The Passport Story

An account of the implementation and progress of the Passport Programme in Western Australia 2010

Dr Susan Young
Centre for Vulnerable Children and Families
University of Western Australia
susan.young@uwa.edu.au
Contents

Executive Summary .................................................................................................................. 3
Evaluation Summary and Progress ......................................................................................... 3
The commencement of the Passport Programme ................................................................. 4
  Programme Goals ................................................................................................................. 5
  Programme Design ............................................................................................................. 6
  Engagement and Role of Evaluator .................................................................................... 7
    Instrument Design ............................................................................................................ 7
    Instrument Administration ............................................................................................... 7
  Data Collection ................................................................................................................... 7
  Results ................................................................................................................................. 8
Introduction ............................................................................................................................ 10
Neerigen Brook Primary School Case Study ......................................................................... 11
  Programme Design ............................................................................................................. 14
  Evaluating the Passport Programme .................................................................................. 14
    Action Research .............................................................................................................. 15
    Methods .......................................................................................................................... 15
    Future data collection ..................................................................................................... 23
Schools general ....................................................................................................................... 24
  Gosnells Primary School ..................................................................................................... 25
  Redcliffe Primary School .................................................................................................... 28
  Tranby Primary School ....................................................................................................... 30
  Westfield Primary School ................................................................................................... 33
  Wirrabirra Primary School ................................................................................................. 35
Appendix I. Friends of Neerigen Brook Programme ............................................................. 37
Appendix II NBPS 2008 Survey Report ................................................................................. 39
Appendix 111 NBPS 2009 Survey report ............................................................................ 42
Appendix 1V Data collection instrument ............................................................................ 45
Appendix V NBPS data Term 1 2010 .................................................................................. 46
Appendix VI NBPS Attendance Programme ..................................................................... 51
Appendix VII Proposed Survey .......................................................................................... 53
Appendix VIII Summary Chart of Passport Schools ......................................................... 56
References ............................................................................................................................. 57
Executive Summary

*Inequalities in family environments and investments in children are substantial. They causally affect the development of capabilities (Cunha & Heckman, 2009, p. 320).*

*Inequalities in educational outcomes affect physical and mental health, as well as income, employment and quality of life (Marmot, 2010, p. 24).*

*Parent school involvement in children’s education is associated with positive educational outcomes (Zellman & Waterman, 1998, p. 370).*

*Typically, mainstream parents with higher socioeconomic status and education are more involved in their children’s education than poverty level and minority parents [but] research demonstrates that when teachers take clear, deliberate action to involve parents the socioeconomic status and education of parents disappear as a factor in the willingness of parents to be involved (Benson & Martin, 2003, p. 187).*

There is a clear link between socio-economic status, children’s educational outcomes, parental involvement in schools and positive adult health and progress. Research over the past two decades has increased the knowledge about the connections between these factors and their importance in laying positive and productive foundations for children’s development and success as capable adults.

Evaluation Summary and Progress

Feedback from participating schools in the Passport Programme clearly shows that parents, community members, school staff and children value their participation in the programme. There are many stories of benefits and some of these are recorded in this document which outlines the implementation and progress of this programme. They tell of parents being relieved of the anxiety of having to refuse permission for children to go on excursions because of the cost: they can use Passport Points for these outings. They tell of children proudly wearing uniforms that otherwise families would not have been able to afford. They tell of school staff seeing the change in children’s attitudes to learning because their parents help in the classroom, and many more.

In 2010 more rigorous data were sought about family participation in the programme with the intention of evaluating how successful the Passport Programme is in contributing to enhanced educational achievement through improved attendance and parental involvement in their children’s education. As such base line data to provide indicators of participation have been collated. As these data are for one year only for six schools, and the trends which may be assessed as being associated with improved educational engagement and performance necessarily relate to more than one year, this report is at the beginning of the evaluation process.

2011 data will be able to add to this knowledge and provide an assessment of trends towards demonstrating the worth of the Passport Programme.
The commencement of the Passport Programme

In 2007 the Community Development Foundation (CDF) formed an alliance with the Neerigen Brook Primary School (NBPS) in Western Australia (WA), firstly by providing a large multipurpose building to be used for parent activities on the school site, and secondly by funding a programme designed to encourage greater participation by parents in their children’s schooling. The building was known as the Mother of All Sheds (MOASH) and there are now fifteen schools with these buildings around the State. The participation programme was called the Passport Programme and this now operates in twenty-nine schools around the State. Both of these initiatives were incorporated in a model of service delivery adopted by the school Principal at NBPS from examples of similar programmes already in operation in other parts of the world known as full service schooling.

The Passport Programme was designed to try to bridge some of the divides across low socio-economic schools and predictions of poor adult outcomes by instituting a process to encourage parental involvement in their children’s education. This modest strategy is intended to complement other more formal and social policies and locally developed and implemented programmes – all with the intention of seeking to address a well recognised issue for schools in low socio-economic locations: greater parental involvement in schooling and increased regular attendance by children.

The Passport Programme has been in operation in WA for three years, with Neerigen Brook Primary School commencing in Term 2 of 2008. Tranby Primary School and Wirrabirra Primary School started in Term 3, 2009, and Westfield Primary School in Term 4, 2009. The Passport Programme was started initially as one of a number of strategies within a Full Service School (FSS) model initiated at Neerigen Brook Primary School in 2007 to try to address some of the health and welfare circumstances which were believed to negatively affect children’s educational attainment. This strategy was quickly adopted in the other three schools as a stand-alone programme although they have many different programmes that complement and work together with the Passport scheme enhancing exposure to the school community.

By the end of 2010 there were a number of schools which had just commenced the Passport Programme, were planning to start in 2011 or were in the process of planning for future involvement. As of 26th January 2011 seventeen schools are listed as operating the Passport Programme. Of these four commenced at the same time in 2008: Neerigen Brook PS, Yule Brook (Middle School), Wirrabirra and Westfield. In 2009 three more schools started: Gosnells, Redcliffe and Thornlie. The bulk of commencements were in 2010: East Narrogin, Katanning, Narrogin High School, Medina, Coodanup Community College, Avonvale, Bluff Point, Kondinin and

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1 The principles behind the FSS and its operations are important but are not to be fully discussed in this report. Some description is provided in the Neerigen Brook Primary School Case Study.
Kulin District High. Ten schools are signed up to start in 2011: Cloverdale, Narrogin, Girrawheen SHS, Swan View SHS, Bentley, Hilton, Mount Lockyer, Mullewa District High, Seaforth, and Wagin District High. A further seven schools are interested and planning for entering the programme: Pegs Creek, Pingelly, Mount Barker, Southwell, Dawson Park, Broome SHS and Brookman.

Once the Passport Programme started to expand with interest shown by schools all over the state it became important to assess its progress and contribution to children’s educational improvement. In 2010 systematic data collection measures were established to provide initial base line data to describe the operations of the programme. The intention is to use these as measures in subsequent years to assess how well the programme meets its goals of improving parental engagement in schools and children’s attendance rates.

This report provides an account of the collection and analysis of these data for 2010. It also provides an account of data collected from NBPS in previous years and from those schools where data were collected, particularly in the form of narratives from parents, teachers and children involved in the programme. As NBPS has been the most consistent in the collection of different forms of data over the four years of operation of the Full Service Model it is used as a case study to illustrate developments in the Passport Programme and refinements to data collection.

**Programme Goals**

The Passport Programme was a joint initiative of the Community Development Foundation (CDF) Principal Megan Barnett and the school community of Neerigen Brook Primary School. The CDF is a not-for-profit organisation dedicated to assisting local community initiatives through sourcing and providing funding. Its early contact with primary schools was through the provision of large multi-purpose transportable buildings, known as MOASHs (Mother of All Sheds) which were intended to give schools the opportunity to run community and related activities as a way of encouraging community interest and engagement in their local schools. The schools so provided were in low socio-economic locations which traditionally had little active engagement with communities and parents. The Passport Programme was born out of discussions held with Principals to develop strategies to encourage greater participation in their schools founded on the belief that parental and community support for schools was one of the major pillars of increased educational achievement for children. The CDF interaction with NBPS in particular indicated a developing community development understanding in the school as a result of that school’s initiation of the Full Service School model. The idea of encouraging parental and community member involvement in the school through a reward system, using the MOASH as a focus, appeared attractive. While volunteering is an ideal, it is often a luxury for time and resource poor people. The Passport approach of providing small rewards for participation was considered to be one way of developing a
pattern of behaviours which could ultimately benefit children’s educational experiences and hopefully lead to improved educational outcomes.

There are two main goals for the Passport Programme, a universal goal and a targeted goal. The universal goal of the Passport Programme is to increase parental and community member participation in their local schools and as such seeks to connect to all parents and community members. The targeted goal recognises that there is a group of children and families for whom regular attendance at school is either a low priority or difficult to achieve. This goal seeks to affect the behaviour of those children for whom their attendance is considered of concern through increasing regular school attendance.

The goals of the programme are:

- To increase parents’ involvement in the schools so that they are:
  - Familiar with the school processes and methods of teaching
  - Better able to assist their children with school tasks, and
  - Linked into a community of support through the development of relationships.

- To address attendance issues in a minority of families by providing:
  - Supports for parents to encourage their children to engage with the school through improved attendance, and
  - Encouragements to children through direct rewards for greater attendance.

