

Sharing Stories and Impacts of the Aiming High Educational Support Program



Abstract

The Aiming High VCE Support Program (AH) offers academic, social, and professional support to year 11 and 12 students in the Hume community of Melbourne. This program helps motivated students, often with challenging backgrounds, to guide them through their Victorian Certificate of Education (VCE). AH can only provide support to around 30 students per year due to inconsistent funding; therefore, the program needed an effective way to increase public and funder awareness of its positive community impact. Our team observed the program's participants and methods; identified positive outcomes of the program; researched best practices of effective storytelling, fundraising, and videography; created a seven-minute video to capture a funder's attention; and lastly, provided recommendations for future assessment of social impact.

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Supporting Aspiring Students in the City of Hume

Banksia Gardens Community Services is a not-for-profit neighborhood organization. Since Banksia's origin, the organization has sought to provide many opportunities for those in underprivileged neighborhoods to further their education and employment experience. Banksia runs over 40 programs, focusing on five main categories of support, ranging from education and training of youth and adults to environmental sustainability and community participation. These programs follow a common mission of "transforming lives, strengthening communities, [and] reducing disadvantage" (Banksia Gardens Community Services, 2013). Banksia's goal is to be a leader in education, vocational training, and community engagement programs by offering support programs for a wide range of ages, social classes, and ethnic backgrounds.

The City of Hume in northern Melbourne faces 25% lower secondary school completion rates than greater Melbourne (Hume City Council, 2016). There are many obstacles which may affect students' academics and contribute to these low graduation rates. Unemployment is high among families in this area (Williams, 2018). Violence and unstable home environments sometimes create additional obstacles for students (Carrell et al., 2015). Many youths in this area also come from immigrant families with additional barriers such as language and cultural differences that can affect employment and academic success. Despite these impediments, many young students have the raw talent and aspirations to

succeed and can benefit from and contribute to the out-of-school support programs.

One of Banksia's flagship programs is the Aiming High VCE Support Program which helps Hume students by providing academic and social support so that they can attain the Victorian Certificate of Education (VCE), the secondary school diploma for Victoria. Since its genesis in 2012, the program has continued to help year 11 and 12 students who have high academic potential and motivation, but who may lack resources and support to succeed in school (BGCS, 2016).

Maintaining resources for the program's continued success and expansion depends on additional funding. The free weekly study program comes at a high cost, requiring tutors, study materials, excursions and inspirational speakers, and facilities for tutoring sessions. The program currently receives a yearly donation from Hume City Council, but this alone is not enough to run the program. While Aiming High (AH) has acquired some funding from the government as well as corporate and private funders, these are often inconsistent and year-to-year (BGCS, 2018). Banksia attempted to advertise Aiming High to funders through short promotional videos, but the organization is seeking a more effective and professional way of highlighting the program's mission and its participants' achievements. Our project aims to show the positive impacts of the program through telling the unique stories of some of its alumni, which will create an emotional connection and tap into funders' values. The consistent positive results of Aiming High combined with individual recognizable stories gives potential funders a reason to contribute. Moreover, a plan to collect and share additional data on the larger social impact is critical.

The Aiming High program transforms the lives of its participants by enabling them to attain higher education after secondary school, to gain meaningful employment, to manage daily emotional stresses, and to increase their integration and contribution to their community.

Our goal is to help promote the Aiming High VCE Educational Support Program to potential funders through storytelling videos and by identifying ways Aiming High can collect data on participants' future educational, employment, and social contributions (Figure 1). To help achieve

