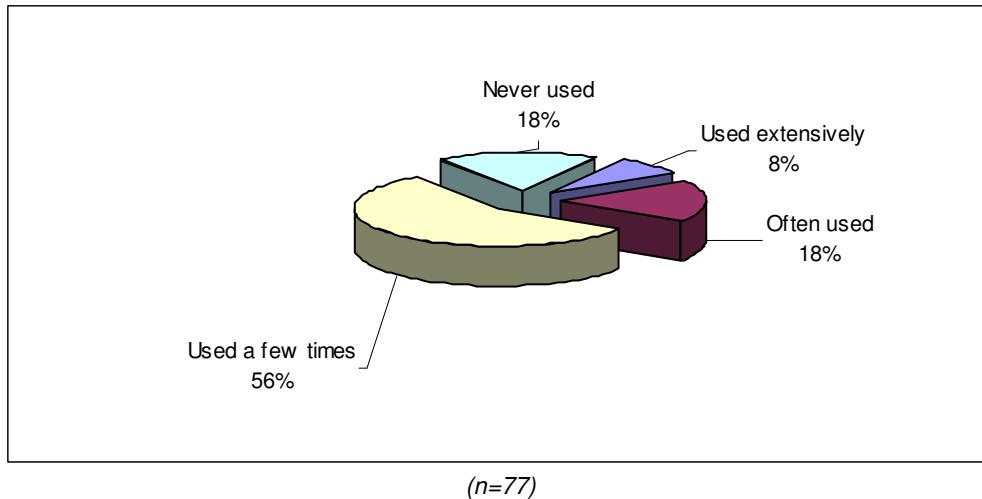
Figure 5: Use of ruMAD? Manual



The ruMAD? Website

- ❖ Survey feedback reveals similar low levels of use for the ruMAD? Website with 74% of respondents using the site only a few times or not at all (Figure 6). Just over a quarter of participants (26%) reported that they had ‘often’ used the Website or had used the website ‘extensively’.

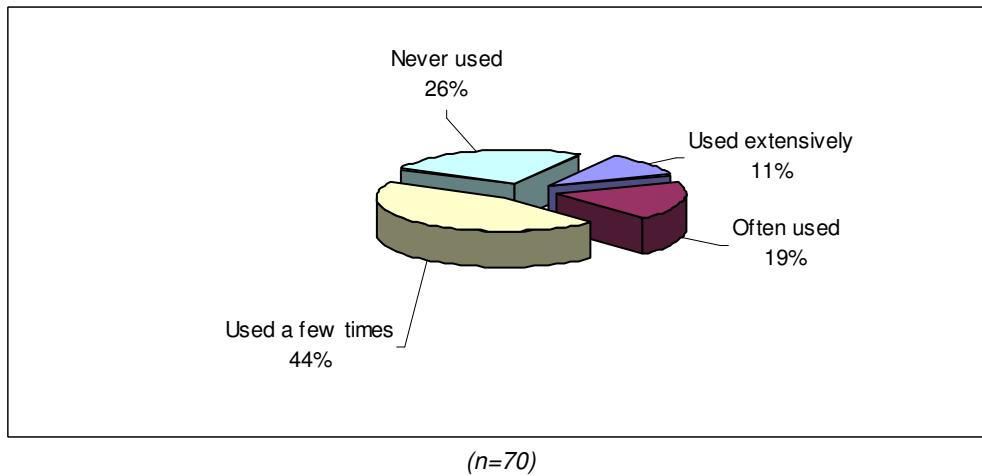
Figure 6: Use of ruMAD? Website



The ruMAD? Schools' Coordinator

- ❖ A pattern of low use of ruMAD? resources has continued with results related to the ruMAD? Schools' Coordinator where 70% of survey participants indicated they had never used or only used the ruMAD? Schools' Coordinator a few times (Figure 7).

Figure 7: Use of ruMAD? Schools' Coordinator



- ❖ While these figures raise some doubts about the effectiveness of the ruMAD? resources, responses to subsequent survey questions revealed that all three resources were nevertheless perceived by almost half the survey participants to be 'useful' and 'adequate' for the implementation of ruMAD? program elements (see: Figures 8, 9 and 10).

Rating the usefulness of ruMAD? resources

About Figures 8, 9 and 10

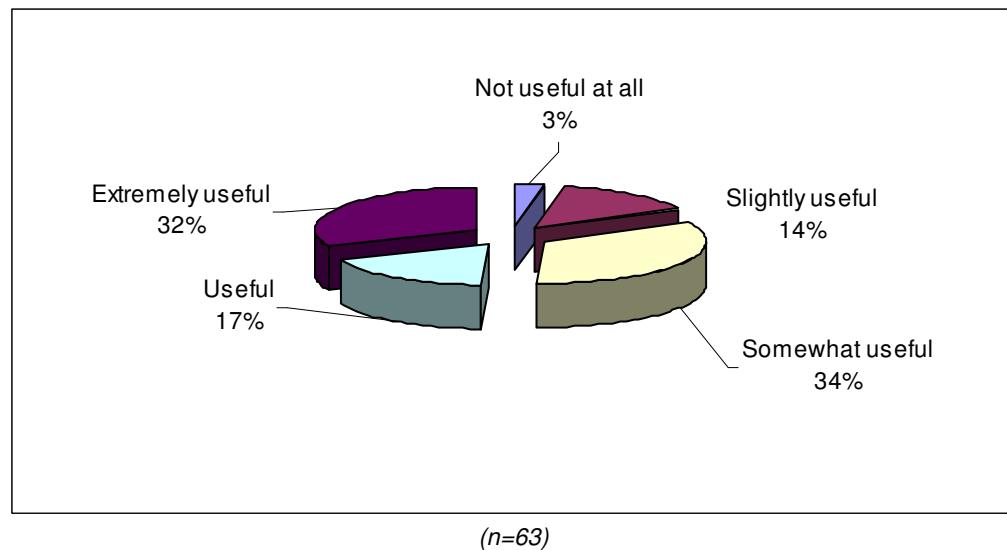
Figures 8, 9 and 10 provide a breakdown of participant opinions about the usefulness of the ruMAD? Manual, ruMAD? Website and ruMAD? Schools' Coordinator. Responses have been grouped into five categories: not useful at all; slightly useful; somewhat useful; useful; extremely useful.

In reference to Figures 8, 9 and 10 the key points relate to:

The ruMAD? Manual

- ❖ While the overall use of ruMAD? resources are shown in Figures 5, 6, and 7 to be generally low, this has not translated into strong negative perceptions of the resources. Figure 8 illustrates that close to half the participants (49%) reported that the ruMAD? Manual was useful or extremely useful. Scarcely any participants (3%) felt that the Manual was not useful at all.

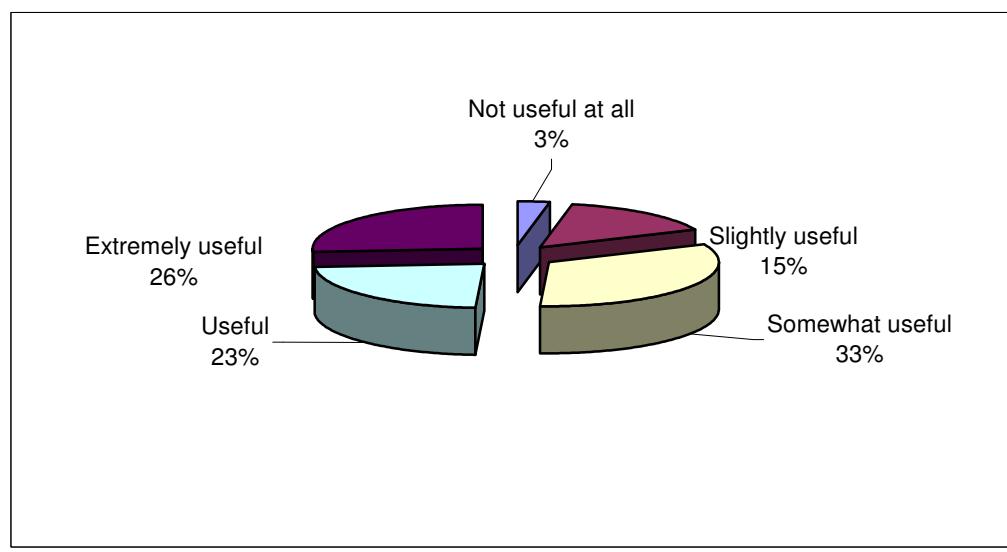
Figure 8: Usefulness of the ruMAD? Manual



The ruMAD? Website

- ❖ Results were similar for the ruMAD? Website with 49% of participants also reporting that the ruMAD? Website was useful or extremely useful (Figure 9). Again, only a few participants (3%) indicated that they had found the Website ‘not useful at all’. However, the Website, and indeed all three resources, were judged by close to half the respondents (48%) to be only ‘somewhat useful’ or ‘slightly useful’.

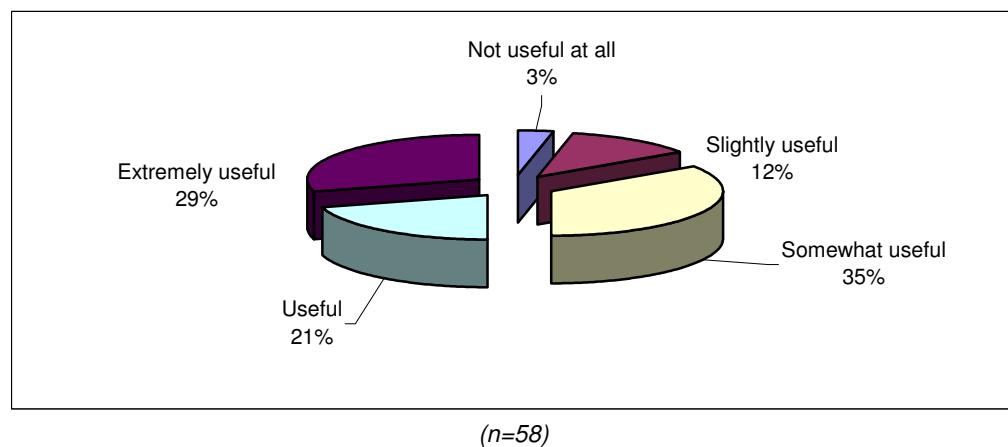
Figure 9: Usefulness of the ruMAD? Website



The ruMAD? Schools' Coordinator

- ❖ Respondents perceived the usefulness of the ruMAD? Schools' Coordinator in much the same way as the Manual and Website with 5 in 10 participants (50%) rating the Schools' Coordinator as useful or extremely useful.

Figure 10: Usefulness of the ruMAD? Schools' Coordinator

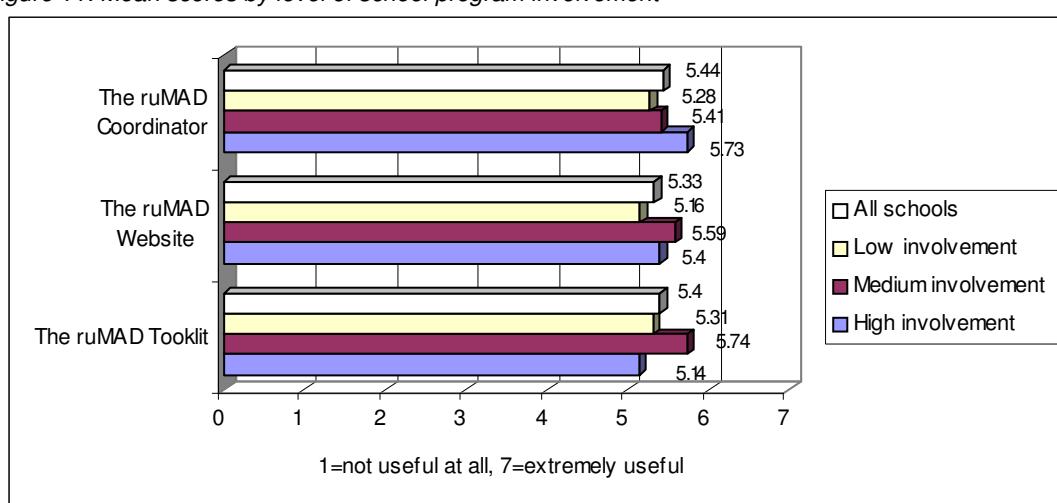


- ❖ Although the results regarding the usefulness of the three ruMAD? resources do not present a pervasive view that the resources were unhelpful, significant numbers of participants have said they are only 'somewhat' (approx 34%) or 'slightly' useful (approx. 14%) which suggests there is room for improvement. The Education Foundation should consider initiating discussions with ruMAD? schools to investigate how these resources could be improved and made even more useful.