Programme Design

The design incorporated the award of points for participation in designated activities. A range of desired activities to incorporate parental and community member participation was identified, such as mentoring children with homework, assisting teachers in the classroom, helping in the canteen, attending school meetings such as assembly and school council meetings, bringing younger children to play group, and learning skills in the Internet Cafe. Not all of the schools which started the Passport Programme had similar activities and each decided on those activities for which Passport points would be awarded. Similarly, activities attracted different amounts of points per hour. At NBPS the points schedule was generally 10 points per hour with other amounts for specific activities such as assisting at the school carnivals (50 points for the full day). Ten points are equivalent to $1 and after earning 20 points the vouchers provided may be redeemed for specified purchases. This was initially set to be at the canteen or uniform shop, but over the life of the programme has been extended to include ex/incursions, special events or purchases such as photographs or books, and latterly rewards for attendance. Each school has different arrangements and priorities according to their circumstances. The programme is flexible and responsive to need.
Passport points are provided for activities generally at 10 points per hour of activity.

Points over 20 accumulated may be ‘spent’ in a variety of settings:
- Uniform shop
- Canteen
- Ex/incursions
- Other (books, photos, etc)

**Engagement and Role of Evaluator**

On the commencement of the Full Service School model at NBPS in 2007 an approach for an Evaluator was made to the Centre for Vulnerable Children and Families at the University of Western Australia through the Discipline of Social Work and Social Policy. The role was conceived to initially assist in the development of the FSS model at NBPS using an Action Research methodology. Subsequently through familiarity with the operations of the Passport Programme, the Community Development Foundation asked for a report on the Passport Programme. A full evaluation of the Passport Programme has a number of considerations, that of utmost importance being the recognition that reporting requirements on schools are not overly onerous. As such a short survey instrument was designed for schools to report on participation and activity within the Passport Programme.

**Instrument Design**

A simple reporting mechanism which is able to be derived from existing data kept by the schools in relation to how many parents hold passports and what they spend their points on was considered to be the least demanding on school staff responsible for keeping records. This instrument was designed in mid 2010 and circulated to participating schools.

**Instrument Administration**

Each school operating the Passport Programme was emailed a survey form with the request to fill in the details for each term. Some schools which had been operating the Passport Programme returned details for the whole of 2010, one for 2009, but the majority returned the details for Terms 2 and 3 for 2010. No returns have been received for Term 4 2010 and once school resumes for the school year in February 2011 it is expected that data will be available. The four schools which have been operating prior to mid 2010 are reported on in the body of the report. The remaining schools which commenced in either Terms 2 or 3 2010 have data recorded but will not be commented on until 2011 when trends become more apparent.
Data Collection

A number of mechanisms for assessing the progress of the Passport Programme have been instituted. These have emerged as the Programme has developed and in response to its rapid spread during 2010 and its planned continuation and development in 2011. Initially the focus was on how the Passport Programme operated as part of the FSS model at NBPS and how it could be improved to assist in meeting the goals of the FSS model. But with the expansion into other schools with other priorities and ways of using the Passport Points mechanisms other than the qualitative surveys, observations and individual reporting from teachers, other staff and parents were necessary.

The targeted goal for the Passport Programme of improved regular attendance is being incorporated into the programme designs at some schools but reporting measures have yet to be designed in ways that will capture accurately the relationship between points awards and attendance. This is a matter for 2011 evaluation design.

Results

This report provides a description of the operations of the Passport Programme in the six schools which have been operating for at least the whole of 2010 and for which data are available. It provides a detailed description in the form of a case study of Neerigen Brook Primary School which commenced the Passport Programme in 2008 as part of a larger Full Service School model. Its experiences of implementation can provide some guidance to how the Passport Programme can complement other programmes for engagement and improved attendance. It can also provide some data which can in the future be assessed alongside other data such as NAPLAN scores and AEDI information.

For NBPS, parent and community member involvement in the activities of the schools has remained steady over the past four years and remains an important part of the educational experience of children. The NAPLAN results for NBPS over the past three years, 2008, 2009 and 2010 show steady improvement across all four categories. While it is not possible to claim the FSS or specifically the Passport Programme has caused this trend, it has created an environment within and external to the school in the wider community which sees an increase in parent interest and participation since the beginning of the FSS and Passport Programme and improved attendance for the minority of students for whom attendance was an issue.

For the other five schools which were able to provide full 2010 data and some supporting previous narratives, the value of the programme is considered to be highly regarded by the schools and the parents. This report provides a base line against which performance in 2011 may be compared. Participation remains generally steady, although there are some unexplained movements which should be followed up in 2011.
The Progress Report of the Community Development Foundation outlines some of the processes used as well as a description of schools involved in the scheme and can be read in conjunction with this report.
Introduction

The Passport Programme commenced in 2008 in four schools in low socio-economic locations to address a perceived need to encourage parent participation in the schools to assist with improving children’s educational advancement. It has been generally established (Cairney, Ruge, Buchanan, Lowe, & Munsie, 1995; Concha Delgado-Gaitan, 1990; Epstein, 1995; Henderson & Mapp, 2002; Walberg, 1984; Weiss, 2000) that parental participation contributes to children’s educational outcomes. The earlier landmark Plowden report (1967) into primary education had noted that association does not reveal causation. So it was not then known whether parents being involved in their children’s school causes better educational attainment, or the other way round, that children doing well increases the likelihood of parents becoming involved. As the report (Plowden, 1967, p. 37) asked:

Is performance better where parents encourage more? Do parents encourage more where performance is better? Common sense suggests that each factor is related to the other, and both are related to the work of the school itself. Homes and schools interact continuously. An improvement in school may raise the level of parental interest, and that in its turn may lead to further improvement in school - or deterioration may also be cumulative, as seems often to have happened with the children of manual workers. The movement may start in the home. A strengthening of parental encouragement may produce better performance in school, and thus stimulate the parents to encourage more; or discouragement in the home may initiate a vicious downward circle.

Subsequent studies support the contention that indeed it is both, but that children do better at school if their parents are involved at the school and not merely interested in their education. It is also now accepted that low-socio-economic status is correlated with lower educational outcomes (Sacker, Schoon, & Bartley, 2002) and future health and welfare status (Case, Lubotsky, & Paxson, 2002; Currie, 2009; Marmot, 2010) as well as the tendency of parents of lower socio-economic status to be less engaged in the schools (Benson & Martin, 2003; Concha Delgado-Gaitan, 1991). These conditions and outcomes make it imperative for a social policy approach which must include local solutions to local concerns. Teachers well know that children who come to school hungry or with little preparation for the tasks of school learning are ill equipped to engage and their progress hampered. For those children and families who see little relevance in the school day non-attendance is the chosen option. The local solutions to local problems in the case of Neerigen Brook PS included adopting a Full Service School model into which the Passport Programme was a good fit. The programme and operations of the Passport Programme at NBPS are provided as a case study to provide a detailed account from which subsequent evaluative studies may be developed.
Neerigen Brook Primary School Case Study

As far back as 1944 in the UK Education Act, community schools were mooted as being a valuable component of the education process with Plowden (1967, p. 44) reiterating this desire for their establishment stating:

*local education authorities have a responsibility to contribute to the spiritual, mental, and physical development of the community,*

and anticipating a school such as Neerigen Brook PS has aspired to be. Developments in the US were even earlier with Community Schools in evidence in the 1920s (Richardson, 2009).

The overall goals of the FSS, more commonly titled Community School in the US, are to positively affect children’s educational attainment in recognition that some of the negative socio-economic and health and welfare conditions in the locale are thought to contribute to poor school attendance, poor classroom participation, poor learning and academic progress. These are considered to lead to poor educational attainment leading in turn to poor workforce attachment, inadequate social competence and, possibly other social problems such as drug and alcohol abuse, criminal activities and other anti-social behaviours. In short, it is well accepted that positive school attachment is one of the major contributors to positive adult outcomes (Adelman & Taylor, 2000; Dryfoos, 1994). The FSS has established that Early Intervention such as systematic programmes to encourage pre-school and school age participation result in greater educational attainment and retention, leading to greater adult success. Central to this is parental involvement. Studies (Blank, Melaville, & Shah, 2003; Henderson & Mapp, 2002; Reynolds, Temple, Robertson, & Mann, 2001) have shown that when parents are involved in their children’s schooling, those children tend to have better grades and long term results. Social Capital, or those cohesive community and social bonds between people, has been found (Dryfoos, Quinn, & Barkin, 2005) to increase with FSS or community school activity leading to better local resourcing and supports for neighbourhoods including their schools, in turn leading to greater academic achievements. All these emerging studies encouraged NBPS to design a programme to address the potential educational outcomes of the low socio-economic status of the school which were evidenced by low AEDI (Australian Early Development Index) scores. In 2005 these scores were considered to demonstrate significant cause for concern with scores on the five developmental domains of language and cognitive skills, physical health and well being, communication skills and general knowledge, emotional maturity, social competence indicating developmental vulnerability or at risk for around 10% of children with over 20% in language and cognitive skills.

Actual performance and behaviour issues found in the school further supported the need to undertake the business of education differently. Seeking support for this ambitious undertaking, NBPS formed a relationship with the
Community Development Foundation (CDF) which sought to assist local communities to access resources for their innovative programmes.

From these derived and joint understandings the resultant goals were refined to focus specifically on i) parental engagement and involvement in their children’s schooling and in the general activities in the school, and ii) children’s attendance. These two goals led to the specific design of the Passport Programme as it operated in NBPS.

NBPS’s engagement with the Passport Programme occurred some six months after commencing the FSS model which is briefly described here to provide background to the Passport Programme.

The contemporary Full Service School (FSS) model is commonly thought to have originated in the US (Dryfoos, 1994) and incorporates the provision of health and welfare services for families of the school with the intention of addressing some of the barriers poor health and social conditions present to children’s educational performance. A variety of provision mechanisms exist and the model too has different names, but all have as their primary focus the recognition that what happens in the child’s family and life outside school in the locale in which s/he lives will have some affect on the adult the child will become. Poor socio-economic environments are recognised as potential deterrents to learning for children (Dryfoos, 1994) and the risk factors of poverty, violence, drug use, crime, poor health and mental health and others are thought to make educational achievement more difficult (Cunha & Heckman, 2009; Fraser & Terzian, 2005). FSS aim therefore to provide services, either through partnerships with service agencies located on site or through linked services off site, which will seek to provide protective factors. Good quality preventive health care, including auxiliary and mental health services, counselling, educational provision such as nutrition and parenting classes, and resource access such as cheap food from Food Banks can all form part of school-based or school-linked FSS.