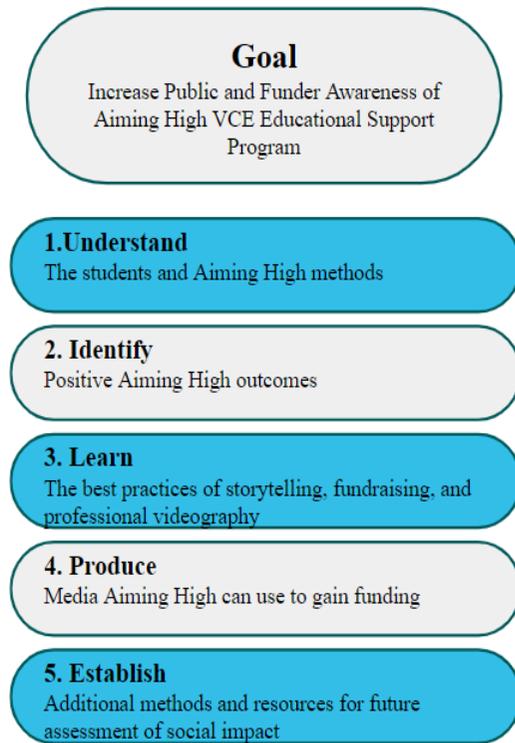


Figure 1. Our Project Goal and Objectives

our goal, we identified five objectives. The first objective was to understand, first-hand, the Aiming High program dynamics, which involved meeting the students and faculty to learn about the different backgrounds and circumstances that led them to the program, and observing the methods that Aiming High utilizes to provide support, social inclusion, and resources that encourage academic growth. Our second objective was to identify the positive outcomes of the program through interviews, database reviews, and participatory data collection as an event with alumni. The third objective was to learn about the best practices of grasping a funder's attention, the most effective forms of storytelling, and the necessary expertise required for creating professional videography. The fourth objective was to implement the skills acquired from the third objective to produce and disseminate media - storytelling videos - through an iterative design process. The fifth objective was to identify additional methods and recommendations for future assessment of social impact. Providing recommendations for assessing community impact can help Banksia measure the wider changes Aiming High creates over time. Through these five objectives, we hope to contribute to the continued successful outcomes of the Aiming High program and therefore, the students it supports.

The Aiming High program
transforms the lives of its
participants

Background

In this section, we will discuss how youth from various sections of Hume often face challenges such as unemployment, violence, language and cultural barriers, and low graduation rates. We will describe Banksia Gardens Community Services and how it supports local youth through its Aiming High VCE Support Program. Understanding Hume's struggles is important in order to determine why organizations such as Banksia Gardens are necessary to combat these challenges. We will review the expert practices of storytelling and videography. We will also review how some not-for-profit organizations measure social impact. Understanding these practices can help us create fundraising media to spread awareness of the Aiming High program.

Hume: A City of Many Challenges

Our project is in the City of Hume, a local government area in Northern Melbourne with a very diverse population of 224,394 in its 50,357 square kilometers of land (Hume City Council, 2016). Over the past 10 years, Hume has seen a 63% growth rate, or an overall population increase of 27,285 people (ibid). With these increases in population, Hume encounters overcrowding in its suburbs, which affects employment and education systems (ibid).

Hume faces various challenges. According to Banksia's Aiming High Coordinator, Jonathan Chee, Southern Hume suffers from the greatest overall disadvantage. SEIFA

scores, or measurements of social, economic, and fiscal disadvantage in cities, provide further evidence of this claim (Hume City Council, 2016). An average city has a score of 1,000. Broadmeadows (in Southern Hume) and Craigieburn (in Northern Hume) are the two locations of the Aiming High program (Figure 2). In 2016, they had scores of approximately 770 and 973, respectively (ibid). Broadmeadows specifically has high unemployment rates and low student graduation rates.

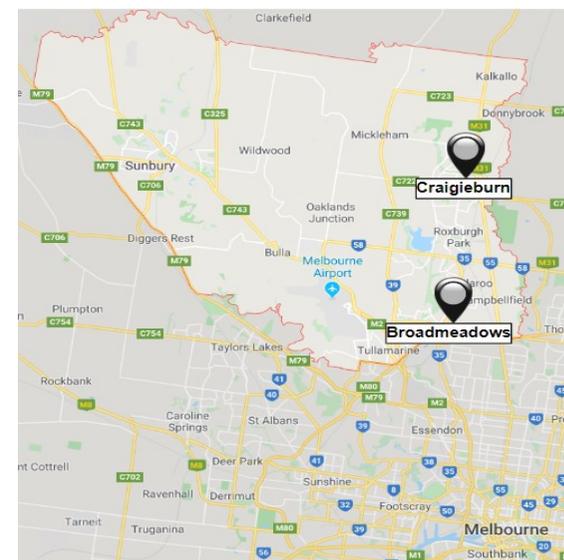


Figure 2. Aiming High Locations
Graduation Challenges

Students in Victoria must attain their “VCE,” or the Victorian Certificate of Education, to document successful completion of secondary school (Crimson, 2019). In years 11 and 12, students study for their final VCE exams. The

VCE exam also provides the Australian Tertiary Admission Rank (ATAR), a score which helps students choose appropriate Australian universities they might be able to apply to (ibid). Students need to take at least 16 units of classes to qualify for the VCE, but it is recommended that they take 20 to 24 units, a heavy workload (ibid).

The VCE attainment rate in Hume is very low, at just 25%, while Melbourne as a whole has an attainment rate of almost twice that (Hume City Council, 2016). When people observe these rates, they begin to wonder what is affecting the students in the area. Hume City Council has noted that students who do not attain the VCE may sometimes struggle with a limited family income, family violence, and language barriers (2016).