About Figure 11

Figure 11 presents mean scores of participant ratings regarding the 'usefulness' of the ruMAD? Manual, ruMAD? Website and ruMAD? Schools' Coordinator. For each resource four mean scores are displayed. The first bar for each resource presents the total mean score for all survey participants. The next three bars show the mean scores for the three different categories of school involvement in the ruMAD? program (see page 60 for further information about these categories). When viewing Figure 11 a mean score of one indicates that a resource was thought to be 'not useful at all' while 7 indicates that a resource was perceived to be 'extremely useful'.

Figure 11: Mean scores by level of school program involvement



- Mean scores for each resource (Figure 11) display little variation, regardless of the level of school involvement in the ruMAD? program. Minor exceptions to this are that schools with high levels of program involvement tended to score the usefulness of the Schools' Coordinator (5.73) slightly higher than other schools and medium category schools rated the ruMAD? Website (5.59) and Manual (5.74) more highly than other schools.

Adequacy of resources for the implementation of the ruMAD? program

About Figure 12

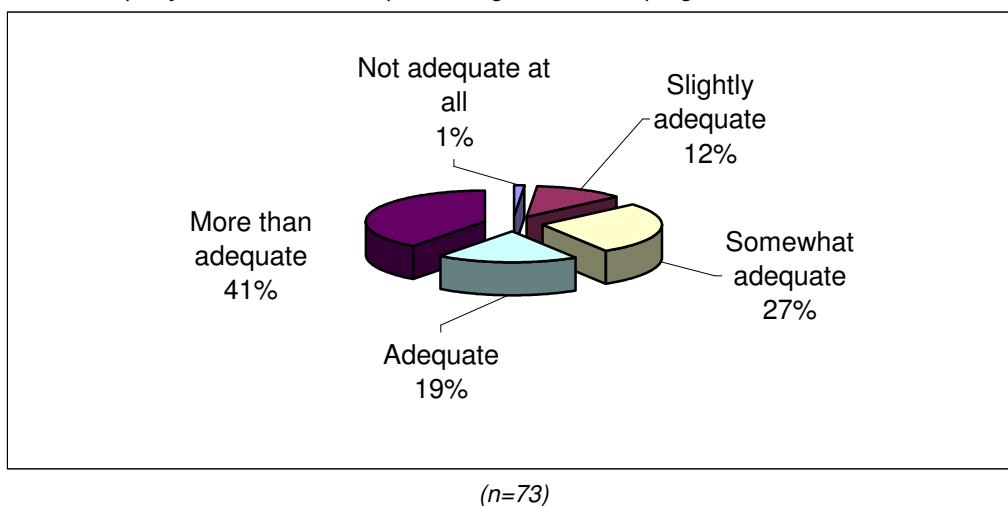
Having been asked about the use and usefulness of the ruMAD? resources, another question required participants to provide an overall rating of the ‘adequacy’ of the resources in school implementations of ruMAD? program elements. The pie chart in Figure 12 presents responses in five categories: more than adequate; adequate; somewhat adequate; slightly adequate; not adequate at all.

In reference to Figures 12 and 13, key points refer to:

Adequacy of the ruMAD? resources

- ❖ Figure 12 shows that almost two thirds of respondents (60%) reported that the ruMAD? resources were sufficient for the implementation of ruMAD? program elements (41% more than adequate, 19% adequate). Meanwhile 27% felt the resources were ‘somewhat adequate’, 12% indicated they were ‘slightly adequate’ and only 1% perceived the resources to be ‘not adequate at all’.

Figure 12: Adequacy of resources for implementing the ruMAD? program



- ❖ Written statements offered by approximately a third of survey respondents concerning the adequacy of the ruMAD? resources reinforce the generally positive results displayed in Figure 12 further. Participant comments were on the whole very complimentary and acknowledged:

The important role played by the ruMAD? Schools' Coordinator:

- *The ruMAD? Coordinator is enthusiastic, a great motivator and encourages participation and sustainability*

The value of seeing exemplars of school involvement in the program:

- *It was great to see what other schools had done for ruMAD? projects*
- *It enabled us to link up with local secondary college who were involved in the same project.*

The usefulness of ruMAD? resources:

- *The timeline of things to do was very useful*
- *They provided great ideas and excellent support for our day*

However, there were also suggestions to consider:

Improving the usability of the website

- *The website was too cumbersome... the less info to wade through the better.*

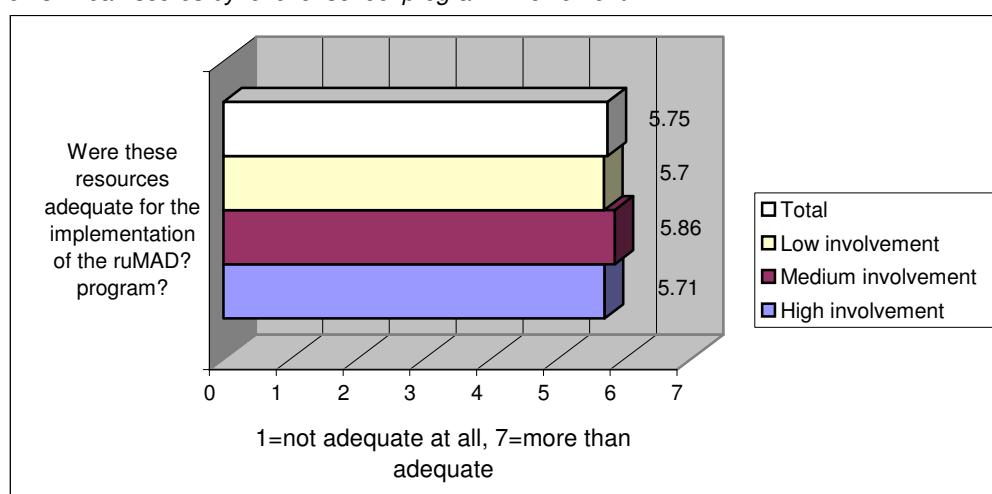
Increasing school awareness of the ruMAD? resources

- *I wasn't aware of these resources...(if I had known) I would have referred to them in (our) planning.*

Providing more guidance for ruMAD? activities

- *The Info Kit was good but I felt it needed more guidance with actual activities for the day that could be implemented.*
- ❖ When viewing Figure 13 (below) a mean score of 1 indicates that a resource was seen by participants within the different categories of ruMAD? program involvement as 'not adequate at all' while 7 indicates that a resource was perceived as 'more than adequate'.

Figure 13: Mean scores by level of school program involvement



- ❖ With all mean scores ranging between of 5.7-5.8, Figure 13 illustrates that there was little difference in school ratings of the 'adequacy' of the three resources regardless of their level of involvement in the ruMAD? program.

Survey Section 2

Extent to which respondents ‘agreed’ or ‘disagreed’ that the school’s involvement in the ruMAD? program had achieved each of the following 3 ruMAD? goals

About the Column Charts used for presenting results for Section 2 of the survey

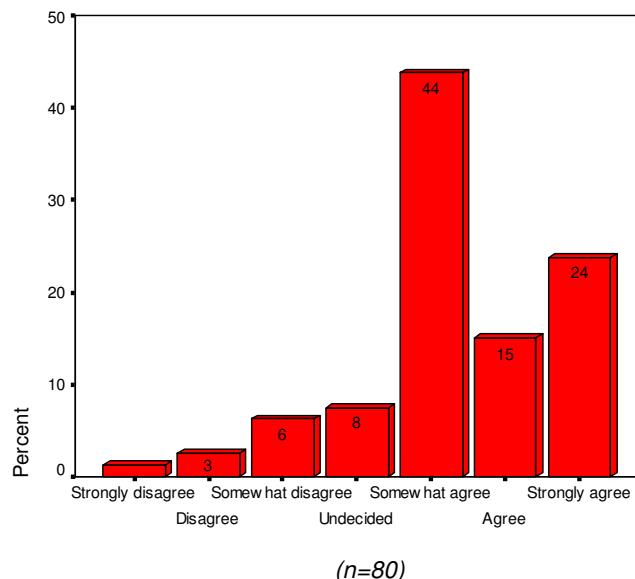
Section 2 of the ruMAD? coordinators survey asked respondents to consider a range of statements about the ruMAD? program and to rate the extent to which they agreed or disagreed with each statement. The column charts in this section provide a breakdown of these ratings with responses grouped in seven categories: strongly disagree; disagree; somewhat disagree; undecided; somewhat agree; agree; strongly agree.

In reference to statements regarding specific ruMAD? goals the key points relate to:

Goal 1: ‘To create real and lasting community change through young people’s participation’

- ❖ Figure 13 reveals that close to 2 in 5 participants (39%) agreed or strongly agreed that school and student involvement in ruMAD? created real and lasting community change (Goal 1). Just under half (44%) only somewhat agreed that this goal had been achieved and 1 in 10 (10%) did not believe this goal had been accomplished at their school. This was the least supported of the three ruMAD? goals.

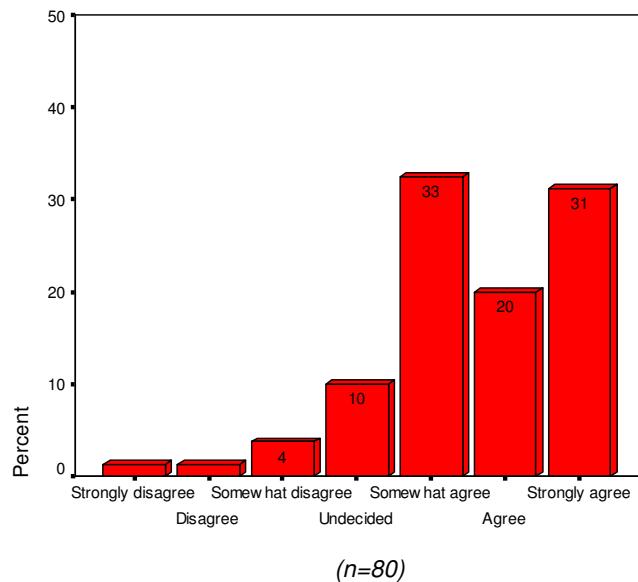
Figure 13: Level of agreement for Goal 1



Goal 2: ‘To enable rich task learning for young people, outside the classroom and in the community’

- ❖ More than one-half of the survey participants (51%) indicated they agreed or strongly agreed that ruMAD? created rich task learning for young people beyond the classroom and into the community (Goal 2 - Figure 14). A smaller but significant number ‘somewhat agreed’ (33%) that this goal had been achieved at their school. Only 6% didn’t believe this goal had been realised. The proposition that this goal had been achieved attracted more support than Goal 1 but less than Goal 3.