The idea of providing services to overcome disadvantage, however, remains located firmly in a deficit paradigm, in which the school community is clearly defined as one of deficiencies: lack of income, low educational status, low employment, poor health and high crime rates with related drug use and violence. There is a very fine line between identifying social problems such as these in a local area and defining the people who experience these as the problem, such that the areas and the people are known as the problems. Consequently people in such areas come to accept this definition of themselves with their service providers sometimes concurring. NBPS took its lead initially from another WA located primary school with its influences from the US model and other examples in Australia, such as those sponsored in the mid-nineties by the Australian Centre for Equity through Education (ACEE).

An alternate approach to the deficit model was stimulated by a group of social work students who were undertaking a project with the school within the first
year of the NBPS’ operation who brought with them principles drawn from strengths-based practice (Saleebey, 1992). While not dismissing the fact of disadvantage, this approach suggests that even though people may experience severe privations, this does not necessarily mean that people are rendered therefore incapable or unable. The strengths-based position maintains that all people have the capacity to do and to know, no matter how small. The practice of professionals working with these people is directed to finding those strengths, encouraging people to acknowledge these hitherto dismissed or hidden abilities and then assisting them to employ those latent and developing skills and knowledges. Challenging the perception of total deficit, therefore, became a central focus adopted by the Neerigen Brook PS shortly after its commencement of the FSS model and it significantly shaped the way the model developed. Nevertheless, the architects of the NBPS model of FSS also were realistic in their design, realising not only that the school families were resource poor but also they were likely to have some hesitations about approaching the school because of previous interactions with authority. The Passport Programme was an ideal opportunity to address both of these concerns at the same time as meeting the overt goals of the Programme.

Neerigen Brook commenced its FSS programme with a number of external agency linkages, such as Starrick which provided a domestic counselling service for both parents and children, thereby meeting an acknowledged need for accessible and locally available services. This agency provided a worker to work at the school one day a week. In addition to these already established services the school Principal envisaged the possibility of having parent activities which would meet a perceived and stated need of the opportunity to learn and practice specified skills such as computer use. These were anticipated to be able to operate in some of the demountable buildings on the school site which were then unused. Discussions with parents were held to try and identify what activities would be appropriate and importantly which would be used. At this time the CDF was contacted for assistance and the MOASH was provided. Between this time and the beginning of the 2008 school year the CDF had provided $2000 to fund a programme initially called the Friends of Neerigen Brook which would support the emerging programmes and through resourcing and positively reinforcing good relationships with the school. Thus the ‘passport’ strategy commenced for such activities as parent assistance with classroom activities, attendance in the MOASH building or participating in the play groups. By the beginning of Term 2 the programme had developed to include an extended number of activities in which parents, community members and children could participate to earn points that could be redeemed at the uniform shop, the canteen or for excursions. This programme has now been in operation for three

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2 Gathered through informal needs survey with parents.
years, is no longer called Friends of Neerigen Brook, instead being known as the Passport programme and has extended in 2010 to a Justice School Link.\(^3\)

**Programme Design**

Initially called Friends of Neerigen Brook, the Passport Programme was designed to encourage parental and other community member involvement in the school. A description of the processes can be seen at Appendix I. While activities have been added and changed, the principle of operation remains the same. Participants were issued with a Passport which would record their ‘earnings’. While parent activities started in the demountable buildings and then moved to the MOASH on its completion in 2008, parents are involved in activities in classrooms, the library, the office and off site, for carnivals and excursions.

**Evaluating the Passport Programme**

Since the rapid and extensive expansion of the Passport scheme in the previous year, the need to establish both how well and why the programme is working at Neerigen Brook has become imperative, not least to demonstrate value for money to the funders who are promoting the scheme across the state as well as possibly nationally. More specifically the school itself wishes to be able to link parent participation with improved educational outcomes of the children. In part the next AEDI survey may be used as will the NAPLAN results although these will not be able to demonstrate causation, merely whether or not there is a correlation. An evaluative mechanism is needed that will provide meaningful data to the school, parents, funders and the Education Departments. To this end, baseline data are now being gathered to provide the foundations for more rigorous effectiveness assessments in the future. As this process is in its infancy the best that can be gathered is systematic participation in the programme. A further consideration is that data collection does not impose additional time and labour costs in workplaces already over capacity.

When the Passport Programme started operating in 2008 at Neerigen Brook it was just another of the programmes included in a range of activities intended to support the school’s goal of improving:

> the conditions of teaching and learning within Neerigen Brook Primary School
> and assisting neighbouring schools by attending to the personal and social

\(^3\) The Justice School Link uses the same processes as the Passport programme, rewarding parents for engaging in activities for which they receive Neerigen Dollars which can be used to purchase items for and by their children. The difference is that the parent is in prison and the activities are not directly related to the school. Instead the activities are those negotiated between the school and the participating prison and include educational or rehabilitation activities. The CDF currently funds this programme and negotiations are under way to seek funding from the Attorney General’s Department. This programme is the subject of a separate report.
Little thought was given to evaluating the particular programme save as part of the overall FSS model for which evaluative mechanisms were framed within an Action Research (AR) approach.

**Action Research**

As this FSS model was innovative in WA and rapidly developed its own character, AR was an appropriate choice for evaluation as its formative nature meant stakeholders could engage in regular reviews of progress and apply changes as desired and considered necessary. The adoption of a strengths-based approach early in the life of the model is one example of the readiness to review and change according to emerging insights. The introduction of the Passport programme was another indication of the ability to recognise the possibilities for the model and respond with imagination. Action Research is a familiar strategy in Education and is used both within and outside the classroom in schools to assist teachers in their own and their pupils’ development (Altrichter, 2008; Lassonde & Israel, 2008). Using ongoing spirals of the *Look, think, act* sequence, improvements to the learning environment and process are made by those most involved and affected. This gives all participants a stake in the process in which they have a sense of ownership and subsequent commitment. This approach was taken by the research team which was engaged by the school at the beginning of the project, and subsequent interactions with the social work student groups reinforced these processes. Inherent in the use of AR is evaluation in its reviewing as part of the *think* segment in the spiral. While learnings emerge from this process, the assessment of whether or not the project is effective or has met the specified goals is of lesser consideration. It is this aspect of evaluation which is more usually undertaken through a summative mechanism, which still needs to be stated clearly at the outset.

**Methods**

Once it became evident that the Passport programme was attractive to parents and teachers and the funders believed in its potential, a number of evaluative strategies were used: the gathering of narratives from teachers, other school staff and parents; school surveys of parents incorporating both quantitative and qualitative data; and short surveys comprising quantitative data only. A discussion of some of the findings follows.
Findings

**Qualitative evaluation – the narratives of staff and parents**

From early in the implementation of the programme comments from school staff, teachers and parents revealed their appreciation. In reference to the increased attendance at the reading playgroup one teacher remarked:

*This increase is fantastic. We now have 2 dads bring their little ones to the group, before the scheme no dads coming. Sometimes both the parents will attend (Friends of Neerigen Data 19/3/2008).*

Another teacher noted that parent and community helpers:

*are spread through the school. A lady comes in 2 days a week. One lady we have coming in is very talented and artistic and is doing a great job (Friends of Neerigen Data 19/3/2008).*

Not only was the increased participation and assistance valued, this latter remark also demonstrates the recognition of assets present in a group that previously may not have been considered to have strengths.

Staff too reported parents’ reactions:

*One mum said to me: “My son needs new uniforms”. This mum has been in and purchased new uniforms for her son and is now able to send him to the swimming lessons and have all his new school supplies for the new year (Friends of Neerigen Data Aug/2008).*

**Surveys**

School surveys have been regularly conducted. **Appendix II** shows the first report in 2008 after the Passport Programme had been running as part of the FSS for one term. The positive responses and the evident engagement in a range of activities in the school were recorded. Children’s benefits in being able to access services and engage in new activities are supplemented by parents reporting that they are no longer constrained in providing for their children because of lack of money.

It is noteworthy that the term *volunteer* is used, while in fact, many of those participating did so with the incentives of the Passport points. However, as previously mentioned often low socio-economic status parents are particularly resource poor and the points acknowledge this. Moreover, volunteering as an activity is not free from incentives or other inducements (Chinman & Wandersman, 1999) and the debate concerning the difference between volunteering and community service remains unresolved (Stukas & Snyder, 1999). An interesting study might be suggested as an outcome of this programme as to the continued engagement of people if and when inducements are no longer supplied, and the extent to which ongoing supportive networks are achieved.
The 2009 school survey, which showed a high return rate of nearly 40% of parents, indicated positive attitudes towards the FSS, even though the phrasing of the questions invite positive comments. This survey included a question on the FSS model.

Some of the responses to requests for feedback included:

I do not have one particular aspect in preference. I have found this to be a one of a kind school. I have never seen another school operating as this one does.
The school is always encouraging parent support and involvement.
The community feel, everyone knows everyone, the teachers are great.
The community spirit shown to by most of the parents and staff who have children that attend the school or early playgroup centre.
The extra resources that are provided to parents i.e. counselling etc. as it shows the school are thinking about the child’s well being as well as their education.
Close by, huge undercover assembly hall and many shade covers, enjoy play group and assemblies, heaps of rewards and certificates, friendly respectful and hard working staff, PACMAN\textsuperscript{4} building, passport programme
Rewards for good behaviour and school work
Support for families, reasonable costs for lunches for children. The passport scheme.