Hume Unemployment Rates

Unemployment rates are significant in Hume, where 36% of residents aged 15 and older are not in the labor force (Hume City Council, 2011). The statistics are even more concerning in Broadmeadows, where 80% of the parents from one school are unemployed (Williams, 2018). Families who are employed in this area often have incomes which do not allow for comfortable living (Hume City Council, 2016). Forty-five percent of Hume's residents over the age of 15 make between \$0 and \$400 AUD per week (ibid). Within Broadmeadows, the median weekly income in 2016 was only \$900 AUD, compared to Craigieburn (\$1,564 AUD) (Hume City Council, 2016). Student unemployment prevails in Broadmeadows where employers are often unwilling to hire students for only part-time due to the uncertainty of the students returning to work for them in the future (Young, 2016). Students' other com-

mitments to schooling or family situations contribute to the possibility of them not returning to their employers for years to come. Economic challenges exacerbate instability in family dynamics and can lead to further youth struggles in academics.

Violence at Home

Family violence is a more prevalent problem in Hume than in the greater North West Metropolitan Region of Melbourne (Hume City Council, 2015). A variety of factors contribute to this: high unemployment rates, low family incomes, mental health issues, and lower education levels (ibid). A study by Carrell, Hoekstra, and Kuka (2015), professors at UC Davis and Texas A&M, showed that a high proportion of students exposed to violence in the home have lower academic achievement scores than their peers. In Hume specifically, 37% of youth are exposed to

or involved in incidents of family violence, contributing to increased difficulties with academics (Hume City Council, 2015). Students from these challenging backgrounds, who lack access to support and resources sometimes do not remain in school (Victorian State Government, 2018).

Cultural and Linguistic Barriers of Immigrant Students in Hume

Hume is home to individuals born in over 100 different countries, with Iraq, India, and Turkey as the top foreign birthplaces (Hume City Council, 2016). Residents of Hume speak more than 80 languages aside from English (Table 1). Students who are immigrants face cultural and language barriers that only exacerbate the disadvantages they encounter in Hume's already challenging job market, and in the context of schools with low VCE attainment rates.

Table 1. Birthplace and Spoken Language of Hume versus Greater Melbourne Residents: (adapted from Australian Bureau of Statistics, 2016)

Proficiency in English		
English Proficiency	Greater Melbourne Percentage	Broadmeadows Percentage
Speaks English Only	62	29
Speaks another language, and English well or very well	26.7	45.7
Speaks another language, and English not well or not at all	5.6	14.3
Birthplace - Ranked by Size		
Birthplace	Greater Melbourne Percentage	Broadmeadows Percentage
Iraq	0.4	5.7
India	3.6	3.1
Turkey	0.3	5

Watkins, Razee, and Richters (2012) conducted a study of refugees attending the University of New South Wales and discovered that the greatest problem affecting these students' acculturation to Australian society is a lack of English proficiency and communication with others. Those interviewed described feeling uncomfortable when requesting services, due to the fear of making a mistake and being misunderstood. This fear, combined with cultural differences, exacerbates the challenge of navigating school and the employment process, creating additional stress. This study also examined the negative impact of educators who are unable to understand cultural differences and language barriers of the refugees they teach. The researchers concluded that educators need training to "harness the motivations of refugee communities, understand and sensitively negotiate cultural customs and take into account the effects of culture, gender and context on student learning" (p. 138).

A different study conducted at universities in Victoria and Western Australia (Joyce, Silvagni, Earnest, and de Mori, 2010), showed how refugee students have a troublesome time adapting to tertiary school. All of the students in the study were from refugee backgrounds and gave accounts of their social and academic experiences at Australian university. The researchers showed how many universities are not prepared to support refugee students in their language studies or with adapting to cultural differences. One Afghan female student they interviewed stated: "[the university's failure to provide accommodations to refugees] has an impact on the social aspect of university life ... it

affects you more than how the university staff treat you ... you know, you feel like there is a barrier between you and the locals" (Joyce et al., 2010). This is just one remark of eleven interviewees from a range of countries, and all of the responses indicated that students faced many obstacles in university, all worsened by challenges with Australian culture, finances, and stress. Many students also felt emotional distress when studying because of the burden of their traumatic childhoods, as well as anger towards the Australian university educational and cultural system. Early support in secondary school could greatly benefit these students as they prepare for university. Even in the presence of their challenges and lack of support, many of these students still strive toward success.

Banksia Gardens' Aiming High VCE Support Program

Aiming High is a program designed to support local youth who aspire to attain their VCE. It is just one of many programs offered by Banksia Gardens Community Services to relieve distress and poverty. Located in Broadmeadows, Banksia serves all people whether working, living, or studying in this area, regardless of their background or social status. The Centre is a multipurpose facility, hosting 43 programs in five main categories (Figure 3).

