Final report of the program evaluation of

The *Galuwa* scholarship program

Galuwa means 'to climb' in Gadigal language

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Summary of key findings and lessons learnt

The *Galuwa* scholarship program aims to build confidence and motivation, increase knowledge of career pathways and improve educational outcomes for gifted Aboriginal students, using three key strategies: Action Plans; individual tutoring; and Career Aspiration Hubs.

The *Galuwa* evaluation examined how these strategies:

- contributed to aspirational goals and academic achievement in literacy and numeracy
- increased students' self-confidence and motivation, and their awareness of their Aboriginal culture and career pathways
- fostered relationships between Aboriginal students with similar academic levels
- enhanced students' connection to their Aboriginal community.

The program is sponsored by *Glencore* (formerly *Xstrata Coal*). *Glencore* is Australia's largest exporter of thermal coal and employs more than 17,000 people globally, including contractors, with the majority working in the New South Wales Hunter Valley (*Glencore,* 2014).

Galuwa targets students from the NSW Hunter/Central Coast region, *Glencore's* major area of operation in Australia. *Galuwa* scholars are in Year 6 in their first year of the program and, to date, most have held the scholarship for three years.

Introduction to the findings

A strong narrative emerged in the evaluation, with many stakeholders describing the scholarship as a highly motivating factor for students, helping to make their school experience more enjoyable, satisfying and academically successful. Evidence was provided by parents, principals, teachers, tutors and other school staff and supported by students.

All students and their families were positively influenced by the award of the scholarship, with different aspects of the program being most powerful for different students. The award of a scholarship was in itself an important factor for some students and recognition from parents, peers and teachers was very influential in building their confidence. Other families considered the funds available through the Action Plans to be very important. Parents, teachers and students all reported that individual tutoring contributed to improved academic performance.

The key findings are presented in two sections:

- *Outcomes for students,* which outlines the findings directly related to the effectiveness of the program for students
- *Role of the key features*, which provides a focus on each of the key strategies of the program.

Outcomes for students

Academic achievement

Results of the National Assessment Program – Literacy and Numeracy (NAPLAN) for students in *Galuwa* Groups 1, 2 and 3 were examined as an indicator of academic achievement in literacy and numeracy. It is acknowledged that there are limits to the value of NAPLAN results for a number of reasons: all *Galuwa* scholars are selected from high achieving Aboriginal students, based on their NAPLAN results; academic gains in literacy and numeracy cannot be attributed to a single program and the number of *Galuwa* scholars is too low for statistical analysis to reveal reliable

trends. Nevertheless, in reading, from Year 5 to Year 7, a larger proportion of students across all three *Galuwa* groups met or exceeded expected growth than those in comparison groups. Group 1 students did not maintain these levels of expected growth between Years 7 and 9, after longer participation in the program. In numeracy, from Year 5 to Year 7 the proportion of students across all three *Galuwa* groups who met or exceeded expected growth was similar to that of all NSW non-Aboriginal students, and higher than that of the other two comparison groups. Group 1 students maintained these levels of expected growth between Years 7 and 9.

NAPLAN results reveal only one part of the story. Students and their parents, together with principals, teachers and tutors cited examples of students achieving improved academic results, and demonstrating more effective study strategies and positive thinking about school as a result of the program as a whole.

Individual tuition was a mandatory element of the scholarship. Students particularly valued the tutor support and acknowledged increases in knowledge and academic performance, improved study strategies and greater self-confidence. Some students appreciated the mentoring role played by their tutors, especially as the relationships were maintained over consecutive years.

Cultural knowledge and identity

Building cultural knowledge and identity in young Aboriginal people contributes to an understanding of Aboriginal histories and leads to better life outcomes for Aboriginal people (Colquhoun and Dockery, 2012). There is strong evidence from the evaluation to suggest that the program led to increased cultural knowledge and an emerging sense of pride in students' Aboriginal identity.

Self-confidence, motivation and attitudes to school

Students, parents and teachers all reported that the program had played an important part in increasing students' self-confidence. The Career Aspiration Hubs and individual tutoring were particularly attributed with contributing to this increase. Almost all current and former scholarship holders reported that *Galuwa* also helped them to be more motivated to achieve well at school. Parents and teachers also reported observing increased motivation among some scholars.

Most students and staff reported that the program had a moderately positive effect on students' attitudes to school. However, some students reported that they had always been motivated at school while others stated that *Galuwa* had a strong positive influence on their attitudes.

Career knowledge and aspirations

Students reported that, together with knowledge of their own skills and interests, the Career Aspiration Hubs helped them to investigate possible career options and influenced their decisions about their future careers.

Building relationships

All parents reported observing the impact of the learning hubs in assisting their children to establish and nurture new friendships. Many students reported that they maintained the friendships by keeping in regular contact with each other outside the hubs.

These positive relationships assisted some students to feel less anxious about the transition to high school. Positive student relationships also helped some students to overcome their anxiety about attending the hubs.

Role of the key features of *Galuwa*

As mentioned above, the *Galuwa* scholarship program comprises:

- Action Plans – providing funds for educational expenses.
- Individual tutoring – the one mandatory component of the Action Plan is 30 hours of individual tuition each year.
- Career Aspiration Hubs – three-day camps held twice-yearly for all scholarship holders.

Action Plans

The financial support from *Galuwa* was appreciated by all parents. Many parents stated that it helped to reduce worries about funding their children's education, with a few mentioning a similar impact for their children, with children less stressed about paying for educational expenses.

Students valued the financial assistance provided by the scholarship program. In the first year, most students used their allocated funds to purchase a computer and other related technology, pay for general school expenses (eg high school uniform, excursions and school contributions) and pay for the mandatory 30 hours of tutoring. Students' Action Plans frequently included other educational items such as stationery, school equipment and text books, and home study items.

Individual tutoring

The majority of students received tutoring in either maths or English, or in both subjects. A range of other subjects were selected by individual students as needed. General organisational and study skills were also a focus of tutoring for some participants.

Most feedback about the organisation of tutoring was very positive, with only a few isolated issues raised about the timing of tuition sessions or difficulty in locating a suitable tutor in the local area.

Career Aspiration Hubs

The Career Aspiration Hubs played four important roles. They were designed to provide opportunities for students to:

- learn about their culture from Aboriginal ambassadors and Elders
- develop close relationships with students from similar academic backgrounds
- build confidence in their own abilities
- make plans and decisions about future career pathways.

Students, parents and teachers all reported that the hub activities were successful in each of these ways, particularly in helping students to learn about their Aboriginal culture. After 2012, hubs did not include formal career knowledge and aspiration activities. Nevertheless most students reported that the hubs were valuable in this area.

Other organisational aspects of the Galuwa program

Most parents had an understanding of the program and identified *Glencore* or *Xstrata Coal* as the program's sponsor. Parents of older students had deeper knowledge, and understood the selection process for students.

A few parents of high school students indicated that communication between the school and home or between state office and parents could have been improved. However, parents of older students, who had longer involvement in the program, reported that they appreciated the support they received from both the *Galuwa* program coordinator and school scholarship coordinators, especially when working with their children to make decisions about their Action Plans.

The school scholarship coordinators played an important role in establishing and maintaining communication between primary and secondary schools.

Lessons learnt

This section provides suggestions which may be useful for school communities or potential sponsors when choosing to implement a scholarship program with similar features to *Galuwa*.

The information may also be useful feedback for the program managers and sponsors to strengthen the *Galuwa* scholarship program and ensure that future scholarship holders are supported to reach their full potential.

Selection process and scholarship requirements

Some factors to consider when selecting scholarship recipients for *Galuwa* include:

- the mix of boys and girls participating in the scholarship program
- clear communication to scholarship recipients of the requirements for continuing placement in the scholarship program. A student contract might be introduced to outline responsibilities
- a preliminary survey for Year 6 scholarship recipients to capture baseline data to help monitor the program. Such a survey might include areas such as career aspirations, school engagement and cultural knowledge.

Level of funding

In the first year of the scholarship, most students had higher expenses than in later years due to the purchase of ICT. It may be possible to scale the funding levels over the life of the scholarship, with fewer funds needed in years 2 and 3. Money saved may be used to increase the number so scholarships provided in each cohort.

School organisation

Some schools appointed a scholarship coordinator. Parents and students valued support from this person, especially when dealing with Action Plans and during transition to high school. All schools involved in the program may be encouraged to appoint a school scholarship coordinator to support scholars, promote the program and to liaise with parents.

Some students, particularly those who were the only *Galuwa* scholar at their primary school, valued getting to know older high school students through the hubs. Schools may consider providing extra support for these students, such as arranging student mentors, especially to assist with transition to high school.

Communication

Effective communication enables parents and school staff to better support scholars. Some parents and teachers were not fully aware of the details of the program. The following strategies should be considered:

- Information sessions for schools provided and promoted by the *Galuwa* program coordinator to increase awareness and knowledge of the program. Target audiences include: principals, stage 3 supervisors, teachers of Year 6 students, Year 7 and 8 year advisors, members of the Aboriginal education team, Aboriginal education workers and school scholarship coordinators in primary and high schools. *SchoolBiz*[1] could be used to promote awareness of information sessions in targeted networks.
- The *Galuwa* program coordinator may run meetings with parents, students and school staff (via video conferences or in person) prior to each hub. This may 'warm' students to the idea of the hubs and help allay any parent concerns.
- More detailed information about the program could be provided in the *Galuwa Guidelines for Schools and Parents*, including details of the purposes of Career Aspiration Hubs, a list of typical hub activities and a summary of the evaluation findings.
- Parents, students and school staff who have difficulties should be advised to contact the *Galuwa* program coordinator.

Parent and community engagement

Students valued learning about their heritage. Parents and community members can provide valuable cultural knowledge. Factors to consider for future programs include:

- harnessing greater parent and community support and providing parents with additional knowledge to support their children.
- including an optional community volunteering component for students to help to build their confidence and connect them to their communities. Parents, Elders and other members of the local Aboriginal community could offer valuable support for students in this area. For example, students might identify Aboriginal organisations in their area, speak to the local AECG about their scholarship or participate in the Junior AECG at their school or nearby school. Discussion of this strategy could be led by school scholarship coordinators.

Organisation for the Career Aspiration Hubs

Students, parents and teachers recognised the important contribution made by the Career Aspiration Hubs. The following factors may be considered for future hubs:

- The ratio of boys to girls attending the Career Aspiration Hubs should influence the gender of teacher-facilitators selected to attend.
- Using existing resources, such as *Bro Speak*[2] and *Sista Speak*[3], may assist the development of hub programs.
- Icebreaker activities could be run in an induction session where Year 6 students get to know other scholars.
- Some parents had initial concerns about their children attending the hubs. Introducing buddy-mentors from Years 7 or 8 to support Year 6 students may help to reduce anxiety felt by new students prior to, and during the hubs.
- Encouraging parent involvement in Career Aspiration Hubs, including harnessing parents' cultural knowledge, experience and background may strengthen community engagement and build community connections.

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1   *SchoolBiz* is an electronic bulletin published by the Department.
2   *Bro Speak* is a ten week, small group program for Aboriginal boys. It is designed to help the boys be strong in their Aboriginal identity and smart in their approach to achieving their life goals.
3   *Sista Speak* is an Aboriginal girl's wellbeing program designed to be run in partnership with the local community.

Tutoring – compulsory component

Students and parents valued the individual tuition, with many students crediting this with their improved academic performance. Some parents had difficulty in finding a suitable tutor. To ensure high quality tutoring support, the following strategies may be useful:

- Identifying a pool of qualified tutors may ensure tutoring can commence early in the year.

- Thoroughly briefing tutors about the program, particularly the areas covered at the Career Aspiration Hubs, may enable tutors to tailor tuition sessions to complement the knowledge and skills gained by students at the hubs.

Monitoring achievement

Improving academic performance is an aim of *Galuwa*. To improve the quality of information about changes to student performance, the following additional strategies for monitoring achievement are suggested:

- **NAPLAN results** – monitoring of NAPLAN results and tracking of expected growth data for students during the program and after their participation in the scholarship should be continued

- **School reports** – the school program coordinator should track progress against the literacy and numeracy continuums and more formally in maths and English assessments as students progress from Year 6 to Year 8, and after their participation in the scholarship.

- **Personal Learning Plans** – The Action Plan could form part of the student's Personalised Learning Plan. Students, together with teachers, tutors and parents could set annual goals for students' tuition subjects.

Part 1   Introduction

The report of the evaluation of the *Galuwa* scholarship program is divided into three parts:

- Part 1 outlines the background to the evaluation of the *Galuwa* scholarship program, and provides an overview of the program, including its goals, major features and scholarship model for students.

- Part 2 presents the findings of the evaluation.

- Part 3 outlines the methodology used in the evaluation.

1. Evaluating the *Galuwa* scholarship program

In January 2014 the Evaluation Team of the Policy, Planning and Reporting Unit was commissioned by the Sponsorship Unit, NSW Department of Education and Communities (the Department) to conduct an evaluation of the scholarship program *Galuwa: A pathway Program for Aboriginal Youth in partnership with Glencore* (here-on called *Galuwa)*. This evaluation was requested by the program sponsor, *Glencore[4]*, to coincide with the final year of their five year funding agreement to 2014.

1.1 Context

Galuwa provides support to Aboriginal students to assist them in completing secondary education and planning and developing pathways for future career options. *Galuwa* focuses on support for learning, including literacy and numeracy, career pathways, and for the development of students' cultural knowledge.

The 5 Year Strategic Plan 2012-2017 (NSW DEC, 2012) includes targets to halve the gap between Aboriginal and non-Aboriginal students in reading and numeracy by 2018, and halve the gap in Year 12 or equivalent attainment for Aboriginal 20-24 year olds, by 2020.

The Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (MCEECDYA, 2010) provides a consistent approach across states and territories to delivery and reporting on Aboriginal Education. The plan covers six priority domains:

- readiness for school

- engagement and connections

- attendance

- literacy and numeracy

- leadership, quality teaching and workforce development, and

- pathways to real post-school options.

Galuwa provides focussed support in the domains of engagement and connections, literacy and numeracy, and pathways to real post-school options.

The major strategy for Aboriginal education and employment is OCHRE – Opportunity, Choice, Healing, Responsibility and Empowerment. *OCHRE, the NSW Government Plan for Aboriginal Affairs*

(NSW Government, 2013). OCHRE was a result of a 2011 Ministerial Taskforce on Aboriginal Affairs and outlines reform areas in education, employment, service delivery and accountability. Three aims of the plan which closely align to *Galuwa* include:

- Teach more Aboriginal language and culture to build people's pride and identity.
- Keep more Aboriginal students at school.
- Support more Aboriginal young people to get jobs that are fulfilling and sustainable.

1.2 *Galuwa* scholarship program

The *Galuwa* scholarship program originated from a funding arrangement between the NSW Department of Education and Communities (the Department) and *Glencore.* The Department's Aboriginal Education and Community Engagement (AECE) unit developed the *Galuwa* initiative in consultation with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG). AECE manages the program.

Originally, *Galuwa* scholarships were awarded to students for a three-year period from Year 6 to Year 8. In later years, scholarships have been awarded for shorter periods. The scholarship program incorporates four key intentions, to:

- provide financial assistance to support students at school in Years 6 to 8, including provision of individual tutoring
- assist students in setting set goals and identifying career aspirations
- promote links between Aboriginal students with similar academic levels
- encourage students to make stronger links to their local Aboriginal community.

A full description of the *Galuwa* program is provided in Part 1, Section 2.

1.3 The purpose of the evaluation

The evaluation was undertaken at the request of the program sponsor, *Glencore*. It sought to identify how the key elements of the program contribute to changes in student engagement with school, their career aspirations and goals and improved academic achievement.

Evidence from the evaluation may inform future development of strategies for closing the gap in learning achievements between Aboriginal and non-Aboriginal students.

1.4 Audience for the evaluation

The primary audience for this evaluation is *Glencore* and the Aboriginal Education and Community Engagement (AECE) unit of the NSW Department of Education and Communities.

Other audiences include:

- Deputy Secretary, Department of Education and Communities
- Executive Director, Learning and Business Systems
- Executive Director, Learning and Engagement
- NSW Aboriginal Educational Consultative Group Inc. (NSW AECG)
- Executive Directors, Directors Public Schools NSW
- school personnel.

1.5 Terms of reference for the evaluation

The evaluation assessed:

1. the impact of *Galuwa* scholarships (individual tuition, Action Plans and Career Aspiration Hubs) on aspirational goals and academic achievement in literacy and numeracy as measured by National Assessment Program – Literacy and Numeracy (NAPLAN)

2. the effectiveness of learning hubs (Career Aspiration Hubs) in delivering increased awareness of culture, career pathways and improved self-confidence and motivation

3. the effectiveness of *Galuwa* in fostering and enhancing strong relationships between Aboriginal students with similar academic levels and strong connections to the Aboriginal community.

1.6 Presentation of the evaluation findings

The evaluation findings are presented in Part 2 of the report in the following sections:

- Section 3 – Outcomes for students
- Section 4 – Implementation of the *Galuwa* program

The interview schedules and survey data are included in the Appendices.

2. The *Galuwa* scholarship program

2.1 Aims

The *Galuwa* scholarship program, launched in 2010, is a partnership between *Glencore* and the NSW Department of Education and Communities (the Department). The scholarships support Aboriginal students to complete their secondary education and to plan and develop pathways for future career aspirations (AECE, 2014).

2.2 Background

The *Galuwa* scholarship program was developed by the Department in consultation with the NSW Aboriginal Education Consultative Group Inc (NSW AECG). Aboriginal Education and Community Engagement (AECE) within the Department manages the program.

Scholarships were awarded to five groups as follows:

Group 1: commenced in 2010 and received funding of $4,000 each year for three years to 2012

Group 2: commenced in 2011 and received funding of $4,000 each year for three years to 2013

Group 3: commenced in 2012 and received funding of $4,000 each year for three years to 2014

Group 4: commenced in 2013 and received funding of $4,000 for the first year, and $2500 in 2014

Group 5: commenced in 2014 and received $3,000 for one year only.

Student eligibility

A limited number of scholarships are awarded each year, following a tightly controlled application process.

AECE officers identify potential candidates based on their NAPLAN results, and invite these students to apply. Candidates are targeted Aboriginal students who:

- attend a public school in the Hunter/Central Coast area, and will be in Year 6 the following year
- are performing above the national minimum standard in reading and numeracy, as identified by their Year 5 NAPLAN results
- are not currently provided any additional targeted support at the time of offer.

Students are required to submit an application form, accompanied by a copy of their Year 5 end-of-year school report and two references, one from their school principal and one from a local AECG representative. A blank application form is included as Appendix 2.

A selection panel, consisting of representatives from the NSW AECG, AECE, *Glencore* and the Hunter Aboriginal Education Team reviews the student applications and makes recommendations based on the following criteria:

- principal's recommendation
- regular school attendance (current and previous years)
- high academic achievement, or evidence of consistent improvement
- active participation in school or community events.

Participation

Of the groups funded for the full three year period of the scholarship program, i.e. Groups 1, 2 and 3, only Group 2 maintained the number of students that started in the program. Reasons for students dropping out include moving out of the area and moving to a private school.

Participation rates for the five years of the program are as shown in Table 2.1.

Table 2.1: Aboriginal students awarded *Galuwa* scholarships

Year	Students in Year 6		Students in Year 7		Students in Year 8		ALL STUDENTS
	Group	Total	Group	Total	Group	Total	Total students
2010	1	20					20
2011	2	20	1	20			40
2012	3	19[1]	2	20	1	19[2]	58
2013	4	20	3	19	2	20	59
2014	5	10	4	18[3]	3	19	47

1 One Group 3 male student did not complete the first year of the program in 2012.
2 One Group 1 male student dropped out of the program in 2012, so did not complete the third year.
3 Two Group 4 female students dropped out of the program in 2013, in their second year.

The mix of male and female students has changed over the life of the project, as shown in Table 2.2. Group 5, the 2014 Year 6 group, comprised two girls and eight boys.

Table 2.2: Student participation in *Galuwa* based on gender

	2010	2011	2012	2013	2014
Girls	12	19	29	26	19
Boys	8	21	29	33	28
TOTAL	**20**	**40**	**58**	**59**	**47**
Girls	60%	48%	50%	44%	40%
Boys	40%	53%	50%	56%	60%

During the program, a total of 82 schools had *Galuwa* scholars enrolled. Table 2.3 shows the number of primary and secondary schools involved from 2010 to 2014.

Table 2.3: Schools with Aboriginal students awarded *Galuwa* scholarships

Year	Number of primary schools involved	Number of secondary schools involved
2010	19	0
2011	18	17
2012	19	28
2013	17	26
2014	8	23

2.3 Features of the *Galuwa* scholarship program

This section summarises features of the *Galuwa* initiative as detailed in the *Galuwa 2013 Guidelines for Schools* (AECE, 2013).

2.3.1 Scholarship requirements

A number of requirements are outlined to parents in an information package provided to parents (AECE, 2014b). Parents are required to acknowledge and agree to the following conditions:

- students would submit to the *Galuwa* program coordinator an annual *Galuwa* Action Plan at the beginning of each school year
- students would undertake a minimum of 30 hours of tuition each year
- students would attend two career aspiration hubs each year
- parents would provide copies of their child's first and second semester school reports to the *Galuwa* program coordinator each year.

Action Plans

Students have to complete an Action Plan for each year of the scholarship listing items or services to the value of their scholarship, and identifying how these will assist them to continue their studies. Suggested items and services include:

- number of hours of tuition (30 hours minimum)
- stationery, school equipment or text books
- computer, printer or internet expenses
- school uniform, school contributions or school excursions.