(School parent survey 27/7/09)

Not all responses were favourable however. In particular reference to the reward system used in the Passport programme for attendance one parent stated:

It seems the more trouble kids get in the more rewards. \textit{All equal}\textsuperscript{5} should apply some rules and rewards for all (School parent survey 27/7/09).

This is despite it being quite clear from above that another parent acknowledged a rewards system for good behaviour as well as the attendance programme for ‘at-risk’ children (to be discussed later).

Other negative responses referred mainly to aspects unconnected with the FSS such as parking availability and the associated difficulties for parents dropping off and picking up their children. It was during this survey that parents also recorded their concern about behaviour and comprehensive anti-bullying strategies were designed as a response, indicating the preparedness to respond to feedback and include those providing feedback in the design of strategies, in accordance with Action Research principles. Appendix III provides a collation of responses for Education, Behaviour and FSS.

The survey of 2010 indicated similar results, although the response rate was much lower at 13%, but, of the respondents all but two were overwhelmingly positive. The interest in returning surveys has its limits for people who are already present and giving feedback in a number of other ways. The number of passport holders and their involvement in the day to day activities of the school shown

\textsuperscript{4} The acronym refers to Parents and Community Members Actively Networking, the name given to the MOASH building by parents.

\textsuperscript{5} Referring to the school motto, All Different All Equal.
through their participation in activities and redeeming the Passport Points would indicate that a measure of feedback might be considered by them to be part of the normal daily exchange. In the manner of Action Research principles or other formative evaluation processes, some of the feedback demonstrates how the school has addressed some of the concerns mentioned in the previous survey which identified behaviour as an issue. In particular the parents value the relationships they have with the school staff citing atmosphere and friendliness of the staff.
Quantitative data

In addition to qualitative feedback surveys also recorded such data as increased participation. The figures at the end of the first term of the Passport programme operating showed significant increases across five activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making classroom resources for the teachers</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;C members(parents)</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Canteen helpers</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Reading playgroup</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Early childhood playgroup</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

(Friends of Neerigen data 19/3/2008)

These raw figures do not differentiate any further and it is not known if the increases across the activities count the same people or whether they contain entirely different populations. So the conclusion that there was greater parent involvement may not be as reliable as the figures may suggest. It is also not known if this increase would have happened without the Passport incentives. What we do know is that since that time, the number of Passport holders has increased to include 92% of all Neerigen Brook Primary School families in 2010 (Neerigen Brook Data 13/8/10).

A new collection format was therefore required. From this form (found at Appendix IV) it will be possible to assess activity over a year as well as compare activity across schools using the unit of a term. By further detailing how parents use the earned points we gain further information about priorities for parents, and although this is of limited value, it may be of use to schools as to what to include in their offerings. It would also be useful to know how parents gained their points, schools report that to gather this data would require a level of sophistication in their recording that would be onerous on teachers and other staff involved. At all costs, it is important that this data collection process does not add further burdens as already the Passport Programme is an additional recording activity. The design for the basic involvement and expenditure data collection was implemented in the middle of 2010 and sent out to all schools operating the system.

Prior to the implementation of the current data collection instrument, another form of gathering data was used. Data collected in Term 1 are at Appendix V. This was intended to try to assess the nature of involvement, with which activities and most particularly, who from families participates. It quickly became clear from this
form that it was time consuming to administer. While it is useful to know what activities people are participating in and whether parents or other carers or community members are involved it remains a fairly indiscriminate measure and one, without more detail which is probably not cost-effective to collect. The accompanying narratives tell a more in-depth story of the experiences and needs of people involved.

The following graph shows the 2010 data for NBPS which was instituted in 2010 across the schools which operate the Passport Programme. From these data, albeit that they vary in what and how information has been collected, it is clear that the Passport programme has held its appeal to parents with the majority of parents holding passports consistently over 2010 and indeed, from the start of the programme. While the numbers of parents in the school participating in the programme in 2008 (see Appendix II) is not compared to the total number of parents in the school, nor are the figures able to discern total numbers (that is, the same parents may be volunteering across all activities for example, Table 2) the initial interest in the scheme is clearly evidenced by the total number of volunteer hours (Table 1) the range of activities and the fact that numbers increased from before the commencement of the scheme. In 2010 the number of passport holders has remained consistently high.
Points earned/spent($)
Term 2: 20000/20000 ($)(Other= attendance)
Term 3: 20000/2050

The other measure of engagement is the expenditure data. This indicates that parents value their children’s opportunity to purchase food from the canteen, this being the biggest exchange of points. This is closely followed by the purchase of uniforms and to a lesser degree excursions and incursions. These figures do not enable a more specific assessment to be made of how many parents are involved and exchanging their points, but on average $2000 are earned and expended each term. As on average 10 points equal one hour of participation, an average of approximately 40 hours per week is spent in the school. While this represents less than an hour per week per family, it must be assumed that some families do not participate to a great deal or at all. In any case the fact of the expenditure of $2000 per term is an indication that for some families this represents a significant engagement as most items, uniforms and excursions, for example, are costly.

A study conducted as an Honours Dissertation (Odeleye, 2010) project in 2010 specifically considering parent partnerships with the school through the FSS programme examined the nature of partnerships, which is one indicator of engagement. This study concluded that true partnerships, or the ability of parents to be fully and equally responsible for activities in the school, was not achieved. This is not wholly surprising given the structure and role of the education system in WA. However, the study did conclude that the FSS model at NBPS was an effective mechanism to achieve parental involvement (Odeleye, 2010, p. 58). This was one of the original (and continuing) goals of the FSS (Barnett, 2008, p. 2) and to have their input to the design and operation of the FSS model. While this goal has yet to be
fully achieved, parents are visible in greater numbers on the school grounds on a daily basis, have continuing and influential presence on the School Board and increasingly participate with and for their children in a variety of classroom and non-classroom activities. How this will affect children’s educational achievements is yet to be known, although the NAPLAN results are promising. There has been a steady improvement of results across the four categories and while comparative data with schools of similar status are not available for 2010, it is anticipated that this gap is closing. While this improvement cannot be stated to be the result of the FSS or the Passport Programme, it may be supposed that increased involvement by parents with greater attention being paid by the school to engaging with parents and the local community has resulted in an environment responsive to the needs of the children. The next AEDI results will provide some interesting material for comparison.

The other goal of the Passport Programme, increased attendance at school is the other strategy funded through the scheme. Here students identified as ‘at risk’, that is their attendance is so low as to render them educationally disengaged, are placed on a programme in which rewards are provided for continual attendance. Appendix VI provides the structure of the programme in 2008.

The attendance figures across the two years 2009 and 2010 for term 1 show slight improvements until the last two years. From these figures it is not possible to make any suppositions as to why years 6 and 7 have fallen in attendance rates, but this is a matter to explore in 2011.

Attendance figures for NBPS 2009 and 2010

<table>
<thead>
<tr>
<th>years</th>
<th>Attendance % 2009 term 1</th>
<th>Attendance % 2010 term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>88.25</td>
<td>89.07</td>
</tr>
<tr>
<td>Pp</td>
<td>82.37</td>
<td>84.50</td>
</tr>
<tr>
<td>1</td>
<td>88.30</td>
<td>89.52</td>
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<tr>
<td>2</td>
<td>87.05</td>
<td>90.29</td>
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<tr>
<td>3</td>
<td>88.65</td>
<td>91.93</td>
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<td>4</td>
<td>79.24</td>
<td>87.95</td>
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<tr>
<td>5</td>
<td>85.13</td>
<td>88.33</td>
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<tr>
<td>6</td>
<td>92.44</td>
<td>90.02</td>
</tr>
<tr>
<td>7</td>
<td>92.57</td>
<td>84.45</td>
</tr>
</tbody>
</table>

By 2010 the following report was made to CDF.

Attendance Program Term 1 2010.
Children whose attendance is a concern (below 80%) are in the ‘A’ Team and report to the office at 8.50 daily. Children are also encouraged to be punctual to school. If the student attends for two consecutive days, they receive a voucher to use in the canteen or they can choose to ‘bank’ it and save for something else eg. from the Uniform Shop or for an excursion.
There are 39 children in the ‘A’ Team. 21 children have shown significant improvement, 10 of them achieving 100% attendance over the four weeks the program has been in place. On average student attendance improved from 69.5% before the program commenced, to 86.7% for the four weeks the program was in place.
$156.50 in vouchers has been paid to the students. Prizes will be awarded by the end of the term to reward children with constant improvement in their attendance.
Future data collection

In light of the trialling of different data collection methods, another mechanism may be used to provide additional information. This is a survey which is detailed at Appendix VII. There will be more specific information about the activities parents engage in to earn points as well as their reasons for doing so. There is also the opportunity to seek views from parents as to whether they believe there is any connection between their involvement in the school through the Passport scheme and their children’s educational progress. Learnings from this may provide further information to shape later studies. This survey is designed to be administered on one visit to schools which have been operating the Passport programme for longer than one term.
Schools general

As of 26th January 2011 seventeen schools are listed as operating the Passport Programme (see Appendix VIII). Of these four commenced at the same time in 2008: Neerigen Brook PS, Yule Brook (Middle School), Wirrabirra and Westfield. In 2009 three more schools started: Gosnells, Redcliffe and Thornlie. The bulk of commencements were in 2010: East Narrogin, Katanning, Narrogin High School, Medina, Coodanup Community College, Avonvale, Bluff Point, Kondinin and Kulin District High. Twelve schools are signed up to start in 2011: Cloverdale, Narrogin, Girrawheen SHS, Swan View SHS, Beachlands, Bentley, Hilton, Mount Lockyer, Mullewa District High, Seaforth, Wagin District High and Williams. A further seven schools are interested and planning for entering the programme: Pegs Creek, Pingelly, Mount Barker, Southwell, Dawson Park, Broome SHS and Brookman. Two schools have had discussion about the programme but one is not proceeding because the programme could offer nothing to its already achieved goals, and the other is closing until 2013. This represents a two-fold increase in schools running the Passport Programme since its inception in 2008, and if we count those ready to start in 2011 and those planning to start, it represents an eight-fold increase. This by any measure is significant, for it demonstrates the desire of Principals and their schools to attend to some of their challenges in imaginative and creative ways. The locations of the schools are fairly evenly spread throughout urban and rural/regional settings and across Education Department Districts, some of which have sponsored the programme financially or with other resources. All schools operating the programme do so with the approval of the Department.