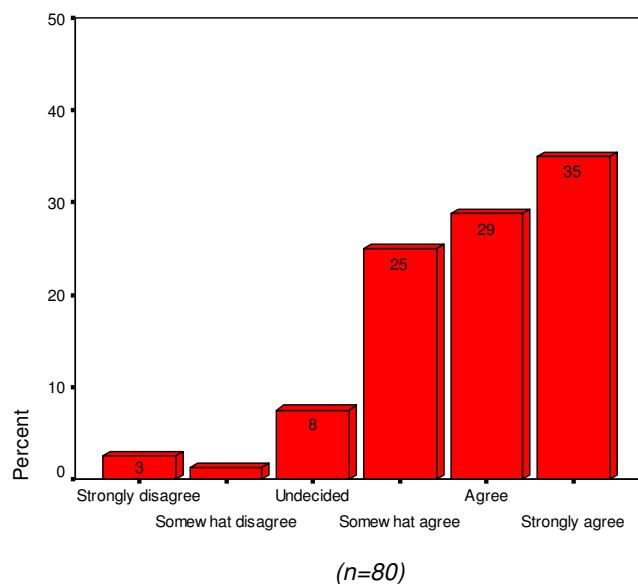
Figure 14: Level of agreement for Goal 2



Goal 3: ‘To support student leadership in the school and in the community’

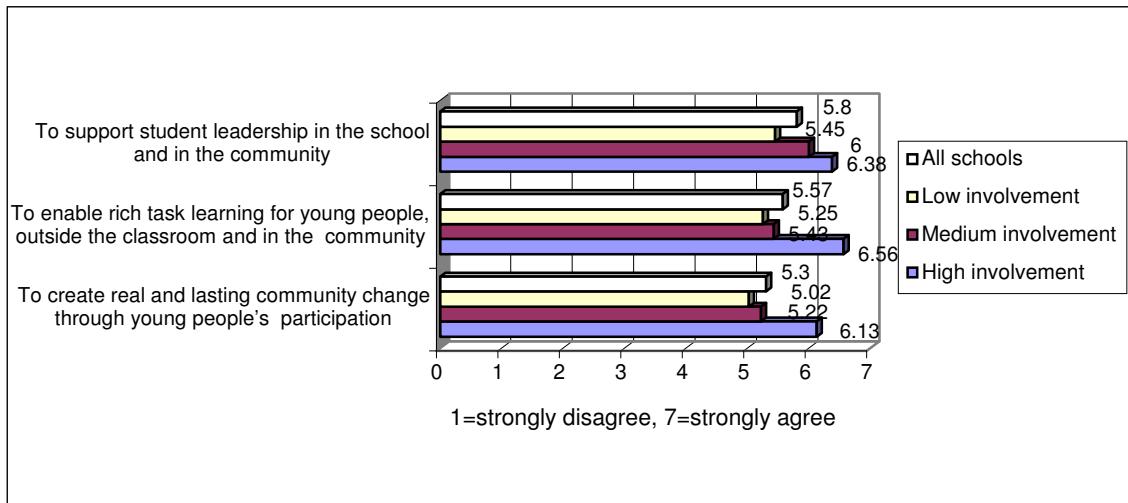
- ❖ Almost two thirds (64%) of the survey participants agreed or strongly agreed that their school’s involvement in ruMAD? supported student leadership successfully in the school and in the community (Goal 3 - Figure 15). One quarter (25%) somewhat agreed that this goal had been achieved and only a few (4%) did not believe this goal had been realised. Goal 3 attracted the strongest agreement from participants and so is the goal that had been achieved to the greatest degree.

Figure 15: Level of agreement for Goal 3



- ❖ When viewing Figure 16 (and other charts displaying mean score results in this section) a rating of 1 indicates that participants within the different categories of ruMAD? program involvement have ‘strongly disagreed’ with a given statement while 7 indicates that respondents ‘strongly agreed’.

Figure 16: Mean scores by level of school program involvement



- ❖ Mean scores shown in Figure 16 indicate that 'high involvement' schools were more likely to agree that each of the three ruMAD? goals had been achieved at their school (Goal 1: 6.1, Goal 2: 6.5, Goal 3: 6.3) than medium involvement schools (Goal 1: 5.22, Goal 2: 5.43, Goal 3: 6.0) and low involvement schools (Goal 1: 5.0, Goal 2: 5.2, Goal 3: 5.4). Indeed, results of this type are echoed throughout this section and indicate that the perceived gains through program involvement are highest when a school's level of program immersion is also high.

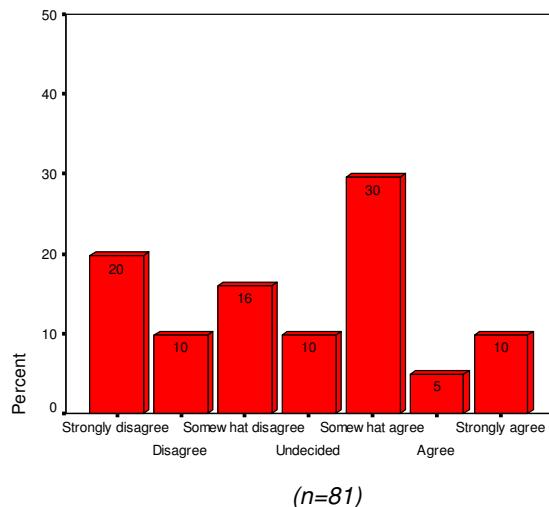
Degree to which particular statements were true regarding each school's involvement in ruMAD?

In reference to statements about the implementation of ruMAD? elements the graphs reveal the extent to which:

'ruMAD? has been incorporated into the mainstream curriculum'

- ❖ Just under half of the survey respondents (46%) did not agree that ruMAD? had been incorporated into the school's mainstream curriculum (Figure 17). 3 in 10 participants (30%) somewhat agreed and only a small number agreed (5%) or strongly agreed (10%) that ruMAD? program elements had been integrated in this way.

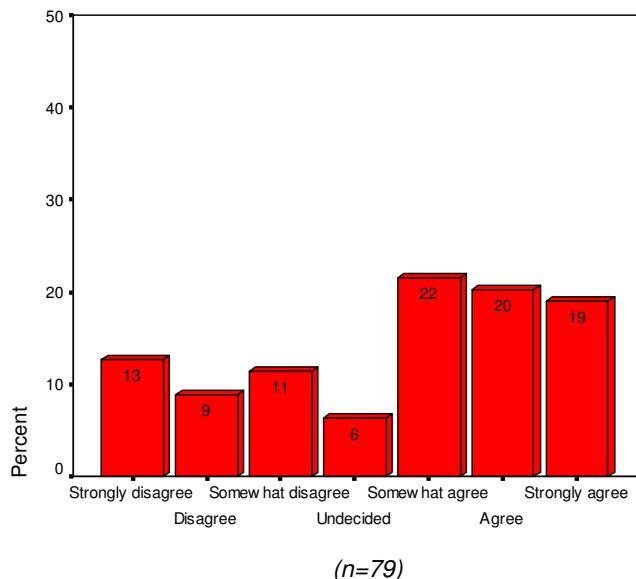
Figure 17: Incorporated into the mainstream curriculum



'ruMAD? has been incorporated into extracurricular activities'

- ❖ Agreement was stronger for the statement that ruMAD? was integrated in extracurricular activities'. Slightly less than 4 in 10 participants (39%) agreed or strongly agreed that ruMAD? had been incorporated in extracurricular activities (Figure 18). About one quarter somewhat agreed (22%) and a third (33%) disagreed with this statement.

Figure 18: Incorporated into extracurricular activities



'ruMAD? has been incorporated into student leadership programs'

- ❖ Survey feedback revealed similar levels of support for the suggestion that ruMAD? had been incorporated within student leadership programs. More than 4 in 10 (42%) agreed or strongly agreed that it had. 2 in 10 somewhat agreed with this statement and smaller but significant numbers to some extent disagreed (31%) that this had taken place at their school.

Figure 19: Incorporated into student leadership programs

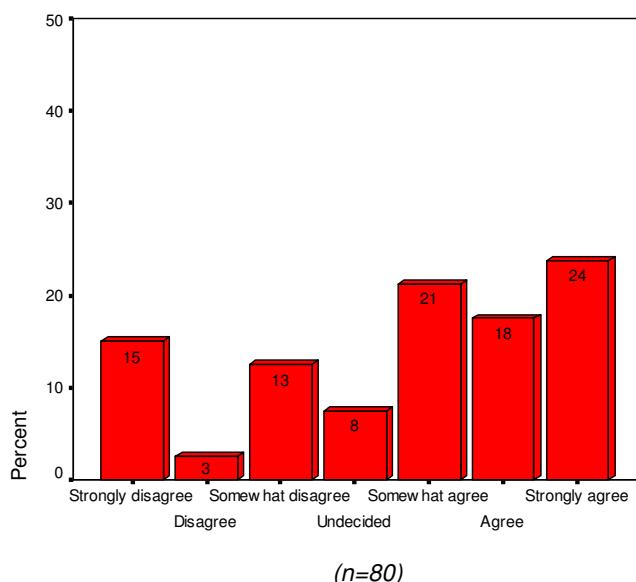
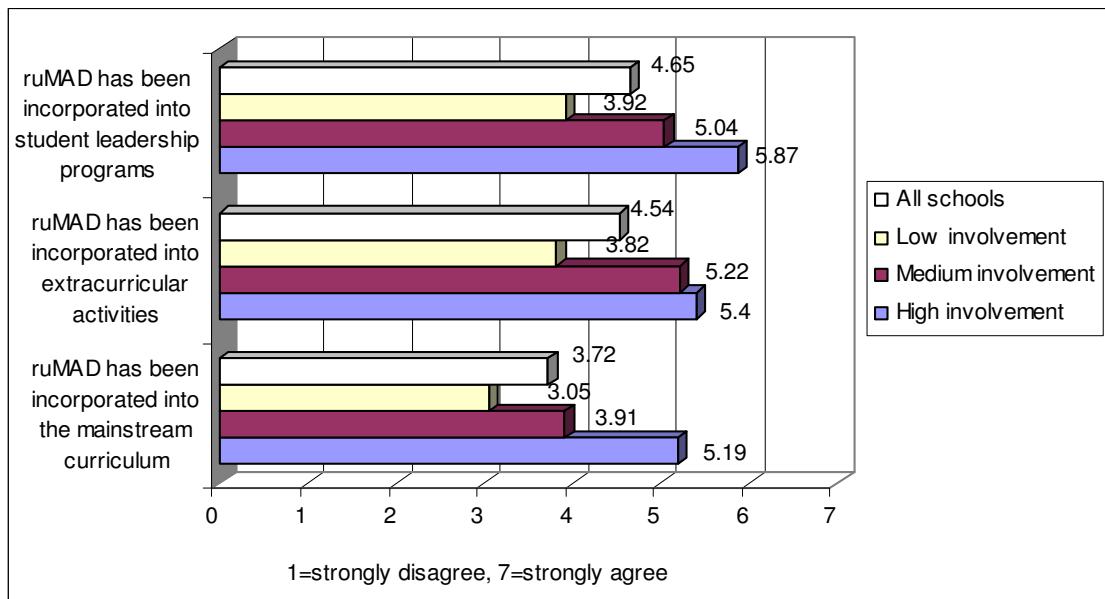


Figure 20: Mean scores by level of school program involvement



- ❖ Mean scores for the previous three statements regarding program integration were unmistakably lowest among low involvement schools (Figure 20), particularly in regards to incorporating the ruMAD? program into the mainstream curriculum (mean score of 3.05). Figure 20 also shows that:
 - Medium involvement schools supported the proposition that ruMAD? had been incorporated in extracurricular activities (5.22) more than other statements
 - Low involvement schools gave equal support to statements that the program had been incorporated in student leadership programs (3.92) and extracurricular activities (3.82)
 - High involvement schools supported the suggestion that ruMAD? had been included within student leadership programs (5.87) more so than statements regarding other forms of program implementation.