Individual tuition

Individual tuition is a mandatory element of the *Galuwa* scholarship, supporting students to improve their academic achievement in targeted curriculum areas, including specialist subjects. Students are required to participate in a minimum of 30 hours of tutorial support, with tuition provided by qualified teachers.

Career Aspiration Hubs

Two Career Aspiration Hubs are held each year, with each hub of three days duration. The 'hub' strategy provides opportunities for students to:

- acknowledge and learn about their cultural heritage and identity
- build their knowledge and understanding in academic areas (literacy, numeracy and technology)
- enhance their leadership skills and strengthen their motivation eg students meet high-profile Aboriginal leaders
- broaden their knowledge of potential careers and the educational pathways that lead to them.

2.3.2 Personnel involved in the program

In addition to the principals and teachers at each of the schools scholarship recipients attend, the following teachers and community members assist in the organisation and delivery of the program.

The ***Galuwa* program coordinator** in AECE manages the scholarship program in consultation with the Sponsorship Unit and *Glencore*. It is the program coordinator's responsibility to liaise with parents and school staff in providing information regarding the program, and in solving any issues that may arise. The program coordinator is also responsible for organising the twice-yearly Career Aspiration Hubs, including accommodation, activities and presenters.

The **school scholarship coordinator** at each of the schools that students attend, is responsible for supporting the students to complete the program, ensuring that their Action Plans and budget are appropriate and that they attend the Career Aspiration Hubs twice a year.

***Galuwa* teacher-facilitators** are selected by the program coordinator to assist with supervision and hub activities. Over the past five years the program coordinator has involved both male and female Aboriginal teachers from schools that the scholarship students attend.

***Galuwa* ambassadors** are high-profile Aboriginal people who are selected by the program coordinator to present sessions at the Career Aspiration Hubs. Ambassadors are drawn from many fields of employment including education, sport and the arts. They provide mentoring experiences for students in areas such as cultural heritage and identity, and career options.

Part 2   Evaluation findings

Part 2 presents the evaluation findings, addressing the priority areas identified in the Terms of reference and in response to issues that emerged through the data collection.

Section 3: Outcomes for students outlines the findings directly related to the effectiveness of the program for students, drawing on analysis of participant surveys and interviews. NAPLAN results were also examined, with particular focus on growth between Years 5 and 7 and, for the older students, Year 9.

Section 4: Role of the key features provides a focus on each of the key elements of the program, identifying operational benefits and areas of possible enhancement.

3. Outcomes for students

As well as presenting findings about student learning outcomes, including achievement in numeracy and literacy, this section explores outcomes for students in areas of cultural knowledge, self-confidence, career knowledge and pathways, and *Galuwa's* impact on relationships students have with each other, their tutors and their community.

3.1 Academic achievement in literacy and numeracy

The *Galuwa* scholarship assists Aboriginal students to improve their academic achievement. This section discusses achievement as reported by students, parents and teachers in surveys and interviews. Analysis of NAPLAN data on literacy and numeracy is also reported.

While analysis of quantitative data, such as NAPLAN results, can provide some insight into trends in the performance of each cohort of students, examining the qualitative data, including student's reports about their direct experiences in *Galuwa*, can result in improved understanding of what works.

3.1.1 Participant perceptions

Figure 3.1 clearly shows that almost all students reported that they were achieving higher academic standards as a result of their scholarship experience. All but one student, from more than 50 students surveyed, reported *'higher standards in their schoolwork'*.

Figure 3.1: Impact of *Galuwa* on academic achievement as identified by students
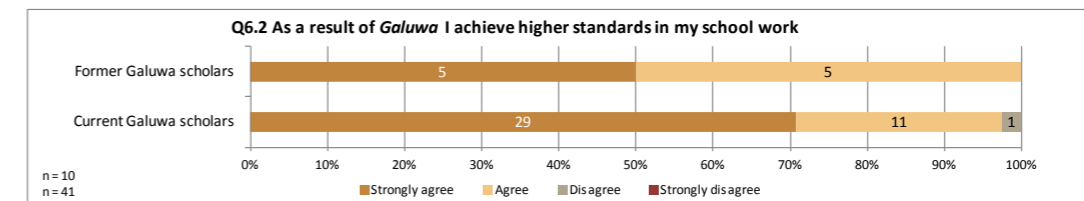
During interviews, 10 of the 12 students indicated that *Galuwa* had helped them *"get my grades up",* particularly citing gains in maths and English. One student commented:

> *"With the support of the Galuwa scholarship, especially the tuition, I have duxed my primary school, been selected for an academically selective high school, been placed in the top 10% of my year and noticed an immense improvement in all subjects."*

In interviews, students expressed pride in their academic success and a growing desire to do well at school. Students frequently mentioned that the scholarship supported their learning. The following student comments highlight this:

> *"I got my best NAPLAN marks yet since I started it. I have always liked school but I enjoy it more. I'm also in the top classes."*

> *"My grades have gone up a lot. [Interviewer: What's a lot?] Like probably nearly doubled."*

> *"I would like to say that the Galuwa scholarship has helped me immensely. I have become a better person, started looking at my future with positivity and opportunity, and I started achieving more at school and out."*

Most school staff members reported that the program contributed to higher achievement standards for students to a high or moderate extent, as Figure 3.2 shows. One staff member reported being unsure if *Galuwa* was effective in improving academic achievement. However, no school staff indicated that the program was not effective in improving achievement levels.

Figure 3.2: Impact of *Galuwa* on academic achievement as reported by school staff
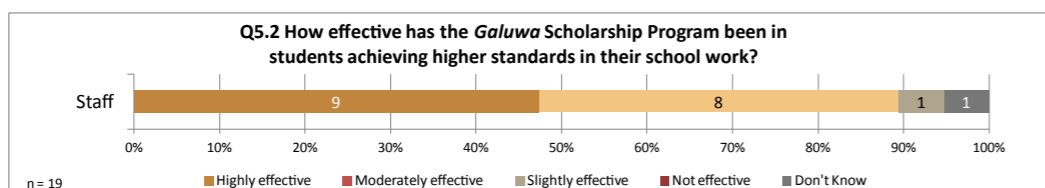
Half the interviewed parents also reported that *Galuwa* contributed to higher achievement levels for their children, even when these students were used to performing at above average levels. For example, one parent acknowledged the program's ability to value-add, stating:

> *"Her [maths] results are slowly getting better – while maths is her weakest, she hasn't been bad at it. She gets higher marks, like instead of 85, she'll get 90. We picked maths [tutoring] because that was her weakest subject."*

Galuwa scholars value academic results and trying to do their best, as Table 3.1 shows.

Table 3.1: Important things about school as identified in the student survey

Q1.5-1.7, 1.11 Select the responses that best describe the things that are important to you about school.	Very important		Somewhat important		Not at all important	
	Current* Total = 42 students	Former* Total = 10 students	Current* Total = 42 students	Former* Total = 10 students	Current* Total = 42 students	Former* Total = 10 students
Learning new things in school	36	8	6	2	0	0
Getting help from teachers	25	4	14	6	3	0
Doing my best	40	9	2	1	0	0
Achieving good academic results	41	10	1	0	0	0

Note: Number of current students = 42; Number of former students = 10

Students mentioned changes in their behaviour and attitudes to their learning, some citing their teachers' comments as evidence. For example, two students commented:

> *"My maths teacher was proud that I was achieving better results and my year advisor was happy that I was putting myself out there and becoming more engaged in school activities."*

> *"Many teachers had commented on my improvements with school work and my attitude within the classroom, saying that they were delighted to see my successes."*

A parent described some of the opportunities arising from her son's involvement in the program, commenting:

> *"Recently he's been involved with a gifted program; he's very smart. He and some other children are given harder work, because the work he's doing is too easy. Basically, they've got to make the work harder for him and the other kids that doing so well. He was really happy with that…"*

3.1.2 National Assessment Program – Literacy and Numeracy (NAPLAN) data

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN is made up of tests in the four domains of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

Analysis of NAPLAN data was undertaken to investigate differences in student achievement, using a measure of 'expected growth'[5] from one NAPLAN testing period to the next. The results of *Galuwa* students were compared with those of three comparison groups:

- all non-Aboriginal students from NSW
- all Aboriginal students from NSW
- Aboriginal students from the Hunter/Central Coast area.

Comparisons have been made in the NAPLAN test domains of reading and numeracy only, as these provide the most valid, reliable and consistent indicators of overall student performance (Smith, 2014). The other literacy domains are less stable over time and less reliable for use in comparisons.

For Group 1, it was possible to examine expected growth from Year 5 to Year 7 and from Year 7 to Year 9. For other students only results from Year 5 to Year 7 are available, to date.

Analysis of NAPLAN data to determine whether *Galuwa* students perform better than expected in terms of expected growth from one testing period to another should be approached with caution. For any year, in any NAPLAN domain, about 50-60% of all students achieve expected growth. The results presented here should be interpreted as suggestive only of a difference or lack of a difference.

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5   See glossary for an explanation of expected growth.

Reading – NAPLAN results for Groups 1, 2 and 3

Table 3.2 compares the percentage of *Galuwa* students in each of Groups 1, 2 and 3 achieving expected growth and the average of Groups 1, 2 and 3, to the expected growth results for the three comparison groups.

From Year 5 to Year 7, an average of 64% of students across all three *Galuwa* groups (Groups 1, 2 and 3) met or exceeded expected growth. This was higher than in each of the three comparison groups.

Table 3.2: Percentage achieving expected growth for reading [NAPLAN 2009-2013]

Reading	*Galuwa* students	All NSW non-Aboriginal students	All NSW Aboriginal students	Hunter/ Central Coast Aboriginal students
Year 5 to Year 7	%	%	%	%
Average across cohorts (2009-2011, 2010-2012, 2011-2013 cohorts)	64	53	41	43
2009-2011 NAPLAN cohort (*Galuwa* Group 1)	70	56	43	42
2010-2012 NAPLAN cohort (*Galuwa* Group 2)	56	51	41	43
2011-2013 NAPLAN cohort (*Galuwa* Group 3)	67	51	39	42
Year 7 to Year 9	%	%	%	%
2011-2013 NAPLAN (*Galuwa* Group 1)	41	52	41	43

The rate of expected growth was not sustained over the period Year 7 to Year 9, once students had completed the program.

Numeracy – NAPLAN results for Groups 1, 2 and 3

Table 3.3 shows the percentage of *Galuwa* students in each of Groups 1, 2 and 3 who achieved expected growth in numeracy, and the average of Groups 1, 2 and 3, compared to the expected growth results for the three comparison groups.

Table 3.3: Percentage achieving expected growth for numeracy [NAPLAN 2009-2013]

Numeracy	*Galuwa* students	All NSW non-Aboriginal students	All NSW Aboriginal students	Hunter/ Central Coast Aboriginal students
Year 5 to Year 7	%	%	%	%
Average across cohorts (2009-2011, 2010-2012, 2011-2013 cohorts)	57	54	39	38
2009-2011 NAPLAN cohort (*Galuwa* Group 1)	65	58	43	45
2010-2012 NAPLAN cohort (*Galuwa* Group 2)	67	52	37	39
2011-2013 NAPLAN cohort (*Galuwa* Group 3)	39	51	36	33
Year 7 to Year 9	%	%	%	%
2011-2013 NAPLAN (*Galuwa* Group 1)	59	52	39	39

In numeracy, from Year 5 to Year 7 the average percentage of students across all three *Galuwa* groups (Groups 1, 2 and 3) who met or exceeded expected growth was 57% which was similar to that of all-NSW non-Aboriginal students, and higher than that of the other two comparison groups.

Galuwa Group 1 students achieved a greater rate of expected growth than the comparison groups between Years 7 and 9, after longer participation in the program. However, this result should be treated with caution as it is based on low numbers. Group 1 students are now in Year 10. It is the only cohort of students that completed three years of the scholarship program so their NAPLAN results across Year 5 to Year 9 can be examined.

Case study: NAPLAN results for Group 1

2011 NAPLAN results for Group 1

Fifteen of the 20 students demonstrated or exceeded the Department's threshold for expected growth[6] in at least three of the four NAPLAN domains of reading, writing, language conventions and numeracy. The expected growth results for reading and numeracy from Year 5 to Year 7 for Group 1 students and comparison groups are presented in Figure 3.3.

Figure 3.3: Percentage of Group 1 students achieving expected growth from Year 5 (2009) to Year 7 (2011)

Percentage achieving expected growth
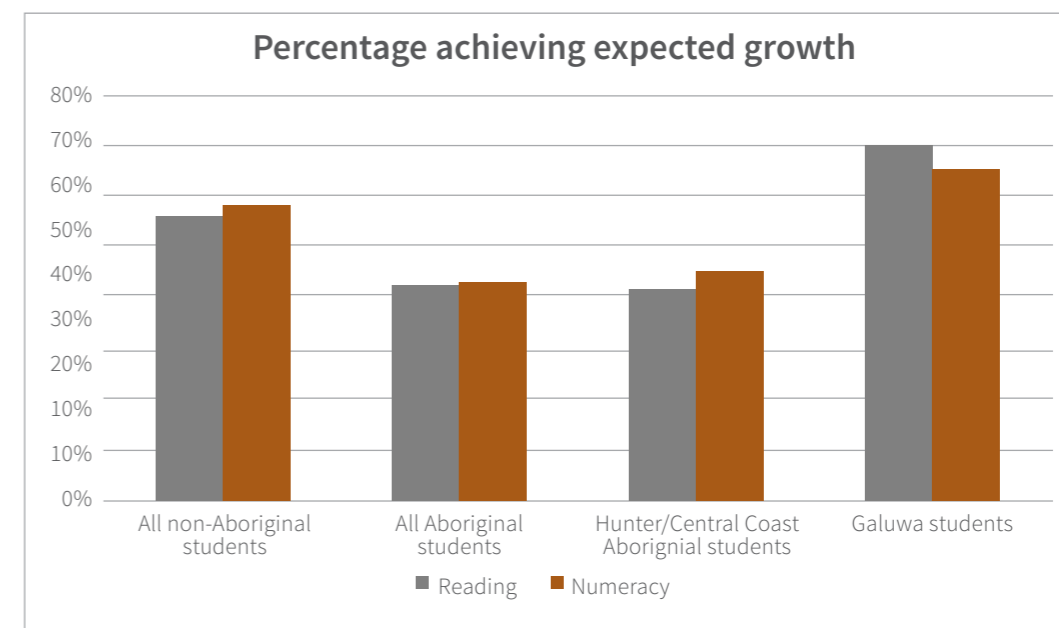
Seventy percent of Group 1 students achieved expected growth in reading compared to 56% for all non-Aboriginal students and 43% of all Aboriginal students in NSW public schools. In numeracy, 65% of Group 1 students met or exceeded expected growth compared to 58% for all non-Aboriginal students and 43% of all Aboriginal students in NSW public schools.

2013 NAPLAN results for Group 1

Twelve of the 17 students demonstrated or exceeded the Department's threshold for expected growth in at least three of the four NAPLAN test domains of reading, writing, language conventions and numeracy.

6   See glossary for a description of 'threshold of expected growth'.

As Figure 3.4 shows, 41% of Group 1 students demonstrated expected growth in reading compared to 52% for all non-Aboriginal students and 42% of all Aboriginal students in NSW public schools.

Figure 3.4: Percentage of Group 1 students achieving expected growth from Year 7 (2011) to Year 9 (2013)
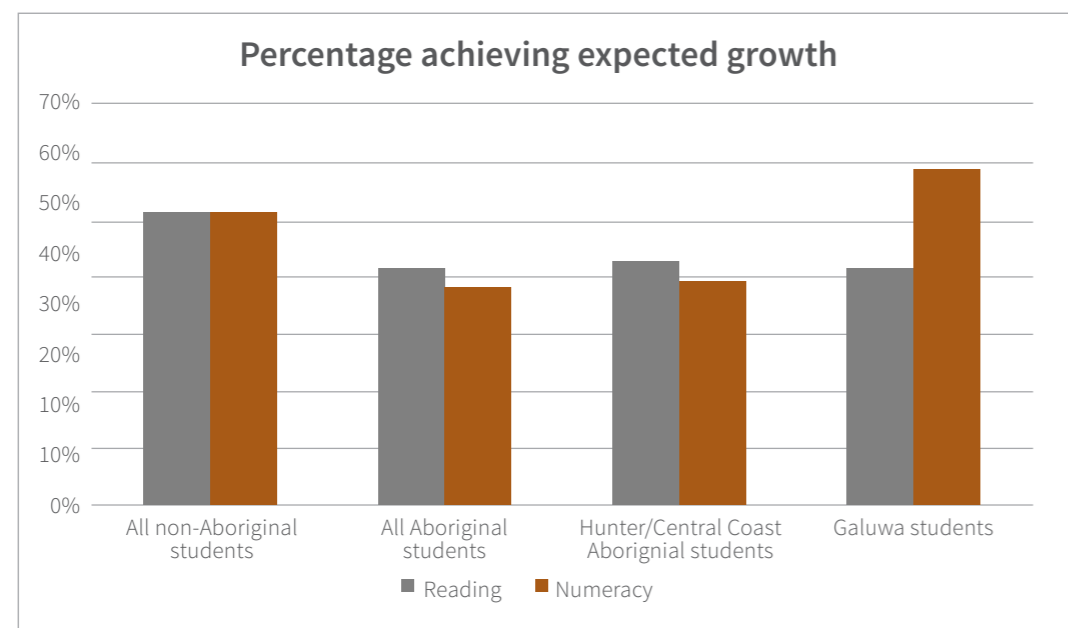
Fifty-nine percent of Group 1 students achieved expected growth in numeracy compared to 52% for all non-Aboriginal students.

3.2 Cultural knowledge and identity

Many students described experiences gained throughout the program that led to increased knowledge of, and an emerging sense of pride in their Aboriginality. Often the students spoke of having commenced with little prior knowledge of their Aboriginal culture.

Section 3.2 examines the capacity of *Galuwa* to increase students' cultural knowledge and what this means to them, and how having a greater respect for their heritage affects their attitudes to school.

3.2.1 Building cultural knowledge

Almost all students reported that participation in *Galuwa* helped to increase their cultural knowledge, as Figure 3.5 shows, with most citing the Career Aspiration Hubs as the source of the new knowledge.

Figure 3.5: Impact of *Galuwa* on Aboriginal cultural knowledge as identified by students
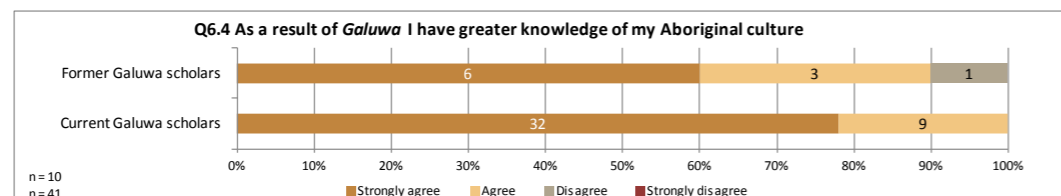
Respondents to the staff survey also reported that the scholarship program was successful in promoting students' understanding of their culture. As Figure 3.6 shows, three-quarters of staff reported that *Galuwa* was either highly or moderately effective in this area.

Figure 3.6: Impact of *Galuwa* on student Aboriginal cultural knowledge as perceived by school staff
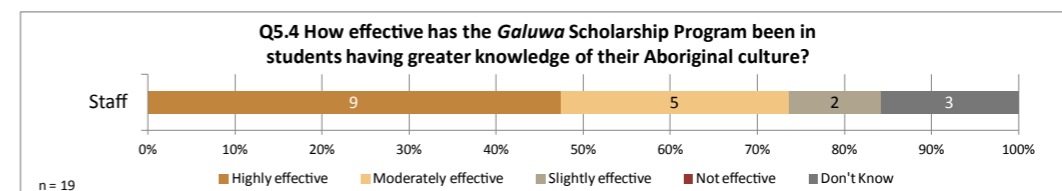
Students, their parents and school staff acknowledged the important role played by members of the Aboriginal community at the hubs, including *Galuwa* ambassadors, presenters and community Elders. Some students identified their limited cultural knowledge prior to *Galuwa*, and a greater understanding of Aboriginal heritage following immersion in the program, saying:

> *"I didn't know much about my Aboriginal background or my Aboriginality… I've learnt a lot – like before I came [to the hub] I hardly knew anything."*

> *"In Year 5 before the scholarship I knew the basic stuff, but because we've had so many people come and teach us about it, it's [become] more in-depth. When I used to watch Aboriginal dances, I didn't know there were stories to them. Now they've told us how to make a story, the different symbols in painting and what they mean and everything."*

Parents described the growth in cultural knowledge and awareness of their children, also noting their enjoyment of learning about their culture. Some students expressed a greater willingness to participate in activities outside the program. For example a student stated: *"I was doing history last year and I was more inclined to talk about the Aboriginal culture"* while a parent reported that his daughter had made *"connections with 'the women' in the area which will be so important in later life"*.