As already mentioned only four schools have been operating for three years and of these, only NBPS has attended in a dedicated way to evaluating the Programme. Although it has to be said that the Passport Programme, which has become the central programme of the Model, was not the main driver for the evaluation. Rather the entire model was the target for wanting to know what worked with families and children to engage them in the business of education.

The evaluation framework designed for 2010 was constructed in the middle of the year with the intention of providing base line data on which to assess developments in schools. As such, data collected prior to that time tended to be sporadic and un-systematic, representative of the school from which they came, and generally qualitative in form.

Some of the schools which started in 2010 have provided data and these are now reported.
Gosnells Primary School

Gosnells started the Passport Programme at the beginning of 2009, as a result of its proximity to and therefore knowledge of the operations of the Passport component of the FSS at NBPS. Data about participation rates were not collected from the beginning of the implementation of the programme, although an associated review produced the following comments.

Participants – Recently our school had an Expert Review Team review the school. The team commented that staff and parents all talked positively about the Passport Program.

Staff Comments;
Deputy Principal 1 – The program has been very successful for the attendance program. We can already see the improvement in attendance by using the resources of the passport program it has also helps the self esteem of parents that are in low socio-economic area. They know that they can help in the school and also help their child and use the money for their child.
Deputy Principal 2 – I think that the volunteer program has enable me to build a rapport with parents so that when there are difficulties at school with a student, the parent is more receptive to listening as I have already built a mutual trust. Parents also see that they have value in the school and that we acknowledge their skills. I have also been able to use the program so that parents are able to save their points for swimming – this really assists parents that are financially struggling.
Staff – Most of the staff have been extremely positive
PE Teacher - I saw a group parent sitting around the school from 7.30am onwards and they were quite often very negative. I needed assistance with the sports equipment and encourage one of the parents to join the program. Now he is actively involved in the school and feels more positive about the school.
Junior Teacher Assistant – I have set up a reading program that is easy for volunteers to access. The parents read with the students and practices sight words. This has enabled me to help more students in the school.
Junior Teacher 1 - The volunteer program has assisted to teach parents how they help their children to read at home. This confidence has meant that the students learning environment at home has become enriched. It has also meant that parents that arrive at school early (quite often because they are lonely) now have a real purpose in the mornings.
Junior Teacher 2 – I have a group of students that are very weak this year. One parent has taken on the responsibility to make resources and organise other parents to assist students to read in the morning and practice phonic skills.
Canteen – I have never had so many parents volunteer. Some parents now use the canteen as a safe stepping stone to getting back into the work force. One of the parents now has a cleaning job at the school. It has also helped some of the parents that have been involved in domestic violence to form friendships in the community.
The participation data show that for the first two terms of 2010 passport holders remained steady at around 28% of all families. However in the third term, the rate dropped to around 17%. The total number of families rose slightly, but not enough to explain the drop in Passport holders. This curiosity is enhanced by the
considerable rise in expenditure of points in Term 3. While expenditure on ex/incursions remained steady, expenditure on both uniforms and canteen rose. While it may be tempting to suggest that the passports were being used to save up for uniforms, such an explanation does not hold plausibility for expenditure at the canteen. This is a matter to be pursued in 2011.
**Redcliffe Primary School**

Redcliffe PS was another to start the Passport Programme in 2009 in term 3 after hearing of the success at NBPS. Facing similar issues as NBPS Redcliffe believed the Passport strategy would assist them to achieve similar goals. Answering questions from a previous survey, the Redcliffe coordinator reported early in 2010:

Redcliffe Primary School commenced the Passport program in 2009 and was pleased with the increase in parental helpers. In 2010 the program has continued and there has been an even greater increase in participation by parents across the areas specified

**Verbal Feedback – Participants:** Parents, especially those who participated in the program in 2009 are embracing the scheme again. They are enjoying being able to purchase uniforms, lunches and treats on Ice-cream day for their children. The number of parents registering did increase this year (2010) and are getting their passports signed more regularly. A couple of parents have commented that parents at other schools believe our parents are lucky to be rewarded for their help within the school. In general, parents are very happy with the scheme.

**Verbal Feedback - Staff:** Staff of parent helpers are happy to sign the passports. Staff in the Early Childhood area and Year 1 and 2 group are very appreciative with the extra help in the classrooms.

**Feedback - Parent and Citizens Association:** The P & C president has commented that the number of parents attend the meetings in 2010 has now doubled.
While the proportion of families with passports is small, at roughly 19%, this proportion has remained fairly steady over terms 2 and 3. The interest perhaps may be explained in part by the expenditure on uniforms in Term 2, which appeared to be totally absent in Term 3.
Tranby Primary School

Tranby PS has been operating the Passport Programme since Term 3 2009. Since it started it has remained consistently interested, and despite the data collection instrument being devised only in the middle of 2010, was able to return to its own records to provide data for the last two terms of 2009 as well.

Dancing
A Year 5 boy was upset. When we investigated further it was because the family could not afford to pay for the dance lessons. These cost $3 per week, with a maximum of $6 per week for every family with more than 2 children. We didn’t know about the boy’s concerns, as the family were too proud to talk about it. The father is an amazing athlete – a professional wrestler – so we approached him to help with after school sport. He came to work as an assistant for two hours per week, with both football and netball. He then earned enough Passport points to pay for the children to go to dance lessons. The final dance lesson was a social and dance competition. The father came to watch his son perform and his son really outperformed everyone in his class! In addition, we had about 25 other parents who came to watch their children, all earning Passport points.

Home Early Intervention Program
We have obtained funding for our school nurse and an early childhood teacher to visit homes where there are little children, who do not yet attend school. The purpose of this is to make links with families and to strengthen their ability to prepare their children for school, both in educational and health issues. The families earn Passport points for each meeting. We are setting up a playgroup too, where they can earn further points and access workshops and support. One family, of Arabic origin, were very welcoming to our staff, and provided them with a beautiful morning tea. There were several little children in the home, one of whom being a little boy with autism. Although they were receiving support from the Autism Association, the father was very concerned about him, as he didn’t know whether he would be able to attend school. The school staff were able to reassure him that the boy was very welcome to start kindy and that we would connect with the appropriate services.

Report Time
We have a child with significant behaviour issues whose mother has been working very hard, together with the school and other agencies, to make a difference for him. He is also very bright. Every day his mother has been coming into class before school to listen to him read, which has earned her many Passport points. His end of semester report has shown fantastic progress, both socially and academically. His mother came to see the principal to express her delight at his progress, acknowledging the value of coming in every day to read with him, and the financial advantage she had also gained. Her main delight, though, was that her son was doing so well.

Assemblies
Before the Passports program we used to get two to three families coming along to assembly, usually the same ones. Now we have usually about 20, all receiving points. A student councillor came up with the idea of further rewarding parents for coming, and gives out raffle tickets to all families at assembly. At the end of the assembly, if they are still there (!) then he draws the raffle and the winner has a bonus 30 Passport points. The parents love this and everyone cheers!

Taxi Voucher
A parent was reluctant to take her child to therapy appointments, mainly due to nerves and lack of transport. The school nurse worked hard with the parent and convinced her of the worth of attending the appointments. However, she could not get there without assistance, so we used the Passport points to purchase taxi vouchers for the parent. She can now attend and the child will benefit from two different therapies that he would not otherwise have had.

These are some examples of the impact the passport program has had on Tranby. The delight at seeing parents being able to purchase uniforms, pay for excursions and incursions and the benefits for the children in so many ways are immeasurable. We are indeed fortunate to be part of this program.
The participation data show that the rates of families with passports have increased from 2009 to 2010 from a percentage of 40% in 2009 to 66% over 2010. While the increase is pleasing, maintaining this level supports the narratives provided by the coordinator above. Tranby school also appears to be somewhat different in expenditure habits from the previously presented schools in that the biggest
category of expenditure is ‘Other’, with books, excursions and other activities as mentioned above being well represented.
Westfield Primary School

Westfield PS was another of the first schools to implement the Passport Programme, starting at the same time as NBPS in Term 2 2008. Westfield was impressed by the success that NPBS was having in issues of attendance and due to the similar nature of the schools decided to implement the Passport Programme.

The participation rates for 2010 are interesting, showing 100% passport holders of all families in the school. However, this drops to around 40% in Term 3.
The expenditure figures provide little explanation, as Term 3 is the only provided information and the bulk of expenditure is at the canteen. For 2011 it would be interesting to follow up with Westfield school as to how the Passport Programme is being experienced.
Wirrabirra Primary School

As with the previous three schools, Wirrabirra PS also commenced the Passport Programme in Term 3 2009, once again through hearing the success stories that were being produced through NBPS.

Participation for 2010 shows small but increasing rates from around 22% in Term 1 to 27% in Term 3. Expenditure of the points show the canteen to be the
most popular with uniforms taking up a sizeable proportion. Interestingly, the other major expenditure is on attendance prizes. While other schools incorporate attendance as part of their Passport Programme, Wirrabirra is the only one to record this type of expenditure for attendance reward. Attendance, how it is encouraged and its relation to the Passport Programme is a matter for consideration in 2011.
Appendix I. Friends of Neerigen Brook Programme

This is a project currently funded by the Community Foundation in which parents join a passport scheme and earn 10 points for every hour in which they work in student based or non student based activities such as mentors, P and C meetings, school council meetings, attending the play groups, cooking volunteer, helping in uniform shop or canteen. The points can then be cashed for monopoly money every 10 points is equal to 1 hour which is equal to $1.00. This money can then be used at either the canteen or the school uniform shop. Please see attached for guidelines of this programme.

