

# Shooting Stars

Education through netball



## YARNING WITH THE STARS PROJECT:

Overview Report December 2016 to July 2018





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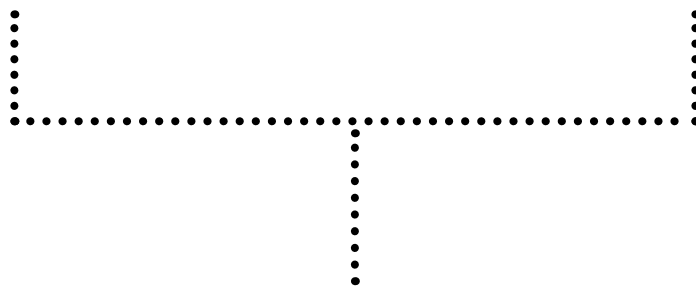
# Glass Jar Australia

Glass Jar Australia is a not-for-profit charity based in Perth, Western Australia, which seeks to empower local communities to lead social change.

Glass Jar Australia has three key purposes:

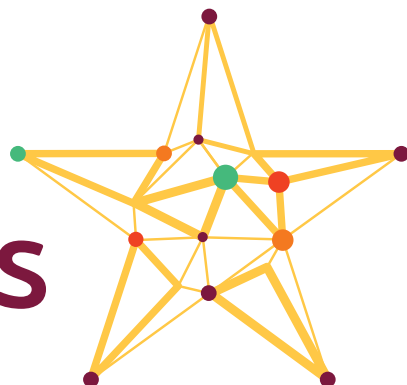
1. To provide support to Aboriginal communities via programs that drive social change, leading to sustainable communities;
2. To promote purposeful and healthy lifestyles amongst Aboriginal communities through localised collaboration and;
3. To facilitate the provision of local support to Aboriginal youths.

One of Glass Jar Australia's initiatives, in conjunction with Netball Western Australia, is Shooting Stars, a program which uses netball and other incentives as rewards to encourage young Aboriginal and Torres Strait Islander girls to improve their school attendance, while promoting their health and wellbeing.



## ShootingStars

Education through netball





# Shooting Stars

The Shooting Stars room at each site is a culturally safe space for all Shooting Stars participants, where participants are able to get something to eat, borrow a spare uniform, and have a cup of tea and a yarn with staff when they need to (the Shooting Stars room is often the place nominated by the school for participants on behaviour management plans to de-escalate).



First established as a pilot project in Halls Creek in July 2014, Shooting Stars now reaches over 350 girls and is embedded in eight schools across Western Australia: Carnarvon Community College, Derby District High School, Halls Creek District High School, Meekatharra District High School, Mullewa District High School, Narrogin Senior High School, Wiluna Remote Community School, and Leonora District High School.

-  **Current Sites**
-  **Regional Office**





# Shooting Stars Program Activities

The Shooting Stars program is site specific, with staff adapting a key set of deliverables to the requirements and interests of the host school, community, and students. The program comprises two netball and two health and wellbeing sessions per week, per 'age group', which is usually a primary/high school split, given the small student population of the host schools. Netball is used as a 'hook' to engage potential participants, but even this is flexible, depending on the skills and interests of both the students and the local Program Coordinator, and the time of year. The health and wellbeing aspect of the Shooting Stars program is grounded within the Shooting Stars curriculum framework, underscored by the three values of the Shooting Stars program: pride, respect, and success. Once registered with the program, participants are encouraged to improve or maintain their school attendance through a system of structured rewards, such as inter-school sports carnivals, bush trips, and movie nights. Rewards are also used to reinforce positive classroom behaviour, and teachers are actively encouraged to feedback on classroom behaviours to Shooting Stars staff.



In conjunction with the proactive program that is based on the deliverables described above, staff work reactively within the school context, providing support and advocacy for participants. For example, Shooting Stars staff will advocate for participants during behaviour management meetings and Shooting Stars staff are regularly engaged by their host school to mitigate behaviour issues throughout the school day. For more information about the Shooting Stars program, please visit the Shooting Stars website: <http://shootingstars.com.au/>.

# Shooting Stars Outcomes and Evaluation

The four key outcomes of the Shooting Stars program are:

1. Participants maintain/improve their school attendance (target minimum 80%)
2. Participants maintain/improve a positive attitude towards their education, health and wellbeing, and future
3. Empower Indigenous Women: The number of Aboriginal and Torres Strait Islander women gainfully employed or undertaking higher education is increased (E.g. grow the number of young women completing Year 12 at each site; increase Glass Jar Australia's Indigenous staff rate to 80%)
4. Embed the Shooting Stars Program in Communities: Family, communities, local service providers, and schools are engaged in Shooting Stars program delivery of events and reward trips.

Shooting Stars evaluates the success of the program through collation of attendance data from the school Integriris system, through participant case studies (internal, shared only with the Department of Prime Minister and Cabinet under strict confidentiality agreements), and yarning circles.

## BUSINESS MODEL





# Yarning with the Stars Project Aims

The three key aims of the Yarning with the Stars project are:

- 1.** To evaluate the progress and efficacy of the program in order to complete funding requirements
- 2.** To enable communities and participants to drive the direction and content of their local program by creating activities that directly influence outcomes.
- 3.** To disseminate the results of the yarning circles method externally in order to:
  - a. Provide other organisations working in the Indigenous education/youth/sport space with a framework or model for applying Indigenous evaluation methods;
  - b. To grow the capacity of Shooting Stars staff and other Aboriginal and Torres Strait Islander women to conduct and drive local research initiatives; and,
  - c. To validate Shooting Stars yarning methods in order to build the prestige of the program and enhance future funding opportunities.





# Yarning with the Stars Project Participants

Who we yarn with:

- Shooting Stars staff
- Shooting Stars program participants
- Shooting Stars steering committees
  - Localised steering committees are comprised of Shooting Stars staff, host school administration, representatives from the local Remote School Attendance Strategy (RSAS) provider, and representatives of local Aboriginal groups.

Staff, steering committee members, and participants are at different stages of their journey as researchers within this project, with different levels of interest for the research.



## A note on consent

We acknowledge and understand that consultation and negotiation is an ongoing two-way process. We provide Shooting Stars steering committees and participants with distinct, staged opportunities for consultation, negotiation, and consent throughout each calendar year. Participation in this project is completely voluntary, with consent sought separately from general program enrolment. Only participants who have themselves consented, and consent has been received from parents/caregivers participate in yarns, with alternative, supervised activities offered for those who do not wish to participate. Consent is sought from committee members both in the meeting prior to the yarn meeting and before yarning, with information about the yarn provided at both these times and alongside dissemination of the previous meeting minutes.

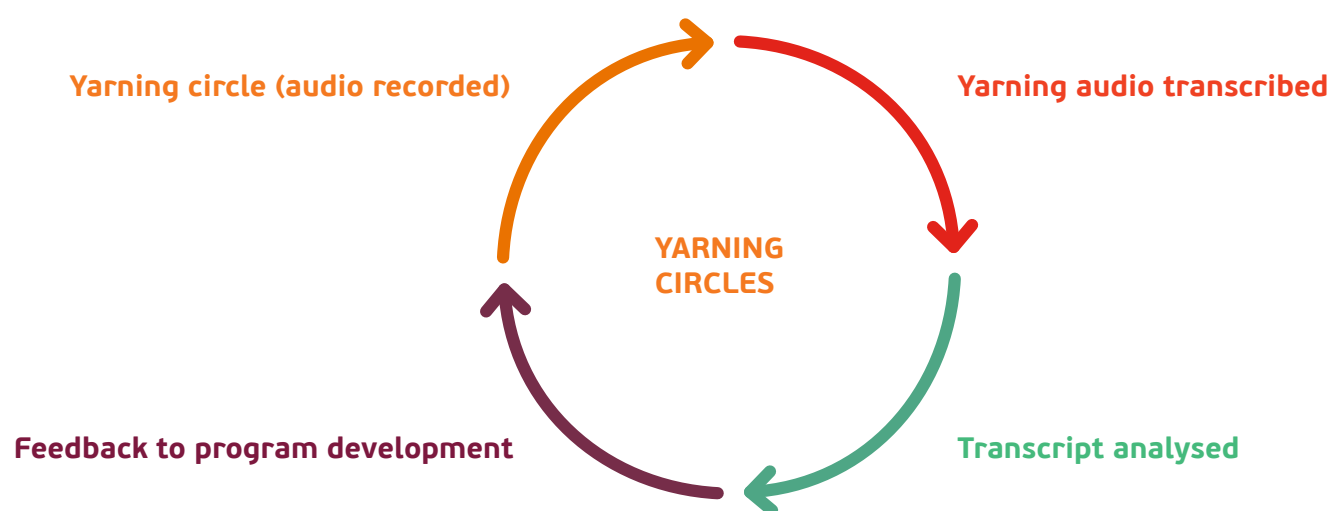
# Yarning with the Stars Project Methods

Respect, inclusive decision-making, equality of input and control (including the objectives, processes, and data interpretation), privileging Indigenous voices, perspectives, and knowledge systems, and benefits for all who participate are essential aspects of Indigenous research (Cajete 2000; Eldridge 2008; Kovach Rigney 1999; Rogers 2018; Smith 1999, 2000; Weber-Pillwax 1999). The methods used in this project were developed over the course of 18 months in collaboration between Shooting Stars staff, participants, and steering committee members.