Most students acknowledged that they particularly enjoyed the learning, with comments such as *"I enjoy learning about Aboriginal culture and more, [like] where I came from"* typifying discussions in both interview groups. Others enthusiastically spoke of wanting to follow up with further activities or sharing their culture with friends, as suggested by these examples:

> *"I've learnt a lot more than I used to when I was in Year 5, and now I feel more confident and I can go and tell my friends about the [Aboriginal] stories I've been taught at the hubs. Then they can go and tell other people and they can spread the culture around."*

> *"My [Aboriginal] dad didn't know a lot when he was little, he didn't get taught a lot, so I didn't know anything at all. So when I got chosen I was really excited and I really wanted to learn and everything. Even after some of the camps, in my holidays I went out to this Aboriginal workshop and did some dot painting with Aboriginal Elders, which was really good."*

Some parents spoke of how their children embraced their Aboriginal culture to a greater extent than they had themselves. Half the parents interviewed described how their children's increased knowledge of Aboriginal heritage impacted on their child's identity. The following comments by two parents highlight this:

"The biggest thing for me is that it has really brought out the pride in her about the Aboriginal side of things, because of all the cultural things she is learning. I can learn off her now because I never had anything like this because you didn't admit to being Aboriginal when I was at school."

"Her father said to her when he went to school you didn't tell anyone you were Aboriginal, it wasn't cool, it was shunned. She's proud of who she is and where she's from; she takes great pride in her culture."

Another parent suggested that extending friendships with other Aboriginal students also assisted:

"… she can connect with others and it's broadened her knowledge and networking with other students – she's got more out of that about her culture."

3.2.2 Strengthening identity – pride in culture

Student pride in their Aboriginal heritage emerged as an important theme in the evaluation.

As shown in Figure 3.7, almost all current students either strongly agreed or agreed that participation in *Galuwa* had strengthened their pride in being Aboriginal. Six to 18 months following involvement in the program, all former scholars surveyed acknowledged that the program was responsible for increasing individual pride in their Aboriginal cultural identity.

Figure 3.7: Impact of *Galuwa* on Aboriginal pride as identified by students

Q6.6 As a result of *Galuwa* I have a stronger sense of pride about my Aboriginal heritage

Former Galuwa scholars: 6 | 4
Current Galuwa scholars: 32 | 8 | 1
n = 10
n = 41
Strongly agree | Agree | Disagree | Strongly disagree
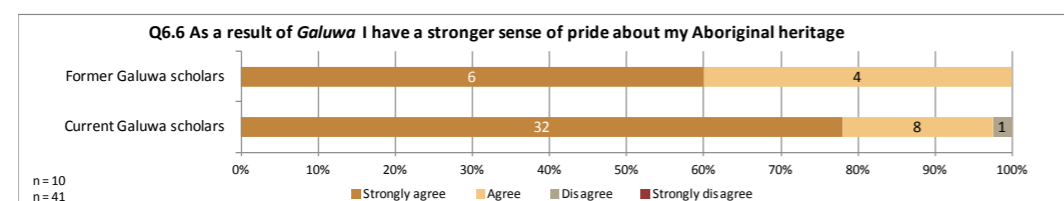
In interviews, students mentioned that this aspect of the program helped them to acknowledge their Aboriginality:

"I used to be scared to say I was Aboriginal but now I'm not."

"I had been challenged to learn more about my heritage and culture and I am proud to be an Aboriginal boy."

School staff members also suggested that the *Galuwa* program contributed to increasing students' cultural pride. Three-quarters of school staff surveyed indicated that the program was either highly effective or moderately effective in strengthening their students' cultural pride, as Figure 3.8 reveals.

Figure 3.8: Impact of *Galuwa* on Aboriginal pride as perceived by school staff

Q5.6 How effective has the *Galuwa* Scholarship Program been in students having a stronger sense of pride about their Aboriginal heritage?

Staff: 9 | 5 | 2 | 3
n = 19
Highly effective | Moderately effective | Slightly effective | Not effective | Don't Know
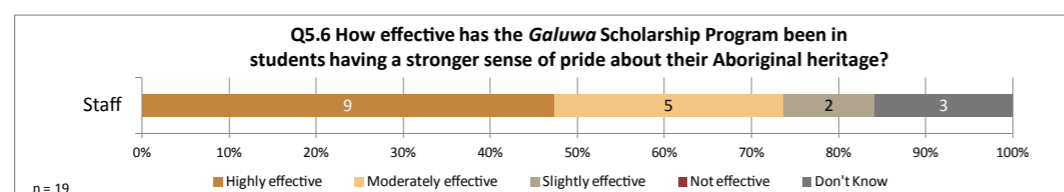
During interviews, school staff described students' increased pride in their own identity, their increasing confidence in their cultural heritage and a greater willingness to participate in cultural events. They cited examples of increased willingness to participate in class activities, greater confidence to ask for assistance and pride in "*who they are*". One tutor stated:

"I have seen great pride in one of our students as she discusses and shares activities that she has participated in on cultural camps."

The *Galuwa* program coordinator described how the pride students felt just by being awarded the scholarship may influence their intention to stay at school. She quoted a letter of thanks received from one student's mother, describing the effect on her daughter:

"Before she was hanging around with the wrong kids just taking a really bad path. But she was so proud for being selected for Galuwa that she really got herself together... [She] didn't want to lose her scholarship."

3.2.1 Cultural respect and respect for schooling

The relationship between cultural pride, identity and respect for schooling was acknowledged by a number of students during interviews. This growing respect for culture and its effect on attitudes to school is illustrated by the following student comments:

"I have been more responsible at school now because I have shown more respect to my history."

"I learnt a lot about Indigenous culture. I also learnt more respect from these hubs and it has helped me so much with my work at school."

3.3 Self-confidence and motivation

This section explores the impact of the scholarship program in boosting the confidence of students and enhancing student motivation. A strong narrative emerged in the evaluation, with all participants citing evidence of growing student confidence. Increased student participation in out-of-class and leadership activities were both seen as indicators of students' growing self-confidence.

Galuwa's role in contributing to student motivation and to promoting positive attitudes to school is described. Self-belief, confidence and valuing school are important elements of school life.

3.3.1 Building self-confidence

During discussion in both group interviews, students described the excitement they felt at the time they received news of their scholarship. The comment by a Year 6 boy: *"My heart stopped. It was as if I was pulling the red cord!"* reflects the feeling of many students when describing how it felt to be told that they had been awarded a *Galuwa* scholarship. The feeling of excitement and anticipation is cleverly captured in the *"pulling the red cord"* analogy[7].

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7   The red cord relates to the 'giant swing' activity at the first 2014 hub, where students wearing a safety harness and helmet were hoisted by a team of students 15 metres above the ground. At the top of the swing students were instructed to pull the red rip-cord to start the free fall, putting the giant swing in motion. The activity is challenging and was aimed at building students' confidence.

An initial boost to students' confidence was attributed to the recognition conferred on students through the award of the scholarship. Several parents commented on the reactions they observed when their children were told they had won a scholarship:

"It took a while for him to understand that it was something that he'd achieved. He was pretty amazed with himself – it was the first time I'd seen him be proud of himself."

"The invitation [to the Awards ceremony] was an achievement in itself. She had squeals of delight – in front of her grandmother who was part of the celebrations."

A principal commented:

"The girls were so thrilled to win a scholarship. We recognised them in the school and in the community, and it's boosted their self-esteem and their confidence. They're proud they got them and we're excited too."

Parents and teachers also remarked on the link between the initial recognition and building confidence:

"That's what Galuwa did going into Year 6, it boosted her confidence."   [Parent interview]

"It's good for [Aboriginal] students to be recognised for academic achievement, and is something for younger children to aspire to 'if they can do it, so can I'."   [Tutor interview]

All former scholars, now in Years 9 and 10, either strongly agreed or agreed that the program had been effective in increasing their confidence in their own ability. All but two current scholars reported in the survey similar increases in self-confidence, as seen in Figure 3.9.

Figure 3.9: Impact of *Galuwa* on student self-confidence as identified by students
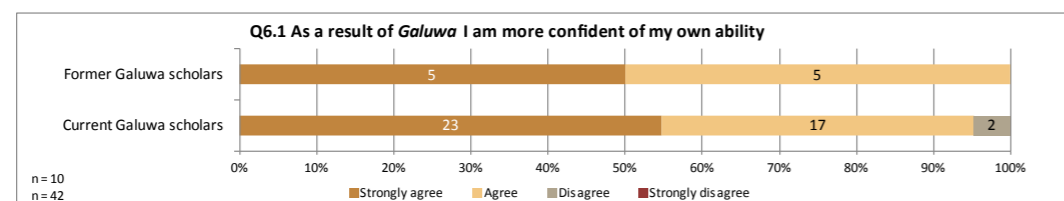
Student interview comments reinforced this message, with students describing changes in their behaviour, thinking and levels of academic achievement:

"I'm more confident in answering questions and that type of stuff in classes."

"…It has also improved my confidence which has increased my learning."

"My parents also noticed that I am more confident in myself."

"All of these groups [family and teachers] made positive comments like: I was doing better, I was more confident and I was topping some of my classes."

Most school staff judged *Galuwa* to be highly or moderately effective in increasing student confidence, as Figure 3.10 reveals.

Figure 3.10: School staff identified the impact of *Galuwa* on student self-confidence
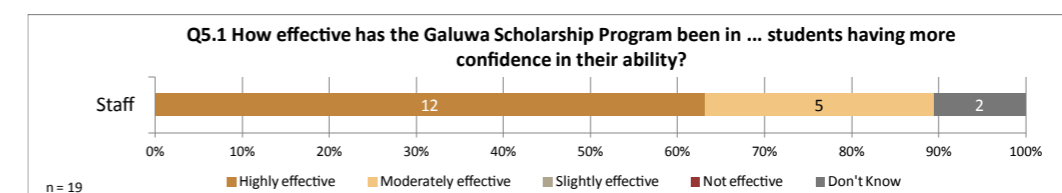
While a few staff members stated they were unsure of the program's impact on student confidence, no staff rated it as not effective in this area.

Parents frequently highlighted positive changes in their children leading from increasing self-confidence, such as:

"Nothing amazes me anymore… she's a bright, well-adjusted, social 15 year old – great that she's developed into that [confident person] from a child who was unsure, with little confidence."

"She's a lot more confident within herself, she's not so shy and [doesn't] withhold from getting to know people. She was much shyer before she went on the hubs. She was the only student from her primary school."

Growing self-confidence was linked to the enhanced sense of Aboriginal identity reported by students and school staff, and was also observed by their parents, as reported:

"…He's proud that he's Aboriginal but it's a very sensitive, emotional area for him. He's joined the Aboriginal youth group at school which wasn't something he would have done before."

Students and parents attributed increased student self-confidence to the specific components of the program, most commonly to tutoring, demonstrated by comments such as:

"With the tutoring I got, it's helped with my education and now I can put my hand up and answer the questions more confidently."   [Student interview]

"It's given him another area he can feel strong in".   [Parent interview]

"The tutoring was helpful because I wasn't good at maths until my tutoring."   [Student interview]

Another parent stated that his daughter *"… won't give up so easily"* as a result of tutoring.

Recreational activities at the hubs were also cited by students, hub facilitators, and parents as challenging students and enhancing their confidence. One student commented:

"The hubs have given me lots more confidence to be myself and to express my personality."

One of the hub facilitators when reflecting on hub effectiveness noted that:

"The activities they did were good as well – the flying fox was good for teamwork and facing their fears – they encouraged each other, which was good."

24

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A number of parents noticed that their children had developed more confidence following their involvement in activities at the Hubs:

"Good for her self-confidence"

"He came back as a changed boy… He's always been a bit timid, teary and emotional. [When he came home] he was so outgoing, so excited, telling us all about it, all the things he did."

3.3.2 Enhancing motivation

Martin (2010) defines motivation as *"interest, energy and enthusiasm to learn and achieve"*. Almost all current and former scholarship holders reported that *Galuwa* helped them to be more motivated at school, as shown in Figure 3.11.

Figure 3.11: Impact of *Galuwa* on student motivation as identified by students
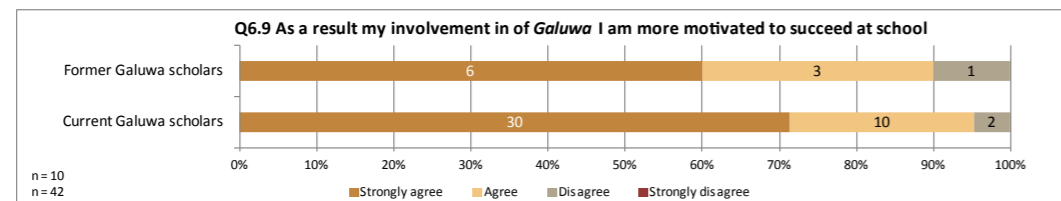
Once again, the program was attributed with helping some students to reflect on the importance of school, as suggested by the following student statements:

"The hubs also helped to inspire me about achieving highly and to think about my career."

"It [the Galuwa scholarship] has helped me understand the importance of doing well at school."

One parent expressed this benefit of the scholarship program, stating:

"One thing [daughter] got from Galuwa is the drive, awareness of culture and the drive to better herself and further herself."

Educational research[8] links motivation and engagement with achievement, with levels of motivation found to predict achievement.

Several tutors and teachers reported including activities and examples drawn from Aboriginal culture and experience to motivate students' interest in their school work. For example, a deputy principal described how one tutor related *"…Aboriginal culture to schoolwork and projects"* when working with one student. Another tutor commented:

"In Science tuition I use parts that focus on Aboriginal culture eg science of paints used, that minerals are part of [Aboriginal] paints or aerodynamics of how a boomerang works. The students weren't aware that when you teach Science, you can incorporate Indigenous learning… found it an eye-opener and liked that maths, English and science are tied into their culture."

Suggestions of enhanced student motivation were mentioned in comments made by a number of parents, who cited increased time spent on homework, getting assignments in on time, children wanting to get up and go to school, more positive attitudes, with more time and effort spent. For example, one parent was pleased to note:

"He's got a positive attitude towards school; he's a lot more positive about it. He's more enthused to do his assignments… he's getting them in on time. He's going really well."

3.3.3 Cultivating Aboriginal student leaders

A number of principals provided examples of *Galuwa* scholars moving into leadership positions, such as joining the school's Student Representative Council (SRC) or the Junior AECG. One principal highlighted the impact of *Galuwa*, stating:

"Our previous scholarship recipient is now in Year 9. He has grown into a confident young learner and he willingly gets involved in our junior AECG activities. I believe his involvement in Galuwa has been a significant contributor to his growth and development."

Another teacher mentioned the support role played by one student with subsequent scholarship recipients, saying:

"She has become a leader and supporter of our younger recipients and is showing clear whole-school leadership qualities and is an excellent role model."

One executive staff member described the potential of *Galuwa* in developing knowledge, skills and confidence in future Aboriginal leaders, stating that the program was:

"Providing a place and time where future leaders are supported and encouraged in their paths."

A parent proudly stated that his daughter's ambition was *"…to be the local AECG president"*.

3.3.4 Extra-curricular activities

As seen in Figure 3.12, most students agreed that they were *'more willing to participate in out-of-class activities'* as a result of their *Galuwa* experience.

Figure 3.12: Impact of *Galuwa* on participation in out-of-class activities as identified by students
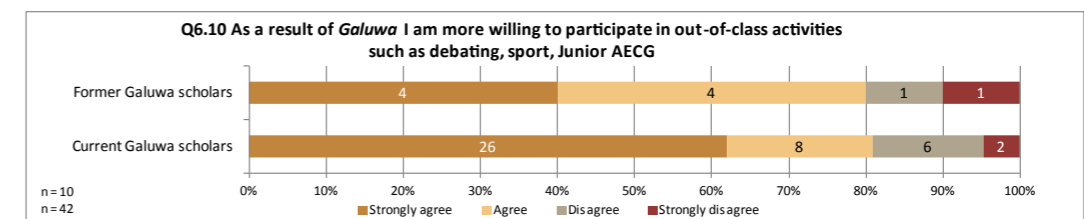
Students cited examples of increased self-confidence enabling them to participate in out-of-class activities, such as public speaking, the Junior AECG, and performance art. For example, one principal pointed out that *Galuwa* had motivated a student in *"creating and performing his poetry piece at the eisteddfod."*

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8   Examples of research linking motivation, engagement and achievement include: Kennedy (2010); Purdie & Buckley (2010); Yunkaporta & McGinty (2009); Martin & Dawson (2009); Craven & Marsh (2008); Fredericks, Blumenfeld & Paris (2004)

Teachers reported similar results, as shown in Figure3.13, indicating that generally *Galuwa* contributed to increased willingness of students to participate in out-of-class activities.

Figure 3.13: Impact of *Galuwa* on student participation in out-of-class activities as identified by school staff

Q5.10 How effective has the *Galuwa* Scholarship Program been in students being more willing to participate in out-of-class activities?

	Highly effective	Moderately effective	Slightly effective	Not effective
Staff	9	4	4	2

n = 19   ■ Highly effective ■ Moderately effective ■ Slightly effective ■ Not effective ■ Don't Know
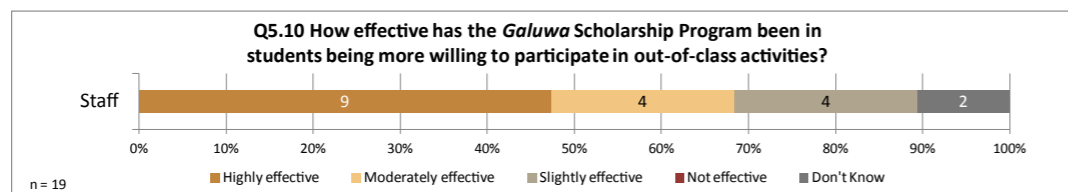
3.3.5 Promoting positive school attitudes

All but four surveyed students attributed more positive attitudes to school to their involvement in *Galuwa,* as Figure 3.14 shows. Of the students who disagreed, two volunteered that their attitudes to schools had always been positive. One stated:

> *"It hasn't changed my attitude. I've always loved school."*

Figure 3.14: Impact of *Galuwa* on student attitude to school as identified by students

Q6.3 As a result of *Galuwa* I have a more positive attitude to school

	Strongly agree	Agree	Disagree
Former Galuwa scholars	3	5	2
Current Galuwa scholars	23	17	2

n = 10
n = 42   ■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree
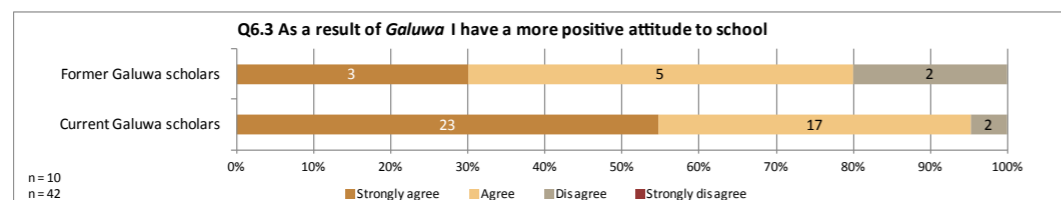
The capacity of *Galuwa* to have a longer-term effect, beyond just the length of the program, is suggested by eight out of ten former scholars reporting that one to two years after their involvement in the program they still have more positive attitudes to school, as also shown in Figure 3.14. The following survey comments by two former scholars support this:

> *"…made me realise that school is one of the most important parts of life and that a positive attitude is necessary to learn at school."*

> *"The Galuwa scholarship has improved my attitude to school by showing me that with help I can achieve great results. My learning and attitude towards learning has also been improved, I have a more positive outlook and I can easily ask for assistance."*

The program benefited some students because it placed them in a peer group of high-achieving students. A teacher-facilitator described the students' enjoyment and positive impact of *"mixing with other students of same academic levels and cultural backgrounds."* The *Galuwa* program coordinator recounted one such event:

> *"When she came to the hub she met other students, knew that it was ok to be intelligent, it was ok to do well in school. It was all ok."*

While staff survey results were somewhat divided regarding the impact of the program on students' attitudes to school, most respondents described the program as highly or moderately effective in improving students' attitudes to school, as shown in Figure 3.15.

Figure 3.15: School staff identified the impact of the program on student attitude to school

Q5.3 How effective has the *Galuwa* Scholarship Program been in students having a more positive attitude to school?

	Highly effective	Moderately effective	Don't Know
Staff	12	6	1

n = 19   ■ Highly effective ■ Moderately effective ■ Don't Know
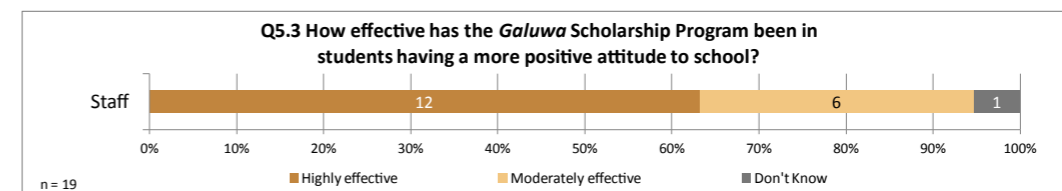
Similarly, as Figure 3.16 shows, around two-thirds of school staff members indicated that the program was either highly or moderately effective in increasing student attendance. Student attendance is an indicator of attitude to and engagement in schooling (Willms, 2003).

Figure 3.16: Impact of *Galuwa* on student attendance as identified by school staff

Q5.11 How effective has the *Galuwa* scholarship program been in improving student attendance?