Friends of NBPS Guidelines

- Starts each term week1 and points are added at the end of each week and allocation of rewards will be given as targets are reached.
- Passports will not be valid until they have been endorsed by the front office.
- 10 bonus points for joining.
- Points will expire at the end of each term.
- Vouchers are valid until the end of the school year.
- The Parent Support Officer will communicate with parents regarding points.
- Community members who volunteer in the school but do not have a child can adopt a child for the term, this need to be negotiated with Parent Support Officer.
- All sessions are a minimum of an hour.
- You will be required to sign a confidentiality agreement if you are a parent of the school and will be helping with students. If you are not a parent of the school and you will be helping with students you will need to complete a working with children check. Please see the coordinator for the forms.
- Every 10 points equals $1.00
- Points are redeemable after you have reached 20 points. E.g. 10 points for joining and 10 points for first hour of help.
- Points are to be tallied and vouchers given out each week, where possible.
- Bringing along a friend to join will earn you 10 bonus points.
- Uniforms and canteen food can be purchased by using vouchers towards the total cost of the item.
- Vouchers are redeemable at the canteen and uniform shop only. We will be looking into adding more areas in which to redeem your vouchers at a later date.
- To help in the canteen please see the canteen manager. To help anywhere else please see the coordinator.
- It is the passport holders’ responsibility to get it stamped each day after each session. No back dating of stamping will occur.
- Unfortunately if your passport is lost or stolen your points cannot be redeemed.
<table>
<thead>
<tr>
<th>Activity (student based)</th>
<th>Points</th>
<th>Times of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom helper.</td>
<td>10 points per hour</td>
<td>1 hour sessions</td>
</tr>
<tr>
<td>Cooking in year 6/7 catering programme with Narelle or small group work with children PP to year 5</td>
<td>20 points per hour</td>
<td>1.5 hour sessions</td>
</tr>
<tr>
<td>Mentoring working one to one with student</td>
<td>10 points per hour</td>
<td>1 hour sessions</td>
</tr>
<tr>
<td>After school activity programme</td>
<td>10 points per hour</td>
<td>1 hour sessions</td>
</tr>
<tr>
<td>Reading assistance working one to one with student</td>
<td>10 points per hour</td>
<td>1 hour sessions</td>
</tr>
<tr>
<td>Excursion helper</td>
<td>50 points for full day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 points for half day</td>
<td></td>
</tr>
<tr>
<td>Helping at Interschool carnivals</td>
<td>50 points for full day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 points for half day</td>
<td></td>
</tr>
<tr>
<td>Staying with your child to do puzzles, read stories etc. (In Pre Primary and Kindy)</td>
<td>10 points for 30 mins.</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY</strong> (NON – STUDENT BASED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joining the P&amp;C.</td>
<td>10 points</td>
<td>1 hour meetings</td>
</tr>
<tr>
<td>Attending meeting</td>
<td>20 points per hour</td>
<td>One per term</td>
</tr>
<tr>
<td>Café cooking (making a cake or a plate of biscuits for parents to sell at café on Friday)</td>
<td>20 points</td>
<td>1.5 hour sessions</td>
</tr>
<tr>
<td>Café helper (selling icy poles, coffees etc)</td>
<td>20 points</td>
<td>1.5 hour sessions (2:30-3:30pm Fridays)</td>
</tr>
<tr>
<td>Parent/teacher meeting</td>
<td>10 points</td>
<td>1 hour session</td>
</tr>
<tr>
<td>Joining the school council Attending meetings</td>
<td>10 points</td>
<td>1 hour meetings</td>
</tr>
<tr>
<td></td>
<td>20 points per hour</td>
<td>One per term</td>
</tr>
<tr>
<td>Help in the Uniform shop</td>
<td>10 points per hour</td>
<td>1 hour session</td>
</tr>
<tr>
<td>Canteen Help</td>
<td>10 points per hour</td>
<td>1 hour session</td>
</tr>
<tr>
<td>Helping to make classroom resources (E.g. Cutting out, Colouring, Laminating)</td>
<td>10 points per hour</td>
<td>1 hour sessions</td>
</tr>
<tr>
<td>Assembly attendance</td>
<td>10 points per assembly</td>
<td></td>
</tr>
<tr>
<td>Parents accessing any services e.g. read, write, now tutoring, internet café programme, counselling, parent workshops.</td>
<td>10 points per hour</td>
<td>1 hour sessions</td>
</tr>
<tr>
<td>Internet Café programme</td>
<td>Still being developed</td>
<td></td>
</tr>
<tr>
<td>Early Playgroup 0-4 years old Wednesday 9.00 – 11.30</td>
<td>30 points</td>
<td>2.5 hour sessions</td>
</tr>
<tr>
<td>Reading playgroup 0-4 years old Friday 9.00 – 11.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix II NBPS 2008 Survey Report

Full Service Model

**TABLE 1**

<table>
<thead>
<tr>
<th>AREA OF HELP</th>
<th>Kindy Class Helper</th>
<th>Pre Primary Class Helper</th>
<th>Canteen Helper</th>
<th>Uniform Shop Helper</th>
<th>Cooking Class Helper</th>
<th>P&amp;C Member / Meeting</th>
<th>Early Playcentre Playgroup</th>
<th>Reading Play Group</th>
<th>Parent Involvement: School Council</th>
<th>Teacher Resource Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Helpers</td>
<td>0hrs</td>
<td>6hrs</td>
<td>10hrs</td>
<td>0hrs</td>
<td>3hrs</td>
<td>0hrs</td>
<td>15hrs</td>
<td>20hrs</td>
<td>0hrs</td>
<td>6hrs</td>
</tr>
<tr>
<td>Parent helpers</td>
<td>16hrs</td>
<td>3hrs</td>
<td>15hrs</td>
<td>6hrs</td>
<td>8hrs</td>
<td>7hrs 7 new member/s each doing 1 hr per meeting per term.</td>
<td>36hrs Each member attending for a 2 hr session each week.</td>
<td>48hrs Each member attending for a 2 1/2 hr session each week.</td>
<td>6hrs</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 2**

<table>
<thead>
<tr>
<th>AREA OF HELP</th>
<th>Community Members: Before Scheme</th>
<th>Community Members: After Scheme</th>
<th>Parent Involvement: Before Scheme</th>
<th>Parent Involvement: After Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindy Class</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Pre Primary Class</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Canteen Helpers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Uniform Shop</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Cooking Class</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>P&amp;C Members</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>School council</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Resource Making</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Early playgroup</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Reading group</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>
TABLE 3
Mentors comparative data

Date of data collected: 22\textsuperscript{nd} May 2008  
Date Scheme started: 25\textsuperscript{th} February 2008

Table 3 shows the number of mentors that we have in our school and the combined total number of hours they volunteer each week.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Sport</th>
<th>One on One</th>
<th>Classroom Mentor</th>
<th>Total of hours volunteered per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Mentors</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>27hrs</td>
</tr>
<tr>
<td>Parent Mentors</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12hrs</td>
</tr>
</tbody>
</table>

At Neerigen Brook primary School since the Full Service Model was introduced and the friends of Neerigen Brook Passport Scheme got up and running in 2008, we have 157 hours of parents volunteering in the school per week. We also have 81 hours in kind support per week from community members volunteering in the school.

TABLE 4

Date of data collected: 22\textsuperscript{nd} May 2008  
Date Scheme started: 25\textsuperscript{th} February 2008

Table 4 shows the number of mentors that have adopted a student through the Friends of Neerigen passport scheme.

<table>
<thead>
<tr>
<th></th>
<th>Number of Mentors</th>
<th>Number of Adopted students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

The parents of the ‘Adopted’ students were thrilled that someone was willing to give them their points. With winter coming up they are now able to buy warmer school uniforms for their child.
Feedback comments

Mentors

General feedbacks from all the mentors have been that they love coming to Neerigen Brook, it is a friendly school and they have been made to feel very welcome.
They enjoy seeing the difference in the student/class that they are working with.
They think that the passport scheme is a fantastic idea and fully support it.
All the mentors that I have spoken to have agreed to adopted a student to give their hard earned points to.

Teachers

Having extra help in the school is fantastic for the students who do not get any attention at home.
The enthusiasm the mentors bring to the class rubs off well onto the students.
Children get the additional educational help when needed that the teacher cannot always provide one on one.
Great having a lovely friendly face and an extra pair of hands.
The helpers often have new ideas to bring into the class that help the students.
The mentors are making a big difference in the school.
Great to see the canteen getting more helpers.
Gives some of the students’ one on one adult contact that they might not get.

Parents

Saves one mum money, they can use their points to get lunches for their children.
The kids are asking mum to come in and volunteer.
One parent has noticed some behavioural changes in some of the students that she is helping.
One parent who takes a group for cooking has helped children who have never cooked before. This is a way for them to learn new skills.
Really enjoying being a part of the scheme.
Great, able to get more jumpers for their children. Able to get lunches when they run short of bread at home.
Enables students that do not have a uniform to get one and feel a part of the school.
Appendix 111 NBPS 2009 Survey report
2009 Parent Survey 2009 Analysis

The 2009 parent surveys were initially sent out with the newsletter further surveys were then collected at the three way conferences.

The survey was split into three distinct categories these were Education, Behaviour and Full service. Parents were invited to give responses regarding these three areas. On the back of the sheet the parents were invited to name an aspect they most liked and an aspect they most disliked. Additionally they were given the option to leave their name and contact details if they would like to discuss anything further.