Aiming High is a youth program that began in 2012. Noticing a need for academic support in areas of Hume, Banksia's Deputy CEO, Jaime de Loma-Osorio Ricon, founded Aiming High with the intention of assisting

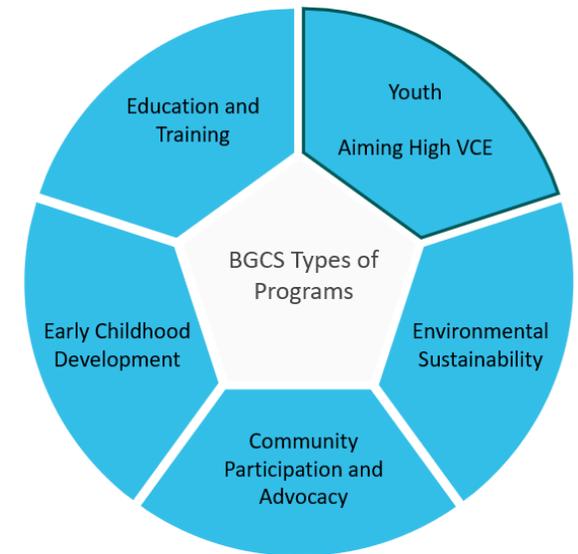


Figure 3. Types of Programs at BGCS

year 11 and 12 students on their path to achieving the VCE. The main goal of the program is to provide educational support for "young people with aspirations ...who face similar personal and structural disadvantages [as] their at-risk peers" (Chee, 2019). The program specifically seeks out students who have the motivation to flourish but who may have inadequate support systems for navigating school and career options.

Students of Aiming High

Many AH participants come from underprivileged areas or encounter complex family situations at home (Chee, 2019). Some face serious long-term illnesses or disabilities. One third of participants are immigrants or refugees facing cultural and language barriers,

yet their secondary schools have identified them as students with promise.

How Aiming High Works

AH has a screening process to select 15 students for each of its two program locations each year (BGCS, 2016). In most cases, faculty from schools within Hume nominate year 11 and 12 students who they believe would benefit from the program. Occasionally, students nominate themselves. Students who begin the program in year 11 are not guaranteed a spot in the program for the next year, but they are offered the opportunity to re-apply. Once the students have been selected for the program, they attend a weekly study session for two hours where they work with tutors on various subjects to obtain positive results on their VCE exams. While the program primarily follows an academic study session format, the “academic support is now much broader than helping with homework and now also helps students develop skills and resources to be more strategic, more personally effective and more resilient” (Chee, 2019). The program offers participants the opportunity to attend events with guest speakers along with industry-based excursions to prepare them for tertiary studies and future career choices.

Successes and Benefits of the Program

Aiming High has helped close to 200 students in its seven years (BGCS, 2016). The program supports students who may have otherwise faced challenges with their VCE exams; furthermore, the program has guided year 12 students into tertiary studies, with 80% of alumni who apply to university receiving their first or second school

preferences (Chee, 2019). In 2017, 100% of participants in the program went on to tertiary education (BGCS, 2018). While Aiming High has noteworthy, quantifiable successes, it contributes much more to the students than just academic tutoring. The program acts as a support network, providing academic encouragement, assistance with English language proficiency, and cultural acclimation.

The AH program helps “break the link” between disadvantage and student outcomes. Students from challenging situations are often more likely to experience poor academic, social, and financial outcomes later in their lives, even if they are very aspirational (Victorian State Government, 2018). The program works to break this link by providing resources and structure for these motivated students, both academically and socially. This helps ensure that students are more likely to stay in school, even into tertiary schooling. The program also develops a support network prior to their entering university. AH can provide institutional knowledge that many universities do not offer students.

Aiming High’s Fundraising Strategies

The value AH offers to its students and community is recognizable, yet the program continues to struggle with securing necessary funding each year from individual donors, philanthropic foundations, and government grants.

AH has a few different ways to appeal to funders and the public to gain support. They have information about and short videos of AH students sharing their experiences from the program and their career aspirations. The website discusses what the program is and what it hopes to ac-

complish, along with how to apply. Chee informed us that the organization periodically provides funders with a grant acquittal on the outcomes of their work. These acquittals show the funders how much money the program has received from other funders, the program’s goals, problems faced when trying to achieve these goals, and the impact (e.g. accomplishments of participants, attendance and program hours, and VCE successes) of the funding. The funders then can use the acquittals to decide if AH is a program that they want to continue to financially support. Gabrielle Williams of the Readings Foundation, a funder of Banksia, wrote an article about AH and why it is important to have this program in place (Williams, 2018). Since this foundation already supports AH, their positive article is helpful for gaining interest and knowledge about the program. Banksia has also tried crowdsourcing (Banksia Gardens Community Services, 2016). This method only raised approximately 9% of their one-time donation goal amount.