Yarning circles are where a group of people have a conversation, and at the end of the conversation, reach consensus about a particular topic. Yarning circles have been used by different Indigenous peoples across the world for a variety of reasons, and are being used more and more frequently as a qualitative research tool within western academia (Basso 1996; Battiste 2000; Bessarab and Ng'andu 2010; Foley 2002; Ladislaus and Kincheloe 1999; Little Bear 2000; Moreton-Robinson 2000; Rigney 1997; Rogers 2017; Smith 1999; Valaskakis 2003; Youngblood Henderson 2000). Yarning circles were selected as the primary mode for data collection because they provide a culturally responsive research space in which both information can be collected and relationships can be built (Bessarab and Ng'andu 2010).

This project includes two types of yarning circles: “yarning about yarning” yarns, which discuss yarning methods and topics, and all other yarns, which seek to gather feedback about the Shooting Stars program, and/or to gauge participants’ attitudes towards school, their health and wellbeing, and their future. Since the first staff “yarning about yarning” yarn in September 2016, Shooting Stars staff and steering committee members have developed the yarning methods from simple questions with some butcher’s paper for brainstorming, to employing photovoice (e.g. Larson et al. 2001; Nechelles et al. 2007), where participants take photos that represent specific elements and bring these to the yarning circle for discussion. Yarning circles are contextual to aid discussion, with staff employing both Indigenous and non-Indigenous tools to make sure that the yarning space is always safe, inclusive, and accessible.

Staff will ensure that each yarn is conducted in a safe space, at a safe time, and will start each yarn by discussing not just the purpose of the yarn and how it will work, but also by identifying, and helping the participants to identify their relatedness. Together, the facilitator and the participants will establish what they know to be appropriate and proper ways of acting (doing) in the circle. Staff will also borrow western education processes and apply scaffolding and differentiation techniques for participants at different levels of understanding, starting with ice-breakers or lead-up activities that help participants to understand and engage with the topic in question. Staff produce session plans for each yarn which have a space for post-yarn reflection. These session plans are brought to staff “yarning about yarning” yarns. Moving forward, one of our goals is to develop our methods with steering committees, participants, and other community organisations to incorporate knowledge sharing through art and/or objects and storytelling, and to develop the application of photovoice with our Shooting Stars Leaders as student-researchers, resembling Rogers’ (2017, 2018) “photo-yarn” method.



All yarns are audio-recorded (no photos or videos are taken during yarning) and transcribed by Digital Transcripts (<<http://www.digitaltranscripts.com.au/>>). The transcripts are cross-coded by two researchers to establish a collaborative coding tree, using NVivo for Mac qualitative software, version 11.4.2 (2011).





# Yarns Conducted to Date

Table 1.1 Yarns conducted in 2016

Location	Yarn Type	Date	# People	Method
Netball WA	Staff	28/09/2016	9	Contextual yarn with photovoice, direct questions
Meekatharra DHS	Steering Committee	5/12/2016	5	Direct questions
Derby DHS	Participant (PS)	8/12/2016	14	Direct questions
Carnarvon CC	Steering committee	9/12/2016	4	Direct questions
Carnarvon CC	Participant (PS)	12/12/2016	8	Word association, direct questions
Carnarvon CC	Participant (HS)	13/12/2016	5	Word association, direct questions
Halls Creek DHS	Participant (Yr 7&8)	12/2016	12	Direct questions
Halls Creek DHS	Participant (Yr9)	12/2016	7	Direct questions
Halls Creek DHS	Participant (re-engagement Yr7—9)	12/2016	9	Direct questions





Table 1.2 Yarns conducted in 2017

Location	Yarn Type	Date	# People	Method
Carnarvon CC	Steering committee	21/03/2017	6	Summaries of previous yarns provided, direct questions
Carnarvon CC	Participant (HS)	30/03/2017	7	Word association, brainstorming with butcher's paper, direct questions, dance (break only not a part of yarn)
Derby- West Kimberley	Participant (PS)	Term 1 2017	12	Direct questions
Halls Creek DHS	Participant (PS)	Term 1 2017	16	Direct questions
Halls Creek DHS	Participant (HS)	Term 1 2017	16	Direct questions
Halls Creek DHS	Steering committee	Term 1 2017	8	Direct questions
Meekatharra DHS	Steering committee	3/04/2017	8	Summary of previous yarn provided, direct questions
DSR, Geraldton	Staff (MW Gascoyne)	10/04/2017	8	Contextual yarn with photovoice
DSR, Geraldton	Staff (MW Gascoyne)	11/04/2017	8	Contextual yarn with Shooting Stars program model re-assembly
Derby DHS	Staff (Kimberley)	April 2017	4	Direct questions
Geraldton Camp School	Participant (MW Gascoyne PS)	18/05/2017	40	Scaffolded contextual yarn
Netball WA	Participant (Leadership Camp)	26/05/2017	13	Direct questions and butcher's paper for brainstorming
Derby DHS	Steering Committee	Term 3 2017	10	Direct questions
Geraldton Camp School	Participant (Carnarvon HS)	7/09/2017	22	Contextual yarn with photovoice
Carnarvon CC	Steering Committee	23/11/2017	10	Direct questions
Mullewa DHS	Participant (PS)	29/11/2017	11	Word association, direct questions
Mullewa DHS	Steering Committee	4/12/2017	5	Direct questions
Halls Creek DHS	Participant (HS)	12/2017	N/A	Direct questions

Table 1.3 Yarns conducted in 2018

Location	Yarn Type	Date	# People	Method
Carnarvon CC	Participant (HS)	4/04/2018	13	Direct questions
Carnarvon CC	Participant (PS)	27/03/2018	13	Direct questions
Halls Creek	Participant (PS)	23/03/2018	11	Contextual yarn, with photovoice
Meekatharra DHS	Participant (HS)	6/04/2018	17	Direct questions following an icebreaker
Derby DHS	Participant (PS)	10/04/2018	25	Contextual yarn, with photovoice and butcher's paper brainstorming
Meekatharra DHS	Participant (PS)	28/04/2018	11	Direct questions following an icebreaker
Mullewa DHS	Participant (PS)	5/04/2018	9	Contextual yarn with goal setting activity
Geraldton	Participant (PS)	20/04/2018	11	Direct questions following an icebreaker
Geraldton	Participant (PS)	20/04/2018	17	Direct questions following an icebreaker