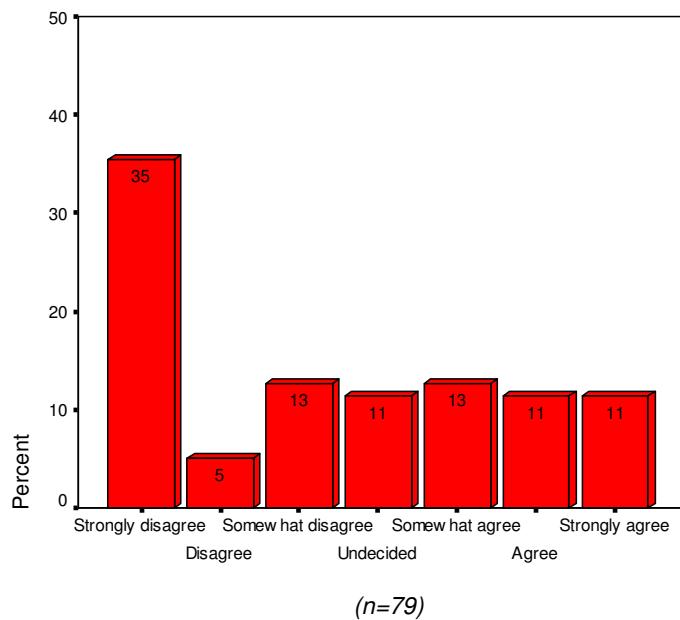
Degree to which particular statements were true regarding each school's involvement in ruMAD? (continued)

Levels of agreement with statements regarding the allocation of time for ruMAD? activities:

'Time is allocated to ruMAD? within the school timetable'

- ❖ Only 2 in 10 participants (22%) agreed or strongly agreed that time had been allocated for ruMAD? activities in the school timetable. Meanwhile, more than 5 in 10 respondents indicated they strongly disagreed (35%), disagreed (5%) or somewhat disagreed (13%) that this had happened (Figure 21).

Figure 21: Time has been allocated in the school timetable



'Teacher time release is provided to run the ruMAD? program'

- ❖ A clear majority of respondents (78%) either strongly disagreed, disagreed or somewhat disagreed that teacher release time had been provided to run ruMAD? (Figure 22). Less than 1 in 10 (7%) indicated they agreed or strongly agreed that teacher release time had been provided to run the program.

Figure 22: Teacher release time has been provided

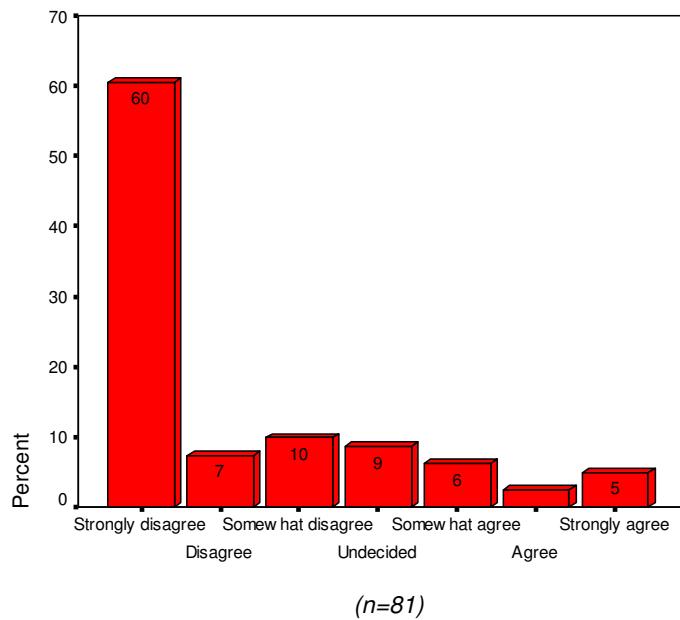
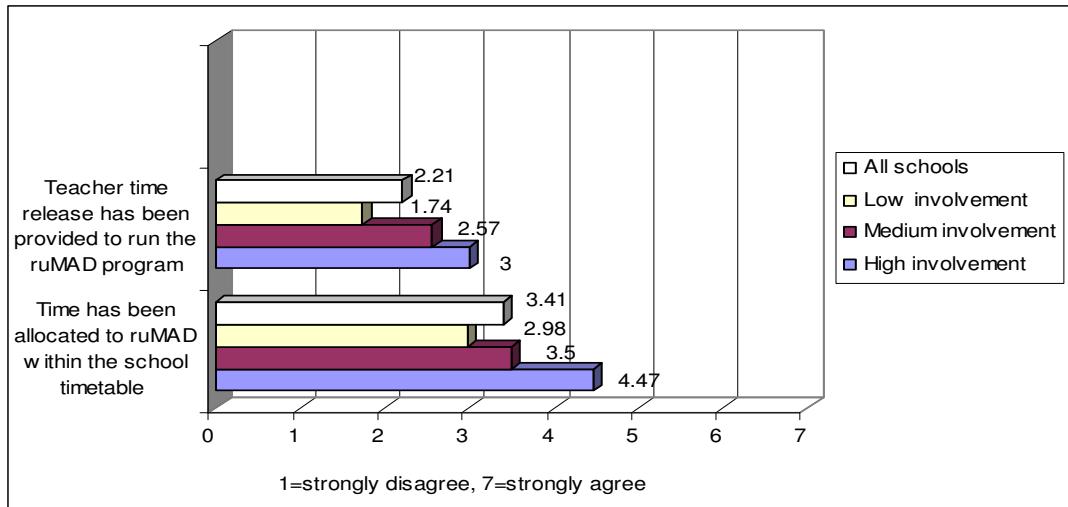


Figure 23: Mean scores by level of school program involvement



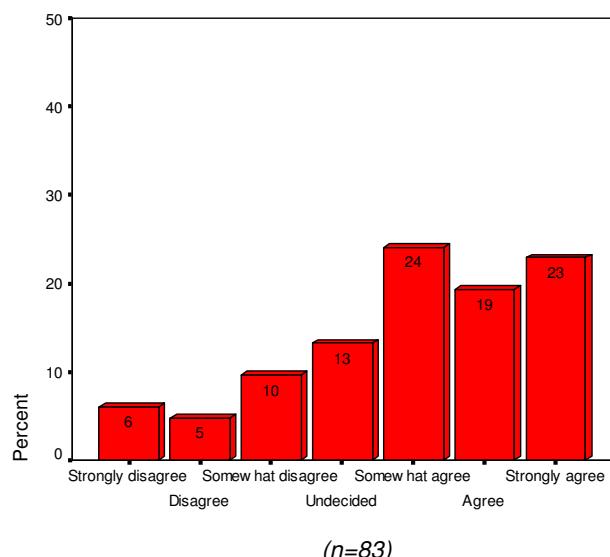
- ❖ Figure 23 displays that respondents from schools with the highest levels of involvement in the ruMAD? program were those most inclined to agree that time had been allocated in the school timetable (mean score of 4.47). This result is likely to be associated with the integration of ruMAD? program elements in student leadership programs and curriculum activities at these schools (see Figure 20).
- ❖ The suggestion that release time had been provided to run ruMAD? activities received very low mean scores from all categories of school program involvement (low involvement category 1.74, medium involvement category 2.57, high involvement category 3.0).

Levels of agreement with statements regarding the sustainability and support of ruMAD? activities:

'ruMAD? activities received recognition/support from other staff'

- ❖ 4 in 10 participants (42%) agreed or strongly agreed that ruMAD? activities receive the recognition and support of fellow staff (Figure 24). However, smaller but significant numbers only somewhat agreed (24%) or disagreed (21%) that this was the case.

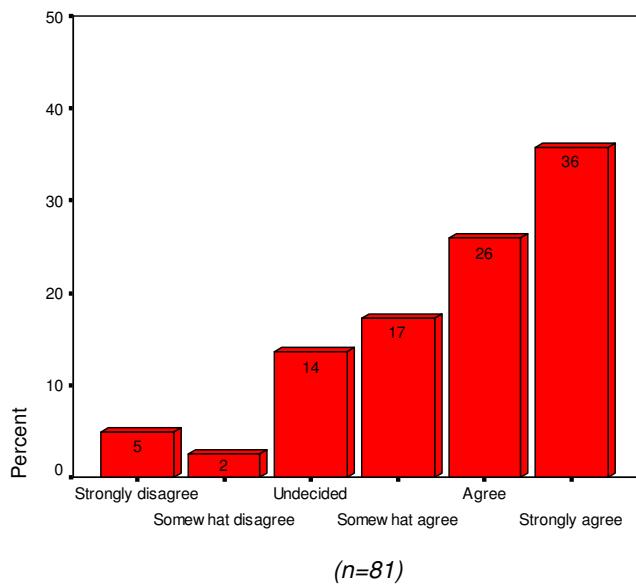
Figure 24: Recognised and supported by staff



'The school will run ruMAD? in the future'

- ❖ More than 6 in 10 participants (62%) indicated that their school would run ruMAD? activities in the future (Figure 25). Almost 2 in 10 (17%) thought that this would occur, and only 7% appeared to indicate it was unlikely their school would be running ruMAD? again.

Figure 25: School will run ruMAD? in the future



'If I left the school today, the school's ruMAD? activities would struggle'

- ❖ While a third (33%) of the survey respondents said ruMAD? would not struggle if they were to leave, similar numbers of respondents (36%) agreed or strongly agreed the program would indeed struggle in their absence (Figure 26). Just under a quarter of respondents (23%) somewhat agreed with this statement.

Figure 26: If I left ruMAD? would struggle

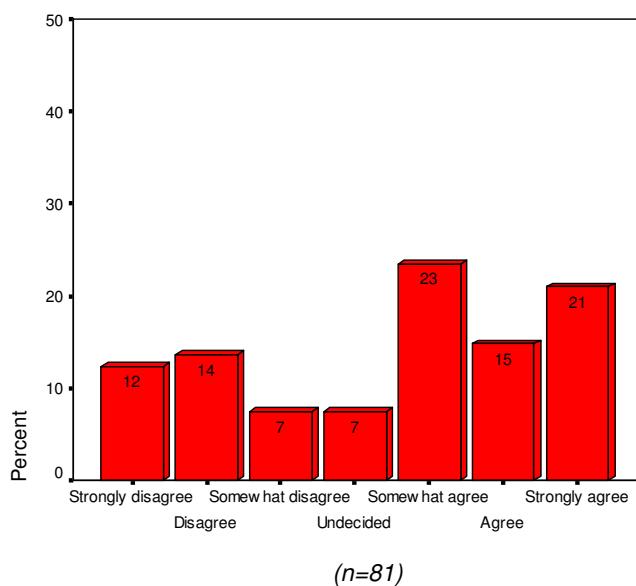
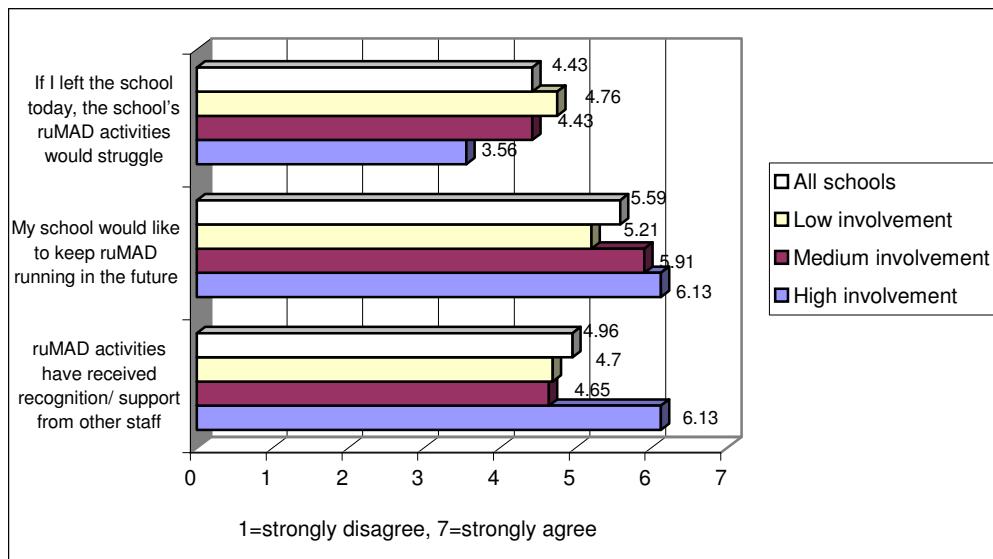


Figure 27: Mean scores by level of school program involvement



- ❖ As might be expected, Figure 27 reveals that ruMAD? activities appear most embedded in high involvement schools with participants from this group less likely than other respondents to agree that the program would struggle if they were to leave (mean of 3.56).
- ❖ Figure 27 also displays that support and recognition from other staff appears considerably greater among high involvement schools (6.13 as compared with 4.7 for low involvement schools and 4.6 at medium involvement schools).