Unlike many other successful Banksia programs, AH has not secured enough regular donors to confidently cover the program’s running cost. New fundraising media assets are needed.

Best Practices of Storytelling and Fundraising

In order to effectively grasp funders’ attention and portray the Aiming High successes, we researched best practices for fundraising through storytelling videos. We also wanted to depict the individual students in a positive and meaningful manner, so we looked at some of the dangers of negative stereotypes used in public discourse

about immigrants and refugees, to make sure we avoided these.

The Eight Powers to Tell a Story

As defined in *Storynomics: Story-Driven Marketing in the Post-Advertising World* (McKee, 2018), a story is “a dynamic escalation of conflict-driven events that cause meaningful change in a character’s life” (p. 49). To propel a story, there are eight powers which intertwine perceptions of people, places, and things into coherent forms of reality (Figure 4). Storytellers need to interconnect these eight powerful elements of storied thinking to engage viewers.

We utilized these eight storytelling powers in our video. The first was self-awareness where we, as the storytellers, needed to each distinguish our own subjective mind from our objective mind (p. 40). Having an awareness of our “outer self as ... a separate personality” allowed us to consciously create a story unaltered by our own past experiences. Other-awareness required us to step into the shoes of the interviewees to become empathetic and more understanding of their stories (ibid). Allowing the youths to tell their stories gave us insight into their journey, therefore guiding our story creation. A sense of memory granted us the power to incorporate the interviewees’ past AH memories (p. 41).

The power of intelligence involved knowing the backgrounds of those we interviewed and the logistics of the filming. Next, we implemented our own imagination to depict a story of the AH successes with

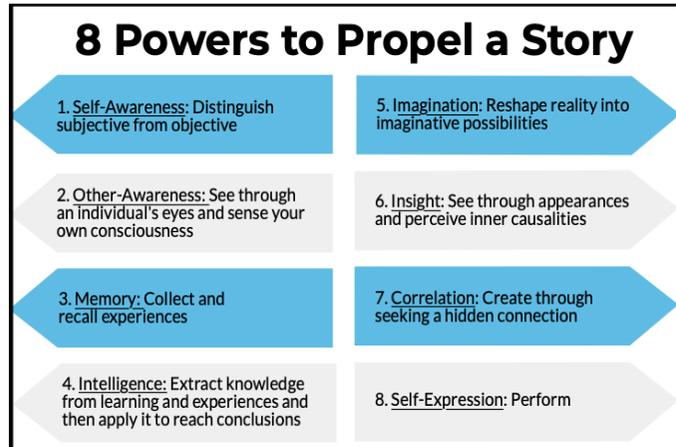


Figure 4. The Eight Powers to Propel Stories (adapted from McKee, 2018)

endless variations to avoid repeating the same stories. Applying the practice of insight gave us the ability to “see through appearances” and recreate surprising elements of the story (p. 42). We used an intuitive perspective to portray the AH participants in a world that viewers would think they understand, and then we conveyed a surge of new wisdom about how the participants’ amazing aspirations overpower their challenges. We employed correlation through finding connections between each interviewees’ responses. We interpreted these connections into themes to follow throughout the video’s story. Lastly, self-expression, or the power to perform, encouraged us, as storytellers, to share the AH story for all minds to experience (p. 43). After designing our story and putting it into a video form, we presented it to

Banksia to show to potential funders, AH participants, and any other individuals wanting to share in the experience of our AH story.

The Three Targets for Storytelling

Creating effective purpose-told stories for funders requires the storyteller to define the target audience, target need, and target action (McKee, 2018, p. 92). In our case, the target audience includes potential funders for Aiming High: philanthropic and corporate donors as well as the Victorian Government Department of Education and Hume City Council. Philanthropic donors include foundations or individuals who give funds for charitable purposes. The Readings Foundation is one of the philanthropic donors that funds the program. This foundation seeks organizations or causes that they want to improve through financial assistance, typically giving grants to programs that support literacy development and community integration (The Readings Foundation, 2019). Corporate funders may also have similar philanthropic ties that they wish to support through donations. The Melbourne Airport is one corporate funder that offers community grants to support programs focused on education and employment pathways (Melbourne Airport, 2017).

The Victorian Government Department of Education has four main target areas regarding their education funding; we focused on these to appeal to their current educational policies and agendas (Victorian State Government, 2018). These targets are listed

and described in Figure 5. The Department of Education provides grants for education, community, STEM, and environmental purposes. Educational grants are given to programs that follow their educational targets.