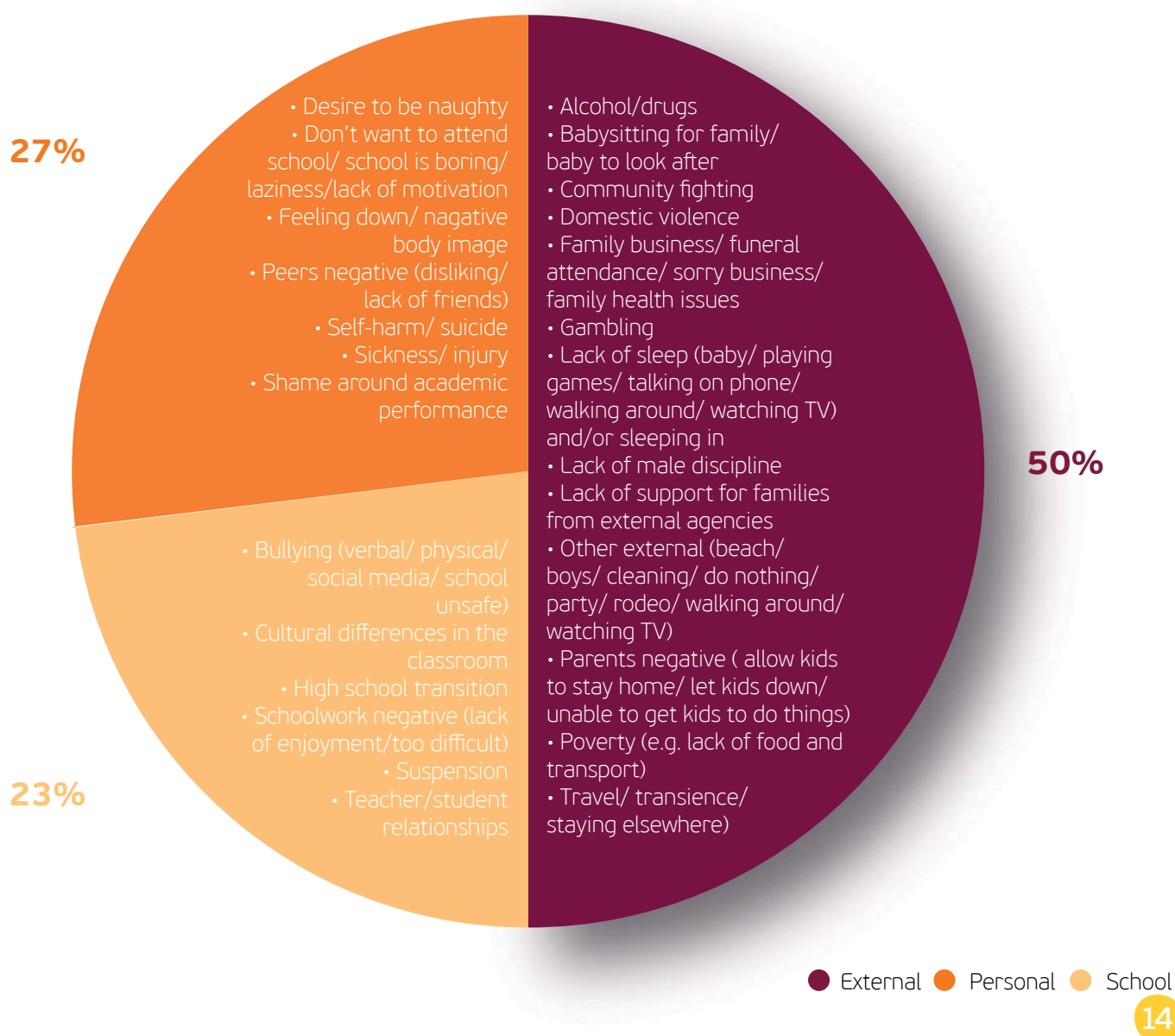
# Results

## Theme One: Barriers to School Attendance and Learning

### Barriers to School Attendance

Twenty yarns across the Carnarvon, Derby, Halls Creek, Meekatharra, and Mullewa sites were conducted from 2016 to 2018 that explored barriers to attending school. In the table below, each of the listed barriers (n = 26) has been broadly grouped into one of three categories: external, personal, and school. External refers to factors that exist outside of school, personal reflects personal choices and health, and school refers to barriers within the school grounds. These groups are not mutually exclusive, for example, "lack of sleep" is listed within the external category; however, the reasons given for a lack of sleep vary from party noise to watching TV, the latter could arguably be placed in the personal category. In this particular instance the external category was chosen in order to identify the barrier as existing outside of school.

Figure 2.1 Barriers to school attendance



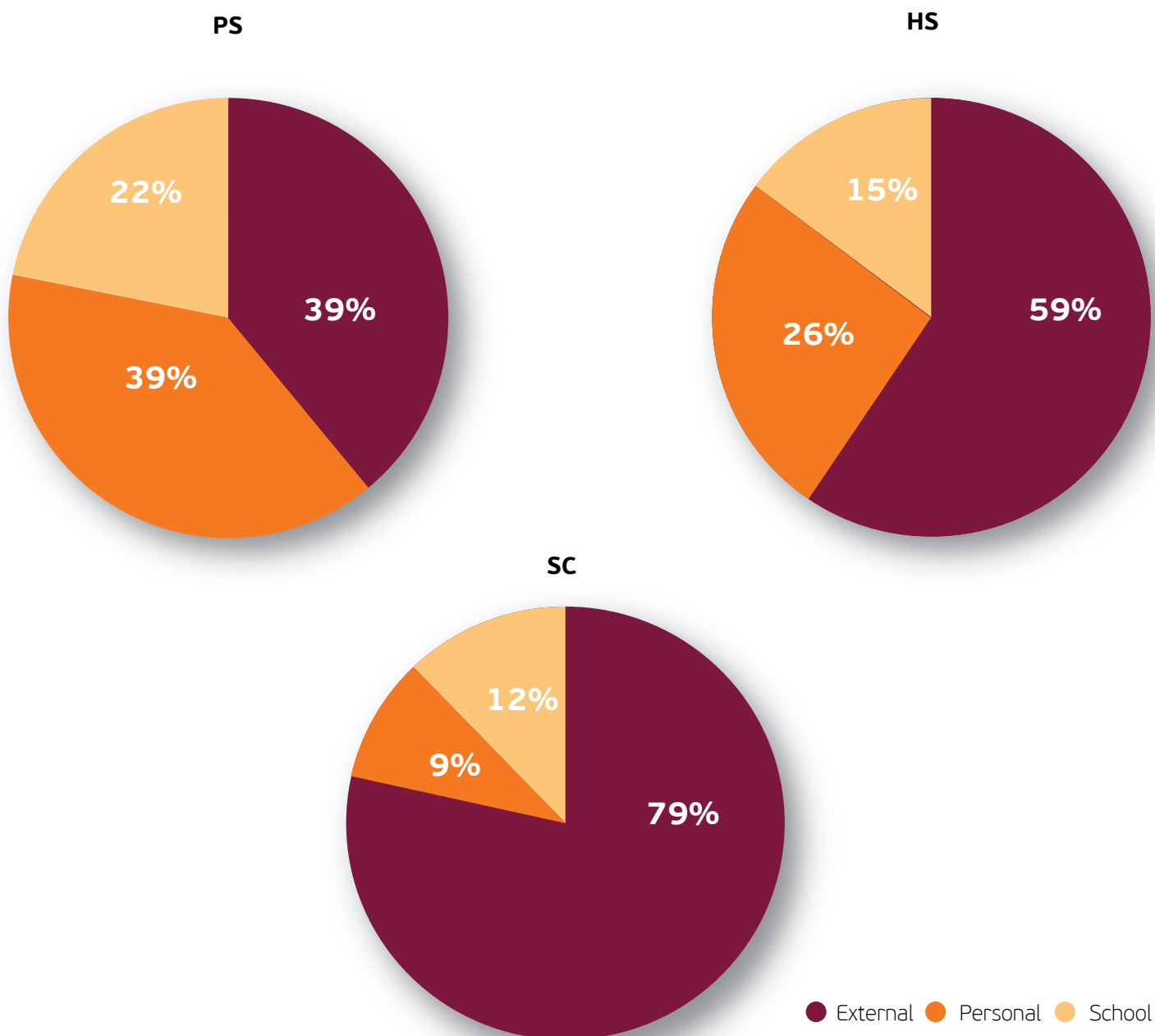


The most common barriers identified across the twenty yarns, in descending order, are:

- bullying (verbal/ physical/ Social Media/ school unsafe)
- family business/ funeral attendance/ sorry business/ family health issues;
- alcohol/drugs;
- parents (allow kids to stay at home, letting kids down, unable to get kids to do things);
- don't want to attend school/school is boring/laziness/lack of motivation;
- travel/transience/staying elsewhere; and,
- sickness/injury.

The top three barriers: bullying, family business, and alcohol/drugs, alongside travel/transience were identified by each of the three cohorts (primary school participants, high school participants, and steering committees), across all five of the sites. Parents were identified as a barrier predominantly by steering committees, while the three personal categories were identified by the participant groups, with sickness/injury identified only within primary school yarns.

Figure 2.2 Barriers to school attendance by category, expressed as a percentage for each cohort



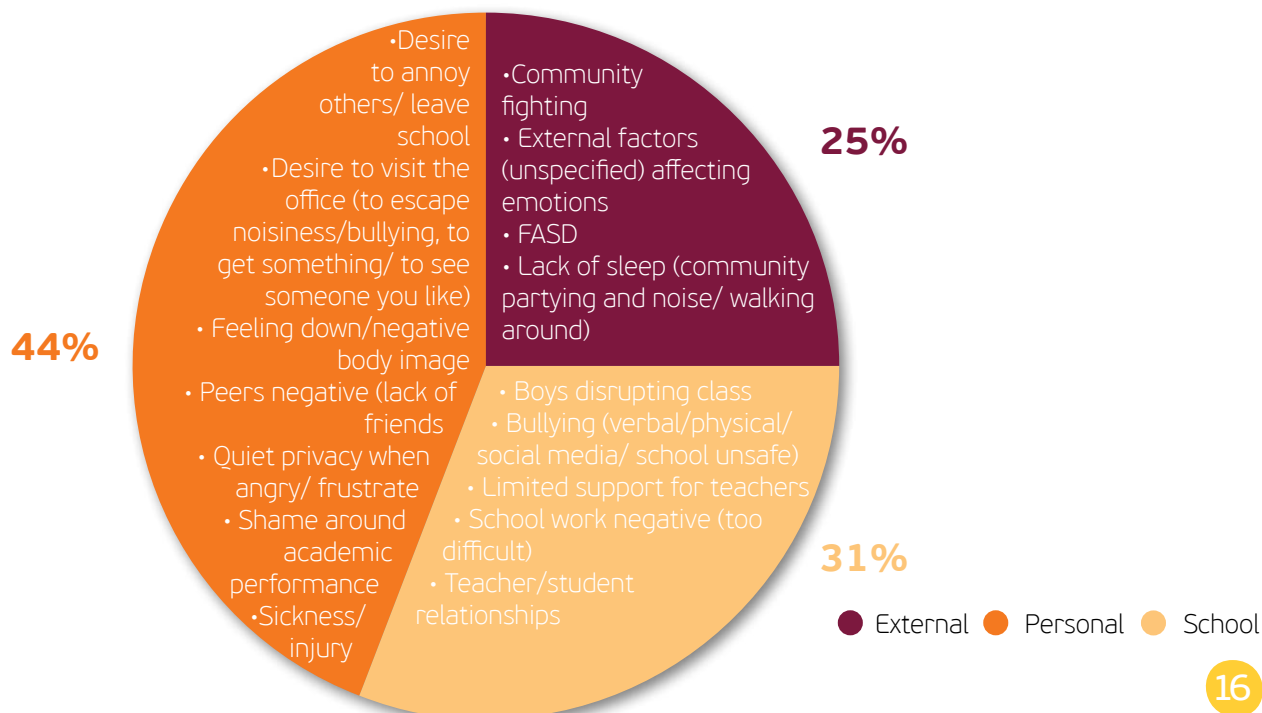
This figure shows that the primary school barriers are evenly split between external and personal factors with a subsidiary school component, while the steering committee barriers are predominantly external, with personal factors comprising the lowest component. The high school break down is somewhere in the middle, with external factors dominating over personal and school contributions respectively.