**Education**

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is making good educational progress at this school.</td>
<td>1</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>I receive helpful information about my child’s progress and achievement levels.</td>
<td>3</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>This school strives for students to reach their potential.</td>
<td>2</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>My child receives help from staff when he/she experiences learning difficulties.</td>
<td>7</td>
<td>74</td>
<td>2</td>
</tr>
<tr>
<td>The schools staff are approachable and willing to talk about my child’s progress</td>
<td>2</td>
<td>85</td>
<td>1</td>
</tr>
</tbody>
</table>

![Bar Chart](image_url)
Behaviour

The questions on behaviour were as follows:

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. There is effective consistent behaviour management in my child’s classes</td>
<td>8</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>B. The school has a strong focus on promoting and rewarding positive behaviour and good choices.</td>
<td>2</td>
<td>84</td>
<td>1</td>
</tr>
<tr>
<td>C. Incidents of bullying are dealt with well within the school.</td>
<td>7</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>D. The school has high standards of student behaviour.</td>
<td>3</td>
<td>75</td>
<td>9</td>
</tr>
</tbody>
</table>

Recorded Responses
**Full Service**

The questions on Full Service were as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>NA</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I always feel welcome at the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The school works in partnership with parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Staff at the Neerigen Brook always take my concerns seriously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. The passport program is a rewarding and enjoyable way to be involved at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. The school encourages parents to be involved in the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. The school encourages parents to be involved in the school I feel well informed about the activities of the school and its students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. The school strives to provide additional resources and support for parents (workshops, internet, counselling, tutoring, play groups)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recorded Responses**

![Bar chart showing recorded responses for Full Service questions](chart.png)
### Appendix 1V Data collection instrument

<table>
<thead>
<tr>
<th>School</th>
<th>Term no</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numbers of families in school</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numbers of passports held</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total points earned</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points spent this term</th>
<th>Uniforms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total money spent this term on:</th>
<th>Canteen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                                                            | Excursions/incursions |         |
|                                                           |                       |         |

|                                                            | Other, please specify |         |
|                                                           |                       |         |
### Appendix V NBPS data Term 1 2010

#### Data Collection for Neerigen Brook PS May 1\textsuperscript{st} 2010

**Name of person filling in Passport Program Data collection:** Megan Barnett  
**Position:** School Chaplain  
**Date Data collected:** 1\textsuperscript{st} May 2010

#### Data Collection 1

| Type of activity | Who attends  
<table>
<thead>
<tr>
<th>(type)</th>
<th>How many people on average per week since the implementation of the passport program</th>
<th>Are these activities linked to the passport program? Y= yes N= no</th>
<th>Please record the number of people involved prior to the implementation of the passport program</th>
<th>Feedback – verbal comments from participants involved</th>
<th>Feedback – verbal comments from staff involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Playgroup</td>
<td>P &amp; Ch</td>
<td>17</td>
<td>Y</td>
<td>8</td>
<td>See below</td>
</tr>
<tr>
<td>(b) Counselling</td>
<td>P, Gp, Ch</td>
<td>20</td>
<td>Y</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2 counselors now working on site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Uniform shop helpers</td>
<td>P</td>
<td>2</td>
<td>Y</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(d) Canteen helpers</td>
<td>P</td>
<td>3</td>
<td>Y</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>(e) P and C</td>
<td>P</td>
<td>15</td>
<td>Y</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(f) School Council</td>
<td>P</td>
<td>8</td>
<td>Y</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(g) Fundraising committee</td>
<td>P</td>
<td>9</td>
<td>Y</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(h) Classroom helper</td>
<td>P - 5 GP, P</td>
<td>24</td>
<td>Y</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C v - 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Excursion helper</td>
<td>P - 3</td>
<td>25</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) Adult Tutoring</td>
<td>P</td>
<td>3</td>
<td>Y</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>(k) Puzzle time in K &amp; PP</td>
<td>P &amp; Ch</td>
<td>12</td>
<td>Y</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(l) Hair inspection</td>
<td>P</td>
<td>2</td>
<td>Y</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>(m) Justice Link</td>
<td>P, GP &amp; Ch</td>
<td>28</td>
<td>Y</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6 Dads, 1 Mum in prison</td>
<td>Number of children= 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Feedback as at 1\textsuperscript{st} May 2010
Passport
Number of families on the passport scheme - Currently, we have 230 families enrolled in the passport scheme. 21 playgroup and community volunteers have adopted needy families. Another new initiative parents are earning passport points from setting up the new the school banking scheme. Parents recently helped out at our swimming carnival earning points. Parents are earning points for running the internet café computer courses. Parents are earning points for the parent network registry skill bank.

Passport Program Feedback Visits to the Canteen
Our canteen lady says that when the kids come to the canteen with Neerigen dollars they say
“It is like having pocket money that I would never have had”
“I like getting special treats and I can buy whatever I like”
“I am really excited that I can come to the canteen as normally I can’t as Mum and Dad don’t have any money.”

Passport Program Feedback Neerigen Dollars for Swimming
The other day I was in the front office and observed a parent cashing in their Neerigen dollars. The point that caught my attention is how excited they were as the money they were collecting meant their child could go to swimming lessons for the first time in a few years something they had not previously been able to do. I started talking to the parent about how they had earned their dollars and the thing that struck me from the conversation was how positive they were about the things that are happening in our school and the variety of involvement they had had from the uniform shop to learning new IT skills.

Passport Feedback from Staff
“I have seen a huge difference in the school since the introduction of the passport program it feels so much more like a community now.”
“The passport program has allowed teachers to build strong working relationships with parents and by working together with parents students have greater opportunities for success.”
“It’s great because it gets more parents involved, spending more time with their kids. It builds partnerships and the school community.”
“Our parents are now getting more involved in the classroom morning activities. It is positive for the children as well as the parents.”
“I have more parents coming in and helping out in my classroom now. They have said it is great I can go and buy a new shirt now.
“I now see a lot more people helping out in the school.”
“I think the parent’s enthusiasm with wanting to join the passport scheme has been exceptionally high. I notice this because I am the School Officer and deal with parents deal with parents and all new enrolments.”
“I think the passport scheme works well as it encourages our parents to spend quality time with their children in the classroom environment, either reading a book or sharing a puzzle. The children really enjoy having their special time with their parents and feel proud to show their classroom to them.”
Passport Program Feedback General
“This is great I can now buy my kids their uniforms.”
“My children will always be in neat, tidy uniforms now.”
“Great I am going to be able to save up to pay the swimming fees.”
I am saving my passport money all year for paying for the big week out,
New enrolment parents have said “Oh this is great why don’t all schools have this, none of my other
schools have this. He will love having his $1 to spend at the canteen.”

We have numerous enquiries from other schools requesting how they can get the passport program for
their schools

Passport Feedback Stories
Year 1 Classroom
Our year1 teacher moved into her class which had been painted multi-colours over many years and
desperately required a fresh coat of paint. A note was sent home requesting help. Two parents
volunteered their help on valentine day. They painted on a sat morning for 2.5 hours. The teacher is
ecstatic about who her new beautiful classroom. The parents were not doing it to earn points and
offered to give them to someone else on hearing about it but also happy in the end to keep it for their
own kids. The children were very excited that parents had come in and painted their classroom.

Mrs M
We have a volunteer in our school Mrs M. She has cancer and has been a volunteer in our school for
many years. She comes into our school every day for 4 hours a day and works one on one with our
students at educational risk listening to them read. She joined the passport scheme last year and now
not only gives her points to her grandchildren in the school but also has adopted a number of at risk
students in the school. Through these points the children have been able to earn uniforms and lunches
which has made a huge difference to their self esteem, sense of belonging as well as helping out with
lunches.

Canteen Helper
One of our parents volunteers in the canteen 3 days a week. She travels from Langford because she
loves our school so much. Until she started receiving the Neerigen dollars she struggled to have her child
in school uniform. Since accumulating points her child has been so excited to have her first canteen
lunch and her brand new uniforms for the first time rather than second hand.

Family Help
Another family her husband died last year and left with 4 children and has been struggling. I noticed the
children were not in uniform and through this was able to get the kids in uniform through the passport
scheme. Mum was in tears and said you don’t know how much this means to me.

Pre Primary Class
Pre-Primary children enjoy having their parents play with them during the first half hour of the session each day. One teacher said “Two of the parents have enjoyed themselves so much that they now stay for the whole morning. Their own children are proud to have their mums there. They are a great help in the classroom. Everyone gains and the parents earn valuable school passport points to spend at the uniform shop and canteen”.

P and C Meeting
We had our annual general meeting yesterday. Traditionally the P and C meeting has had very poor attendance to the stage where we have discussed closing it down due to attendance regularly being 3 parents. We organised a special invite process where each teacher chose two parents to give a special invite to the P and C meeting. At our meeting yesterday we had 15 parents with their kids turn up. After my report I thought I would do an ad for our passport scheme and had organised a whole lot of passports to be made up so I could hand them out. – thinking that not many parents would have them…. So I started talking and then mentioned the stamps- there was a ripple sound and everyone in the group got their passports out bar one new parent who joined up and all got 3 points 1 for joining for the beginning of the year and 2 for attending the meeting. We now have all parent meetings in the PACMAN (MOASH) building. What was great about yesterday was the kids could be playing with toys and watching a video while the meeting was on. At the end we moved the couch around in the room to have a little kids area. Parents have ownership on the room as when I tried to take a few more of their cuddly toys for prizes as they had about 10 lined up on the couch… very cute they said no… they wanted to keep them. We also spent a while debating where to put the furniture it was like being in changing room.