	Highly effective	Moderately effective	Slightly effective	Not effective	Don't Know
Staff	7	6	4	1	1

n = 19   ■ Highly effective ■ Moderately effective ■ Slightly effective ■ Not effective ■ Don't Know
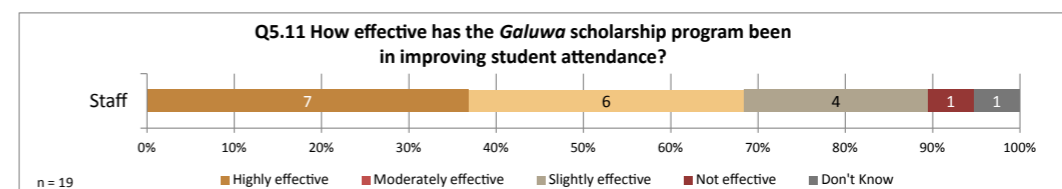
One parent observed the impact of *Galuwa* on his son's punctuality, stating: *"absolutely better attendance at least in arriving at school on time."* While a student commented that:

> *"I'm even more positive at school and hate to just be 'sick' and have a free day off; I would go to school when I'm sick."*

Although the overall long-term impact of the program is uncertain, parents expressed the view that *Galuwa* was responsible for changes that would extend beyond their children's involvement in the scholarship program. One parent suggested that:

> *"She has high goals and I think she will achieve something. She's building skills that she'll keep working at something – she's not going to give up easily…"*

3.4 Developing career knowledge, aspirations and pathways

This section explores the effects *Galuwa* had on the aspirations of scholarship holders.

The Career Aspiration Hubs are intended to inform students about career options and stimulate thinking about factors that influence career pathway decisions. In 2014 this function was planned for the second of the hubs, so was not a feature of the experiences of students at the time of data collection.

Three aspects emerged from the data around changing career expectations of participants:

- increased knowledge of employment and career options
- changed aspirations as a result on new knowledge
- increased understanding of the educational requirements and possible pathways to specific careers.

3.4.1 Career knowledge

Despite the early 2014 hub not taking a focus on career information, a large majority of students indicated that *Galuwa* had stimulated their thinking about future careers.

As Figure 3.17 shows, nearly all former scholars surveyed indicated that they have knowledge about how to *'achieve their dream job'* as a result of participation in *Galuwa*. Of the current scholars interviewed, 36 of the 42 reported similar outcomes. The remaining six were year 6 students who were new to the program.

Figure 3.17: Impact of *Galuwa* on knowledge about career pathways as identified by students

Q6.8 As a result of *Galuwa* I know what I have to do to achieve my 'dream job'
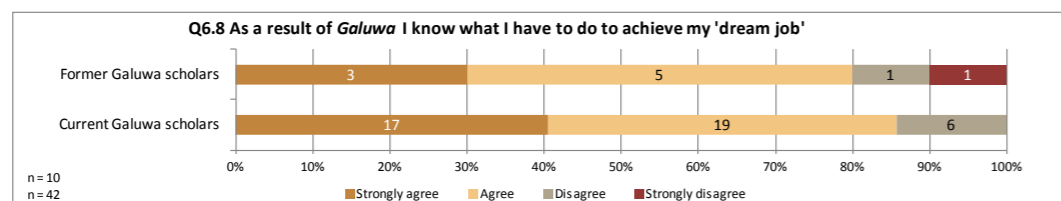
Similarly, all but three staff members reported that the program was an effective vehicle to assist students to identify goals to achieve their 'dream job', as shown in Figure 3.18.

Figure 3.18: Impact of *Galuwa* on knowledge about career pathways as perceived by school staff

Q5.8 How effective has the *Galuwa* Scholarship Program been in students having identified goals to help achieve their 'dream job'?
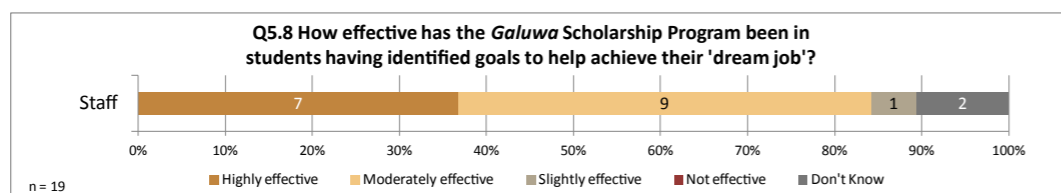
3.4.2 Career aspirations

Based on the findings reported in section 3.1, the program has generally contributed to improved achievement and is likely to assist in strengthening student intentions to complete school. The following comment by a former scholar highlights this idea:

"Without the scholarship I don't think I would have the same outlook on my future and career as I do now."

Survey responses from current scholarship holders in Years 6, 7 and 8 indicated that the majority of respondents were already considering their future careers, at least to some extent. Table 3.4 shows that only two students did not *'know what job I would like'*.

Table 3.4: Current student survey responses about future career options

Q2.1 Which statement best describes the way you think now about your career?	Year 6	Year 7	Year 8
I don't know what job I would like.	1	1	0
I am thinking about a small number of specific occupations.	3	3	4
I am considering a specific occupation, but I'd like to explore other options before I make my decision.	5	4	9
I have already decided on the occupation I want.	1	6	5

Most respondents to the student survey indicated that their own skills and interests were *'very important'* factors shaping their choice of career or job. The *Galuwa* Career Hubs were ranked next in importance, as shown in Table 3.5, and only one student considered the hubs to be *'not at all important'* in this regard.

Table 3.5: Influences on career or job choice as identified by current scholars [in order of importance]

Q2.5 Rate each of the following in terms of their influence on your choice of career or job.	Very important	Somewhat important	Not at all important
Your interests	34	8	0
Your skills	31	11	0
Galuwa Career Aspiration Hubs	25	16	1
Teachers	18	21	3
Careers advisors	12	25	2
Your parents/carers	11	22	7
Brothers and sisters, other family members (not including parents/carers)	10	22	8
Friends	8	24	9
Other please specify	2	1	1

One Year 8 student, although undecided about his future career, indicated the important role the hubs played, stating:

"I don't really know yet because there's a lot of things you can be, but the career hubs have helped to narrow it down… so I know what I'm good at and stuff."

A teacher-facilitator involved in earlier Career Aspiration Hubs highlighted the positive contribution of the career-focussed activities, describing them as stimulating the sharing of ideas, allowing students to consider new ideas and options, as reported:

"Yes it was well received by students, and good for students to hear about what other students wanted to do – it might have changed what they wanted to do. Helped the students to hear about different options, increased their awareness."

Other elements of the program may have had an influence on students' career knowledge and aspirations. For example a teacher-facilitator identified individual tuition as an influence on student aspiration and career choice.

3.4.3 Career pathways

The *Galuwa* program coordinator confirmed that career-focussed sessions were presented at Career Aspiration Hubs in each year of the program prior to 2014. They centred on the identification of the various pathways that may lead students to the qualifications they may need.

Most current students either strongly agreed or agreed that they had a *'clearer idea of their career path'* as a result of their *Galuwa* experience, as Figure 3.19 shows.

Figure 3.19: Impact of *Galuwa* to influence decisions about career paths as identified by students

Q6.7 As a result of *Galuwa* I have a clearer idea of my career path

Former Galuwa scholars: 5 | 2 | 2 | 1
Current Galuwa scholars: 19 | 17 | 5 | 1

n = 10
n = 42

Strongly agree | Agree | Disagree | Strongly disagree
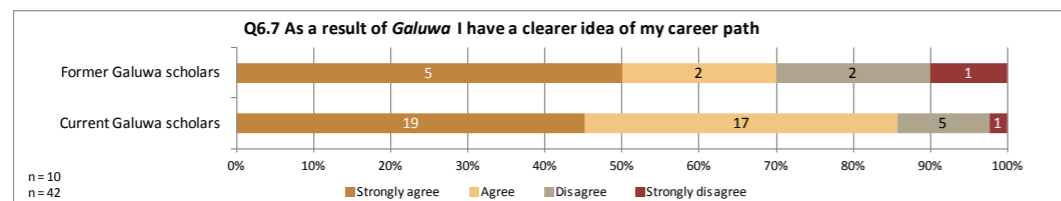
Generally, student feedback about career sessions was positive. Some Year 8 students indicated that hub career sessions had decreased over the 3 years, with one Year 8 student recalling that only the first two of the five Hubs attended had this focus. Nevertheless, one student appreciated the opportunity to explore factors influencing their career choice and the range of potential post-school paths, stating:

"Before the Galuwa scholarship I had no idea what I wanted to do in the future or even the type of things I could do. I had no idea about the courses I could study and I didn't try very much in school work. Now I have an array of things I want to do, I try in school…"

Some students clearly identified the value of activities that identified the steps required to prepare for various career options, as the following comments by current scholarship recipients demonstrate:

"It has been helpful because I want to be a primary school teacher, so it's put me on the right track. I know what I need to do to become one."

"At one of the hubs we looked at what careers we wanted to do and how we'd get there. Yes that helped me to see what I have to do because I would like to become a dentist."

As Figure 3.20 shows, 16 of the surveyed school staff indicated that *Galuwa* was either highly or moderately effective in clarifying students' career pathways.

Figure 3.20: Impact of *Galuwa* to influence decisions about career paths as identified by school staff

Q5.7 What has been the impact of the *Galuwa* Scholarship Program in students having a clearer idea of their career path?

Staff: 4 | 12 | 2 | 1

n = 19

Highly effective | Moderately effective | Slightly effective | Not effective | Don't Know
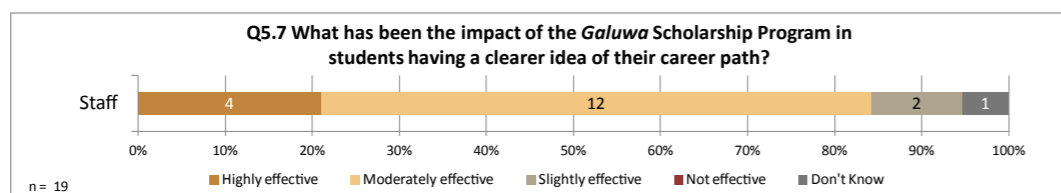
One tutor comment sums up the important role played by teacher-facilitators at the hubs, and their ability to engage students:

"When they [teacher- facilitators] ran groups – they did a great job in encouraging students in 'professional' career paths eg students talked about what they wanted to do, with majority of boys talking about pursuing professional fields such as physicists, sports journalist etc."

3.5 Relationships and Aboriginal students

This section specifically addresses the third term of reference of the evaluation, the effectiveness of *Galuwa* in fostering relationships. Three aspects are reported:

- student relationships with others of similar academic level
- students relationships with their tutors in the program
- building meaningful connections between Aboriginal students and their communities.

3.5.1 Student-student relationships

Students, parents, tutors, teachers and principals related a common story about the friendships that flourished between students as a result of the scholarship. Some students reported that these relationships were considered special, particularly where there were few Aboriginal students at their school. The parent of one Year 6 boy commented on such a case, as the student attends a very small primary school in a remote location:

"There are only a couple of hundred people in our town and only one or two children who are Aboriginal and so he's got to connect on that level as well – meet with other kids like him."

When judging the effectiveness of *Galuwa*, it is important to consider those things students value about their school experience. Ranking closely behind factors related to learning outcomes (refer to Table 3.1 in Section 3.1.1) almost all current and former students rated *'making friends'* and *'spending time with friends'* as either very important or somewhat important, as seen in Table 3.6.

Table 3.6: Important relationship factors about school as identified in the student surveys

Q1.5 (Alternatives 8-10) Select the responses that best describe the things that are important to you about school.	Very important		Somewhat important		Not at all important	
	Current /42	Former /10	Current /42	Former /10	Current /42	Former /10
Making friends	34	5	7	5	1	0
Spending time with friends	25	6	15	4	2	0
Having good relationships with teachers	14	3	24	6	4	1

Students reported that they both highly valued and enjoyed meeting other Aboriginal students during their *Galuwa* experience. Meaningful and lasting friendships between Aboriginal students, were reported in surveys and by parents and students during interviews, as one of the most enjoyable parts of the program. The following comments illustrate this:

"I've made so many other friends that are the same as me culturally than I would not have met otherwise." [Student interview]

"…particularly seeing the friends she has developed through them [the hubs]. There are at least two girls from other high schools that she keeps in regular contact with." [Parent interview]

"The hubs have given me life-long friends and many stories to tell." [Student survey]

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For some students these new friendships supported their transition to high school. Some Year 6 students attended hubs as the only student from their primary school, meeting students from other local primary schools. These students, from different feeder primary schools formed friendships that were maintained when they enrolled in the same high school. Student comments demonstrated this, about how friendships with older students helped to make the transition to high school less daunting, dispelling some fears associated with high school:

> *"When we came [to the hub] in Year 6… there were older kids, and they sort of guided you a bit more. You had a bit more confidence, and they told us 'No – other kids don't give you swellies'[9] and like all the rumours we'd heard."*

> *"It's helped because [student] goes to my school. I knew her from the scholarship and so I knew I always had a friend – I still had my other friends – it's nice knowing other people…"*

School staff, tutors and teacher-facilitators described budding friendships that initially grew out of sharing common experiences at the hubs and continued throughout students' years of involvement in the program and beyond. One principal highlighted this, saying:

> *"The kids really build a bond together, and then the kids stay in contact."*

One tutor comment supported this view, noting the benefit for developing positive student relationships with Aboriginal students from similar backgrounds:

> *"The biggest highlight [of the hubs] was the community aspect. Students loved mixing with other students of same academic levels and cultural backgrounds."*

Many parents described how their children enjoyed meeting other Aboriginal students, recognising that the hubs played an important social function. They reported that some students maintained regular contact via social media with these 'new friends' who attended other schools, illustrated in the following parent comments:

> *"She's made some really good friends as part of that process [hubs]. It's been a benefit socially… she connects with people outside of the hub."*

> *"He loved meeting the other kids. There are a couple that he keeps seeing there that he's getting along really well with."*

Some parents also indicated that their children valued the interaction with Aboriginal students from similar academic backgrounds. One parent confirmed this, describing how their child enjoyed being with *"students just like me"* and that *"the camaraderie with other students has been pleasing."*

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9   A 'swellie' is a form of bullying behaviour.

3.5.2 Tutor-student relationships

All former scholars and all but two current scholars enjoyed a friendly and supportive relationship with their tutor, as Figure 3.21 shows.

Figure 3.21: Nature of student-tutor relationships as identified by students
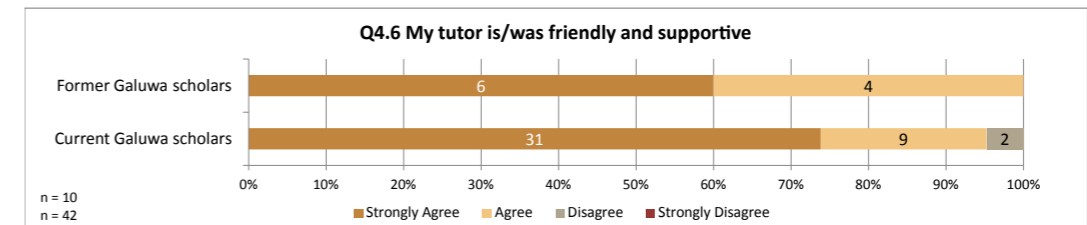
Some students described the value of having a mentor relationship with their tutors, citing appreciation of having someone *"looking out"* for them and the ability to keep working with a tutor from year to year to build a relationship. For example, one student cited the benefit: *"they're more like a mentor now, so I could go to them if I had a problem."* Some students identified additional roles taken on by their tutors, such as school scholarship coordinator, resulting in enhanced relationships. For example, one student reported:

> *"It's been very helpful because she's also my school mentor, so I've got to know her really well."*

Both parents and tutors reported that continuity of tutoring, especially moving from primary to high school contributed to the rapport built up between students and tutors. The importance of these relationships was acknowledged by one parent, who stated: *"The rapport is unbelievable, especially with her Maths tutor."* Some students reported they had the same tutor for three years from primary school to high school, or for two years from Year 7 to Year 8.

One tutor highlighted the rapport that developed between him and three students in primary school and which continued when the tutor later worked with the students in high school. He commented:

> *"…because I had rapport with [student] from last year, that helped things. I taught students in Year 6 and now I teach them in Year 7. Students feel very comfortable with me – I'm a familiar face."*

A parent of a Year 6 student acknowledged the potential of student-tutor relationships to smooth the transition process to high school. This parent indicated that his son's attitude to high school had changed as a result of his tutoring experience.

> *"He's excited to go to high school… He wasn't excited before, but he is now. It helps as he knows the head teacher Maths. [Son] said, 'Good, because when I go to high school the head teacher Maths already knows I'm good'."*

This father reported that his son was a gifted and enthusiastic Maths student who enjoyed being 'pushed' by his tutor.

3.5.3 Connecting to community

One goal of the *Galuwa* scholarship program is to assist students to make *'strong connections to the Aboriginal community'* (AECE, 2014a) and in doing so, to broaden their cultural knowledge.

Both student and staff surveys asked about the programs' effectiveness in building links between students and their Aboriginal communities. All former scholars and most current scholars reported feeling more connected, as Figure 3.22 shows.

Figure 3.22: Impact of *Galuwa* on student connection to community as identified by students
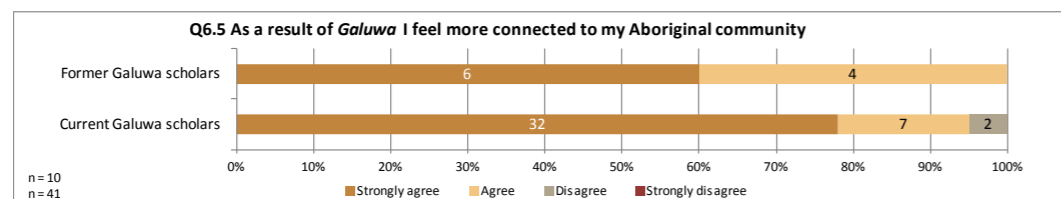
The majority of respondents to the school staff survey (11 of the 19) also reported that *Galuwa* was highly effective or moderately effective in supporting students connect to their Aboriginal community. However, eight of the 19 respondents were less certain, reporting that the program was only slightly effective or that they did not know. One principal commented on the community's response to the scholarship recipients:

> *"The families are so proud of their daughters… It's united the families and Aboriginal community to have two students recognised. It's an achievement – had good spin off there."*

The involvement of Aboriginal teacher-facilitators, Elders, presenters and the Aboriginal ambassadors was critical to the success of the Career Aspiration Hubs in contributing to students' increased sense of connection to community. The effectiveness of the Career Aspiration Hubs to strengthen student connection to community is asserted in the following student comment:

> *"These hubs have shown me… all those Elders who've come and given to us, so I thought why not give back to the community, and give to them."*

Interviewed parents acknowledged the positive influence of *Galuwa* to strengthen community bonds. The parent comments below illustrate an increased connection to community:

> *"…[student] has come to acknowledge that she is Aboriginal. When she was younger we told her she was Aboriginal, and she didn't accept it or want to know about it… [Now] she's open to it and willing to find out more about it."*

> *"I make sure that [daughter] understands her Aboriginality as part of the scholarship program; I make sure she knows who she is, where she's from, what that means to her as an Aboriginal child, what it means to her participation in the scholarship."*

4. Role of the key features of *Galuwa*

This section explores the operation and impact of key features of the scholarship program: Action Plans, individual tuition and Career Aspiration Hubs. Some aspects of all of these features were identified by stakeholders as contributing positively to outcomes for scholars. Stakeholders also identified areas that could be improved.

Key features of the *Galuwa* program include:

1. **Action Plans:** students are required, with their parents, to nominate the types of financial support that would help them to achieve their educational and career goals.

2. **Individual tuition:** 30 hours of tuition is a requirement for all scholarship recipients and is the only mandatory element of the action plan.

3. **Career Aspiration Hubs:** twice-yearly residential hubs (three-day camps) provide opportunities for students to explore aspects of their Aboriginal heritage and issues affecting their future career choices and post-school options.

The final section discusses findings related to several other organisational aspects of the *Galuwa* program, including awareness of the program.

4.1 Action plans

Action Plans were used to plan how the scholarship funds would be used to support each student's schooling. The program guidelines describe Action Plans as an agreement between the *"student, parent/caregiver and the Aboriginal Education and Community Engagement Unit's Galuwa coordinator"* (AECE, 2013a) about the items or services to be purchased with scholarship funding. Parents, usually in consultation with their children, complete the Action Plan form as shown in Appendix 1.

Early in each school year each student's Action Plan is submitted to and approved by the *Galuwa* program coordinator.

The evaluation findings address the following aspects of the Action Plans:

- developing the Action Plan
- common patterns of expenditure
- reported impact of scholarship funding.

4.1.1 Developing the Action Plan

As Table 4.1 shows, approximately two-thirds of current scholarship holders reported that they were involved in decisions about their Actions Plans.

Table 4.1: Decision-making about Action Plans items as identified by current scholars

Q5.2 I made decisions about the items to be included in my Action Plan.	No. of responses
Yes	27
No	2
Don't know	13
Total	**42**

Although Action Plans are an integral part of the program, the remaining 15 students reported that they either did not have a plan or did not know if they had one. This may be linked to the confusion expressed in student interviews around the term 'action plan'. When questioned, several students asked what they were. Other students informed them that Action Plans were *"what you want to do with your money"*.

It was possible for students to amend their current Action Plan during the year. For example, if an unexpected item was required, an updated Action Plan was submitted to the Program coordinator for approval.

There were mixed responses from parents when asked about the processes for making decisions about the Action Plan and claiming back money for items purchased.

Most parents had few problems filling out and submitting Action Plans and those who did were grateful for the support they received from the school scholarship coordinator, who was able to sort out problems and offer suggestions about suitable items to include in the Action Plan. For example, one parent was appreciative of the support, saying:

"[Scholarship coordinator] helped me with the plan; she suggested things that I didn't even think about."