## Barriers to Learning

Ten cohorts were asked why girls (or they themselves) leave the classroom during lessons: Derby PS 2016 and 2017, SC 2017; Halls Creek HS 2016 and 2017, SC 2017; Meekatharra SC 2016 and 2017; Mullewa PS 2017, SC 2017. The sample size is thus much smaller than yarns which discussed barriers to school attendance, with 16 individual barriers identified. The barriers are grouped into the same three broad and overlapping groups of barriers to school attendance: external, personal, and school.

Figure 2.3 Barriers to learning by cohort







A total of 16 barriers were identified across the ten cohorts.

The top three reasons identified why girls do not remain in class are:

- bullying (verbal/ physical/ Social Media/ school unsafe);
- school work (too difficult); and,
- teacher/student relationships

Of these, bullying was the only barrier to be identified across all four sites and all three groups. All of the other barriers are mentioned by only one or two cohorts. The desire to visit the office is unique to the Mullewa DHS context, where students work from the office as part of the school's behaviour management strategy. The Mullewa DHS office represents a quieter space, free from bullying, qualities which the Derby primary school group associated with outside of the classroom. In Derby, when asked why they walk out of class when they're at school, the majority of primary school participants in 2017 referred to an emotion—anger, frustration, or generally being upset.

While a couple of girls discussed the trigger to these emotional responses, such as teasing, the emotion itself was at the forefront of the girls' minds during this discussion, which contrasts with their 2016 yarn. Two of the participants also cited bad feelings brought on by external issues: "if you're having a bad time, like if something had happened at home" and "because you, yourself is angry you're thinking about something in the past that got like—never thought of for a long time, but you have to learn and you just got mad about not doing it and people are not listening to you, or not responding and you get wild and you walk out when someone is teasing you, calling you names, you walk out and slam the door." The desire to annoy others/leave class and FASD were identified by Halls Creek participants and steering committee respectively, with the latter expressed as affecting students' ability to concentrate and manage appropriate behaviours.

The importance of teacher-student relationships were discussed in depth by both Derby and Halls Creek steering committees. The Derby steering committee agreed that one of the major issues facing teachers in these classrooms is the broad range of academic level, learning capacity, and school readiness amongst their cohort. While "growly teachers" were mentioned, the committee acknowledged that teachers have limited support to handle the diversity of learning level, so that students tend to switch off, run amok, and complain that they're not being listened to or given the help that they need. One committee member made the following observation in regards to school readiness:

"We teach kids how to learn like we say we scaffold or gradual release model or this is how kids learn how to read and it's whole language or it's segmented or it's synthetic phonics and I know these words. But we don't always teach kids how to behave. We expect them to behave. So, school readiness is a big issue... So, we have to teach kids how to learn. We have to teach kids how to behave because if you can't behave you can't learn and that's a fundamental so they're things you have to face."

Shooting Stars Derby Steering Committee Member, Term 3 2017

Of the sixteen barriers identified, six are categorised as school, six as personal, and four as external, a very different composition to the barriers affecting school attendance, of which 50% (14/28) were external factors. Comparison of the Halls Creek data provide a case study of the different barriers affecting school attendance versus classroom attendance. The figure below shows that teacher-student relationships are important and central to the success of students staying in class, note the dominance of the word “teacher” within the word clouds on the right of the figure, versus the external factors “walking around”, “community”, and “parents” dominating the clouds on the left. In spite of this small case study, the number of barriers in each category, coupled with the Derby and Halls Creek case studies, show that while barriers affecting school attendance are predominantly external, the barriers affecting classroom attendance are predominantly school based or personal.

Figure 2.4 Word clouds from Halls Creek 2016 and 2017 yarns comparing barriers to school attendance versus barriers to classroom attendance



Word cloud summarising the predominant words used in each of the T4 2016 SS Halls Creek participant yarns when participants were asked the question: “Why don’t you come to school?” and “Why don’t you stay in class?”



Word cloud summarising the predominant words in each of the T1 2017 SS Halls Creek participant yarns when participants were asked the question “Why do you think kids don’t come to school?”



Word cloud summarising the predominant words used in the T1 SS Halls Creek steering committee yarn when asked the question: “Why do you think girls aren’t coming to school?”



Word cloud summarising the predominant words used in the T1 SS Halls Creek steering committee yarn when asked the question: Why do you think girls don’t stay in class?”

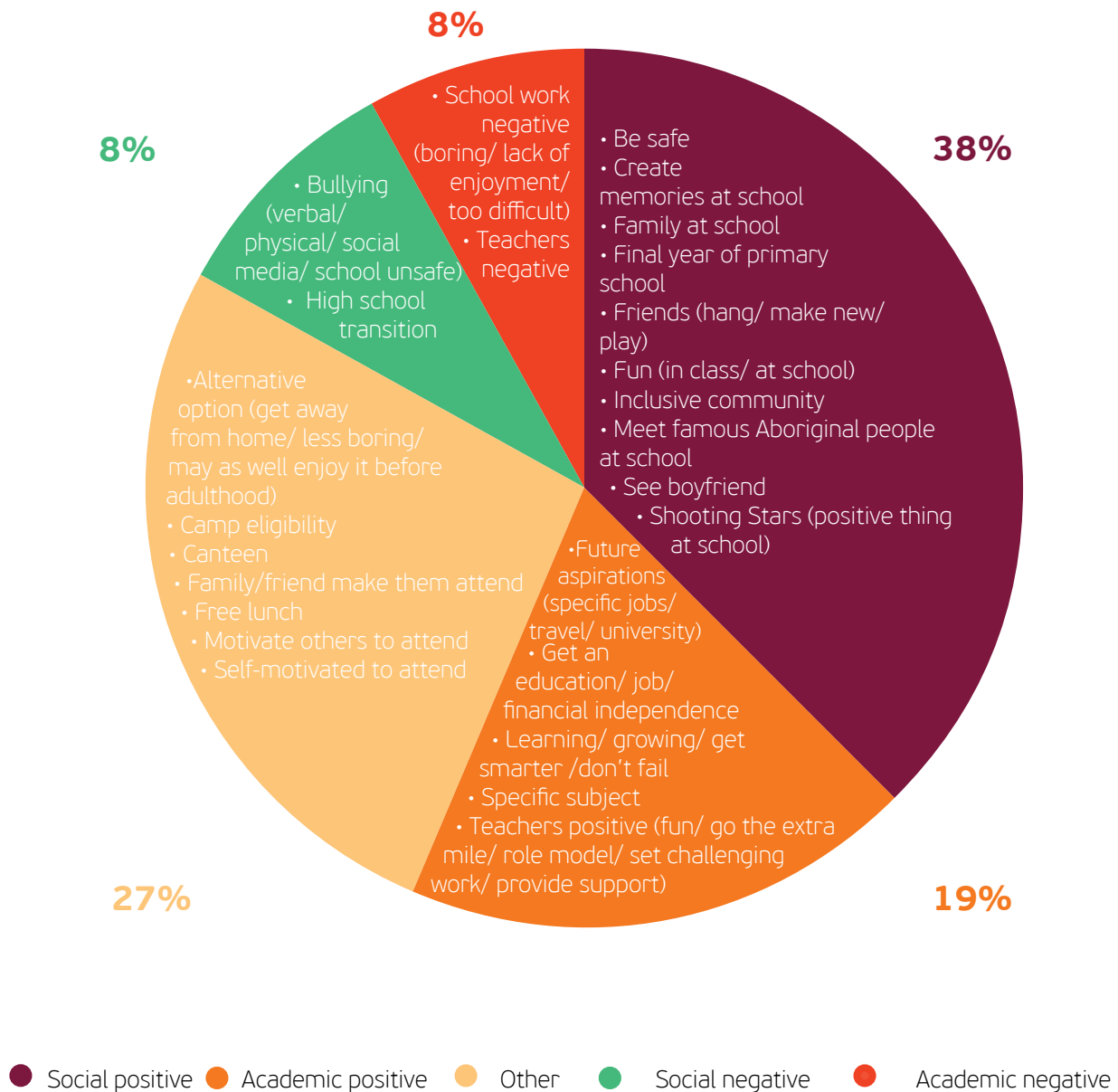


## Theme Two: Attitudes

### Participant Attitude to School & Learning

Sixteen yarns across the Carnarvon, Derby, Halls Creek, Meekatharra, and Mullewa sites were conducted from 2016 to 2018 that explored participant attitudes to attending school and learning. Each of the listed attitudes has been grouped into one of five, inclusive categories: social positive, social negative, academic positive, academic negative, and other.