Open ended question: If the ruMAD? program has been incorporated within your school in any of the following ways, please describe briefly how it has been integrated.

Sixty three respondents provided an extraordinarily diverse range of descriptions of how the ruMAD? program had been incorporated within their school curriculum (30 responses), student leadership programs (40 responses) and integrated with extracurricular activities (27 responses). The major ways in which the program had been implemented in each of these areas was said to be in¹¹:

Extracurricular activities

- ❖ Issues based and fundraising days (ruMAD? and similar days) e.g.:
'A one off day that enables the S.L.C to organise a fun day to help (financially) a community agency'
- ❖ Visiting local agencies and engaging community groups e.g.:
"Part of the project in our school was passing on Koorie culture through art and dance. This happens mostly outside of school hours"
- ❖ Working with other schools e.g.:
"Our Mad Day includes a visit to the local primary school where our student leaders ran sessions with the Grade 6s on 'making a difference at your school', on bullying and other issues"

¹¹ A full list of participant comments can be found in Appendix 3.

- ❖ Joining local community groups e.g.:

“Many students joined organisations in the community after hearing representatives speak at ruMAD? day in 2002”.

The curriculum

- ❖ Units throughout the curriculum e.g.:

‘Subjects were integrated where possible. Issues in subjects like Communication and Team Building became real. Science and Mathematics were integrated as well’.
- ❖ Studies of Society and the Environment (or similar subject area) e.g.:

‘The year 9s have a 10 week Make A Difference unit in SOSE’.
- ❖ The school environment program e.g.:

“Our school is working towards sustainability level 3...we are becoming more conscious of the world and its environment and our impact on it”.
- ❖ Values, action based and pastoral care activities e.g.:

“It has been incorporated with the Values Education Program and Protective Behaviours Program”.
- ❖ Citizenship and related education programs e.g.:

“(ruMAD?) will be incorporated in 2005 as an elective at Year 9 level ‘Creating Good Citizens Through Community Service’”.
- ❖ Programmes for students with special learning needs e.g.:

“The Discovery Program is part of the Yr 9 curriculum for students that have learning challenges”.

Other examples of curriculum integration included:

- ❖ Social skills programs
- ❖ ‘Healthy eating’ education:
- ❖ “*We held one day as a whole school healthy food day with supporting class lessons*”.

Student leadership or governance programs

- ❖ Student representative councils (or similar student leadership groups) e.g.:

“The SRC ran a ‘Spirit Week’ program during the last week of the term. The students did all the lobbying of the principal, preparation of activities and actually ran the activities with the support of the staff”.
- ❖ Leadership programs offered to all students e.g.:

“Students who nominated to be part of the program received a days ‘values’ training and then had one timetabled meeting every three weeks with the student leadership coordinator”.
- ❖ Leadership units integrated in the curriculum
- ❖ School improvement teams e.g.:

“We have recently developed ‘school improvement teams’ in the upper school inviting the children in small groups to investigate ways to make our school ‘even better’”.

- ❖ Senior student leadership positions e.g.:

“(It’s) part of the role of College Captains. We have incorporated planning for the day into our year 12 leadership program”.

Examples of ruMAD? activities in student leadership and governance programs included:

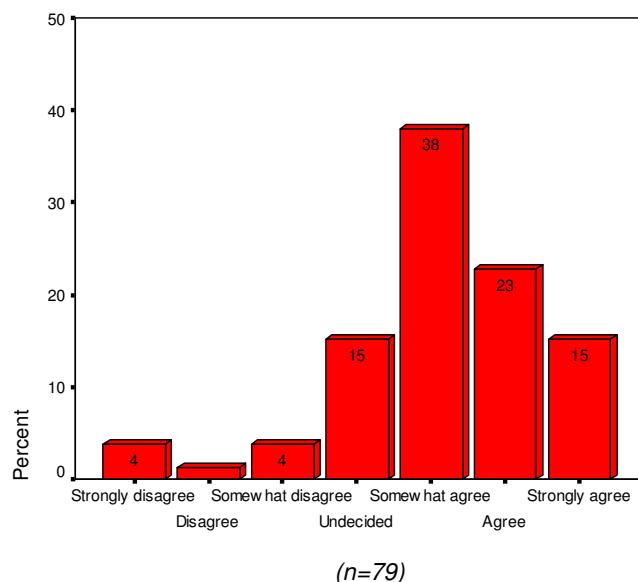
- ❖ Theme days; student planned and operated assemblies; collection of rubbish and developing ways to improve waste ‘wiseness’; promotional posters and other advertising activities; peer support activities; can collection for the Salvation Army; fundraising and fund allocation; identifying and acting on school issues such as bullying.

Degree to which particular statements were true regarding students involved in ruMAD?

‘Students have a more positive attitude to learning’

- ❖ When asked whether students had a more positive attitude to learning from being involved in ruMAD? the largest group of responses were from those that somewhat agreed (38%) that this was the case (Figure 28). 23% agreed with this statement and 15% strongly agreed. Less than 1 in 10 (9%) disagreed that increases in positive attitude had occurred.

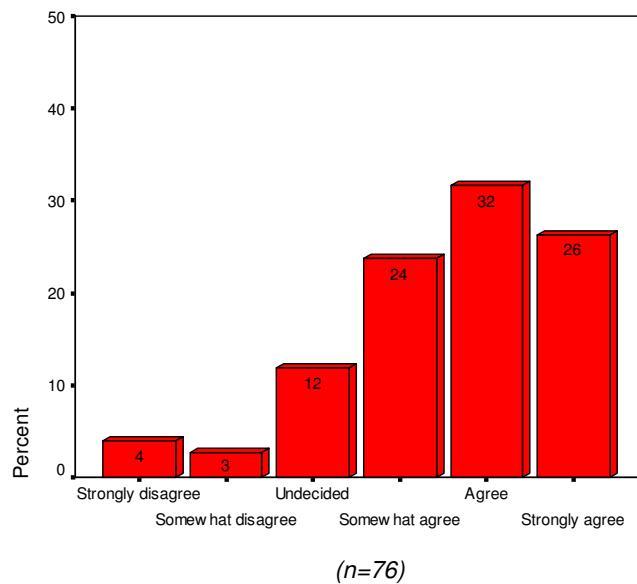
Figure 28: More positive attitude to learning



‘Student skill development is enhanced by the ruMAD? program’

- ❖ Even higher levels of agreement were reported for a subsequent proposition that student skill development is enhanced by the ruMAD? program (Figure 29). 32% agreed, 26%, strongly agreed and one quarter (24%) somewhat agreed this had occurred. Only 7% felt that student skill development had not been enhanced through the program.

Figure 29: Skill development has been enhanced



'Students have better self-esteem and confidence'

- ❖ Support was also high for the notion that students develop better self esteem and confidence through their involvement in ruMAD? (Figure 30). Over a half of participants (55%) agreed or strongly agreed with this statement and almost no participants disagreed outright that the program had failed to benefit students in this way (4%).

Figure 30: Better self-esteem and confidence

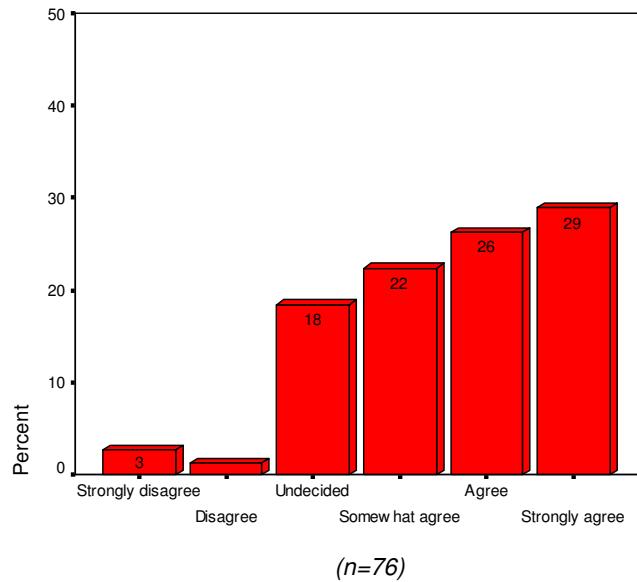
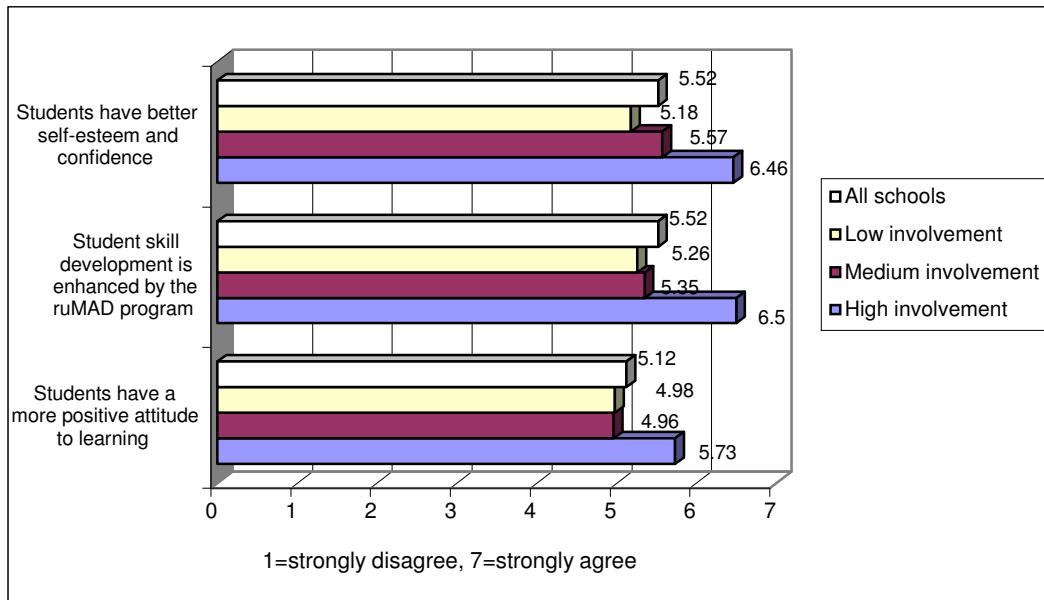


Figure 31: Mean scores by level of school program involvement

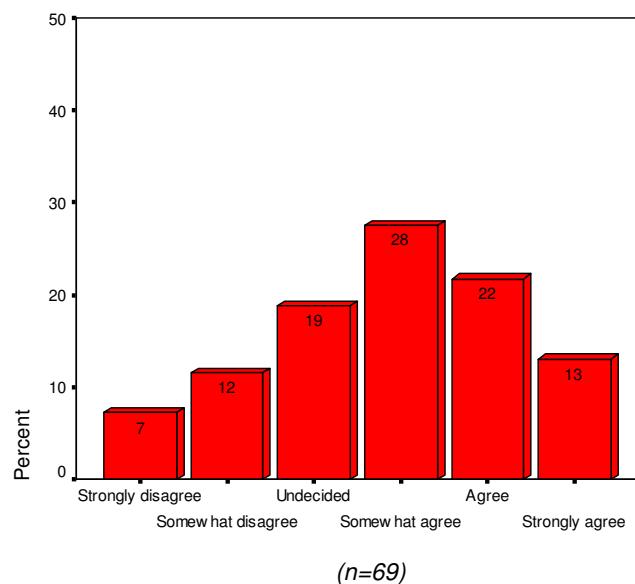


- ❖ The mean scores illustrated in Figure 31 indicate that support for the first three survey statements about school program involvement was plainly strongest among schools with the highest level of involvement in ruMAD?. This again may reflect that high involvement schools were more likely than others to have integrated ruMAD? in to student leadership programs and the mainstream curriculum (see: Figure 20).