Hume City Council is also an audience we considered as it has a range of community grants that aim to fund projects that support the following groups: Aboriginal and Torres Strait Islander people, families and children, multicultural groups, disabled people, senior citizens, and young people (Hume City Council, 2019). The

areas: arts and culture, community health, safety, and wellbeing, environmental sustainability, leisure and recreation, sport and exercise, social inclusion, health promotion, healthy aging and seniors, and learning and skill development (ibid). Aiming High fits into the “learning and skill development” category as an educational program that also promotes social inclusion and student wellbeing.

While Aiming High has completed its seventh year of academic support, it does not yet have long term data supporting its impact on students

Funders will see that Aiming High works to fulfill this need, leading them toward the target action - donating to the program. We wanted funders to see our media and feel the desire to donate to keep the Aiming High program running. In the future, the program hopes to grow by hiring more tutors experienced in a wider range of subjects, taking students on more frequent excursions to universities and workplaces, and inviting more guest speakers that inspire the students to reach for their goals. Our goal was to produce a short informative video with a strong narrative about what AH does, embedding the success stories of several alumni that will resonate with the viewer.

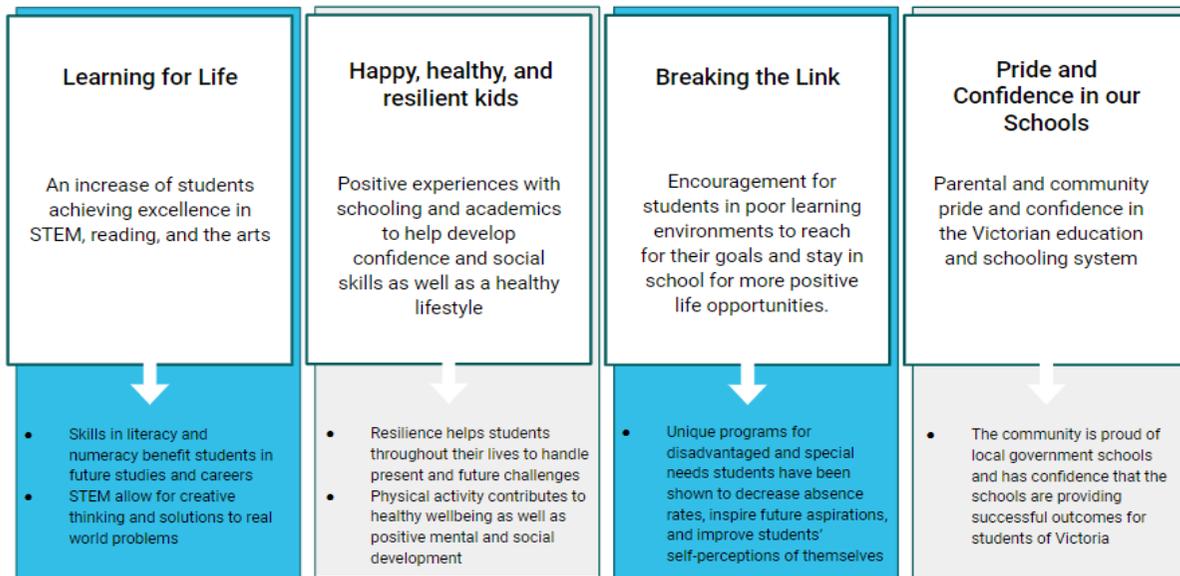


Figure 5. Victorian Government Educational Targets (adapted from Victoria State Government, 2018)

Aiming High program works with multicultural young individuals, therefore fitting into this category. Hume City Council’s community grants also look to fund projects in any of the following

or the community. Thus, the target need for our project involved showing how Aiming High fills an educational gap by alleviating the social and academic challenges of disadvantaged students.

What Persuades a Funder?

In order to draw in a viewer’s attention, a video must be in line with what they are seeking; therefore, an important aspect of trying to fund-raise through videos is knowing the audience. Analyzing the funders’ needs influenced our key messages, narrative structure and plan for footage. Further, we manipulated visuals and music to impact the viewers’ emotions. Banksia hopes to attract philanthropic, government and local business funders for AH. Research has shown that emotional connection greatly persuades these types of funders; thus, winning over their hearts would be essential (McMahan 2015). To evoke the viewer to take action, in our case to fund AH, the video must provide a reason and show them the opportunity they have to make a real difference (Jarvis, 2018).

Funders should invest in Aiming High because it supports aspiring students in their VCE studies and reduces the effects of disadvantage in the Hume community. The video needs to show

the value of the program to the audience, rather than tell. Developing an easy-to-follow story of the students would effectively show value to the viewer instead of telling it. A good story captivates the viewer and puts a recognizable face to the larger issue. Four studies performed by Västfjäll, Slovic, Mayorga, and Peters (2014), showed that a larger percentage of people donate to charitable causes when presented with a single identifiable person as compared to a larger group. These same studies demonstrated that the singularity effect not only produces a higher rate of donations, but also larger donation amounts. The results of the four studies were attributed (Figure 6) to “our natural and relatively easy [ability] to empathize and feel compassion with a single identified individual, [and our] difficulty to ‘scale up’ this emotion when we need to consider more than one individual” (Västfjäll et al., 2014). In response to the studies’ results and conclusions, we elected to shoot solo interviews of alumni, tutors, and other individuals involved with AH.