The same parent continued:

"[Scholarship coordinator] is a great asset. She helped [daughter] pick her tutors… saved the day and sorted stuff out."

Once the Action Plan was approved by the program managers, payments for the goods or services listed on the plan may be made in two ways:

- If parents purchased items and paid for them out of their own pocket, they submitted a claim form with the receipt and the reimbursement was deposited into their bank account.

- For larger items, parents arranged a quote to be sent to the scholarship coordinator, who then arranged purchase directly from the retailer. The retailer contacted the parents to pick up the items. The invoice and payment are processed by the scholarship coordinator.

4.1.2 Patterns of expenditure

Action plans for a sample of six students were examined to identify major areas of expenditure, changing patterns over time and any differences between planned and actual expenses. The sample included a mix of girls and boys, whose Action Plan records for the three years of their participation were held by AECE.

Table 4.2 shows the total actual amounts spent by the six students, for each of the three years in which they were involved in the program. The rank is included in the table to highlight changes in expenditure patterns from early to later years of the scholarship. Over this sample, the 'actual' amounts spent differ only slightly from the planned (anticipated) expenditure.

Table 4.2: Total expenditure recorded across a sample of six students' Action Plans

Item group	Year 6 Amount spent ($)	Rank	Year 7 Amount spent ($)	Rank	Year 8 Amount spent ($)	Rank
Tuition - mandatory	9,042	1	9,264	1	9,474	1
Technology - PC/tablet	4,047	2	3,545	3	4,622	2
Tuition - extra	3,382	3	3,989	2	320	8
Excursions	1,432	4	1,055	5	265	9
Uniform	1,304	5	851	7	498	7
Technology - other, such as printers, office software, portable data storage	872	6	650	8	727	6
School contributions	422	7	881	6	804	5
Study accessories - desks, bookshelves, etc	330	8	42	12	0	13
Stationery	267	9	45	11	136	11
School expenses, such as school bags, textbooks and elective course fees	184	10	295	10	185	10
Computer accessories	151	11	38	13	0	13
Curriculum expenses - sport	95	12	512	9	0	13
Extra-curricular expenses	88	13	0	15	0	13
Curriculum expenses, such as calculators and project materials	29	14	20	14	56	12
Curriculum equipment - Music	0	15	2,594	4	2,620	3
Curriculum equipment - Art	0	15	0	15	894	4
Unexpended funds (able to be 'rolled over' to the next year)						
Grand Total	**21,645**		**23,781**		**20,601**	

Thirty hours of tutoring was the only item of expenditure required for each student as part of the program, and was the largest expenditure item, at about $1,550 per student per year. The amounts spent on tuition increased each year due to rises in the hourly rate for tutors.

Patterns of expenditure varied only slightly within the sample group. With the exception of musical instrument purchases by one student, the major areas of additional expenditure were:

- computer equipment and accessories, in desktop (in year one) and portable formats (in others)

- additional hours of tutoring, especially in Years 6 and 7. A number of students used their scholarship to buy additional tutoring time in art, dance, music, English or maths.

Other common items of expenditure included excursions, uniform, stationery and general school expenses.

4.1.3 Impact of scholarship funds

Survey data shown in Table 4.3 demonstrate that the funding for computer-related equipment, stationery and general school needs and school contributions was highly valued by students. Funding for excursions was also considered very important in all years.

Table 4.3: Items purchased in order of importance as identified by current scholars

Q5.4-5.11 Rate the importance of the following items that you included in your budget.	Very important	Somewhat important	Not at all important	Not part of my budget
Computer and/or printer	34	8	0	0
School excursions	34	6	1	1
Hours of tuition (30 hours minimum)	32	10	0	0
School contributions	27	13	0	2
Stationery, school equipment or text books	26	14	0	2
School uniform	25	14	1	2
iPad or other tablet device	16	19	3	4
Internet expenses	15	16	5	6

Some parents reported that items such as home internet access and study desks were highly valued by those students who needed them. For example, some students used *Galuwa* funds to create a special home study environment, especially in the first year of their scholarships. One parent commented:

> *"…he bought… a desk and computer chair, and a bookshelf for all his books. He has lots of books. His books were all in boxes and he's a 'mad' reader."*

The purchase of musical instruments or music tuition was seen to be a powerful positive influence. For example, one student expressed the ambition to start a music tuition business. The parent of another student remarked:

> *"Galuwa has given her the chance to get music tuition… and it's quite good therapy for her – she'll sit and strum the guitar – it's good for her relaxation – she is quite a busy girl."*

In interviews, both parents and students acknowledged the value of financial assistance provided by the program. For some families, the scholarships provided relief from worry about finding money for items which both students and parents considered to be educationally important, such as excursions, computer-related items and voluntary school contributions, as two parents stated:

> *"[We] were behind in school fees[10], [Galuwa funding] made sure school fees were paid. We could afford to send him on school excursions and bought new school uniform."*

> *"It's been really helpful in giving her access to IT that we wouldn't have been able to [provide]. We have two teenage kids and those things are very costly."*

Another parent described the impact on the whole family, including the value for her son, saying:

> *"…the funding – it's helped take the stress off us and him as well. He knows he can get things if he needs it. It's hard, 'cause we only have one income coming into our house."*

Three students interviewed acknowledged the impact on them personally, describing how they had fewer financial worries as a result of the scholarship. For example, one student pointed out:

> *"You don't have to worry as much about all the extra activities, about the payment."*

4.2 Individual tuition

Tuition was the only mandatory component of the scholarship program, with each student required to purchase a minimum of 30 hours. Feedback from all participants (students, parents, teachers, tutors and other school staff) acknowledged the value of the tutoring and its contribution to improved learning outcomes for students.

The evaluation findings address the following aspects of the tuition:

- Locating tutors in specific and non-specific subject areas
- Reported impact of tutoring
- Issues associated with tutoring.

In most cases students reported that they personally made decisions about the type of tuition support they would like. Only a small number of students and parents reported that they had difficulty locating a suitable tutor in their local area.

The majority of students indicated that they received tuition in either maths or English, or both. Some undertook tutoring in a number of additional subjects such as science, technology, history, geography, Personal Development, Health and Physical Education (PDHPE) and languages. Table 4.4 shows the range of subject areas chosen.

Table 4.4: Scope of tutoring as identified in student surveys

Q4.3 In which subjects do/did you receive tutoring?	Current scholars /42	Former scholars /10
Maths	36	9
English/Literacy	32	8
Science/Technology	3	4
Art	2	1
Geography	2	0
History	2	0
Languages	2	1
Music	1	0
Personal Development, Health and Physical Education	2	0
Other (Homework, woodwork, project and assignment work)	1	1

In an interview one parent commented that the subject area selected was *"whatever he needs at the time"*.

In addition to support in specific subjects or learning areas, students, teachers and parents identified a range of other areas where tuition had provided assistance, including:

- essay writing skills, eg *"it's good to help me with my grammar and my sentence writing."*
- organisational skills, eg *"…helped them to be more organised and confident in their attitude towards their schoolwork."* [free response from staff survey]
- motivation, eg *"I used to be really shy about learning but now I know that no one can stop me from participating"* and *"It has made me more confident to complete school."*

Many students directly linked improved learning to the tutoring component of the program. As Figure 4.1 shows, all former students and nearly all current students either strongly agreed or agreed that tutoring had a positive impact on their learning performance.

Figure 4.1: The impact of tutoring on academic performance as identified by students
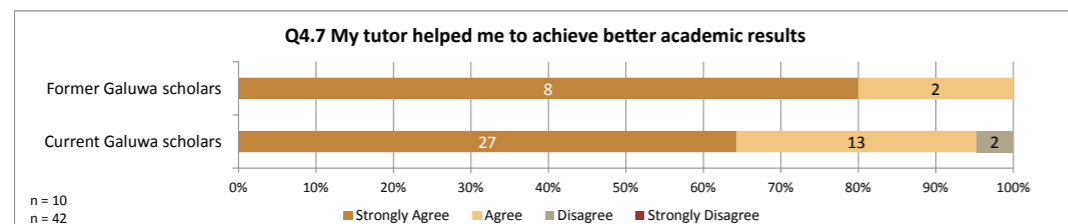
In the two interviews, students mentioned that they learnt strategies for both immediate and longer-term benefit, such as:

"Well my tutor … she's given me, she knows there's chapter reviews and she tells me how to do it."

"…before I used to study for Maths by revising how to do it, instead of practising what I was doing."

"The tutoring has really helped me to get my grades up and it's also given me the skills that even if I don't have the funding I'll be able to still study 'cause now I know how to study for maths…"

Parents and school staff also valued highly the tuition component, identifying students' gains in knowledge, improved academic performance, greater engagement with school, and increased confidence. The following comments demonstrate this:

"…having that one-on-one interaction with the tutor who knows the subject and can offer that support has been an amazing advantage."

Changes in study behaviours and skills were observed by parents, for example:

"He's putting more effort and time into his work. If he has homework… he dedicates all his time in the afternoon. For example, he went to mate's place yesterday to do homework together."

"It's helped her in that it's given her ways that she can study herself."

One parent identified her daughter's decreasing stress about achievement, stating: *"From Year 6 to now, [student] was more anxious before… She puts so much pressure on herself to achieve and doubted herself. Her emotional confidence has grown 100%."*

Further evidence that students appreciated the support provided by tutors and is demonstrated by the fact that 34 of the 42 current *Galuwa* scholars indicated in the survey that additional tuition would be useful.

The majority of student feedback about individual tuition was positive, citing improvement in academic performance and enjoyment of the process. In interview, one student commented that his teachers had noticed his improvement:

"A lot of them (teachers) told me 'you've been doing well, getting better test results and stuff'."

A few students identified problems they encountered. One student was unhappy that tutoring was delivered out-of-school hours, and another stating that they did not particularly enjoy the process. For example, two current students cited challenges associated with their tuition, stating:

"I strongly dislike the tutoring and it becomes a challenge for me to focus on it after school."

"Getting in the mood for tutoring each week [is a challenge] and completing all my hours."

4.3 Career Aspiration Hubs

"I get excited weeks before the hubs. I start counting down."   [Student interview]

The student comment above illustrates the anticipation and enjoyment expressed by many students when asked about the Career Aspiration Hubs.

A *Galuwa* book is published by the sponsor each year and distributed to students. From 2012, the books have described the aims of the Career Aspiration Hubs as enhancing *"students' cultural knowledge, literacy, numeracy, technology, leadership, career aspirations and goal setting skills"*. An important focus of the hubs is to expose young Aboriginal students to high-profile leaders (*Galuwa* ambassadors), from fields such as education, sports and the arts.

The evaluation findings address the following aspects of the hubs:

- purpose and organisation
- reported impact
- issues that arose.

4.3.1 Purposes and organisation

The hubs serve several purposes within the program. They offer opportunities for students to:

- learn about their Aboriginal heritage
- meet and make friends with other Aboriginal students
- build confidence in their own abilities
- learn about possible career pathways.

Venue

Career Aspiration Hubs have been held at a range of different venues, selected by the Program Managers, in an attempt to provide students and teacher-facilitators with new experiences and challenges to help build confidence.

Other factors considered in the choice of venue included cost, catering and accommodation, the variety of outdoor activities and the expertise of venue staff.

Activities

An awards ceremony is held at the first hub each year, presenting certificates to 'new' Year 6 scholars in recognition of their *'academic excellence in their NAPLAN results'* (AETD nd.c). Invitations are extended to parents and family, and principals to attend this ceremony.

A variety of activities is offered at each Career Aspiration Hub, delivered by teacher-facilitators, Aboriginal ambassadors and experienced venue staff. Enhancing cultural experiences and building student confidence have been emphasised at recent hubs.

Careers activities

The initial focus on providing opportunities for students to explore potential career or employment avenues has diminished over the last two years. The 2014 teacher-facilitator, newly appointed to the role, stated:

> *"I didn't realise that it was a Career Aspiration Hub... I didn't see there was anything to do with career aspirations."*

When asked about career-focussed activities, one student indicated that these had occurred only at previous hubs:

> *"Yes we did in the first couple of hubs, we sat around a table and we talked about what we wanted to do, how to get there, and what we had to do to get there."*

During interviews, several Year 8 students described how the Career Aspiration Hubs had changed, agreeing that in previous hubs when they were Year 6 and 7 students, more activities had a focus on careers. One student commented:

> *"Yes we did in the first couple of hubs, we sat around a table and we talked about what we wanted to do, how to get there, and what we had to do to get there."*

Programs from Career Aspiration Hubs indicate that specific career-oriented activities were last undertaken in semester 1, 2012. This does not mean that careers were not considered at subsequent hubs. For example, all hubs included presentations from high-achieving Aboriginal people and these may well have stimulated thinking about career aspiration in students. For example, one student reported:

> *"Last year at the second hub we talked about what we'd like to do, with [two teacher-facilitators]"*

Most staff indicated that *'learning about career options'* was a valuable component of the hubs, despite the lack of explicit planning being undertaken.

4.3.2 Reported impact for students

The results of the student survey revealed close alignment between the hub activities that students enjoyed, and those they rated as valuable. Cultural learning and meeting other students were consistently ranked first and second for both enjoyment and value, across both current and former students, as show in Tables 4.5 and 4.6

Table 4.5: Value to students of elements of the Career Aspiration Hubs

Q3.2 Please rate the value for you of each of the following in the Career Aspiration Hub/s	Very valuable		Somewhat valuable		Not very valuable		Not at all valuable		Not applicable	
	C /42	F /10	C /42	F /10	C /42	F /10	C /42	F /10	C /42	F /10
Learning more about Aboriginal culture	39	9	2	1	0	0	0	0	1	0
Meeting other Aboriginal students	35	8	5	2	1	0	0	0	1	0
Motivating me to achieve	31	9	7	1	2	0	0	0	1	0
Learning Aboriginal songs, storytelling and dances	30	7	11	3	0	0	0	0	1	0
Learning about career options	30	7	11	2	1	1	0	0	0	0
Learning about Aboriginal language	27	5	13	5	0	0	0	0	2	0
Outdoor leisure activities eg gully crossing	16	2	18	5	4	0	1	0	3	0
Other – please specify	2	0	0	0	0	0	0	0	6	2

Note: C = current students, n=42; F = former students, n=10
Note: 'Other' responses included "Meeting the teachers", "Activities with other Aboriginal students" and "having fun".

Table 4.6: Student enjoyment of elements of the Career Aspiration Hubs

Q3.3 Please rate your enjoyment of each of the following in the Career Aspiration Hub/s.	Extremely enjoyable		Very enjoyable		Somewhat enjoyable		Not at all enjoyable		Not applicable	
	C /42	F /10	C /42	F /10	C /42	F /10	C /42	F /10	C /42	F /10
Meeting other Aboriginal students	28	9	11	1	1	0	1	0	1	0
Learning more about Aboriginal culture	23	10	14	0	4	0	0	0	1	0
Learning Aboriginal songs, storytelling and dances	21	6	15	3	5	1	0	0	1	0
Motivating me to achieve	20	6	15	2	7	1	0	0	0	0
Outdoor leisure activities eg gully crossing	18	6	15	2	7	2	1	0	1	0
Learning about Aboriginal language	15	5	15	4	8	1	0	0	4	0
Learning about career options	12	4	17	2	11	3	1	0	1	0
Other – please specify	1	0	1	1	0	0	0	0	5	1

Note: C = current students, n=42; F = former students, n=10
Note: 'Other' responses included (from a previous hub venue).

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Table 4.7 shows that about one third of surveyed students had suggestions about how the hubs may be improved for them. The majority of these suggestions indicate that students enjoyed the hubs, asking for more activities or more hubs.

Table 4.7: Student suggestions for changes to hubs

Q3.4 Is there anything you would like to change about Career Aspiration Hubs?	No. of responses	
	Current students	Former students
No change	28	5
More hubs (per year)	4	3
Longer hubs (more than 3 days duration)	4	0
More cultural activities	4	1
More social/recreation activities	3	2
Make 'the activities a bit shorter'	1	0
More career activities	0	1
Shorter hubs (less than 3 days duration)	1	0
Introduce student mentors	0	1
More follow-up contact with staff and students	0	1
Total	**45**	**14**

Note: Current students = 42; Former students = 10

Note: This was an open question, with two current students and three former students suggesting more than one change.

While only two of the 19 interviewed school staff had attended Career Aspiration Hubs, almost all rated the hub activities listed in Table 4.8 below as valuable. Staff recognised that learning about Aboriginal culture and meeting other Aboriginal students was very valuable.

Table 4.8: Staff rating of meaningfulness of Career Aspiration Hub elements

Q3.2 Please rate the meaningfulness of each of the following in the Career Aspiration Hub for scholarship recipients.	Very valuable	Somewhat valuable	Not very valuable	Not at all valuable
Learning more about Aboriginal culture	17	0	0	0
Meeting other Aboriginal students	16	1	0	0
Learning about career options	15	2	0	0
Motivating students to achieve	14	3	0	0
Learning Aboriginal songs, storytelling and dances	13	3	1	0
Learning about Aboriginal language	11	5	1	0
Outdoor leisure activities eg gully crossing	10	4	3	0
Other – please specify	3	0	0	0

Note: This question allowed multiple responses from each respondent. Three respondents indicated that 'other' valuable aspects of the program include: meeting Elders, exposure to other students and sharing experiences with them, sharing family stories and being a great example to others.

Most staff survey respondents indicated that *'learning about career options'* was a valuable component of the program. A small number of school staff reported they had limited if any knowledge of the activities involved in the Career Aspiration Hubs. For example one principal stated:

"I am unaware of the Career Aspiration Hubs."

The *Galuwa* program coordinator, when asked to reflect on the significance of Career Aspiration Hubs, identified the important role the hubs served, stating:

"So I think what we've noticed is that maybe there is a gap in the schools that we need to cover – you know sitting down and saying… you need to do these subjects and go to TAFE or these subjects and go to Uni."

She proposed changing the hubs to re-focus attention on career aspirations and choices about career paths. She suggested that the hubs could have *"a bit more of the career focus"* and advised to *"just do it with Year 8"* students.

4.3.3 Issues arising from Career Aspiration Hubs

A small number of issues related to the operation of the hubs were raised by participants during interviews, as follows.

Role of teacher-facilitators

Students and school staff reported that teacher-facilitators at the Career Aspiration Hubs played an important role in the overall program, encouraging students to work together in teams, to face their fears during the physical activity challenges and motivating them to achieve their best. The *Galuwa* program coordinator indicated that teacher-facilitators were also required to prepare an educational career-focussed activity as a back-up if required.

Feedback from one teacher-facilitator, newly appointed to this role, indicated that they would appreciate clearer directions about what teacher-facilitators would be expected to do at the hubs, so that they could get *"the best from the students."*

Given this critical role, it would be of benefit if the roles and responsibilities of the teacher-facilitators were more clearly articulated.

Student anxiety

For a few students, having to attend the hubs created anxiety, which in turn produced concern amongst their parents. This was particularly the case for some Year 6 students attending their first hub, particularly if they were the only student from their primary school. One parent expressed her concern, saying:

"She was very worried, and a little bit frightened… We spoke a lot about it beforehand, and in months coming up to it, that it was a good opportunity, it was a part of life that you have to get on and acknowledge other people, and get to know them…"

However, other parents reported that the initial challenge faced by students about to attend their first hub was balanced by the positive outcomes and the potential benefits of the hub as a whole. One parent acknowledged this, stating:

"It's built her confidence as well. She was a very shy girl before she started attending the hubs. She was a bit apprehensive at first, but now she looks forward to it."

When students, parents and school staff were asked to reflect on this issue, they suggested the following strategies that may help to allay students' fears about the Career Aspiration Hubs:

- Induction for new students. A teacher-facilitator suggested it might be:

"a good idea at the beginning to introduce everyone to find out what they're aiming for in life and to find out where the teachers are from and how we got to where we are – because it took me three days to know all the students, and then it's over."

- Buddy system or mentoring by older students. During interviews, Year 8 students reported that they were mentored by older students when they attended their first hub. They indicated that they would like to support younger students in a similar way, with one student stating:

"We didn't do that this time, or last time [in Year 7], so Year 6s this year have felt a bit uneasy, unsure. And nearly everyone else here has 'a big personality' so they're [Year 6s] just trying to fit in. Maybe we could do a buddy thing, and we get in groups with a buddy."

- Students further indicated that a buddy or mentor system could be used as the basis to group students during hub activities. One former scholar indicated in a survey that they would have liked students:

"to have some people around my own age as mentors even if it was just some of the older students… I would have also liked if there were some people to stay with the younger kids throughout their hub.."

Some executive and other school staff reported that they had limited knowledge of the Career Aspiration Hubs, and would like more information and the opportunity to attend.

Parent and family involvement

A missing element in the *Galuwa* program was the opportunity to enlist parent support in exploring educational and career aspirations. One parent indicated that they would like more information about the program. Another suggested that the Career Aspiration Hubs could be:

" …more family orientated, because we don't know what she does even though she tells us. We don't know anything about what she does at camps."

The parent stated that they would like *Galuwa* to be a more inclusive program in general, providing a stronger means to connect communities, suggesting that with greater family involvement *"we can get to know the other families and what happens, as we don't know anything"*.

4.4 Other organisational aspects of the *Galuwa* program

Almost the only area of dissatisfaction amongst teachers and parents related to the variable quality of communications about the program.

Levels of awareness amongst parents and schools

Most parents demonstrated a very general understanding of the program. Some parents of older scholars with a longer involvement in the program had a wider knowledge of *Galuwa* and readily identified *Glencore* or *Xstrata Coal* as the program's sponsor. This more in-depth program knowledge extended to understanding the selection process for students.