'Student participation rates have increased'

- ❖ 35% agreed or strongly agreed that student involvement in ruMAD? had increased student participation rates (Figure 32). 28% somewhat agreed that this had occurred, 19% disagreed and an equal number were 'undecided' about this statement.

Figure 32: Participation rates have increased



'Student attendance rates have increased'

- ❖ More participants disagreed than agreed with the suggestion that ruMAD? program involvement increased student attendance rates (Figure 33). Consequently, 40% of participants disagreed that this had occurred (19% strongly disagreed, 5% disagreed and 16% somewhat disagreed) whereas only 12% agreed or strongly agreed with this statement. It should be noted that a significant proportion (32%) were undecided about this statement.

Figure 33: Attendance rates have increased

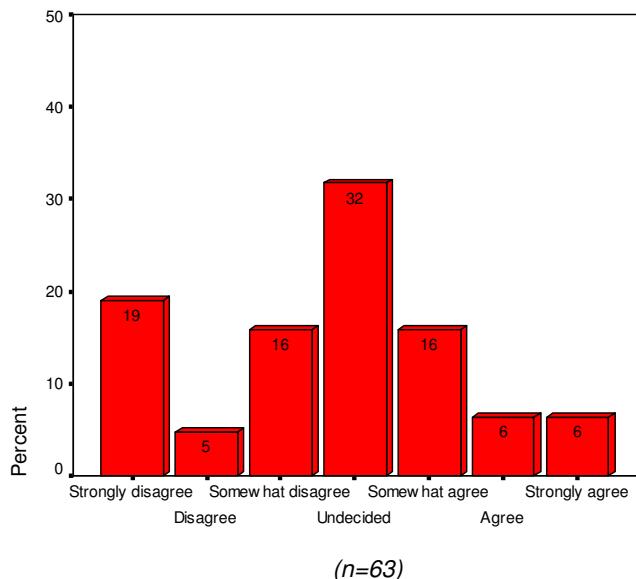
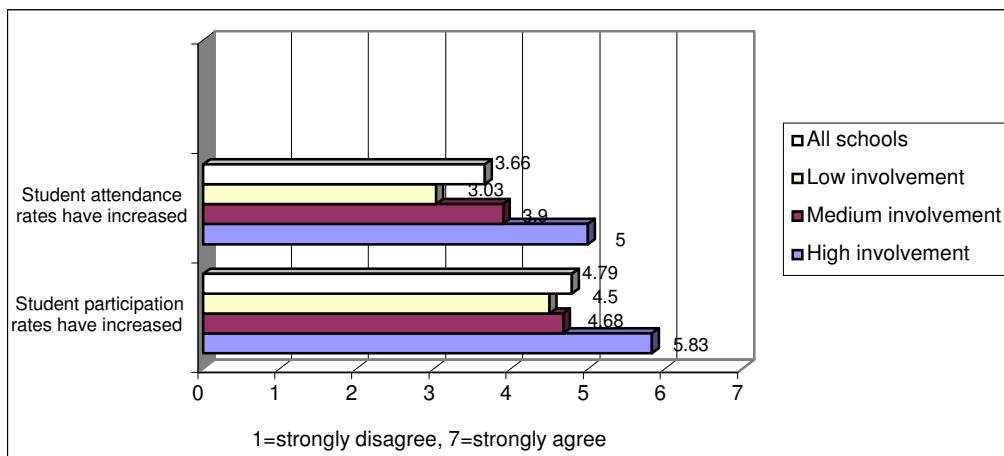


Figure 34: Mean scores by level of school program involvement



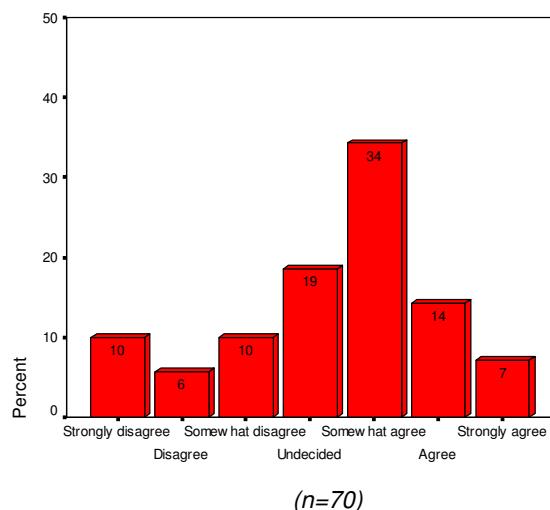
- ❖ Mean scores presented in Figure 34 again show that among all survey participants those in high involvement schools were much more likely to agree that increases in student participation (5.83) and attendance (5.0) occurred from involvement in the ruMAD? program than other respondents.
- ❖ Figure 34 also illustrates that respondents in all three categories of school program involvement gave more support to the suggestion that student participation rates had increased through program involvement than the proposition that student attendance rates had increased.

Degree to which particular statements were true regarding the respondent's participation in ruMAD??

'I now use more innovative teaching and learning strategies'

- ❖ Respondents were not strongly inclined to agree that ruMAD? involvement had created changes in their teaching practice leading to the use of more innovative teaching and learning strategies (Figure 35). A majority of survey participants disagreed (26%), could not decide (19%) or only somewhat agreed (34%) with this suggestion. Slightly more than 2 in 10 (21%) participants agreed or strongly agreed that this had occurred.

Figure 35: I use more innovative strategies

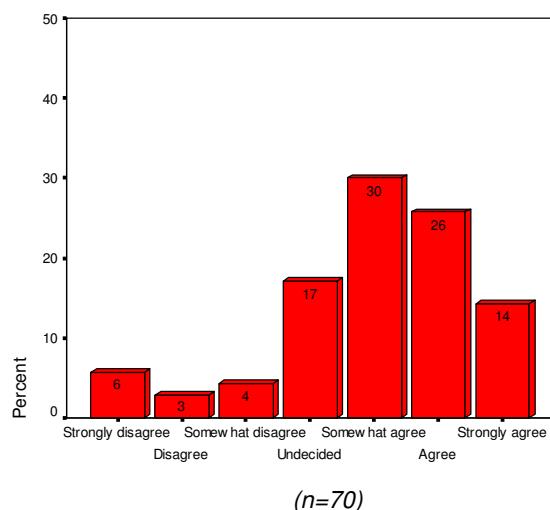


(n=70)

'The quality of the relationship between myself and students and has improved'

- ❖ Support was stronger for the proposition that student-teacher relationships had improved through participating in the program (Figure 36). 4 in 10 (40%) agreed or strongly agreed that relationships were better, and 3 in 10 (30%) somewhat agreed that this had been achieved. 13% of survey participants disagreed with this statement in some way.

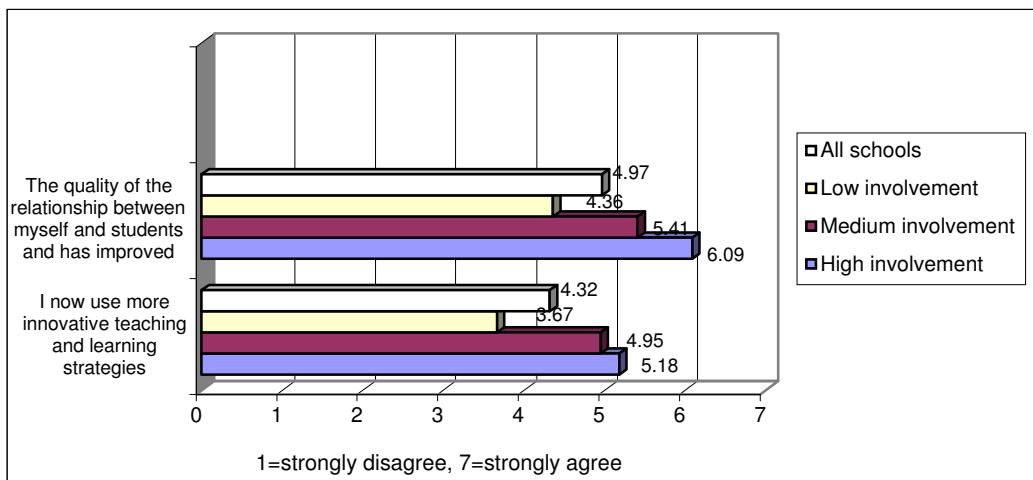
Figure 36: Better relationship with students



(n=70)

- ❖ Figure 37 displays that respondents in high involvement schools (5.18) and medium involvement schools (4.95) were significantly more likely to agree that participation in ruMAD? led to the use of more innovative teaching strategies than low involvement schools (3.67).

Figure 37: Mean scores by level of school program involvement

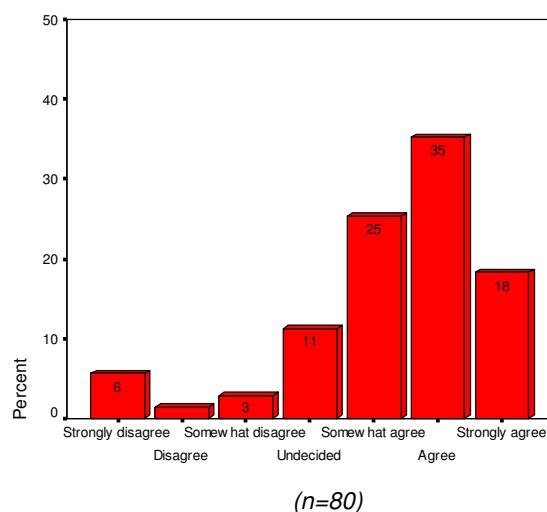


- ❖ Improvements in the quality of relationships with students through program participation was also rated more highly for medium involvement (5.41) and high involvement schools (6.09)
- ❖ More participants at high involvement schools (mean score of 6.09) than medium (5.41) or low involvement (4.36) schools agreed that the quality of their relationships with students had improved (Figure 37).
- ❖ Moreover, these results again imply that the level of program benefit for teachers and students correlates with the level of school immersion in the ruMAD? program.

'I feel more confident that I have made a difference to students'

- ❖ Slightly more than 5 in 10 participants (53%) agreed or strongly agreed with the suggestion that their involvement in ruMAD? had made them 'feel more confident that they had made a difference' to students (Figure 37). One quarter (25%) somewhat agreed with this statement while only 1 in 10 (10%) disagreed.

Figure 38: More confident of making a difference to students



'I feel more confident that I have made a difference to the school'

- ❖ Even higher numbers still (58%) agreed that their involvement in ruMAD? had made a difference to their school. 37% agreed and 21% strongly agreed they had felt this way. 28% of survey participants somewhat agreed with this proposition and 1 in 10 disagreed (10%).