Best Practices for Creating Videos

Creating a professional video is a complicated process which required much research before beginning the production. We learned about the process of planning a video with a storyboard, the steps to create an effective film, and how to portray participants with challenged backgrounds without reinforcing negative stereotypes.

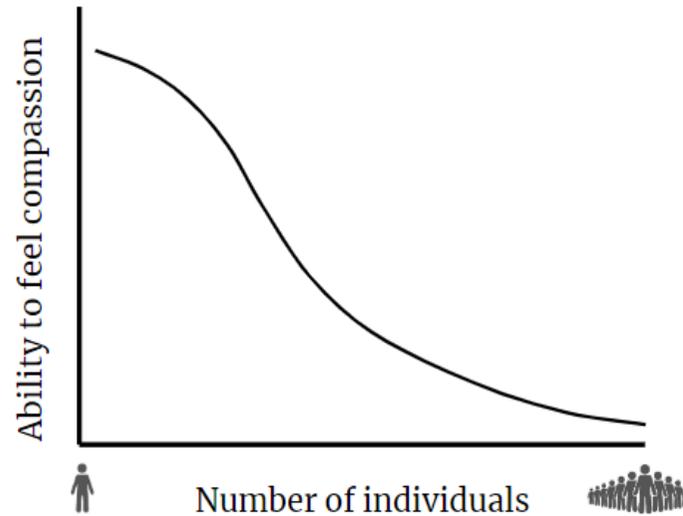


Figure 6. A Model Depicting Compassion Fade (adapted from Västfjäll et al., 2014)

The Five Phases of Effective Filmmaking

In the most general terms, filmmaking has four phases: development, pre-production, production, and post-production which are outlined one-by-one with definitions and key concepts (Steiff, 2005). At every step, incorporating iterative design ensures a high-quality final product.

Development

Definition: Creation of ideas for the video

Key Concepts:

Write a brief for the film

- Describes the key audience, messages, and purpose of the film

Design a storyboard (Figure 7): illustrations of

key scenes in an order that tells a coherent story

- Indicates key content, actions, dialogue or narration, lighting, corresponding sound effects, music, and other visuals

Create a detailed shot list in unison with the storyboard

- Lists what needs to be filmed and the cameras angles needed for each scene of the film

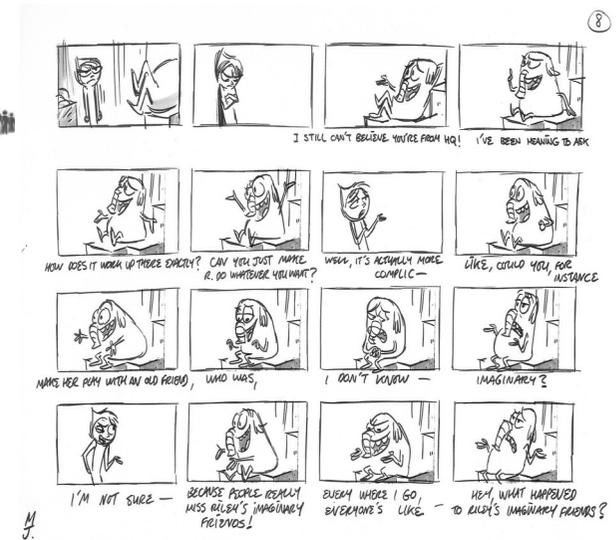


Figure 7. Example of Storyboard (Jones, n.d.)

Our video involved stories from interviewees; therefore, it was not all pre-scripted. Our storyboards initially were far more general, noting some of the key impressions we wanted to make about AH and how some of the content (e.g. interview material and AH background) would be ordered. We refined the storyboard further as we gathered more interview material footage.

Pre-Production

Definition: Planning and preparation stage of filmmaking

Key Concepts:

Five main roles

1. Director: maintains the film's story and vision by controlling the artistic and creative decisions.
2. Production Designer: works with the director to create the visual conception of the film and choose the visual style of how to tell the story.
3. Location Manager: determines the location and set design of the film (Sejean, 2013).
4. Director of Photography: heads the camera and lighting decisions such as cameras, lenses, filters, settings, and placements (Maher, 2015).
5. Production Sound Mixer: records all sound throughout the entirety of the filmmaking process.