Figure 3.1 Participant attitudes to school by cohort

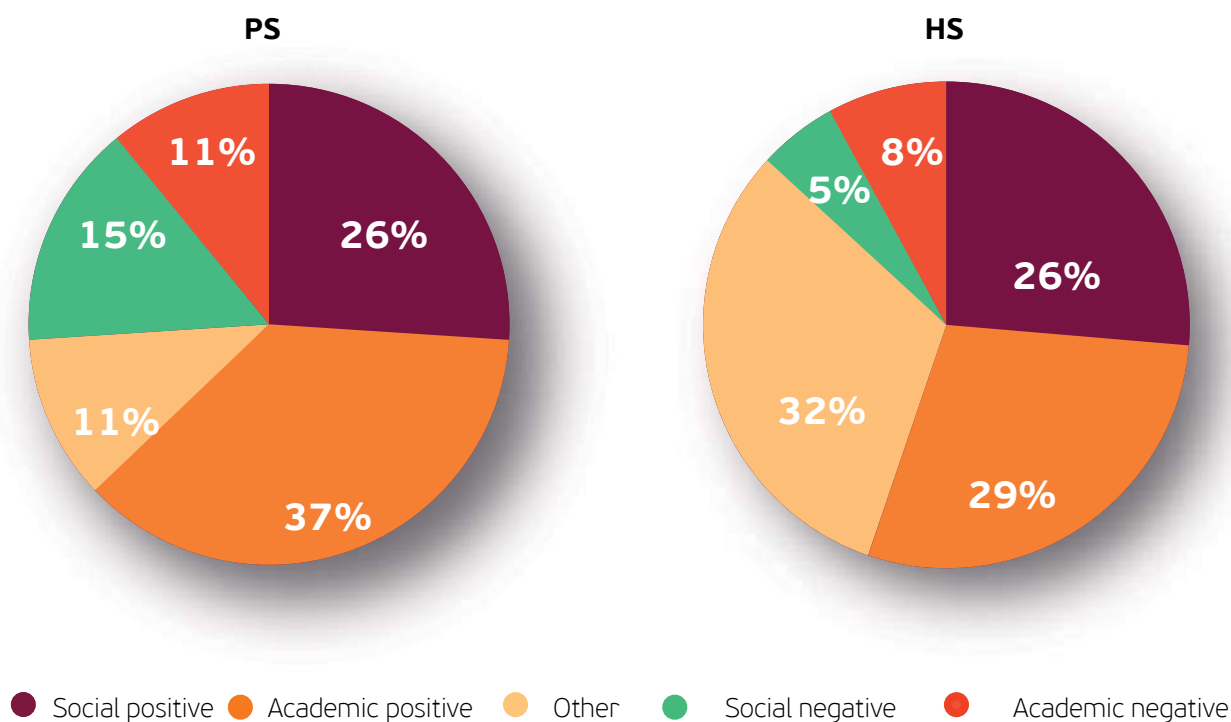


A total of 26 attitudes to school were coded across the 16 cohorts. The seven most common attitudes across the cohorts, in descending order, are:

- school is a place where you are bullied (verbally, physically, and on Social Media);
- school is a place where you hang/play with your friends or make new friends;
- school provides an education which leads to a job and financial independence;
- family/friends make you/motivate you to attend school;
- school is a place where you learn/ grow/ get smarter;
- Shooting Stars is a positive thing at school; and,
- specific subjects (variable) at school are better than others

The dominant attitude towards school is that bullying takes place there; however, overall participant attitudes towards school were predominantly positive, as demonstrated in the figure below which presents participant attitudes to school by category.

Figure 3.2 Participant attitudes to school by category, expressed as a percentage for each cohort



The major difference between the two groups is that the high school contingent has a higher proportion of attitudes coded to the "other" category. The "other" category is comprised of the following attitudes:

- school is an alternative option (get away from home, less boring, may as well enjoy school before adulthood);
- the canteen at school is a positive (Carnarvon, Halls Creek);
- if you attend school you are eligible for camp (school and SS camps);
- if you attend school you are eligible for free lunch (Mullewa SS);
- family/friends make you/motivate you to attend school;
- I motivate myself to attend school; and,
- I motivate others to attend school

With the exception of self-motivating and motivating others to attend school, these attitudes mostly represent extrinsic factors which either make school a better place and/or impact school attendance. The most common of these attitudes is that family/friends make you/motivate you to attend school.



## Participant Attitude to the Future

The idea to yarn with participants about their future aspirations was developed during the Mid West Gascoyne staff yarning about yarning yarn in April 2017. Since April 2017 there have been four participant yarns that have included the topic of future aspirations: the Mid West Gascoyne primary school yarn T2 2017, the Mullewa primary school yarn T4 2017, the Mullewa primary school yarn T1 2017, and the Mid West Gascoyne high school camp yarn T2 2017.

Across these yarns, the Facilitator was essential in generating expansion on the majority of the girls' answers, with responses varying from stating that they don't have a dream, to expressing well-thought out plans. The importance of attending school was generally associated with getting a generic job and money, and only occasionally with attaining a "dream job" and/or tertiary education. Some students had an idea about their future pathway, for example:

"And to be an emergency doctor, I'd have to study quite hard in university but it pays really well and if you're an emergency doctor, you can travel the world and do them anywhere you like if you're really good."

Shooting Stars Primary School Participant  
Mid West Gascoyne Regional Camp, April 2017

Facilitator: Where do you see yourself?  
Female: Probably studying psychology.  
Facilitator: Psychology wow, so you know what you want to do.  
Female: That's the easiest thing to study.  
Female: And I want to be I don't know, try being in welfare.  
Facilitator: That's nice. You got a plan.  
Female: I'm not going to get there.  
Facilitator: Why not? Anything is possible.  
Mid West Gascoyne HS Camp Participants Term 2 2018

Across the four participant groups which yarned about their future aspirations, there is a distinct variability in both understanding of post-school pathways and in the girls' abilities to aspire. During the Shooting Stars Meekatharra steering committee yarn in T1 2017, one committee member discussed this variability in depth :

"We all know that education provides choice and opens up doors. But that's through our life experiences. It's not theirs. So, until we turn it around and provide them with that vision into how that works I don't think we're going to necessarily capture them all into that idea of a positive attitude towards education. We have to through role models show them that that can be the case."

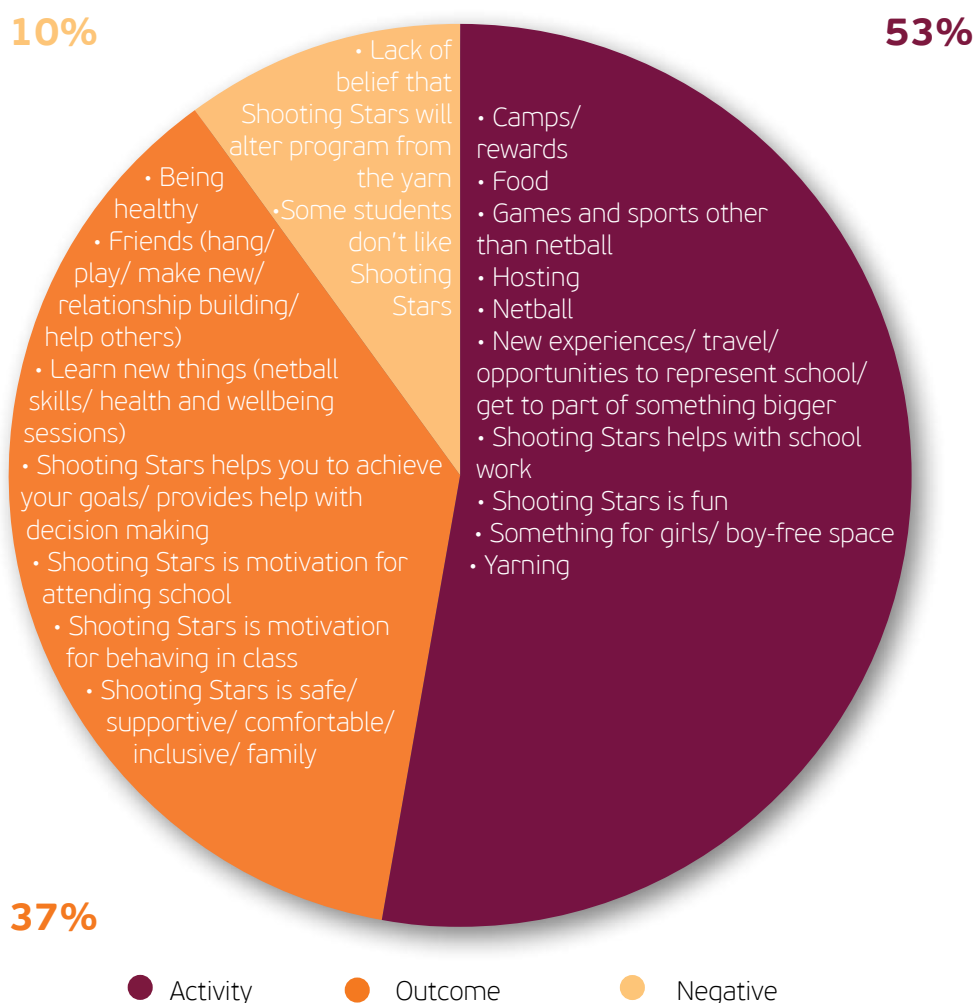
Meekatharra Shooting Stars Steering Committee Member, April 2017

This same committee member identified that the girls lack a "strong positive self-concept", which she stated was essential so that they "can dream" and "have that belief in themselves". She also stressed the importance of others believing in the girls and reinforcing this positive attitude by setting high expectations.