Figure 39: More confident of making a difference to the school

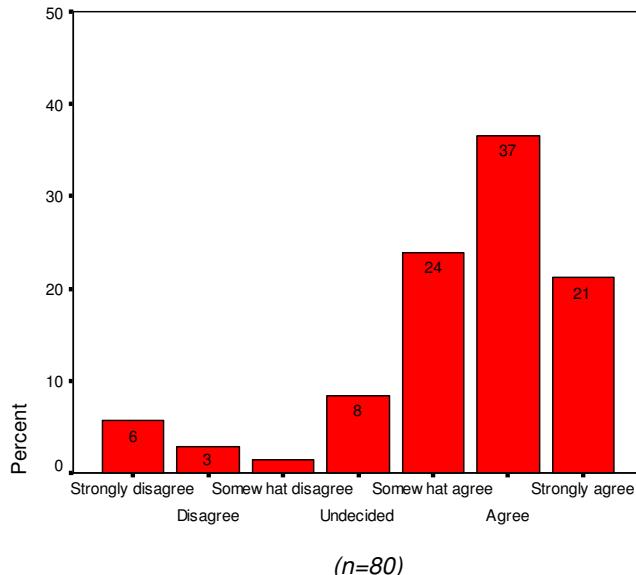
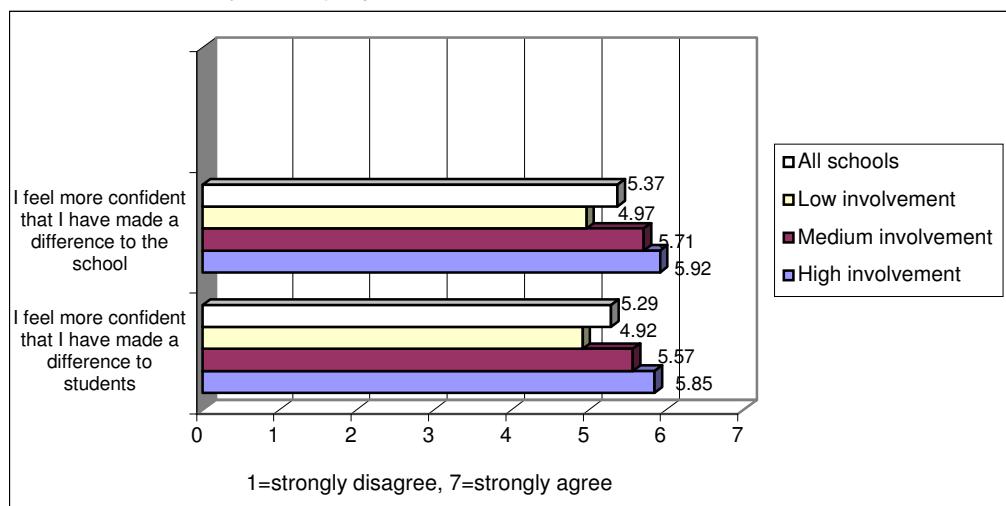


Figure 40: Mean scores by school program involvement



- ❖ Mean scores displayed in Figure 40 indicate similar levels of agreement among respondents from both high involvement and medium involvement schools that their participation in ruMAD? had helped 'make a difference' to students (high involvement 5.85, medium involvement 5.57), and to their school (high involvement 5.92, medium involvement 5.71).

Open ended question: If the ruMAD? program has resulted in any unplanned outcomes in your school, please list what these outcomes have been.

Although forty three participants offered a response to the final and open-ended survey question regarding unplanned program outcomes, not all related specifically to the question itself, with a number of respondents seizing the opportunity to comment more generally about the ruMAD? program. Nevertheless, many did describe how the ruMAD? program had resulted in outcomes at their school, some of which were unplanned. There were said to be many positive benefits:

For students

- ❖ Students developed an awareness of local welfare and environment issues (x4)
- ❖ Students find ruMAD? inspiring (x1)
- ❖ ruMAD? motivated ‘non-academic’ students to make a difference (x1)
- ❖ Involvement in ruMAD? activities helped build student self esteem (x1)
- ❖ ruMAD? provided a ‘good focus’ for students to develop team work and team spirit (x3)

In regards to this last point there were many additional comments focussing on how the program had contributed to:

- Student leadership opportunities (x1)
- Student leadership skills (x1)
- Building student leadership confidence (x1)
- Student leadership being integrated into the curriculum (x1)
- Student leadership being used as a primary to secondary transition tool (x1)
- The design and implementation of the student council (x1)

The school and curriculum

- ❖ The philosophy and pedagogy of ruMAD? had been incorporated into other school programs and activities (x2)
- ❖ Other teachers were motivated to undertake similar activities (x8)
- ❖ Schools received awards and grants as a result of involvement in the ruMAD? program (x4)
- ❖ ruMAD? had helped to establish relationships with other schools (x2)
- ❖ Staff had respected the commitment shown by students when undertaking ruMAD? activities (x1)
- ❖ Schools had become more involved in student activism and social justice activities (x2)
- ❖ As a result of their involvement in ruMAD?, students were more inclined to plan activities that involved the whole community (x1)

For parents

- ❖ The relationship between parents and the school had been enhanced (x2)
- ❖ Parents developed more awareness of the importance of ‘rich tasks’ in supporting meaningful learning (x1)

For the community

- ❖ The school profile had increased in the local community (x14)

- ❖ ruMAD? provided an opportunity to involve and to be more involved with the wider community (x2)
- ❖ ruMAD? program activities had resulted in the school developing a closer relationship with the local council (x1)
- ❖ School ruMAD? activities helped to encourage the local council to take real action on environmental issues (x1)

Other comments:

As noted above, a number of participants also used Question 12 to offer positive but more general statements about the program. A cross-section of these comments include the following:

- ❖ ‘We saw Mad Day as a way of focussing on what we feel is a good cause’
- ❖ ‘It’s a ‘feel good’ for students and parents who love it’
- ❖ ‘For Youth at Risk to work together in a team and create outcomes that were real in the community was awe-inspiring’
- ❖ ‘Improved out of sight the desert island that is our school yard!’

Summary of the Survey Findings

In summary, the most significant messages from the ruMAD? coordinators survey were that:

- ❖ there has been a substantial and sustained growth in school and student participation rates in the ruMAD? program. This has been especially noticeable for the program element ‘Mad Day’.

Furthermore;

- ❖ a clear majority of respondents have reported that their school intend to run the program in the future.

Respondents have also indicated that they believe students and teachers benefit in many ways from participating in ruMAD?.

In regards to students the survey results show that;

- ❖ a majority of respondents felt that ruMAD? goals of ‘supporting student leadership’, ‘enabling rich task learning’ and creating ‘lasting community change’ had in some measure been achieved through participation in the program.
- ❖ more respondents agreed than disagreed that student participation rates had increased as a result of implementing the program. However, many did not feel, or were unsure, that the ruMAD program had led to increases in student participation rates.

Other findings regarding outcomes for students pointed out that;

- ❖ respondents attributed increases in student self esteem, positive attitudes to learning and skill enhancement to student involvement in ruMAD? activities. This was particularly the case among schools with high levels of involvement in the program.

- ❖ indeed, the perceived benefits of program involvement for students, teachers and schools were uniformly strongest for schools where the level of program immersion was also high.

In relation to teachers the survey found that;

- ❖ most respondents agreed that being involved in the program had helped to improve the quality of their relationships with students. However, many participants reported that they did not believe being involved in ruMAD? had led to changes in their teaching practice.
- ❖ nevertheless, a large proportion of participants indicated that they had felt their role in the implementation of the ruMAD program had ‘made a difference’ to students and to the school.

In relation to school implementations of ruMAD program elements the survey results have revealed that;

- ❖ schools are more likely to incorporate ruMAD? elements in student leadership programs and extracurricular activities than to integrate the program in the mainstream school curriculum.

Two other important issues associated with program implementation were that;

- ❖ most ruMAD? schools are not allocating time for ruMAD? activities in the school timetable, and only few are providing release time to school workers managing the program.
- ❖ a sizeable proportion of ruMAD? coordinators predict that if they were to leave, ruMAD? activities would struggle at their school.

Finally, the survey results drew attention to particular aspects of the ruMAD program. Two of these included;

- ❖ while not rated as unhelpful, low use of the ruMAD resources suggest that the Education Foundation should investigate how these resources might be improved and made even more useful.
- ❖ the Education Foundation should monitor school uptake of ruMAD Student Projects to establish if there has been a slight decline in the number of schools undertaking this program element.

An additional finding has been that;

- ❖ more schools from ‘Like School’ Groups that are defined as having low proportions of students for whom the main language spoken at home is not English and/or receive a government allowance, are involved in ruMAD than schools with medium or high numbers of these students.

Given this finding the Education Foundation may wish to;

- ❖ investigate whether additional support, promotional activities or other measures can involve more schools from low participating Like School Groups. This should incorporate a specific targeting of schools in Like School Groups that have medium

and high numbers of students for whom the main language spoken at home is not English and/or receive a government allowance.

REFERENCES

- Dey, I. (1993). *Qualitative Data Analysis*. London: Routledge.
- Education Foundation. (2004). *ruMAD? Program*. www.educationfoundation.org.au accessed March 2004.
- Krueger, R. (1994). *Focus Groups: A Practical Guide for Applied Research*. Thousand Oaks, Ca: Sage.
- Miles, M. & Huberman, A.M. (1994). *Qualitative Data Analysis*. Thousand Oaks, Ca: Sage.
- Owen, J. with Rogers, P. (1999) *Program Evaluation: Forms and Approaches* (2nd Ed.). Allen & Unwin.

APPENDICES

Appendix 1: ruMAD? Focus Group Interview Questions

1. School involvement in ruMAD? to date:

Why did your school initially decide to be involved?

Describe your school's involvement in ruMAD? (year level(s), numbers of students involved directly/indirectly, key implementation steps and roles).

Why did your school decide on this level of involvement?

2. Meeting the goals:

The goals of ruMAD? are to:

- *create real and lasting community change through young people's participation*
- *enable rich task learning for young people, outside the classroom and in the community*
- *support student leadership in the school and in the community*

Has being involved in ruMAD? helped your school meet these goals? If so, how? If not, why not?

What other goals have been met? (planned or unforeseen?)

3. Implementation:

Has ruMAD? been incorporated into the curriculum and/or the life of the school? If so, how (include examples). If not, why not and what would need to change to make this possible? Has your school been involved in the Youth Ambassadors program?

What internal factors have supported the involvement?

What internal factors have inhibited the involvement? How did you deal with these factors?

What external factors (if any) have supported the involvement?

What external factors have inhibited the involvement? How did you deal with these factors?

4. Outcomes:

What have been your school's main achievements through ruMAD? Specific examples

How has ruMAD? made a difference in your school for students, teachers, whole school and/or local community? Specific examples

5. Sustaining ruMAD? practice:

Will your school continue with ruMAD? Why/why not? Future plans? Other levels of involvement?

What further support does the school need in order to continue with ruMAD?

ruMAD? does not disburse actual money to schools. Has this affected the way in which ruMAD? has operated in your school?

ADDITIONAL QUESTIONS FOR STUDENTS

Introduction: what word(s) come to mind when you think of ruMAD?

What has been your role in ruMAD?

What have you enjoyed most about ruMAD? Specific examples

What have you achieved/learnt through your involvement in ruMAD? Specific examples

What could be done differently next time? What is your advice to schools new to ruMAD?

Appendix 2 : ruMAD? School Survey Questions

The purpose of this survey is to learn about your school's involvement and satisfaction with the 'ruMAD?' program.

Name of School:

Background Questions

Please tick one box per question.

1. What is your school's current 'Like School Group': (*if you are unsure then your school principal will be able to provide this information*)

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>								

2. Which of the following best describes your role in the school: (*please select one answer*)

- I am a classroom teacher
- I am the Principal, Vice Principal or Assistant Principal
- I have a pastoral care role in the school (e.g. student welfare coordinator)
- other: please describe: _____

3. Which of the different ruMAD? elements has your school run in 2002, 2003 or 2004: (*tick as many boxes as apply*)

	MAD Day	Student Project	MAD Foundation	Total No. of Students Involved
2002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2003	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2004	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

4. To what degree has your school used the following ruMAD? resources: (*tick one box in each scale*)

	Used extensively	Often used	Used a few times	Never used
The ruMAD? Toolkit (Manual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ruMAD? Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ruMAD? Schools Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How would you rate the usefulness of these ruMAD? resources: (*tick one box in each scale – do not tick boxes if you have not used the resource*)

	Extremely useful	Somewhat useful	Slightly useful	Not useful at all
The ruMAD? Toolkit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ruMAD? Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ruMAD? Schools Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Were these resources adequate for the implementation of the ruMAD? program?