The majority of school staff surveyed indicated that they had some knowledge of the scholarship program, as shown in Table 4.9. The survey targeted staff who had some involvement in *Galuwa*. However, three of the 21 staff survey respondents reported that they had limited knowledge of the program including: one Aboriginal education worker, one teacher of a *Galuwa* scholar and a tutor of a *Galuwa* scholar.

Table 4.9: Knowledge about *Galuwa* as identified by school staff

Q2.1 Which statements best describe your knowledge of Galuwa?	No. of responses
I am very aware of the scholarship program.	7
I have limited knowledge about the scholarship program.	3
I have other relevant knowledge or awareness of *Galuwa* – please specify.	2

School staff identifying 'other relevant knowledge' indicated that they took a special interest in the program in their roles as Head Teacher or as a *"wholehearted supporter of our students who are recipients of the Galuwa scholarship"*.

Support from schools

Students, parents and school staff acknowledged the value of the AECE *Galuwa* program coordinator, maintaining communication between parents and schools. Parents also confirmed that principals and the school scholarship coordinator played important roles, assisting students and parents with applications for the *Galuwa* scholarship and in annual requirements of the program, such as Action Plans and claims for items included in their budget.

However, there was a mixed response from parents regarding the quality of school support received, particularly in the area of communication. For example, one parent stated: *"There were some weaknesses around the program about feedback from school and connections across the school"*, while another parent commented:

"The principal at her primary school was very involved. He was very 'pro Aboriginal' and very keen… he was very supportive. He answered our questions; if he didn't know the answer, [he] knew who we could contact for follow-up."

The guidelines describe the important part schools play, being *"best placed to administer the tutorial support component"* and therefore responsible for allocating funds for tuition based on the number of hours outlined in the student's Action Plan.

State office communication

The Aboriginal Education and Community Engagement unit (AECE) develops annual *Guidelines for Schools and Parents* which provides information about the scholarship payment processes, individual tutoring and an Action Plan template. There is no information included about the Career Aspiration Hubs and limited information on the range of educational expenses that might be included in a student's Action Plan.

While most stakeholders reported that the communication between state office (AECE) and parents and students was effective, some school staff and parents indicated that they would have liked more information about the *Galuwa* scholarship program. Some participants reported that they had attended a video conference, with Department officers providing information about the program. However one parent, whose daughter was anxious about attending the first hub, would have preferred additional information, commenting: *"I would have liked more information about [hubs]. We got letters [saying] they have to go on this hub…"*

Parents also reported variations in the level and quality of the communication between the school and themselves. Awareness of the program was greatest amongst primary school staff members, possibly due to the initial involvement of primary schools in the scholarship application and selection process. This was not the case for secondary school teachers or principals.

Such limited understanding of the program was evident in the analysis of secondary student attendance records. In one high school, students from several *Galuwa* cohort groups were marked absent for three days, despite the fact that they were attending the Career Aspiration Hubs.

Given that *Galuwa* provided three years of scholarship support for students from Year 6 to Year 8, this lack of awareness by some high schools was cited by parents, as unhelpful for their children's smooth transition to high school. For example, one parent commented:

> *"…It was really difficult when she moved to high school to even get that process established…*
> *[School had no knowledge of scholarship]. It took until second term for her to actually start."*

There appeared to be little formal communication between state office (AECE) and high schools, and between high schools and the partner primary schools when the Year 6 *Galuwa* scholars first participated in the program. This meant that some high school staff members were unaware that *Galuwa* scholars were newly enrolled in their schools.

Part 3   Evaluation Practice

5. Methodology

Evaluation of the *Galuwa* scholarship program was undertaken in the first half of 2014, during the fifth year of the program's implementation, and involved students from each cohort of scholarship recipients. The evaluation employed a mixed-method design, drawing on both quantitative and qualitative components, as described below.

The methodology was approved by the *Galuwa* Program Evaluation Reference Group (PERG). The surveys and interview schedules were developed in consultation with the expert members of the PERG.

5.1 Quantitative component

The quantitative component of the evaluation comprised:

- analysis of NAPLAN data
- surveys of students and staff.

5.1.1 Analysis of NAPLAN data

Analysis of NAPLAN data was undertaken to investigate differences in student achievement, using a measure of expected growth from one NAPLAN testing period to the next.

Some factors to note about expected growth:

- For each starting score, expected growth is set slightly lower (0.2 standard deviations) than the average growth for all NSW students with that starting score.
- For any domain, year and year level approximately 50-60% of students achieve expected growth.
- Expected growth varies according to the starting score.

The percentage of students achieving expected growth was compared to appropriate comparison groups for the *Galuwa* scholars: all NSW Aboriginal students; all NSW non-Aboriginal students; and Aboriginal students from within the Hunter/Central Coast region.

Note that the number of students in the program is small, with fewer than 100 students involved overall. There were 20 students in each of the first three groups. This means that any statement made in relation to samples as small as these can provide limited evidence of group differences.

The report focuses on the NAPLAN domains of reading and numeracy as the best indicators of overall student performance. Spelling, grammar and punctuation, and writing domains are not investigated here as they are less stable over time and less reliable than reading and numeracy domains (Smith, 2014).

5.1.2 Participant surveys

Surveys of current and former *Galuwa* students, and school staff were conducted in order to obtain feedback from the widest possible range of participants. Each survey included several open-ended questions which resulted in free-text responses. All free text responses were categorised for analysis with the rest of the survey data. In order to provide as clear an overall picture as possible, these responses were also consolidated with the interview data.

Table 5.1: Summary of survey responses

	No. of responses
Student survey (current scholarship holders)	42
Student survey (former scholarship holders)	10
Staff survey	19

Note: Staff survey responses vary from 19 to 21, as two respondents did not complete all questions.

Full results of the surveys are attached at Appendix 4: Student surveys and Appendix 5: Staff survey.

Student surveys

Two similar student surveys were conducted – one involving all students currently participating in the program (Groups 3, 4 and 5) and one completed by a sample of former scholarship recipients (Groups 1 and 2).

The survey for current scholars was administered on paper at the end of the second day of the Career Aspiration Hub in May 2014. This enabled students to ask questions of the teacher-facilitators and evaluation team about any aspect of the survey they did not understand. Forty-two of the 47 current scholars completed the survey. Current students not captured in this survey include:

* two students: one girl and one boy, who did not attend the hub

* three students who had left the hub early: one girl and one boy, due to illness and home-sickness respectively. One boy was sent home for misbehaviour.

As former students are no longer part of the *Galuwa* program, permission was sought from the principals of their schools for them to complete the survey online.

As Table 5.2 shows, a greater proportion of respondents to the survey of current students were boys, 60% boys to 40% girls, which reflects the ratio of boys to girls involved in the *Galuwa* program in 2014. Similarly the ratio of boys and girls amongst former student survey respondents was 70% to 30%, which does not reflect the proportion of boys and girls in Groups 1 and 2.

Table 5.2: Breakdown for student surveys – current and former scholars

Year	Current *Galuwa* scholars			Former *Galuwa* scholars		
Participants	No. of respondents		Total no. respondents	No. of respondents		Total no. respondents
	Girls	Boys		Girls	Boys	
Year 6	2	8	10			
Year 7	6	8	14			
Year 8	9	9	18			
Year 9				2	6	8
Year 10				1	1	2
Total	**17**	**25**	**42 (90%)**	**3**	**7**	**10 (25%)**

Both student surveys included six open-ended questions, providing opportunities for students to use their own words to comment on aspects of the program. One of the questions provided an opportunity to raise any issue not already addressed.

School staff survey

The survey for school staff, including both teachers and tutors, was open to participants in all primary and secondary schools with current or former scholarship holders enrolled. Information about the survey together with the survey link was emailed to school principals. Participation in the staff survey was voluntary, with principals asked to forward the survey to relevant staff members.

A total of 19 respondents completed the online school staff survey, representing participants from seven primary schools and twelve high schools. The range of positions or roles held by school personnel completing the survey is shown in Table 5.3.

Table 5.3: Participants in the school staff survey – by position

	No. of responses
Principal	6
Executive member of staff	7
Year 10 advisor	1
Stage 3 supervisor	1
Aboriginal education worker	2
Scholarship coordinator	1
Teacher of scholar [current or previous]	4
Tutor of scholar [current or previous]	5

The staff survey included six open-ended questions providing opportunities for staff to use their own words to comment on aspects of the program. One of the questions provided an opportunity to raise any issue not already addressed.

5.2 Qualitative components

Qualitative methods were employed as they allowed greater depth of enquiry, giving value to the accounts of teachers, school executive members, students, and parent and community representatives, and those involved in running the program, including teacher-facilitators and the *Galuwa* program coordinator.

The qualitative component of the evaluation comprised:

* a review of program documentation

* interview with the *Galuwa* program coordinator

* a group and individual interview with staff members (teachers and tutors; teacher-facilitator)

* two group interviews with scholarship holders

* individual interviews with parents of scholarship holders

* a visit to a three-day Career Aspiration Hub including observation of all activities

* open-ended questions included in the surveys of students and staff.

5.2.1 Document review

Before beginning the evaluation field work, team members undertook a thorough review of all program materials, including three annual reports produced by the Sponsorship Unit, the four *Galuwa* books[11] developed by the Department's Aboriginal Education and Community Engagement (AECE) unit, departmental briefings and publicity materials.

A sample of Action Plans was reviewed for information regarding patterns of expenditure of scholarship funds.

5.2.2 Interviews with participants

Table 5.4: Summary of fieldwork

Methods	No. of interviews	No. of participants
Galuwa program coordinator interview	1	1
Teacher-tutor interview	1	6
Teacher-facilitator interview	1	1
Student (scholarship holder) interviews	2	10
Parent interviews	12	12
Total	**17**	**32**

Interview schedules are located in Appendix 3.

Consent forms were obtained from all participants of individual and group interviews. At the time of the interviews, permission was given by all participants for the interviews to be audio recorded. Audio recordings will be retained by the evaluators for the purpose of accuracy until the evaluation is completed.

All interview data is confidential and no individuals have been identified by name.

Interview with the Galuwa program coordinator

Evaluation team members met with the *Galuwa* program coordinator from AECE. This interview provided insights into the program's history, its aims and its implementation. Issues discussed included identification of applicants, the selection process for successful scholarship recipients, the structure and program for the Career Aspiration Hubs, the Action Plans and changes that have occurred in the program since it started.

Interviews with school-based staff members

Evaluation team members met by video conference with a group of teachers and tutors from three schools. The six school staff, representing two primary schools and two high schools, offered insights into the effect of tutoring on aspects of the program such as academic performance, Action Plans, student attitude to school, relationships and knowledge of Aboriginal culture.

A teacher-facilitator from the 2014 Career Aspiration Hub was interviewed separately. While this teacher-facilitator had attended only one hub, she provided insight into the role of teacher-facilitators.

Group interviews with scholarship holders

Two group interviews, each with six students, were conducted with scholarship holders at the Career Aspiration Hub in May 2014. The hub provided a relaxed, non-threatening environment in which to engage with students about their involvement in the program.

Students from Years 6 and 7 were interviewed in group 1, and students from Year 8 were in group 2. Students in the second group were asked to provide a more longitudinal perspective, particularly about their transition to high school.

All students were selected in consultation with the program managers to ensure a mix of girls and boys, small and large schools, and students from rural and remote, and provincial areas.

Interviews with parents

Following the Career Aspiration Hub semi-structured interviews were conducted by phone with parents of the students who participated in the student group interviews.

5.3 Data recording and analysis

All interviews, whether conducted in person, by video conference or by phone, were recorded using both audio recording and note taking. Recordings were consolidated into a single record of interview, which was quality reviewed before analysis commenced.

A consolidated data set was created and included all responses from interviews and open-ended survey responses. The combined data amounted to 1,260 individual records.

Systematic coding commenced with an initial set of categories generated from the evaluation's terms of reference and the background document review. Original categories were expanded and refined, based on common issues and themes emerging from participants' responses. Counter-examples were sought, with recognition given to dissenting opinions, particularly from within teacher and student group interviews.

Analysis of this data was used to provide the qualitative evidence used in the evaluation.

5.4 Limitations of the methodology

It is acknowledged that the students awarded *Galuwa* scholarships form a small and specifically selected group. For example, students must meet literacy and numeracy benchmarks before they are eligible to apply, and one of the selection criteria is 'likelihood of success'.

Qualitative methods do not seek to identify a simple consensus or give extra weight to frequent comments or repeated evidence of similar experiences. It is the 'atypical' that also provides insight into the educational situation, especially if events are experienced differently in different contexts, or by a variety of participants. While this may suggest a limitation in the ability to draw general conclusions, what it does offer is recognition of the diversity of experiences within and between school situations.

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11   Each year a *Galuwa* book is produced, with profiles of and feedback from all scholars participating in the program for that year.

When analysing NAPLAN data, a number of key issues were considered:

- *Test stability and reliability* – This report focuses on the NAPLAN domains of reading and numeracy as the best indicators of overall student performance. Spelling, grammar and punctuation, and writing domains are not investigated here as they are less stable over time and less reliable than reading and numeracy domains (Smith, 2014).

- *Equating error* – In NAPLAN, scores for a particular year group in a calendar year (for example, Year 5 in 2013) are statistically adjusted so that they have the same meaning as those in another year group and calendar year (for example, Year 7 in 2011). There is difficulty in equating from one year to the next and in ensuring changes over time are not due to equating error. Year-to-year differences and group differences that are not sustained may be due to equating error.

- *Control group* – There is no essentially equivalent comparison group to students selected for the *Galuwa* cohorts. *Galuwa* students were selected in a very particular way and it is unclear what they may have expected to achieve in terms of growth, had they not been on the program.

- *Sample size* – There are serious concerns with making any statements of statistical significance for samples with small numbers, such as in the case for *Galuwa* groups 1, 2 and 3 (about 20 students per group) or even when these three groups are combined (60 students). Any statement made in relation to samples as small as these can provide limited evidence of group differences.

Growth in performance on NAPLAN is strongly related to starting scores, so school average growth is not a reliable indicator of school performance. For example, Year 3 to Year 5 growth is strongly related to Year 3 scores and schools with large numbers of students with low Year 3 scores are likely to have higher average growth by the time students are tested again in Year 5.

Given the program selection criteria, the *Galuwa* students may generally be expected to have higher NAPLAN starting scores than the equivalent state or local cohorts. Therefore they may have demonstrated comparatively lower growth in performance from one test period to the next.

A better measure to determine the rate of growth is *expected growth,* because it accounts for the student's starting score. Students with higher starting scores usually achieve expected growth with a lower actual growth score than students with lower starting scores. To summarise:

- Expected growth varies according to the starting score.

- For each starting score, expected growth is set slightly lower (0.2 standard deviations) than the average growth for all NSW students with that starting score. This means that more than half of the students in any cohort should achieve their expected growth.

- For any domain, year and year level, approximately 50-60% of students achieve expected growth.

Expected growth is influenced by a student's socio-economic status (SES) but not nearly as strongly as actual NAPLAN results. Expected growth is also independent of cohort variations, therefore it is used as an indicator of school or program effectiveness.

5.5 Attribution

A challenge exists in attributing changes in student learning outcomes to *Galuwa* alone, and in isolating any effect of the program from other influences in scholars' lives, including other programs operating in each school.

Glossary

TERM	DESCRIPTION
AECG	Aboriginal Education Consultative Group Inc. AECG operates at different levels including State, Local or School and Junior.
AECE	Aboriginal Education and Community Engagement unit, NSW Department of Education and Communities, formerly the Aboriginal Education and Training Directorate.
AETD	Aboriginal Education and Training Directorate, NSW Department of Education and Communities, changed to AECE in December 2012.
Community	Definitions of community are as diverse as communities themselves and there is no one definition of community which applies in all cases. Communities cannot be assumed to be homogeneous. To make this assumption is to ignore the diversity of groupings within communities. However, community can be used as a shorthand way to describe groups of people who share a culture, including common linguistic characteristics, common geography, common culture and a common history.
DEC; The Department	NSW Department of Education and Communities
Effective	Producing a desired result.
Efficient	Well organised; achieving with minimal resources, including time and effort.
Engagement	Involvement in schooling, attachment to teachers and other school staff and classmates and application to learning. Student engagement in learning can be identified by on-task behaviours including sustained interest, attentiveness and enthusiasm.
Expected growth	Expected growth is a measure of whether a student's NAPLAN results in a domain (say, reading or numeracy) reach the level predicted for that student from one NAPLAN test to the next. A student's starting point is taken into account. For any year, in any NAPLAN domain, about 50-60% of all students achieve expected growth.
Galuwa program coordinator	The *Galuwa* program coordinator is a Department officer from the Aboriginal Education and Community Engagement (AECE) unit and part of the *Galuwa* program management team. This person is responsible for managing aspects of the program, including organising the Career Aspiration Hubs and monitoring the Action Plans.
Goals	Specific targets to achieve a defined objective.
ICT	Information and communication technologies
Literacy continuum	The literacy continuum maps how critical aspects of literacy develop through the years of schooling and describes key markers of expected student achievement. The continuum can be found online at http://www.curriculumsupport.education.nsw.gov.au/literacy/
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs (Commonwealth government)
Motivation	Describes a person's interest, energy to try hard, and enthusiasm to learn and work. Motivation can be enhanced. Students can learn new behaviours and can adopt more positive thinking, re-focussing on how to work and study more effectively.
NAPLAN	The National Assessment Program – Literacy and Numeracy is an annual assessment of students in Years 3, 5, 7 and 9.

TERM	DESCRIPTION
NSW AECG	NSW Aboriginal Education Consultative Group Inc.
Numeracy continuum	The continuum outlines a progression of learning that can be used by teachers when observing students working on problems in mathematics. The continuum can be found online at http://www.numeracycontinuum.com/
Parent	Used to refer to both parents and carers.
PERG	Program Evaluation Reference Group
Program Managers	Program managers refer to officers in the Aboriginal Education and Community Engagement unit responsible for the operation of the *Galuwa* program. The Program Managers coordinate the selection process for scholarship recipients and liaise with the Sponsorship Unit. The Program Managers produce the *Galuwa* book each year.
SchoolBiz	*SchoolBiz* is an electronic bulletin published by the Department. It is published every Friday during school term, except for the last Friday of each term. SchoolBiz is the primary channel for business communication with school staff.
SRC	Student Representative Council. Many schools have an SRC which consists of elected students who represent student interests in their school to the staff.
Threshold for expected growth	This is the average growth for all students on a certain 'starting score', less 0.2 standard deviations. It is applied across the NAPLAN domains.
ToR	Term of reference

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Appendix 2 – Application Form

NSW GOVERNMENT | Education & Communities

GLENCORE

*GALUWA** SCHOLARSHIPS

*SYDNEY AREA ABORIGINAL LANGUAGE WORD MEANING 'TO CLIMB'

A PATHWAY PROGRAM FOR ABORIGINAL YOUTH IN PARTNERSHIP WITH GLENCORE

SCHOLARSHIP APPLICATION

INFORMATION FOR SCHOOLS, APPLICANTS AND THEIR FAMILIES

Applications for scholarships close on Friday 13 December 2013

Galuwa: A pathway scholarships program for Aboriginal Youth in partnership with Glencore providing support for Aboriginal and Torres Strait Islander students who:

- are enrolled in Year 5 in 2013 and who are attending a public school in the Hunter area

- have attained high level proficiency in their 2013 NAPLAN (National Assessment Program Literacy and Numeracy) tests

A scholarship valued at $3,000 each will be allocated to ten eligible students.

All applications for the *Galuwa* scholarships must be sent to Aboriginal Education and Community Engagement of the NSW Department of Education and Communities.

A panel will consider all applications and ten students will be selected based on the application.

An application form is provided in these guidelines. For more information or assistance, please contact:

Amber Young, Scholarship Coordinator on (02) 9244 5614 or email aboriginal.programs@det.nsw.edu.au

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INTRODUCTION

Galuwa: A pathway scholarship program for Aboriginal Youth in Partnership with *Glencore* provides support for Aboriginal and Torres Strait Islander students to assist their transition into high school, maintain engagement in education and to plan and develop pathways for future career aspirations. The scholarship also provides extracurricular activities including tutoring/mentoring, literacy and numeracy support and learning hubs.

The NSW Department of Education and Communities Aboriginal Education and Community Engagement is responsible for administering the *Galuwa* scholarships. Funding for the scholarships has been sponsored by *Glencore* under its Corporate Social Involvement Program.

Current Year 5 students who are enrolled in a public school in the Hunter region, who have attained high level proficiency in 2013 National Assessment Program Literacy and Numeracy results (www.naplan.edu.au). Eligible students have achieved above national minimum standards in reading and numeracy (NAPLAN).

Galuwa scholarships will be offered to students for a **1 year term.** The scholarship will provide:

- $3,000 for a 1 year period to fund:

  - employment of a tutor (individual tutoring) to work with teachers to enhance Aboriginal student engagement and improve the student's academic achievement; and

  - reimbursement of approved expenses related to their educational needs, such as books, stationery, uniforms, computer equipment or other study requirements.

Please note that attendance at two (2) Career Aspiration Hubs **is a compulsory component of the scholarship**. The Hubs are aimed at enhancing student's cultural knowledge, literacy, numeracy, technology, leadership, career development aspirations and goal setting skills. All associated costs will be met for students to attend the hubs, i.e. travel, meals, accommodation and teacher release where required.