## Participant and Steering Committee Attitude to the Shooting Stars Program

Fifteen yarns across the Carnarvon, Derby, Halls Creek, Meekatharra, and Mullewa sites were conducted from 2016 to 2018 that explored participant attitudes to the Shooting Stars program. Each of the coded attitudes has been broadly grouped into one of three categories: activity, outcome, and negative. The division is based on whether the attitude reflects an association with a Shooting Stars program activity or outcome (all positive responses), or if the attitude presented is negative towards the program.

Figure 3.3 Participant attitude to the Shooting Stars program by cohort



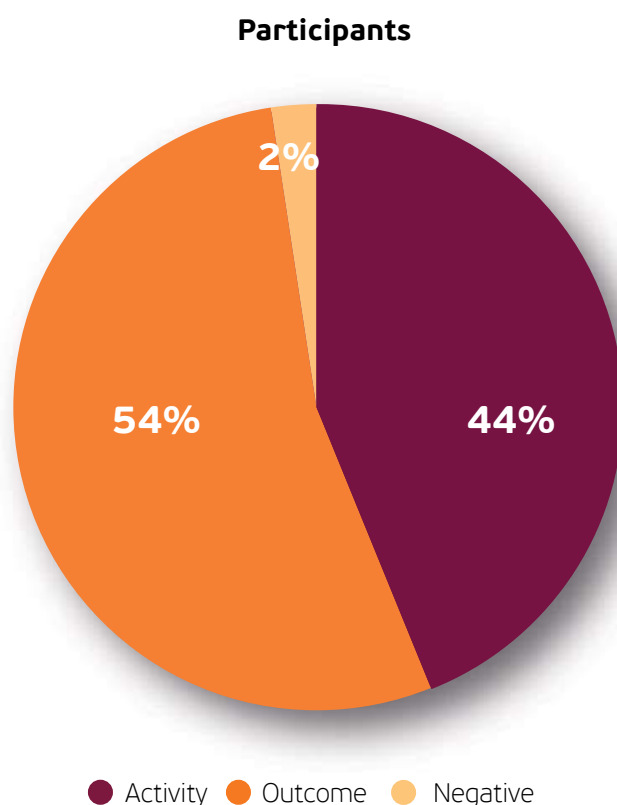


Of the 19 attitudes coded, the six most common are, in descending order:

- In Shooting Stars you get to go on camps/rewards
- In Shooting Stars you hang/play with your friends, make new friends, build relationships, and help others
- Shooting Stars is fun
- Shooting Stars is safe/supportive/comfortable/trustworthy/inclusive/family
- In Shooting Stars you play netball
- In Shooting Stars you learn new things at netball training and/or in health & wellbeing sessions

The figure below summarises the attitudes towards Shooting Stars coded into categories by cohort.

Figure 3.2 Participant attitude to the Shooting Stars program by category



Participants' attitudes towards the program are overwhelmingly positive. The participants associate the Shooting Stars program with program activities and outcomes relatively equally. Of the four main program activities (netball, rewards, community events, and health and wellbeing sessions), the participants associate the program most with rewards and netball. Health and wellbeing sessions were spoken about in terms of outcome (learning new things) and community events (local, distinct from rewards) were only referred to once, from a Carnarvon high school yarn, in which the participants stated that they enjoyed hosting the International Women's Day breakfast.

In terms of program outcomes, the participants mostly associated Shooting Stars with providing a safe, comfortable space, where they could have fun, hang with their friends, and/or make new friends. In terms of the four main program outcomes (community engagement, empower Indigenous women, improve participants' attitude, and increase school attendance), during certain yarns the participants spoke explicitly about improving their attendance at school and their behaviour in class.

No steering committees were asked explicitly about their attitude towards the Shooting Stars program; however, some steering committees mentioned the program indirectly during yarning. These indirect comments are summarised in the table below.

Table 3.5 Steering committee attitude to the Shooting Stars program by cohort

Site		2016	2017	2018
Carnarvon	SC	* SS is motivation for attending school	*SS understaffed *SS are integrated within the school and the school is very happy with the program *tension between running a strengths-based program and engaging disengaged girls	--
Halls Creek	SC	--	*SS staff provide support around bullying *SS promotes being healthy	--
Meekatharra	SC	*SS is a netball program *SS staff provide support to students and school staff	*SS staff role models *SS staff support in classes is beneficial for behaviour management *SS motivates good behaviour in class	--
Mullewa	SC	--	*SS is motivation for attending school	--





## Theme Three: Changes to Shooting Stars Program Delivery

### Changes to program delivery: overall (inferred from themes one and two)

Across the program, Shooting Stars is currently alleviating the dominant barriers to school attendance and learning in the following ways (note that this list is not exhaustive):

#### Alcohol/ drugs



- Running health and wellbeing sessions on alcohol/drugs and invite external speakers to deliver sessions on the effects of substances (e.g. Aboriginal Medical Service)
- Providing girls with information about services, where they can find help etc.

#### Bullying



- Working within host school policies and procedures around bullying.
- Working with administrative and teaching staff to provide restorative justice for girls involved in bullying.
- Running health and wellbeing sessions on the following topics: defining bullying and making girls aware of what they should do when bullied/teased at school; non-violent conflict resolution; healthy relationships; safety online.

#### Girls don't want to attend school/ lack of motivation



- Fostering a positive attitude towards school and learning, through:
  - Growing local role models e.g. Shooting Stars Leaders
  - Building the girls' self-confidence through Shooting Stars activities and camps
  - Encouraging the girls to dream and set goals and assisting them with understanding pathways to their future aspirations through Shooting Stars health and wellbeing sessions
  - Providing support in the classroom, particularly for girls who have returned to school after a long absence, to help these girls to handle shame around their academic performance
- Laziness/lack of motivation is often linked to the girls' health, particularly their diet, exercise regime, and sleep habits. Shooting Stars assists by:
  - Running health and wellbeing sessions on the effects of diet, exercise, and sleep
  - Running exercise sessions (netball training etc.)
  - Always role modelling healthy eating habits and only ever providing girls with healthy foods during Shooting Stars program time and rewards.

#### Parents



- Building relationships with girls' parents and caregivers
- Inviting parents to Shooting Stars events

#### School-work (too difficult)



- Providing Shooting Stars participants with in class support (note that Shooting Stars does not have the capacity for staff to operate as additional Education Assistants, but Shooting Stars will visit specific students for specific lessons as agreed with/identified by the host school)

#### Teacher- student relationships



- Shooting Stars events, such as teacher-student netball games, help to break down barriers between teachers and students
- Shooting Stars provide an important support role in the school environment and teachers are encouraged to use Shooting Stars staff to assist with behaviour management plans
- Shooting Stars can provide restorative workshops for students and teachers when and where appropriate

# Changes to Program Delivery: At Each Site (direct recommendations from participants and steering committees)



Table 4.1 Suggested changes for Shooting Stars program delivery: Carnarvon

Yarn	Suggested change	Has this change been implemented? If yes, when & how? if no, why not?
PS T4 2016	SS to purchase a bus or troopies, pick up PS girls for early morning training like the HS girls.	Partially – with funding from Lotterywest, SS has purchased a mini-van to use on SS excursions and incursions. At this stage PS training will remain at lunchtimes due to staff resourcing restraints.
HS T4 2016	SS to purchase a range of equipment, which ranged from netball hoops, carpets, a garden, and a projector, to a zip line, chocolate fountain, trampoline, and surround sound speaker system.	Partially – in March 2017 the SCM suggested that SS fulfil one of these requests. In 2017 the SS participants and team worked together on developing the outdoor area of the SS room.
	SS participants to fundraise in order to achieve a more expensive project, such as a reward camp to Hawai'i.	Yes, the development of the Leadership project in 2018 has enabled the HS girls to drive their own local project (although this is not a reward camp to Hawai'i).
	More netball at recess and lunchtime	Yes, an open (to boys and non SS members) netball comp was run during recess in T3 and T4 2017. In 2018 PS SS have netball training on Tuesday and Thursday lunch times and at HS SS have Tuesday training at recess for the Senior Netball team and Wednesday Basketball at recess mixed comp with Clontarf and SS.
	Increased opportunities to play netball against St Mary's students.	Yes, in 2017 two interschool netball carnivals were held. In 2018, an SS HS team has joined the Carnarvon netball competition.
	Community engagement, e.g. picking up rubbish at the beach followed by a swim; visiting the retirement home; participating in the Tropicool festival.	Yes, in 2017 SS participated in the Tropicool festival and hosted an International Women's Day breakfast. In T2 2018, SS girls had a face painting and crazy hair stand at the Clontarf Coral Coast Cup carnival where the SS girls also ran water for all the 6 teams competing. In T3 2018 SS work ready girls started hospital visits to the permanent elderly patients. These visits align with H&W sessions on beauty therapy which will run every Thursday for 2 periods. On August 9 <sup>th</sup> 2018 5 SS girls will be volunteering at the Gascoyne Food Festival.