Swimming Lessons
Swimming lessons are currently on for our students. Sadly, for some parents it is a struggle to find the money to pay for the lessons. Now, parents can use passport points to pay for school excursions. One parent used Neerigen dollars cashed in exchange for passport points to pay for swimming lessons. She had earned points by learning computer skills in the PACMAN Zone.

Parent Building and Internet Café
One parent said “I love coming to the PACMAN Zone and socializing with other parents. I am learning how to use the Internet and have opened my first email account”. Another parent said “It is great fun to learn computer skills in a fun and friendly environment”. Her friend said “It’s a great place to meet new parents and learn some new skills. There’s DVDs, toys and books to keep the little kids occupied.”

Passport Justice School Link Parent Feedback
“Partner in jail is very proud that he can pay for the children’s uniform.- by the end of this week partner in jail would of made $130 worth of points towards uniform and very important as the kids need new uniform for winter. “
“Definite improvements for both the kids and my partner in prison. He is able to get involved. Really helped out the family with paying for some school stuff. He has finished all courses.”
“The points helped with uniform a lot. When our daughter was struggling for lunches the points paid for lunches and for their swimming excursion. Kids loved it because they knew it was coming from Dad.”
“**** is quite proud of mum. In prison Mum has done a tiling programme and recently started the horticultural internship.”
“Very helpful Dad now feels more involved with the school.”

Passport Justice School Link Prison Feedback

Working well, photos are fantastic. She is very proud of herself and proactive. Proud as punch to be involved. The individual will be taking over care form his parents of the children when he comes out of prison so this helps him feel as if he is already taking that responsibility on to some extent. It is an absolutely fantastic incentive for prisoners. Individual is an also happy NBPS sends photo of the kids getting their points

Playgroup

Playgroup continues to be multicultural; Families from the Philippines, China, New Zealand & local Indigenous. Parents of new Kindy students interested in joining playgroup this year.

P and C

The P & C members enjoy fundraising for the school. They earned passport points for organizing the Easter Raffle, making up lovely baskets of chocolate goodies.

Mentors

Constant feedback from teaching staff illustrates how much they appreciate having mentors & volunteers in their classrooms. They give valuable one-on-one attention to students in reading & class work. All of our community volunteers sponsor needy families on the passport scheme. 6 community volunteers and 1 parent will start or resume 2nd Term.

Good news stories about the School Passport Scheme and the PACMAN Zone (Parents and Community Members Actively Networking).

Mentor Feedback

“I love helping the children. Been here for 5 years and love that my passport points are helping a needy family in the school. Children are our future adults and they need to learn many things.”
“I enjoy helping children with their reading. I think the passports are very good and I make sure I get my passport stamped every week. It teaches me a lot and makes me feel good about helping others. I think the mentor program is a very good idea to help teachers.”
“I believe it is very worthwhile thing to do. The continuity you have with children is very important. I am a friend to the children. This is my third year at the school. I get a lot out of it.”
I love mentoring because I love working with your children. They absorb everything you talk about during reading with them.
Appendix VI NBPS Attendance Programme

Attendance Records
The school records attendance on Integris and then this data is broken down for whole school data collection using the following key

RA   Regular Attendance – attendance is above 89%
IR   Indicated Risk – Attendance is between 80 – 89%
MR   Moderate Risk – Attendance is between 60- 79%
SR   Severe at Risk: attendance is under 59%

Targets for 2008
We currently have 3 targets which we have set for 2008 in the area of student attendance
TARGET 1 : The percentage of students in the regular category will increase to 75%.
TARGET 2 : The percentage of severe at risk students will decrease to 0%
TARGET 3: The percentage of students in the moderate risk category will decrease to 8%.

Strategies

Phase 1
We have a number of strategies in place to address these targets. One of the strategies is individual attendance plans in which the student has a personal plan developed together with negotiated rewards for meeting attendance goals.

Phase 2 - Next Phase of Attendance Program
One of the difficulties we have in implementing a successful attendance program is getting the parents on board and getting them to work in partnership with us to increase their child’s attendance at school. There are a number of factors which affect parents’ motivation for their children to attend school. These include social issues, poverty, poor schooling experiences, enjoyment of the child’s company, a helping hand at home with the little ones, too hard to organise lunches, uniform and transport to and from school.

In this next phase we therefore plan to not only have negotiated incentives for the student but for the parent as well. See below for prototype.

****Prototype – the following program is a one term program. Phase 3 of the attendance program depends on funding and the success of the program.
A meeting or discussion over phone with parents and with the student so that we can come to a shared agreement over incentives for student and links to parents is crucial for the program’s success.

Put plan in place with review meetings as required.
<table>
<thead>
<tr>
<th>Goals- will need to be negotiated depending on student</th>
<th>student incentive</th>
<th>parent link</th>
</tr>
</thead>
<tbody>
<tr>
<td>For attending and arriving every 2 days before school bell</td>
<td>FIRST GOAL 50c canteen voucher for student</td>
<td></td>
</tr>
<tr>
<td>Attend 25 days arriving before school bell</td>
<td>SECOND GOAL Movie ticket for child</td>
<td>PARENT LINK 125 points</td>
</tr>
</tbody>
</table>
| Attend 50 days arriving before school bell | THIRD GOAL choose between:  
- Football ticket for child and parent  
- Basketball ticket for child and parent  
- Movie ticket for child and parent | PARENT LINK 125 points |

*** The Phase 3 program will be monitored by the class teacher or admin member, with the swipe card system to be in place if possible. If the swipe card system is unavailable the school will continue with the use of charts.

**Resources required**

- Funding for 50 cent canteen vouchers- if 100% success rate funding required for 16 students each attending 208 lots of 50 cent vouchers = $104
- Football tickets
- Basketball tickets
- 32 of either football or basketball tickets or a combination of both providing the students are successful. Realistically we would require less.
- Movie tickets- 32 movie tickets, 16 parent and child movie tickets maximum
- Friends of NBPS passport scheme dollars maximum of $400 which equals 4 000 points.

**Target Students**

There are currently 16 students who we will be targeting form years 1 to 7.

After the implementation of phase 2 there would be a review meeting before moving onto phase 3.
Appendix VII Proposed Survey

*Perceptions of benefit of participation questionnaire*

**Section 1**

*Demographic Data*

1. **Role**
   - Parent
   - Teacher
   - Community member

2. **Length of involvement in school**
   - 0-3 mths
   - 4-12
   - 1-2 yrs
   - Above 2 yrs

3. **Number of children in school (if parent)**
   - 1
   - 2
   - 3 or more
## Section 2
### Questions

### Parents section

1. Which activities do you participate in and how often?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Once a term</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>P &amp; C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canteen/uniform shop helper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Please specify</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. This question is about your reasons for participating. On a scale of one to five with 5 being high and 1 being low, how important are each of these reasons to you?

<table>
<thead>
<tr>
<th>Reason</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet other parents</td>
<td></td>
<td></td>
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<tr>
<td>Develop stronger relationships with the school</td>
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<tr>
<td>Learn more about what happens in the school</td>
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<tr>
<td>I want to be involved in the decisions about what is happening in the school</td>
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<td></td>
</tr>
<tr>
<td>Provide benefits for my child, for example canteen, uniforms etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other please specify</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Section 3
**Scale**

Parent

If more than one child please comment whether these answers refer to all or one.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child shows an increased interest in school</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>My child’s behaviour has not improved</td>
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<tr>
<td>My child is now involved in a range of outside school activities</td>
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<td></td>
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<tr>
<td>My child’s development appears not to have changed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>My child has few friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child brings his/her homework home and asks me to help</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child attends schools regularly</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>I know what stage my child should be at and can help him/her</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Comment:____________________________________________________________________________

____________________________________________________________________
# Appendix VIII Summary Chart of Passport Schools

<table>
<thead>
<tr>
<th>Commenced 2008</th>
<th>Commenced 2009</th>
<th>Commenced 2010</th>
<th>Commencing 2011</th>
<th>In Planning</th>
<th>Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westfield (T1)</td>
<td>Gosnells (T1)</td>
<td>East Narrogin (T3)</td>
<td>Cloverdale(^6)</td>
<td>Pegs Creek</td>
<td>Governor Stirling Senior High (Closed until 2013)</td>
</tr>
<tr>
<td>Wirrabirra (T1)</td>
<td>Redcliffe</td>
<td>Katanning (T3)</td>
<td>Narrogin</td>
<td>Pingelly</td>
<td>Gilmore College (to year 12) (Did not proceed)</td>
</tr>
<tr>
<td>Yule Brook (Middle School years 8-10)</td>
<td>Thornlie (T4)</td>
<td>Narrogin Senior High (T3)</td>
<td>Girrawheen Senior High</td>
<td>Mount Barker</td>
<td></td>
</tr>
<tr>
<td>Neerigen Brook (T1)</td>
<td></td>
<td>Katanning Senior High (T2)</td>
<td>Swan View Senior High</td>
<td>Southwell</td>
<td></td>
</tr>
<tr>
<td>Tranby</td>
<td></td>
<td>Medina (T3)</td>
<td>Wagin District High</td>
<td>Dawson Park</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coodanup Community College (to year 10) (T4)</td>
<td>Bentley</td>
<td>Broome Senior High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Avonvale (T3)</td>
<td>Hilton</td>
<td>Brookman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bluff Point (T4)</td>
<td>Mount Lockyer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kondinin (T3)</td>
<td>Mullewa District High</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kulin District High (T4)</td>
<td>Seaforth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^6\) All schools unless stated are Primary Schools
References


Currie, J. (2009). Healthy, Wealthy, and Wise: Socioeconomic Status, Poor Health in Childhood, and Human Capital Development. *Journal of Economic Literature, 47*(1), 87-122.


Odeleye, A. (2010). Exploring the contribution Full Service School programmes can make to developing ‘sustainable’ parent school partnerships. University of Western Australia, Perth.