The hubs will be organised by the Department of Education and Communities Aboriginal Education and Community Engagement in partnership with representatives of the Hunter Aboriginal Education team and the local Aboriginal community.

The scholarship incorporates four key elements:

- financial assistance to provide individual tutoring support to engage students in secondary schooling

- assistance to set goals and identify career aspirations

- making links with other Aboriginal students with similar academic levels

- developing and strengthening links to the local Aboriginal community.

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SELECTION PROCESS

Applications including a copy of the student's Year 5 End of Year School Report and two referee forms must be submitted by close of business on **Friday 13 December 2013.**

Applications received after this date will **not** be considered.

Applications must be sent to the scholarship coordinator, Aboriginal Education and Community Engagement of the NSW Department of Education and Communities, Level 14, 1 Oxford Street, DARLINGHURST NSW 2010.

A selection panel, consisting of a representative from the Aboriginal Education Consultative Group Inc. (AECG), Aboriginal Education and Community Engagement Unit, *Glencore* and the Hunter Aboriginal Education Team will review the applicant's written submission and Year 5 2013 End of Year report and select up to 10 recipients based on the selection criteria below:

- Principal's recommendation
- regular school attendance
- high academic achievement, or evidence of consistent improvement and
- leadership skills (active participation in school and/or community events).

The *scholarship coordinator* may contact the school and/or their referees for further clarification or additional information.

OPPORTUNITIES FOR TUTORIAL SUPPORT

A special feature of *Galuwa* scholarship is the tutoring aspect.

Individual tutoring is a compulsory part of the scholarship and is targeted to enhance, engage and improve academic achievement for Aboriginal students.

Students are required to participate in a **minimum of 30 hours** of tutorial support per year.

The tuition provided under this section of the *Galuwa* scholarships is generally delivered outside school hours. Schools must consult with parents/caregivers to ensure that suitable arrangements are made for the provision of tuition for students.

NOTIFICATION OF OUTCOME OF SCHOLARSHIP APPLICATION

Once the selection process has been finalised, successful applicants will be notified through the school principal by phone and confirmed in writing by the Department of Education and Communities', Aboriginal Education and Community Engagement.

Aboriginal Education and Community Engagement will also provide written advice to school principals of the unsuccessful applicants.

POSTAL ADDRESS FOR SUBMITTING SCHOLARSHIP APPLICATION FORMS:

Ms Amber Young
Scholarship Coordinator
Aboriginal Education and Community Engagement
NSW Department of Education and Communities
Level 14, 1 Oxford Street (Locked Bag 53)
DARLINGHURST NSW 2010
Fax: 02 9244 5365

*Galuwa** SCHOLARSHIPS

*SYDNEY AREA ABORIGINAL LANGUAGE WORD MEANING TO CLIMB

SCHOLARSHIP APPLICATION

Applications need to reach the **Scholarship Coordinator** at the Aboriginal Education and Community Engagement **by 5pm on Friday 13 December 2013. Refer to page 4 for Application submission details.**

LATE APPLICATIONS WILL NOT BE ACCEPTED

Please provide as much information as possible to support the application**. *Examples are provided as a guide ONLY.***

NOTE: This application may be typed or neatly hand written but please do not extend to more than two pages. All responses must be in the words of the applicant.

PART 1: STUDENT DETAILS	
First name:	
Surname:	
School email:	

PART 2: PARENT / CAREGIVER DETAILS		
First name:		
Surname:		
Home address:		
Suburb:	State:	Postcode:
Telephone: Home:	Mobile:	
Email:		

PART 3: SCHOOL DETAILS	
Name of school:	
School address:	
Name of school principal:	
Name of school contact person:	
Telephone:	
Facsimile:	
Email:	

1. What are your special interests? *Examples: sport, music, dance*

2. Please tell us about yourself and briefly explain why you should be awarded this scholarship.

Examples: Where you live, your family, your community, how it will help you do well at school

3. What are your education and career goals and how will the scholarship assist you achieve them?

Examples: What do you want to do when you leave school?

4. Please list the contact details for your referees:

	Referee 1 (School principal)	Referee 2 (AECG representative or Aboriginal community member)
Name:		
Address: (No, Street)		
Address: (Town, Post Code)		
Telephone:		
Email:		

GALUWA SCHOLARSHIPS
FAMILY AGREEMENT FORM

I/we, the undersigned agree to the following responsibilities:

- continued enrolment in a NSW public school in the Hunter area

- regular school attendance

- students will participate in a self-evaluation of the program each year

- provide mid-year and end of year reports to Aboriginal Education and Community Engagement

- actively partake in and contribute to school activities

- maintain good results

- attend and participate in two Career Aspiration Hubs each year

- access and engage in regular tutorial support

PART 3: DECLARATION FAMILY AGREEMENT FORM To be completed by the applicant's parent /Caregiver
I/we confirm that I/we have read and agree to the conditions of the scholarship. The following documents are attached:

- the completed *Application Form*

- a signed Family Agreement form

- Referee Form x 2 (one from the School Principal and one from a local AECG **or** Aboriginal community member)

Student Signature:	Date:
Print Name:	
Parent/Caregiver signature:	Date:
Print name:	

GALUWA SCHOLARSHIPS
PRINCIPAL'S REFERENCE FORM

This reference may be typed or neatly hand written but please do not extend to more than two pages.

Applicant's name:	
Referee's name:	
Referee's position:	
Referee's address:	
Telephone (work):	
Telephone (mobile):	
Email:	

Please answer the following questions:

1. Explain why you believe the applicant should receive a scholarship.

2. Can you please write a statement on each of the following:

    a)   **the student's attendance**

    b)   **the student's academic achievement including academic performance improvement growth over the past two years**

3. Does the student engage well with other students, teachers and the school community in general? Please elaborate.

Engage well with other students:

Engage well with teachers:

Engage well with the school community:

Has the student demonstrated **leadership** capabilities? If so, please describe. If you have not witnessed such capabilities do you think the student could, with coaching, develop such capabilities? If yes, why do you think the student has this potential?

Signed:_____Date:_____

AECG representative or Aboriginal community member

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REFERENCE FORM

This reference may be typed or neatly hand written but please do not extend to more than two pages.

Applicant's name:	
Referee's name:	
Referee's position:	
Referee's address:	
Telephone (work):	
Telephone (mobile):	
Email:	

Please answer the following two questions:

1. How do you know the applicant?

2. Explain why you believe the applicant should receive a scholarship.

Signed:_____Date:_____

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Appendix 3 – Student participation

	2010	2011	2012	2013	2014
Group 1	f = 12	f = 12	f = 12		
	m = 8	m = 8	m = 7		
Group 2		f = 7	f = 7	f = 7	
		m = 13	m = 13	m = 13	
Group 3			f = 10	f = 10	f = 10
			m = 9	m = 9	m = 9
Group 4				f = 9	f = 7
				m = 11	m = 11
Group 5					f = 2
					m = 8
Girls	12	19	29	26	19
Boys	8	21	29	33	28
TOTAL	20	40	58	59	47
Girls	60%	48%	50%	44%	40%
Boys	40%	53%	50%	56%	60%

Notes:

- Group 1: one male student dropped out of the program in 2012, not completing their third year of the program.
- Group 3: One male student who commenced the program in 2012 did not complete the first year of the program.
- Group 4: Two female students dropped out of the program in 2013, in their second year of the program.

Appendix 4 – Interview schedules

Galuwa program coordinator discussion guide

Program:	Data Ref:
Date:	Time:
Evaluation officers:	Interviewee:

1. How long have you been managing the *Galuwa* Scholarship Program?

2. What issues does the *Galuwa* program seek to address?

3. Provide some background information on:

- the process for identifying and selecting potential scholarship holders
- the Career Aspiration Hubs
- how hub facilitators are chosen
- the responsibilities the facilitators have at each hub
- the hub programs for 2012 and 1013

4. Over the period you have been manager, what changes (and why) have there been to:

- the process for identifying and selecting potential scholarship holders
- the Career Aspiration Hubs (program and location)

Have the changes in venue helped or hindered, and in what ways?

5. Over the period you have been manager, are there any "good news stories" you could share? (i.e. noticing students developing from hub to hub)

6. From your involvement in the evaluation, are there any changes that you can see would benefit the program?

7. Given hindsight, if the program were to be introduced now, what would you do differently?

Parent/community group interview

Program:		Data Ref:	
Date:		Time:	
School:		Region:	
Evaluation officers:		Parents:	

Introduction:

Introduce evaluation team.

Ensure participants have coffee/tea etc if they want and feel comfortable in an informal setting for a discussion about the *Galuwa* program in the school.

Ask how many have children at school, how many are members of community without students at the school (quick count).

Ask what do participants know about the *Galuwa* Scholarship program. Brief description of the *Galuwa* program (very informal).

This should be a general discussion about the Galuwa program and the impact upon the children of those present. While there are specific questions that may need answering, the evaluating officers should guide the discussion around the main headings.

Code	Discussion points
CA	**Involvement in the program**
CA1	Q: What you know about the **Galuwa** program. *PROMPT:* *– How the program has been running?* *– How long have your children been involved (if applicable)?* Q: Have you been given any information about how you can support your child in the *Galuwa* program? *PROMPT:* *– As a parent, how do you support the program?* Q: What has been your involvement in the program so far? *PROMPT:* *– Were you part of designing the Action Plan? To what extent did you influence budget choices?*
CB	**Effectiveness of the *Galuwa* program**

CB1	Q: What do your children say about their involvement in the *Galuwa* program?
	
	 PROMPT: *– What do they say about being tutored? The relationship with their tutor?*
	      – How does scholarship funding assist your child's education?
	      – Hubs: What does your child say about the twice yearly Career Hubs?

Code	Discussion points
CB2	Q: Have you noticed any changes in your child's progress at school/ their learning/ school assessment results? Have there been any other changes? *PROMPT:* *– What they do at home (studying)? their attitude to school? their attendance at school? NAPLAN and other results? Their thoughts about the HSC?*
CC	**Impact and outcomes**

CC1	Q: How effective has the *Galuwa* program been for your child?
	
	 PROMPT: *– Has Galuwa made a difference for your child? Yes/No? How?*
	
	    – 1. **Very effective** *(very positive difference); 2.* **somewhat effective** *(some difference); 3.* **not effective** *(no difference)?*
	
	    – How has it affected their schoolwork?
	
	 WHAT EVIDENCE DO YOU HAVE? *Give an example.*

CC2	Q: Tell us about the impact of tutoring?
	
	 PROMPT: *– What changes have you seen (in your children) as a result of the program?*
	
	    – Student achievement, learning outcomes, attitudes to school, post-school intentions, career aspirations
	
	    – Student engagement, attendance, confidence
	
	 WHAT EVIDENCE DO YOU HAVE? *Give an example.*

CC3	Q: Tell us about the impact of the **Galuwa** hubs? *PROMPT:* *– What changes have you seen (in your children) as a result of the hubs?*
CD	**Additional comments**
CD1	Q: Is there anything else you'd like to add? *PROMPT:* *– Any other comments?*

Student group interviews

Program:		Data Ref:	
Date:		Time:	
Total students:		Year levels:	
Boys: Girls:			
Evaluation officers:		Permissions:	

Introduction:

Thank students for being there.

Introduce evaluation officers.

Remind students why you are meeting with them (to talk about the *Galuwa* scholarship program)

Note: This should be a general discussion regarding *Galuwa* and the impact upon the students present. Whilst there are specific questions that may need answering, the evaluating officers should guide the discussion around the main headings.

Code	Discussion points
SA	**Background**
SA1	Q: What are your names? Schools? Year levels? How long have you been involved with *Galuwa*? *Prompt:* *– The number of years on the scholarship.*
SA2	Q: What's different for you as a result of the *Galuwa* scholarship? *PROMPT:* *– Any difference at school? At home? Your feelings about receiving a scholarship?*
SA3	Q: How did you find the transition from Year 6 to Year 7 (to a different school)? *PROMPT:* *– Did Galuwa make a difference? Did you meet other scholarship recipients at high school? What impact did that have?* Note: Question to be asked only of Year 7 and 8 students.
SB	**ToR 1. Academic/tutoring**
SB1a	Q: How do you think your **Galuwa** scholarship has helped or hindered your academic achievement? *PROMPT:* *– Have your results improved? Eg NAPLAN, school report, teacher comments, participation in class, school work completed at home*
SB1b	Q: How has tuition affected your academic achievement?
SB1c	Q: How has your Action Plan affected your academic achievement?
SB1d	Q: How have the Career Hubs affected your academic achievement?
SB2	Q: How do you think your **Galuwa** scholarship has helped or hindered your attitude to school, relationships with teachers, and relationships with other students? *PROMPT:* *– What's different about your relationships? your attitude to school ? Your attendance at school? What about your self-confidence? Your motivation? Your view of yourself as a learner?*
SC	**ToR 2. Career Hubs**
SC1	Q: Have the Career Hubs affected the way you think about your future career ideas?… in broadening the range of career options you're thinking about? How? *PROMPT:* *– Does the hub provide alternative careers you had not thought of? Has hearing about other students' career intentions had any impact on your career choices?* *PROMPT:* *– How have the hubs changed over the last 3 years? [Group 3 only]*
SC2	Q: How have the Career Hubs affected your understanding of Aboriginal culture? *PROMPT:* *– Were there Elders who spoke with you during the hubs? From your community? Have you made any "connections" with these speakers?*
SC3	Q: What was the most enjoyable thing about the hub?
SC4	Q: What do you want to do when you leave school? Q: What do you need to do to make this happen?
SD	**ToR 3. Aboriginal identity and connections**
SD1	Q: Have you made any friendships with other **Galuwa** recipients (particularly from other schools)? *PROMPT:* *– Do you keep in contact with other students outside of the hubs?*
SE	**Implementation**
SE1	Q: [Challenges] Has anything 'got in the way' of you having a successful scholarship experience? *PROMPT:* *– Any difficulties with your Action Plan, other things that have got in the way of your Galuwa experience?*
SF	**Additional comments**
SF1	Q: Is there anything else you would like to add?

Teacher/tutor group interview

Program:	Data Ref:
School:	Positions in school:
Date:	Time:
Evaluation officer:	No of teachers:

Introduction:

Thank staff for participating.

Introduce evaluation officers.

Remind participants about consent forms – emailed to them.

Purpose of evaluation:

- assess the impact of *Galuwa* scholarships (individual tuition, Action Plans and Career Aspiration Hubs) on academic achievement
- assess the effectiveness of Career Aspiration Hubs in delivering increased awareness of culture, career pathways and improved self-confidence and motivation
- determine the effectiveness of *Galuwa* in fostering and enhancing strong relationships between Aboriginal students with similar academic levels and strong connections to the Aboriginal community.

Reiterate that this discussion will supplement the feedback from the online teacher-tutor survey.

Code	Discussion points
TA	**Implementation of the program**
TA1	Q: What has been your involvement in the *Galuwa* Scholarship program? *PROMPT: – What do you know about the program?* *How is the program being implemented at your school?*
TA2	Q: How have students Action Plans affected students? Action Plans (budgets, tutor time etc)? *PROMPT: – Time allocation for tutoring, expenditure on school items etc*
TA3	Q: Which area of the program in your opinion has the most impact on student aspirations and career choice? *PROMPT: – Tutoring, Career Hubs, Action Plan and budget (items purchased)*
TA4	Q: Do you think that the scholarship has made any difference to your students? In terms of: • student achievement, improved student outcomes • post-school intentions • extending their career options • student engagement, attendance rates, retention rates *PROMPT: – What evidence do you have?*

TB	ToR 1. Academic/tutoring
TB1	Q: Do you think that the scholarship has made any difference to your students? In terms of: • student achievement, improved student outcomes • post-school intentions • extending their career options • attendance rates, retention rates • motivation and self-confidence *PROMPT: – What evidence do you have? Eg Literacy and numeracy results, NAPLAN, willingness to participate in out-of-class activities*
TB2	Q: How has the **Galuwa** scholarship affected students' attitude to school, relationships with teachers, and relationships with other students? *PROMPT: – What evidence do you have?*
TC	**ToR 2. Career Hubs**
TC1	Q: In your opinion, what is the most effective part of the Career Aspiration Hubs? *PROMPT: – The "Ambassadors", Cultural awareness knowledge, alternate career options, networking and friendships*
TC2	Q: What changes have you seen in your students specifically as a result of the *Galuwa* Career Hubs? *PROMPT: – Have the hubs provided new opportunities for students to engage with members of the Aboriginal Community?* *– Has the hub increased opportunities to support Aboriginal students in career choices?* *– What evidence do you have?*
TD	**ToR 3. Aboriginal identity and connections**
TD1	Q: What impact has **Galuwa** had on students understanding of their Aboriginal heritage and connection to the Aboriginal community? *PROMPT: – Involvement of the "Ambassadors", cultural awareness knowledge*
TE	**Additional comments**
TE1	Q: Is there anything else you'd like to add? *PROMPT: – Any other comments?*

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Appendix 5 – Student survey responses

Appendix 5a: Current student survey results

Survey results in Appendix 4a relate to students who were involved in the program in 2014, i.e. Groups 3, 4 and 5. A total of 42 students completed this survey.

1. Background information

Q1.1 respondents by school

Respondents to the survey for current scholarship holders are from:

- 22 high schools – one school with 3 students, seven schools with 2 students and 14 high schools with 1 student each
- 8 primary schools – two with 2 students and six primary schools with 1 student each.

Q1.2 I am…

	No. of responses
Female	17
Male	25
Total	**42**

Q1.3 I am a student in…

	No. of responses
Year 6	10
Year 7	14
Year 8	18
Total	**42**

Q1.4 I enjoy being at school.

	No. of responses
Strongly agree	11
Agree	28
Disagree	3
Strongly disagree	0
Total	**42**

Q1.5-1.13 Please select the responses that best describe the things that are important to you about school.

	Very important	Somewhat important	Not at all important
Learning new things in school	36	6	0
Getting help from teachers	25	14	3
Doing my best	40	2	0
Making friends	34	7	1
Spending time with friends	25	15	2
Having good relationships with teachers	14	24	4
Achieving good academic results	41	1	0
Being involved in out-of-class activities, such as debating, sport, Junior AECG	18	22	2
Preparing for further education and training	38	4	0

2. Career aspirations

Q2.1 Which statement best describes the way you think now about your career?

Q2.2 What kind of career or job do you expect to have when you are 30 years old?

	No. of responses
Professional	26
Don't know	6
Trades	4
A job that is high paying	3
'One that I am happy with'	1
Business	1
Sports area	1
Total	**42**

Key points: This was an open question with responses grouped by category. "Professional" includes career choices such as lawyer, marine biologist and teacher.

Q2.3 What level of qualification or education will you need for this career or job?

	No. of responses
University course	27
TAFE certificate or other equivalent qualification	2
VET certificate	0
Higher School Certificate (HSC)	1
No formal qualification/s required	0
Don't know which occupation I will choose	4
Don't know what I need for this career or job	7
Total	**41**

Q2.4 How confident are you in achieving this career or job?

	No. of responses
Very confident	18
Somewhat confident	22
Not at all confident	2
Total	**42**

Q2.5 Please rate each of the following in terms of their influence on your choice of career or job.

	Very important	Somewhat important	Not at all important	Not applicable
Your interests	34	8	0	0
Your skills	31	11	0	0
Galuwa Career Aspiration Hubs	25	16	1	0
Teachers	18	21	3	0
Careers advisors	12	25	2	3
Your parents/carers	11	22	7	2
Brothers and sisters, other family members (not including parents/carers)	10	22	8	2
Friends	8	24	9	1
Other – please specify	2	1	1	0

Key Point: Two students chose 'Other' as 'Very Important' in response to this question. One specified 'Football', while the other did not fill in the field.

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3. *Galuwa* program – Career Aspiration Hubs

Q3.1 How many hubs, not including this one, have you attended?

	Attendance
One	0
Two	15
Three	4
Four	13
None	10
Total	**42**

Q3.2 Please rate the value for you of each of the following in the Career Aspiration Hub/s.

	Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Not applicable
Learning more about Aboriginal culture	39	2	0	0	1
Meeting other Aboriginal students	35	5	1	0	1
Motivating me to achieve	31	7	2	0	1
Learning Aboriginal songs, storytelling and dances	30	11	0	0	1
Learning about career options	30	11	1	0	0
Learning about Aboriginal language	27	13	0	0	2
Outdoor leisure activities eg gully crossing	16	18	4	1	3
Other – please specify	2	0	0	0	6

Key Point: Two students chose 'Other' as 'Very Important' in response to this question. The 'Other' responses were "Meeting the teachers" and "Activities with other Aboriginal students".

Q3.3 Please rate your enjoyment of each of the following in the Career Aspiration Hub/s.

	Extremely enjoyable	Very enjoyable	Somewhat enjoyable	Not at all enjoyable	Not applicable
Meeting other Aboriginal students	28	11	1	1	1
Learning more about Aboriginal culture	23	14	4	0	1
Learning Aboriginal songs, storytelling and dances	21	15	5	0	1
Motivating me to achieve	20	15	7	0	0
Outdoor leisure activities eg gully crossing	18	15	7	1	1
Learning about Aboriginal language	15	15	8	0	4
Learning about career options	12	17	11	1	1
Other – please specify	1	1	0	0	5

Key Point: The student who chose 'Other' as 'Very Important' in response to this question did not fill in the field.

Q3.4 Is there anything you would like to change about Career Aspiration Hubs?

	No. of responses
No change	28
More hubs (per year)	4
Longer hubs (more than 3 days duration)	4
More cultural activities	4
More social/recreation activities	3
Make 'the activities a bit shorter'	1
Shorter hubs (less than 3 days duration)	1
Total	**45**

Key points: This was an open question, with one student suggesting more than one change. Responses are grouped by the type of changes students proposed for the hubs.