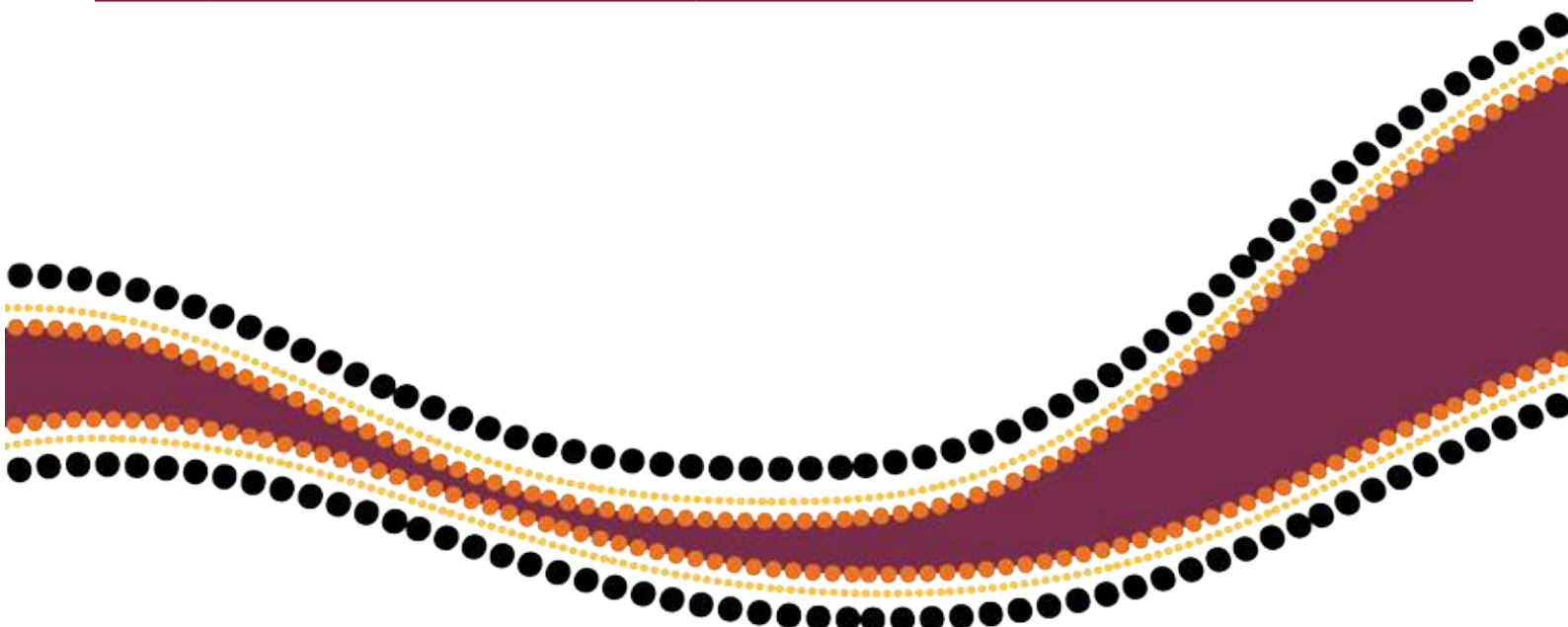




Table 4.1 Suggested changes for Shooting Stars program delivery: Carnarvon Cont.

SCM T4 2016	More parental/community involvement on camps/activities at school, so that "the parent's there helping their daughter, [and has] built them up to be proud of something".	Not in 2017, due to limited capacity, as discussed in SCM yarn March 2017. Partially in 2018, with some of the work ready SS students bringing community family members in to get treatments from the girls learning beauty therapy treatments.
	Inviting the old people to come to SS and teach the girls to play cards and yarn about family trees and town history, not only with "black fellows, but the Soroptimists or the Lions Club or whatever".	Not in 2017, as discussed in SCM yarn March 2017. Partially in 2018: SS have spoken to the Soroptimists ladies about coming in to talk to the girls this year.
	SS run social events (like dances) with Clontarf where the girls and boys get a turn to host, with the old people present to encourage respect.	No, due to limited capacity in 2017, as discussed in SCM yarn March 2017. No, due to full calendar in 2018, but a possibility for 2019.
	Excursions to local sites where families and the old people come along "because they don't want to be seen just them girls by themselves, they should be mixing in with the community".	Not in 2017, due to limited capacity, as discussed in SCM yarn March 2017. In 2018, SS have spoken to ABC Coordinator who does bush camps with locals so will be a possibility for either T4 2018 or 2019, targeting Year 6.
SCM T1 2017	SS to engage the girls in health & wellbeing (H&W) sessions that encourage them to aspire, e.g. SS to produce a map and discuss travel plans for the future.	Yes, in 2017 several H&W sessions were run that focussed on future aspirations, including "writing a letter to your future self". A map was also purchased of the world for the SS room at Cleaver St. The PS girls were also engaged in a future aspirations H&W session and yarn during the Mid-West PS netball camp in T2 2017. In 2018 SS have talked a lot about goal setting and leadership skills. In T1 2018 SS had an "I am thankful" jar where the girls wrote down what they were thankful for each week.
SCM T4 2017	SS to deliver H&W sessions on: Non-violent conflict resolution Safe sex Healthy relationships	In T3 2018 SS are getting Rosemary in from the hospital to talk to the girls about sexual health. One of the SS Year 11 students is working on her Leadership project with SS Staff to get a health bus in to do check ups for all the SS participants. The Ngala team have also come in to talk the the SS in Term 2 to talk about growing healthy brains and in this discussion the girls stated that they would like to talk about healthy relationships in a future session, to be delivered in either T4 2018 or early 2019.
	Increased engagement with the PS participants, particularly the Year 6 girls.	Engagement has increased at the PS from the start of T2 2018.
PS T1 2018	Increased tangible rewards for participants coming to school and engaging in netball.	No increase in tangible rewards at this point in time.
	Shooting Stars staff to visit PS girls in class.	One of the SS staff go into the Year 5 and 6 classrooms every Tuesday and Thursday for 2 periods.
MW HS camp yarn T2 2018	A Shooting Stars buddy/mentoring program where Shooting Stars volunteers role model positive behaviours and respect to younger girls	In T3 SS are having a sleepover with the PS girls and a couple of the SS HS girls were selected to attend in order to build strong relationships for the HS transition.

Table 4.2 Suggested changes for Shooting Stars program delivery: Halls Creek

Yarn	Suggested change	Has this change been implemented? If yes, when & how? if no, why not?
Yr7&8 T4 2016	Excursions to the museum, midnight basketball, swimming, and fishing	Yes in 2017 SS implemented more culture content and fishing in excursions. Since 2017, basketball has become a tool like netball to engage the girls.
	One student requested the large Connect Four game which she had seen at the Youth Recreation Centre	SS approached the Youth Centre and was given the Connect Four, which is now is owned by the SS Halls Creek program.
Yr9 T4 2016	Water slide and/or water sports during recess and lunchtime	Since 2016 SS have held occasional water based activities at the local pool for attendance rewards.
	Halls Creek DHS get a yellow buddy bench	Not in place yet because SS have not had the opportunity to purchase or build the area to hold the bench.
	More camps, swimming at the pool after training, more basketball, netball, and sport in general	Yes, more after school activities exist in line with the MOU between SS and the school.
	Equipment: A bus for SS sporting excursions	In 2018 SS have purchases a 12-seater mini-van for Halls Creek through Lotterywest funding.
	Trophies as rewards over basketballs	Not implemented at this stage as there is currently no room in the budget.
PS T1 2017	Equipment: ping pong, pool table, computers, a bigger girls' room	SS room has been equipped with a table tennis table. School has had discussions with SS regarding a bigger room; however, nothing has progressed as of July 2018.
	A language class, where they could learn songs and dances in their own languages	SS has had a H&W session with the Kimberley Language Centre and continues to grow this relationship.
	More health and wellbeing sessions	All age groups for SS in 2018 have access to a school timetabled SS H&W session.
	Open Shooting Stars up to Year 3 and 4 girls as well	Not in place in Halls Creek. SS do a transition day at the end of each year for the Year 4 girls moving in to Year 5 and the SS program.
HS T1 2017	More events similar to Deadly Diva Day	Not in place due to current staff restraints. SS have planned to trial a junior version like the Derby site's "Lil Tiddah" day in T4 2018.
SCM T1 2017	SS role in behavioural management needs to be made explicit to school staff	HC school staff have been reminded of the roles and responsibilities of SS staff and their capacity to deal with any issues that arise.
	SS staff to provide support/ develop procedures to assist with the Year 6/7 transition	SS staff are attached to classrooms of the year 6/7 contingent and help in the developmental learning spaces.
	Petition Shire to turn off the free Wifi around 7:30/8 pm to encourage kids to go home	The community had prosed the close and it was on the agenda at a Shire Council meeting but the CEO of the Shire of Halls Creek has rejected to turn the Wifi off due to a lack of evidence.