Highly Adequate	Somewhat Adequate	Slightly Adequate	Not adequate at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

7. To what extent do you ‘agree’ or ‘disagree’ that your school’s involvement in the ruMAD? program has achieved each of the following 3 ruMAD? goals: (*tick one box in each scale*)

i) *‘To create real and lasting community change through young people’s participation’*

Strongly Agree	Somewhat agree	Slightly disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ii) *‘To enable rich task learning for young people, outside the classroom and in the community’*

Strongly Agree	Somewhat agree	Slightly disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

iii) *‘To support student leadership in the school and in the community’*

Strongly Agree	Somewhat agree	Slightly disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. To what degree are the following statements true regarding your school's involvement in ruMAD?: (*tick one box in each scale*)

	Strongly agree	Slightly agree	Somewhat disagree	Strongly disagree			
ruMAD? has been incorporated into the mainstream curriculum	<input type="checkbox"/>						
ruMAD? has been incorporated into extracurricular activities	<input type="checkbox"/>						
ruMAD? has been incorporated into student leadership programs	<input type="checkbox"/>						
Time has been allocated to ruMAD? within the school timetable	<input type="checkbox"/>						
Teacher time release has been provided to run the ruMAD? program	<input type="checkbox"/>						
Received recognition/support from other staff	<input type="checkbox"/>						
My school would like to keep ruMAD? running in the future	<input type="checkbox"/>						
If I left the school today, the school's ruMAD? activities would struggle	<input type="checkbox"/>						

9. If the ruMAD? program has been incorporated within your school in any of the following ways, please briefly describe how it has been integrated:

a) The curriculum

b) Student leadership or governance programs

c) Extracurricular activities

10. To what degree are the following statements true regarding students involved in ruMAD?: (*tick one box in each scale*)

	Strongly agree	Slightly agree	Somewhat disagree	Strongly disagree			
Students have a more positive attitude to learning	<input type="checkbox"/>						
Student skill development is enhanced by the ruMAD? program	<input type="checkbox"/>						
Students have better self-esteem and confidence	<input type="checkbox"/>						
Student participation rates have increased	<input type="checkbox"/>						
Student attendance rates have increased	<input type="checkbox"/>						

11. To what degree are the following statements true regarding your involvement in ruMAD?: (*tick one box in each scale*)

	Strongly agree	Slightly agree	Somewhat disagree	Strongly disagree			
I now use more innovative teaching and learning strategies	<input type="checkbox"/>						
The quality of the relationship between myself and students has improved	<input type="checkbox"/>						
I feel more confident that I have made a difference to students	<input type="checkbox"/>						
I feel more confident that I have made a difference to the school	<input type="checkbox"/>						

12. If the ruMAD? program has resulted in any unplanned outcomes in your school, please list what these outcomes have been (e.g. *this might include increasing the school's profile in the community, inspiring other staff to undertake similar projects with students, or ruMAD? activities might have led to broader changes in the school*):

- 1 _____
- 2 _____
- 3 _____

Appendix 3: Open Responses to ruMAD? Coordinators' Survey Question 9

Total respondents answering this question = 63

9(i) The curriculum

Responses

- i. Linked to thematic work at some levels. Has been built into our application for Leading Schools Initiative
- ii. Taken on board by some teachers and including some concepts into units of work
- iii. Environmental /social skills program
- iv. Incorporated into SOSE program
- v. When deciding on what to focus the ruMAD? Day concept on we reflect on the curriculum that each of the levels is studying through their unit of work that term. We then try and link the day to the curriculum. For example, this year we focussed on water, partly because of water restrictions and drought conditions in Australia, and partly because level 2 students had done a unit on Life in the Oceans
- vi. Waste management. We are trying to include it in our environment program.
- vii. It has been incorporated with the Values Education Program and Protective Behaviours Program as well as SOSE
- viii. Through the integrated curriculum and charter priority we have a component which looks at action students can take to make a difference and also social skills component
- ix. Part of the overall environmental program at the school
- x. Plastic bag program was through SOSE
- xi. As our school is working towards sustainability level 3 we are becoming more conscious of the world and its environment and our impact on it. ruMAD? has assisted us to place this in a much more structured way into classrooms and made it easier for all staff to implement
- xii. English/SOSE – writing, speaking, listening. How we can reduce our school rubbish, what are concerns are in the world, what we do about them, text types – ways to care for our friends and the Earth. Maths measuring, weighing comparing amounts of rubbish, graphing
- xiii. Discovery Program is part of the Yr9 curriculum for students that have learning challenges
- xiv. Unit within year 9 – The Big Picture
- xv. TAFE NSW CGVE Community identity lends itself perfectly to ruMAD?. Subjects were integrated into the program where possible. Issues in subjects like Communication and Team Building became real. Science and Mathematics were integrated as well. Students felt they were doing something real and potentially creating change so they engaged and were there in a real form for a change
- xvi. A program at year 9 has been established to allow ruMAD? to be incorporated into the curriculum
- xvii. Used as part of lent
- xviii. Green Team and science programs are bush garden and chicken activities
- xix. As part of unit work on adversity
- xx. Year 9 Make a Difference Unit in SOSE – 10 weeks
- xxi. Will be incorporated in 2005 as an elective at year 9 level ‘Creating Good Citizens Through Community Service’
- xxii. Regular time slot. Activities going across maths, language, SOSE
- xxiii. We loved participating on the day and formed part of our environment program
- xxiv. Becomes an integrated unit of work

- xxv. Where possible a higher order thinking curriculum has been developed and implemented
- xxvi. It became the starting point for our values/action based approach across the curriculum
- xxvii. We held one day as a whole school healthy food day with supporting class lessons
- xxviii. Our ruMAD? revolved around water conservation and preservation. An integrated unit was developed which included a visit to the wetlands at LaTrobe University. We probably developed the program first and then used ruMAD? as a vehicle to drive it
- xxix. Into our Civics and Citizenship programs
- xxx. Maths, science English, civics and citizenship

9(ii) Student leadership or governance programs

Responses

- i. Is one of the leadership activities on offer to students
- ii. A number of children have taken on leadership roles within the activities. Good training for then moving into areas such as Junior School Council
- iii. The SRC ran a ‘Spirit Week’ program during the last week of the term. This involved: theme days; a slave auction; a student planned and operated assembly; a social; ‘Olympics 4 each year; and finally a BBQ on the last day. The students did all the lobbying of the principal, preparation of activities and actually ran the activities with the support of the staff
- iv. ‘You can do it’ education and community links – Michael Grosse leadership program
- v. Student council has developed working parties that operate with MAD guidelines
- vi. Our school is currently in the process of developing its student leadership policy, and the Youth Ambassadors Conference is something that our school is keen to implement as a regular part of the leadership program our students participate in. We will be participating in this conference for the first time this year
- vii. JSC have played a major role in the activities
- viii. Kids have to organise the day
- ix. I believe we could do a lot more however at the moment it has been quite difficult to establish leadership programs and engage the students
- x. SRC organised the day’s activities
- xi. The development of the Environment Collective and SRC projects were renewed in 2002 by the ruMAD? day
- xii. Encouraged shyer children to approach strangers to seek responses to plastic bag survey
- xiii. The student council’s agenda evolves from the design of projects to improve our school that each of our 5 grade 5/6 classes create in Term 1 as part of the leadership unit. The leadership building and project design activities are the basis of our Student Council’s role. An integrated unit based around leadership is run in Term 1 each year in our senior school
- xiv. Organise events for the day such as dress up day, collection of rubbish, promotional posters, can collection for Salvation Army.
- xv. Discovery Program includes leadership and personal development components
- xvi. The children are taking a keen interest in JSC. They like to run their meetings in a more formal manner; organise and planning fundraising activities and are more active in advertising the activities
- xvii. Student who nominated to be part of the program received a days ‘values’ training then have one timetabled meeting every three weeks with the student leadership coordinator

- xviii. Part of the role of College Captains. We have incorporated planning for the day into our year 12 leadership program
- xix. The SRC organises a campaign ‘Cans of food for homeless’. The community, staff and students donate cans of food
- xx. We have a group of students we call the MADDOGS (make a difference organising group) who do the daily collection and sorting of waste paper into recycling as well as meet regularly to discuss ways to improve waste ‘wiseness’
- xxi. House Captains will end up running the foundation
- xxii. JSC worked with the grades they represent to identify ruMAD? issue (respect and bullying). At weekly meetings issues are raised, discussed and resolutions sought.
- xxiii. ruMAD? contributed to the schools engagement of students and encouraged them to participate
- xxiv. Students who were at risk were responsible for starting a Youth Council in the town. They ran community meetings and ran advertising campaigns and started the process to bring about lasting new processes in local government in this region
- xxv. Senior students took on responsibility for the organisation of various aspects of our MAD DAY
- xxvi. It is seen by the school as providing opportunity for the development of leadership skills and the success of the program has been seen in our peer support leaders in 2004
- xxvii. Class leaders are the ones that implement the program in each of the six Year 7 classes
- xxviii. Leaders/responsible persons have volunteered or been targeted by the group teachers
- xxix. We have a sustainability leadership group which incorporates some of the aspects
- xxx. MAD Day is the focus of my Justice and Democracy Forum in term one
- xxxi. Student leadership program runs the Melbourne Girls’ College Student Foundation and uses students from lower year levels to be on mini-grant committee and fund allocation committees
- xxxii. The ruMAD? project is itself a leadership program
- xxxiii. JSC involvement
- xxxiv. (SRC Noble park)
- xxxv. ruMAD? has been used as part of our leadership program as well as for our senior ‘bright sparks’
- xxxvi. JSC use terminology and the basic principals
- xxxvii. We have recently developed ‘school improvement teams’ in the upper school inviting the children in small groups to investigate ways to make our school ‘even better’
- xxxviii. Preparations for the day are partly organised by the Student Leadership program
- xxxix. It was an integral component of the student/leadership program especially in regards to fundraising
- xl. Students taking full responsibility for promotion and advertising and gathering community support and furthermore benefiting greatly from this experience

9(iii) Extracurricular activities

Responses

- i. Whole school lunch box day or no wrappers in 2003
- ii. One of the special school/community activities held during the year
- iii. Local studies – hands on community study
- iv. Mad day activity
- v. Craft activities

- vi. We have looked at Inquiry Based Learning in a different way and now we are looking at wider community impact on our learning, e.g. visiting local agencies
- vii. Part of the project in our school was outreach passing on Koorie culture through art and dance this happens mostly outside of school hours
- viii. The Environmental Collective organised a conference in 2003 for Primary and Secondary schools in our region which was held after hours. Many students joined organisations in the community after hearing representatives speak at ruMAD? day in 2002
- ix. A one off day that enables the S.L.C to organise a fun day to help (financially) a community agency
- x. Students are very keen to spend their own times both before and after school to assist the program. The students see the activities as fun and allow them to put their ideas into the forefront of our small school
- xi. We had a day where students created message flags containing a message about an aspect they wanted to change in the world they live in
- xii. Students are encouraged to develop extracurricular activities as part if their Discovery Project
- xiii. Within the Big Picture, students also organise extra curricula activities such as free dress days, basket ball activities and their own excursion
- xiv. Our Mad Day include a visit to the local primary school where our student leaders ran sessions with the Grade 6's on 'making a difference at your school', on bulling and other issues
- xv. Run / organise outside money days/events
- xvi. Great to get young people involved in Shire planning for the walking track
- xvii. Whole school MAD Day
- xviii. Whole school fun day
- xix. Swan Hill / Kerang rural farms. Impacted on Local cluster schools
- xx. Activities include outside normal class and times
- xxi. Students have seen ways to help others and brought them back to the school, e.g. blankets for the homeless and disused children's videos for the Geelong Hospital Children's Ward
- xxii. Lunch time activity
- xxiii. Fun day – table tennis competition throughout the school
- xxiv. Our ruMAD? day was held in conjunction with a 'zero wasted' launch we had as part of trying to be a 'waste wise' school
- xxv. ruMAD? activities have been used in outside fund raising; decision making; building relationships. Has flowed into students/staff/parents community working together
- xxvi. We created smiley faces to be given out for any child who was MAD (making a difference). At the end of 2 weeks all faces were tailed and then prizes were awarded to the winners of each level and then an overall school prize
- xxvii. We run a fund-raising out of uniform day as part of this which links to our Civics and Citizenship KLA