Q3.5 Is there anything you would like to add about your experience of Career Aspiration Hubs?

	No. of responses
No	16
Enjoyment of cultural learning	1
Enjoyment of careers learning	1
Enjoyment of friendships	3
Added confidence	1
General enjoyment	2
Helping shyer students	1
No additional comment	17
Total	**42**

Key points: This was an open question and student responses are grouped by category. There were no negative comments.

4. *Galuwa* program – tuition

Q4.1 I have/had a tutor(s) to help me for…

	No. of responses
All my subjects	8
Some of my subjects	23
One subject only	11
Total	**42**

Q4.2 I made decisions about the type of support I wanted from my tutor/s.

	No. of responses
Yes	36
Don't know	6
Total	**42**

Q4.3 In which subjects do/did you receive tutoring? (eg English, maths)

	No. of responses
Maths	36
English/Literacy	32
Music	1
Art	2
Languages	2
Science/Technology	3
History	2
Personal Development, Health and Physical Education	2
Geography	2
Other	1

Key points: 42 students responded; some nominated more than one answer.

Q4.4 As part of my scholarship I asked for:

	No. of responses
Minimum of 30 hours tuition	23
More than 30 hours tuition	4
Don't know	15
Total	**42**

Q4.5 Who was responsible for deciding your number of tuition hours?

	No. of responses
Parent/carer	24
Teacher	7
Student	5
Other – please specify	7
Don't know	7

Key points: Responses by students who nominated 'other' include: all decided together; principal; principal and tutor; requirements of the *Galuwa* scholarship (four students). 42 students responded; some nominated more than one answer.

Q4.6 My tutor is/was friendly and supportive

	No. of responses
Strongly agree	31
Agree	9
Disagree	2
Strongly disagree	0
Total	**42**

Q4.7 My tutor has helped me to achieve better academic results

	No. of responses
Strongly agree	27
Agree	13
Disagree	2
Strongly disagree	0
Total	**42**

Q4.8 Would more tuition be useful?

	No. of responses
Yes	34
No	7
Don't know	1
Total	**42**

5. *Galuwa* program – Action Plans and scholarship support

Q5.1 I have an Action Plan.

	No. of responses
Yes	28
No	2
Don't know	12
Total	**42**

Q5.2 I made decisions about the items to be included in my Action Plan.

	No. of responses
Yes	27
No	2
Don't know	13
Total	**42**

Q5.3 Is there anything you would like to change about your Action Plan?

	No. of responses
No	27
More student involvement	2
Answer indicated a lack of understanding or knowledge of the Action Plan	4
Total	**33**

Key points: This was an open question and student responses are categorised. There were 33 responses to this question.

Q5.4-5.12 The Galuwa scholarship provides financial assistance. Please rate the importance of each of the following items that you have included in your budget.

	Very important	Somewhat important	Not at all important	Not part of my budget
Hours of tuition (30 hours minimum)	32	10	0	0
Stationery, school equipment or text books	26	14	0	2
Computer and/or printer	34	8	0	0
School uniform	25	14	1	2
iPad or other tablet device	16	19	3	4
School contributions	27	13	0	2
Internet expenses	15	16	5	6
School excursions	34	6	1	1
Other – please specify	1	0	0	0

6. Impact of the *Galuwa* scholarship program

Q6.1-6.10 Please rate the impact of your involvement in the Galuwa scholarship program.

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
I am more confident of my own ability	23	17	2	0	0
I achieve higher standards in my school work	29	11	1	0	1
I have a more positive attitude to school	23	17	2	0	0
I have greater knowledge of my Aboriginal culture	32	9	0	0	1
I feel more connected to my Aboriginal community	32	7	2	0	1
I have a stronger sense of pride about my Aboriginal heritage	32	8	1	0	1
I have a clearer idea of my career path	19	17	5	1	0
I know what I have to do to achieve my 'dream job'	17	19	6	0	0
I am more motivated to succeed at school	30	10	2	0	0
I am more willing to participate in out-of-class activities such as debating, sport, Junior AECG	26	8	6	2	0

Q6.11-6.13 Intentions before and after being involved in Galuwa

	Before	After
I intend/intended to stay at school and complete my HSC.	39	40
I was/am unsure about staying at school and completing my HSC.	2	1
I did/do not intend to stay at school and complete my HSC.	1	0
Total	**42**	**41**

7. Additional feedback

Students were invited to answer the questions 7.1 to 7.3, to provide any further information they wished to. Responses are summarised below. Some quotes from these responses have been used in the body of the report.

Q7.1 Please detail how the Galuwa scholarship has improved your learning and/or changed your attitude to school.

	No. of responses
Achieving higher academic results	4
Increased self-confidence	6
More engaged in school	3
Increased subject knowledge and skills, as a result of tutoring	6
Improved learning/study skills	9
Greater understanding of Aboriginal culture	4
Help with school expenses eg reduce financial stress	2
More positive attitude, eg value education	6
No change: "I always had a good attitude"	3
Intention to complete school	1
No response	10

Key point: This was an open question and student responses are categorised.

Q7.2 Please detail any comments or observations your parents/carers, family members or teachers have made about your involvement in the Galuwa scholarship program.

	No. of responses
Students say that have been recognised or congratulated	6
Parents appreciate the opportunities provided by *Galuwa*	5
Pride in receiving? of the scholarship	4
Tell me that my learning and study skills have improved	3
Relief from financial pressure has been helpful	3
Teachers unaware that the student has a *Galuwa* scholarship	2
Galuwa has helped me to learn about my culture	1
Parents encourage me to participate in hubs and tutoring	1
Teachers are interested to learn about the hubs	1
No response	24

Key point: This was an open question and student responses are categorised.

Q7.3 Please describe any challenges you have experienced as a result of your involvement in the Galuwa scholarship program.

	No. of responses
No 'real' challenges involved in the scholarship	11
Physical challenges experienced during hub activities	5
Preparing for or focussing on tutoring	3
No longer being scared to say I am Aboriginal	1
Learning about my heritage	1
Getting out of "my comfort zone"	2
Learning at higher levels	1
When my brother was awarded a scholarship as well	1
"Other people understanding why I have this scholarship"	1
Missing schoolwork during hubs	1
No response	17

Key point: This was an open question and student responses are categorised.

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Appendix 5b: Former student survey results

Survey results in Appendix 3b relate to students who were previously involved in the program i.e. students in Groups 1 and 2. There were 10 responses to this survey.

1. Background information

Q1.1 respondents by school

There are 9 schools represented in the survey with the number of respondents in each school ranging from 1 to 2.

Q1.2 I am…

	No. of responses
Female	3
Male	7
Total	**10**

Q1.3 I am a student in…

	No. of responses
Year 9	8
Year 10	2
Total	**10**

Q1.4 I enjoy being at school.

	No. of responses
Strongly agree	4
Agree	5
Disagree	1
Total	**10**

Q1.5-1.13 Please select the responses that best describe the things that are important to you about school.

	Very important	Somewhat important	Not at all important
Learning new things in school	8	2	0
Getting help from teachers	4	6	0
Doing my best	9	1	0
Making friends	5	5	0
Spending time with friends	6	4	0
Having good relationships with teachers	3	6	1
Achieving good academic results	10	0	0
Being involved in out-of-class activities, such as debating, sport, Junior AECG	5	5	0
Preparing for further education and training	9	1	0

2. Career aspirations

Q2.1 which statement best describes the way you think now about your career?

	Year 9	Year 10	Total
I don't know what job I would like.	2	0	2
I am thinking about a small number of specific occupations.	3	0	0
I am considering a specific occupation, but I'd like to explore other options before I make my decision.	3	2	5
I have already decided on the occupation I want.	0	0	0

Q2.2 What kind of career or job do you expect to have when you are 30 years old?

	No. of responses
Professional	8
Don't know	1
Sports area	1
Trades	0
A job that is high paying	0
Business	0
Total	**10**

Key points: This was an open question with responses grouped by category. "Professional" includes careers choices such as health sciences, video game designer, army, lawyer, teacher etc.

Q2.3 What level of qualification or education will you need for this career or job?

	No. of responses
University course	5
TAFE certificate or other equivalent qualification	0
VET certificate	0
Higher School Certificate (HSC)	1
No formal qualification/s required	0
Don't know which occupation I will choose	0
Don't know what I need for this career or job	3
Total	9

Q2.4 How confident are you in achieving this career or job?

	No. of responses
Very confident	7
Somewhat confident	3
Not at all confident	0
Total	**10**

Q2.5 Please rate each of the following in terms of their influence on your choice of career or job.

	Very important	Somewhat important	Not at all important	Not applicable
Your interests	10	0	0	0
Your skills	9	1	0	0
Your parents/carers	1	6	3	0
Careers advisors	1	7	2	0
Teachers	1	5	3	1
Friends	0	5	4	1
Brothers and sisters, other family members (not including parents/carers)	1	2	7	0
Galuwa Career Aspiration Hubs	4	6	0	0

3. *Galuwa* program – Career Aspiration Hubs

Q3.1 How many hubs, not including this one, have you attended?

	Attendance
Two	1
Three	0
Four	1
Five	0
Six	8
Total	**10**

Q3.2 Please rate the value for you of each of the following in the Career Aspiration Hub/s.

	Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Not applicable
Meeting other Aboriginal students	8	2	0	0	0
Learning more about Aboriginal culture	9	1	0	0	0
Learning Aboriginal songs, storytelling and dances	7	3	0	0	0
Learning about Aboriginal language	5	5	0	0	0
Outdoor leisure activities eg gully crossing	5	5	0	0	0
Learning about career options	7	2	1	0	0
Motivating me to achieve	9	1	0	0	0
Other – please specify	2	0	0	0	2

Key Points: Two students chose 'Other' as 'Very valuable' in response to this question. One student specified "meeting the teachers" and the other "having fun".

Q3.3 Please rate your enjoyment of each of the following in the Career Aspiration Hub/s.

	Extremely enjoyable	Very enjoyable	Somewhat enjoyable	Not at all enjoyable	Not applicable
Meeting other Aboriginal students	9	1	0	0	0
Learning more about Aboriginal culture	10	0	0	0	0
Learning Aboriginal songs, storytelling and dances	6	3	1	0	0
Motivating me to achieve	6	2	1	0	0
Outdoor leisure activities eg gully crossing	6	2	2	0	0
Learning about Aboriginal language	5	4	1	0	0
Learning about career options	4	2	3	0	0
Other – please specify	0	1	0	0	1

Key Points: One student chose 'Other' as 'Very enjoyable' in response to this question, specifying "meeting the Sport and Rec people".

Q3.4 Is there anything you would like to change about Career Aspiration Hubs?

	No. of responses
No change	5
More hubs (per year)	3
More social/recreation activities	2
More career activities	1
More cultural activities	1
Introduce student mentors eg older students buddying younger students	1
More follow-up contact with staff and students	1
Total	**14**

Key points: This was an open question, with three students listing more than one change. Responses are grouped by the type of changes students proposed for the hubs.

4. *Galuwa* program – tuition

Q4.1 I have/had a tutor(s) to help me for…

	No. of responses
All my subjects	2
Some of my subjects	6
One subject only	2
Total	**10**

Q4.2 I made decisions about the type of support I wanted from my tutor/s.

	No. of responses
Yes	8
No	1
Don't know	1
Total	**10**

Q4.3 In which subjects do/did you receive tutoring? (eg English, maths)

	No. of responses
Maths	9
English/Literacy	8
Music	0
Art	1
Languages	1
Science/Technology	4
History	0
Personal Development, Health and Physical Education	0
Geography	0
Other	1

Q4.4 As part of my scholarship I asked for:

	No. of responses
Minimum of 30 hours tuition	4
More than 30 hours tuition	2
Don't know	4
Total	**10**

Q4.5 Who was responsible for deciding your number of tuition hours?

	No. of responses
Parent/carer	7
Teacher	4
Student	4
Other – please specify	2
Don't know	0

Key points: Two students who selected 'other' indicated that the scholarship guidelines determined tuition hours.

Q4.6 My tutor is/was friendly and supportive

	No. of responses
Strongly agree	6
Agree	4
Disagree	0
Strongly disagree	0
Total	**10**

Q4.7 My tutor has helped me to achieve better academic results

	No. of responses
Strongly agree	8
Agree	2
Disagree	0
Strongly disagree	0
Total	**10**

Q4.8 Would more tuition be useful?

	No. of responses
Yes	7
No	3
Total	**10**

5. *Galuwa* program – Action Plans and scholarship support

Q5.1 I have/had an Action Plan.

	No. of responses
Yes	6
No	0
Don't know	4
Total	**10**

Key points: The students, who did not know if they had a plan, may indicate they were not familiar with the term.

Q5.2 I made decisions about the items to be included in my Action Plan.

	No. of responses
Yes	6
No	0
Don't know	4
Total	**10**

Key points: As Q5.1 seems to indicate, there is a degree of uncertainty about the Action Plans.

Q5.3 Is there anything you would like to change about your Action Plan?

This question was not included in the survey for former students.

Q5.4-5.12 The Galuwa scholarship provides financial assistance. Please rate the importance of each of the following items that you have included in your budget.

	Very important	Somewhat important	Not at all important	Not part of my budget
Hours of tuition (30 hours minimum)	8	2	0	0
Stationery, school equipment or text books	7	2	0	1
Computer and/or printer	8	2	0	0
School uniform	7	1	2	0
iPad or other tablet device	3	5	2	0
School contributions	7	1	0	2
Internet expenses	3	3	0	4
School excursions	3	6	0	1
Other – please specify	0	0	0	0

6. Impact of the *Galuwa* scholarship program

Q6.1-6.10 Please rate the impact of your involvement in the Galuwa scholarship program.

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
I am more confident of my own ability	5	5	0	0	0
I achieve higher standards in my school work	5	5	0	0	0
I have a more positive attitude to school	3	5	2	0	0
I have greater knowledge of my Aboriginal culture	6	3	1	0	0
I feel more connected to my Aboriginal community	6	4	0	0	0
I have a stronger sense of pride about my Aboriginal heritage	6	4	0	0	0
I have a clearer idea of my career path	5	2	2	1	0
I know what I have to do to achieve my 'dream job'	3	5	1	1	0
I am more motivated to succeed at school	6	3	1	0	0
I am more willing to participate in out-of-class activities such as debating, sport, Junior AECG	4	4	1	1	0

Q6.11-6.12 Intentions before and after being involved in Galuwa

	Before	After
I intend/intended to stay at school and complete my HSC.	10	10
I was/am unsure about staying at school and completing my HSC.	0	0
I did/do not intend to stay at school and complete my HSC.	0	0
Total	**10**	**10**

7. Student stories

Students were invited to answer the questions 7.1 to 7.3, in addition to information provided earlier in the survey. Responses are summarised below. Some quotes from these responses have been used in the body of the report.

Q7.1 Please detail how the Galuwa scholarship has improved your learning and/or changed your attitude to school.

	No. of responses
Improved learning/study skills	6
More positive attitude, eg value education	5
Increased self-confidence	4
Greater engagement with school	2
Greater understanding of Aboriginal culture	1
Help with school expenses	1
Increased career knowledge and pathways	1
No response	2

Note: Students identified from two to four outcomes.

Q7.2 Please detail any comments or observations your parents/carers, family members or teachers have made about your involvement in the Galuwa scholarship program.

	No. of responses
Improvement in learning/study skills	3
Increased academic results eg maths	2
Students are recognised or congratulated	2
Greater self-confidence	2
More engaged in school activities	1
More positive attitude to school	1
More focussed on career pathways	1
There were minimal career-focussed activities	1
No response	3

Note: Students identified up to three outcomes.

Q7.3 Please describe any challenges you experienced as a result of your involvement in the Galuwa scholarship program.

	No. of responses
No 'real' challenges involved in the scholarship	3
Physical challenges experienced during hub activities, eg rock climbing, giant swing	1
Staying overnight at the hubs	1
Completing 30 hours of tutoring	1
Being involved in public speaking	1
Inspired to take on other challenges eg GAT program	1
No response	4

Appendix 6 – Staff survey responses

A total of 21 staff members completed the survey.

1. Background information

Q1.1 respondents by school

There are 19 schools (seven primary schools and twelve high schools) represented in the survey with the number of respondents in each school ranging from 1 to 2.

Q1.2 What roles and/or positions do you hold in the school?

	No. of responses
Principal	6
Executive member of staff	7
Year 10 advisor	1
Year 9 advisor	0
Year 8 advisor	0
Year 7 advisor	0
Stage 3 supervisor	1
Aboriginal education worker	2
Scholarship coordinator	1
Teacher of scholar [current or previous]	4
Tutor of scholar [current or previous]	5

Note: Some respondents occupy more than one position.

1.3 Are you an Aboriginal and/or Torres Strait Islander person?

	No. of responses
Yes	3
No	18
Total	**21**

2. Awareness of *Galuwa* scholarship program

Q2.1 Which statements best describe your knowledge of Galuwa?

	No. of responses
I am very aware of the scholarship program.	7
I am currently the scholarship coordinator at our school.	7
I am currently tutoring scholarship student/s.	5
I have limited knowledge about the scholarship program.	3
I have other relevant knowledge or awareness of *Galuwa* – please specify.	2

Key points: School staff identifying 'other relevant knowledge' indicated that they took a special interest in the program in their roles as Head Teacher or as a "wholehearted supporter of our students who are recipients of the *Galuwa* scholarship".

Q2.2 Have you participated in an information session about the Galuwa scholarship program?

	No. of responses
Yes	2
No	19
Total	**21**

Q2.3 How many students at your school currently hold Galuwa scholarships?

	No. of responses
No students	0
1 student	12
2 students	5
3-5 students	4
More than 5 students	0
Don't know	0
Total	**21**

Q2.4 Have you participated in Aboriginal cultural awareness training?

	No. of responses
Yes	17
No	4
Don't know	0
Total	**21**

Q2.5 Have you participated in Aboriginal cultural awareness training in the last three years?

	No. of responses
Yes	11
No	4
Don't know [No response]	6
Total	**21**

3. *Galuwa* program – Career Aspiration Hubs

Q3.1 How many hubs from 2010 to 2013, not this year (2014), have you attended?

	No. of responses
I have attended two hubs	2
I have not attended any hubs	17
Total	**19**

Q3.2 Please rate the meaningfulness of each of the following in the Career Aspiration Hub for scholarship recipients.

	Very valuable	Somewhat valuable	Not very valuable	Not at all valuable
Learning more about Aboriginal culture	17	0	0	0
Meeting other Aboriginal students	16	1	0	0
Learning about career options	15	2	0	0
Motivating students to achieve	14	3	0	0
Learning Aboriginal songs, storytelling and dances	13	3	1	0
Learning about Aboriginal language	11	5	1	0
Outdoor leisure activities eg gully crossing	10	4	3	0
Other – please specify	1	0	0	0

Key points: **This question allowed multiple responses from each respondent.** Three respondents indicated that 'other' valuable aspects of the program include: meeting Elders, exposure to other students and sharing experiences with them, sharing family stories and being a great example to others.

4. *Galuwa* program – Action Plans and scholarship support

For each of the following questions, please select the responses that best describe your knowledge of and participation in decisions about the student's Action Plan.

Q4.1 Each scholarship recipient in my school has an Action Plan.

	No. of responses
Yes	11
No	2
Don't know	6
Total	**19**

Q4.2 Scholarship students in my school made decisions about items to be included in their Action Plan.

	No. of responses
Yes	11
No	1
Don't know	7
Total	**19**

Q4.3-4.11 Please rate the importance of the following items for students that might be included in their budget.

	Very important	Somewhat important	Not at all important	Not part of budget
Hours of tuition (30 hours minimum)	18	1	0	0
Stationery, school equipment or text books	6	12	1	0
Computer and/or printer	11	8	0	0
School uniform	9	8	1	1
iPad or other tablet device	8	7	1	3
School contributions	7	9	0	3
Internet expenses	7	9	0	3
School excursions	8	8	0	3
Other – please specify	1	0	0	0

Key points: **This question allowed multiple responses.**

5. Impact of the *Galuwa* scholarship program

Q5.1-5.10 Please select the responses that best describe your estimation of the impact of the Galuwa scholarship program.

	Highly effective	Moderately effective	Slightly effective	Not effective	Don't Know
Students having more confidence in their ability	12	5	0	0	2
Students achieving higher standards in their school work	9	8	1	0	1
Students having a more positive attitude to school	12	6	0	0	1
Students having greater knowledge of their Aboriginal culture	9	5	2	0	3
Students feeling more connected to their Aboriginal community	9	2	4	0	4
Students having a stronger sense of pride about their Aboriginal heritage	9	5	2	0	3
Students having a clearer idea of their career path	4	12	2	0	1
Students having identified goals to help achieve their 'dream job'	7	9	1	0	2
Students having more motivation to succeed at school	12	5	1	0	1
Students being more willing to participate in out-of-class activities	9	4	4	0	2

Key points: **This question allowed multiple responses.**

Q5.11 How effective do you think the Galuwa scholarship program has been in improving student attendance?

	No. of responses
Highly effective	7
Moderately effective	6
Slightly effective	4
Not effective	1
Don't know	1
Total	**19**

(Footnotes)

1   One Group 3 male student did not complete the first year of the program in 2012.

2   One Group 1 male student dropped out of the program in 2012, so did not complete the third year.

3   Two Group 4 female students dropped out of the program in 2013, in their second year.