Table 4.3 Suggested changes for Shooting Stars program delivery: Meekatharra

Yarn	Suggestion	Has this change been implemented? If yes, when & how? if no, why not?
SCM T4 2016	SS staff to "touch base" with students the school is working with in an intensive case management attendance strategy program.	Yes, in the first half of 2017 SS staff (when in town) sat in class with specific SS participants identified by the school. In the second half of 2017, the school had a new principal. SS staff continued with the model of touch base in 2018 with a more in-depth approach of now sitting in on specific SS participants classes. SS have committed to attending classes twice a week through timetabling ensuring all SS participants have been reached and contact made with students who have not been registered as of yet. Through T1 of 2018 SS have been able to use this time to prevent participants from engaging in/escalating with behaviours that would usually result in their being sent to the office.
	School/SS to run "mothercraft" program	No, this was not established under the previous principal. Relevance to be discussed with new SCM.
	School/SS to run personal development & deportment session	Meekatharra program supporter and partner, Sandfire Resources Ltd, were invited to the SS Awards night for 2017 with selected ladies from Sandfire assisting the participants to prepare for the awards with hair and makeup. From T1 2018, SS H&W sessions have been delivered in line with the MDHS PBS values. SS have been able to deliver sessions on PBS values of "Respect for Oneself" through personal development of Oneself. SS to run deportment sessions in T4 2018 in lead up to the awards night with participants then gaining skills and tools to complete each other's make up & hair.
	Target/recruit girls as groups rather than individuals	Due to no contact time all yarning circle sessions were held during lunch in the netball room. As many participants did not like the idea of giving up their lunch time out of class many refused to participate. Lots of rewards and ideas around recruiting were done with fruit and veggies platters for summer and hot Milo and popcorn for the cooler/cold months.



Table 4.3 Suggested changes for Shooting Stars program delivery: Meekatharra Cont.

SCM T1 2017	SS staff, important figures in the community, teachers, and local service providers, should be utilised within SS to role model different pathways for the girls and to help them develop both positive attitude towards their education and aspirations for the future.	<p>Yes:</p> <p>During the 8th March International Womens Day morning tea the Meekatharra Shire Sport &amp; Rec Officer Philippa Vile attended and completed indoor games and activities with SS participants.</p> <p>On Monday the 12th of March The Hon. Melissa Price MP visited Meekatharra SS from 11:30pm to 1:00pm. Melissa addressed all participants in the netball room with a speech relaunching Shooting Stars in the area of Durack, she also spoke about her role in parliament and her personal journey. SS participants had prepared questions during a previous H&amp;W session for Melissa to answer. Most of the participants felt very honoured to receive such a visit and spoke of how approachable Melissa was.</p> <p>SS PS Mid-West Cup was held on the 15th of March. Sandfire Resources Ltd were invited to attend and presented the Cup to the winners. Sandfire Resources Ltd employees also assisted in scoring and umpiring during the Netball Cup.</p>
	SS staff to discuss post-school pathways with participants and to explain that it's ok to make mistakes, you can always choose to make a better decision for yourself.	<p>SS has run several breakfasts from 2017—2018 where women from community were invited. Sandfire Indigenous Employee Robyn also attended talking about careers in Mining and how she came to working with Sandfire and mining. School Attendance Officer Alex also spoke on career and pathways through the Australian Army.</p> <p>During T2 2016, 2017, and 2018, SS participants attending the SS Perth Leadership Camp were exposed to different university and post-school pathways.</p>
	SS staff to regularly feedback to broader school community about successes of SS participants.	<p>Yes:</p> <p>SS regularly provides updates in the school newsletter.</p> <p>SS has been provided with a designated time slot during school assemblies, this enables SS to provide notices, awards and relevant information to community about success and future events for SS.</p>
	SS to run activities with participants that give back to the community.	<p>Yes:</p> <p>HS participants visited the old people's home twice in Term 4 2016</p> <p>SS has run several breakfasts from 2017—2018 where women from community were invited (see above).</p> <p>In T2 2018, SS ran an Australia's Biggest Morning Tea with support from MDHS. Participants collected funds for the Cancer Council.</p>
PS T1 2018	SS to run art sessions	T1 2018 H&W sessions based on International Women's Day participants were required to draw and/or paint a picture of an inspirational woman in their life. These pictures were then displayed during the IWD morning tea on the 8 <sup>th</sup> March. SS to complete more art based H&W sessions in T3 and 4 2018.
	SS to run netball training at the youth centre in the evening when it's cool	SS participants voted to keep the previous training days as Tuesday and Thursday before school. SS supports Meekatharra Shire Sport & Rec Officer with netball at the shire courts every Wednesday evening from 6pm to 8pm.
HS T1 2018	HS SS sleepover/netball competition/bush trip	HS SS did not participate in a netball carnival for T1 2018 due to late cancellation of NAIDOC carnival organised from Geraldton Netball/Netball WA. Due to the hot weather in T1, all bush trips to take place in T3 2018, as there is both cooler weather and plants flowering. SS HS participants were provided with a vote on activities. SS participants voted with movie afternoon in the netball room with thick-shake and popcorn making.

Table 4.3 Suggested changes for Shooting Stars program delivery: Mullewa

Yarn	Suggested change	Has this change been implemented? If yes, when & how? If no, why not?
SC T4 2017	Netball hoops added to the back of the basketball hoops	No, costs are being sought from a local company. 2x Helix Netball Stands have been donated in the meantime. Another 2x Helix Netball Stands will be donated to the Youth Centre to be accessed out of school hours.
	SS participants to take ownership and lead fundraising activities for their own activities/equipment, e.g. cover for netball/basketball court	Yes, HS students have identified they would like to do a car wash and a cake stall/morning tea. This has been planned to take place later in T3 2018. Planning was undertaken in T2 2018.
	SS participants to play in the Geraldton Netball Association competition	No not in 2017, new Program Coordinator was not aware of this.
	SS staff to engage local community, including Mullewa DHS staff in running of program (particularly netball)	Yes, Mullewa DHS staff have assisted with coaching, training supervision, and umpiring during T1 and T2 2018.
PS T4 2017	Changes to camps: camps go for longer/take up a weekend; camp at Sun City Christian Centre in Geraldton and at Gunnado farm; have a sleepover in the school library; camp activities include visiting the beach and the Rage Cage (Geraldton foreshore), kayaking, basketball, watching scary movies, and interacting with various animals at Gunnado farm.	Yes: 2x camps in T2 2018 went over a weekend One sleepover was held in T2 with another planned for T3 W5. Geraldton visits planned for T3 W9, and Gunnado Farm can be incorporated into this.
	More netball training, particularly in the mornings	Yes: Morning trainings have not been successful, but after school sessions have been well attended. In T1 and T2 2018 netball training was held in the lead up to carnivals. W3—8 T3, NetSetGO! is planned for Years 4—6. W3—8 T3, netball/fitness sessions are planned for Years 7—12.
	Something regular be done on each girl's birthday throughout the year, e.g. cake or an after school activity like going to the pool	Yes: Coordinator has supplied a cake to be shared on each of the girls' birthdays. A birthday display has been set up to ensure birthdays are not missed.
PS T1 2018	PS participants would like to improve their netball skills and one student would like to play basketball	Yes: In T1 and T2 2018 netball training was held in the lead up to carnivals. W3—8 T3, NetSetGO! is planned for Years 4—6. W3—8 T3, netball/fitness sessions are planned for Years 7—12. Small games and drills are held during recess.
Meekatharra & Mullewa PS T1 2018	To go fishing and play a greater variety of sports	Sports, yes: HS SS students would like to organise a sports tournament where a different sport is played each week. Fishing, no: there simply hasn't been time. The school has taken the students fishing for their whole school reward and it can be planned for SS in T4.



# Future Implementation

This report summarises the information gathered from yarning circles between September 2016 and July 2018, excluding the Leadership Project, which is presented in a separate document. The data presented here provide the baseline information from which the efficacy of the program will be tested over time, in terms of barriers to school attendance and participants' attitude to school, learning, and the future.

## Empowering Indigenous Women

### Leadership project

While all participants will be provided with opportunities to feedback about the program, Shooting Stars Leaders will be engaged as student-researchers and provided with opportunities to conduct and drive local research initiatives. Through the Shooting Stars Leadership program, Shooting Stars Leaders (100% Aboriginal and/or Torres Strait Islander) will facilitate yarns with their cohort and represent their cohort's opinions during the Shooting Stars Leadership camp in Perth, where they will be provided with the skills to develop and create a localised project which their cohort has envisioned during yarning, through Glass Jar Australia's partnership with the Western Australian Aboriginal Leadership Institute. The additional benefits of the Shooting Stars Leadership program are: the exposure of emerging Aboriginal and Torres Strait female leaders to different post-school pathways and how they can achieve these; the building of capacity of emerging Aboriginal and Torres Strait female leaders to lead a localised project; and, the fostering of local role models who inspire younger Aboriginal and Torres Strait Islander girls and women. We aim to take our student-researchers to the World Indigenous People's Conference on Education (WIPCE) in Adelaide 2020.

### Professional Development for Shooting Stars Staff

The Yarning with the Stars project will provide opportunities to grow the capacity of Shooting Stars staff and other Aboriginal and Torres Strait Islander women to conduct and drive local research initiatives. Shooting Stars staff (83% of whom are Aboriginal) will be provided with professional development and learning around yarn facilitation, with additional upskilling provided to those staff who will contribute to the production of reports and presentations. For example, co-investigator 1 for the Yarning with the Stars project and Regional Manager for the Kimberley region, Helen Ockerby (Bardi-Jawi and Nyoongar) is currently undertaking a Curtin University Bachelors degree in Applied Science: Indigenous Professional Practices, with Glass Jar Australia support. Helen's degree will enable her to further develop the yarning circles project and the on-country learning component of the Shooting Stars health and wellbeing sessions into the future.

### Postgraduate Research

We hope to engage Aboriginal and/or Torres Strait Islander postgraduate students to undertake research within the yarning circle project by 2020.









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