Production

Definition: Process of actual filming that brings the ideas and visions to life

Key Concepts:

Performance and scene instruction

- Advise interviewee to look at the interviewer instead of the camera because the audience is not part of the story
- Speak clearly and audibly
- Restate the question within each response

Filming

- Record with two cameras at different angles
 - Filmmakers can edit out any pauses and filler sounds or splice different questions in any order (Sejean, 2013).
 - Editor can remove disruption of movement through cutting to the second camera (Blankenship, 2018).
- Manage sound and audio during the film
 - Poor audio quality and fluctuating volume levels are an audible way to lose the audience's interest (Blankenship, 2018).
 - Lavalier microphones reduce background noise that would otherwise disturb the audio quality of the speaker.
- Use shallow depth of field in interviews
 - Viewer fixates attention on the person speaking and reduces the amount of attention-stealing background distractions (Maher, 2015).

Post-Production

Definition: Editing done on a film after the recording has taken place

Key Concepts:

Add titles, on-screen graphics, and clean-up visuals

- Transforms the seemingly unimaginative interviews into a storytelling short film worth watching.
 - Insert background music or cinematic effects
- Assists in telling the story or influencing the mood of the scene and its viewer.
 - Change the color and lighting of the clips
- Heavily affects the tone and thus how the

viewer feels or perceives, which can be used as a “subtle way to make a scene resonate emotionally” (Fusco, 2016).

Each phase of filmmaking adds important layers to the video to ultimately guide the viewer's attention through the Aiming High story. These videos must capture the viewer while maintaining an ethical depiction of the participants involved.

Media Depiction of Immigrants

As described in a study by Bleiker, Campbell, Hutchison, and Nicholson (2013) at the University of Queensland, Australian public discourse can sometimes portray refugees in dehumanising ways. The study analyzed images of migrants on the front pages of newspaper articles. The focus was especially on the intense facial expressions of the migrants, who are seen as a sovereign threat rather than people facing humanitarian struggles. This represents one negative trope in public discourse regarding immigrants. Their main finding was that the media almost always portrayed asylum-seekers in medium to large group sizes, taking away from their individuality. Images of hordes of migrants depersonalizes them as a singular mass. These images of large masses of refugees, (e.g., Figure 8), appear threatening. The image of a single person suffering is more likely to invoke sympathetic emotions and generate more humanitarian support and compassion; however, this also can be negative as it generalizes all refugees as “suffering victims” that have no strength or positive assets to contribute (Figure 9). We set out to avoid these negative tropes when depicting Aiming High's students in our video, as to not further stigmatize them.

further stigmatize them.

To understand how to avoid these negative tropes, we interviewed Associate Vice President and Chief Diversity Officer at the College of Charleston, Dr. Rénard Harris. He helps develop programs to assist students of disadvantage. He offered valuable advice for interviewing AH students: to not only show them as humans but also to gather genuine responses, uninfluenced by leading questions



Figure 8. A Mass of Refugees Trying to Enter the Border can Appear Threatening (Trilling, 2018)



Figure 9. A Negative Depiction of a Refugee (Plus, 2015)

about their struggles. One of the most powerful statements Dr. Harris made was that, “[AH students] don’t need saving, they need equity.” AH students may be labeled as “disadvantaged,” but that does not mean that they require saving; they are students similar to ourselves, who have talents, skills, and potential to achieve what they want. AH can support them, but they still set their own goals and work hard to reach their fullest potential.

When we created our media stories, we focused on depicting interviewees through their positive attributes. While it can be beneficial, and sometimes necessary, to explain their backgrounds and what they have overcome, it is even more important to highlight the talents and possible contributions these students can bring to society and culture. They have their own success stories along with their past traumatic experiences (Maley, 2016). For example, Banksia portrays Ayan, a participant of the AH program and a refugee from Ethiopia, in a positive light, as a confident individual ready to contribute to society (Figure 10). Through analysis of videos from other support organizations like BGCS, we recognized this positive depiction of the people they served.



Figure 10. Banksia Uses Positive Images to Depict its Participants (BGCS, 2018)

Analysis of Effective Videos

Analyzing the cinematic effects and techniques of professional videos gave us a greater understanding of the various tools we could implement into our own media. First, we watched videos from the Foundation House. This organization offers support programs to boost the wellbeing and human rights of refugees from traumatic backgrounds (Foundation House, n.d.). Next, we focused on videos from the Asylum-Seeker Resource Centre (ASRC), an organization focused on providing social justice, empowerment, and general aid to asylum seekers in Australia (Asylum Seeker Resource Center, n.d.). Lastly, we examined a video from Western Sydney University.

The Foundation House has a program called “Ucan2” which “facilitate[s] and support[s] the social inclusion of recently arrived young people of refugee background” (The Foundation House, n.d.). A mixture of different clips corresponding to the theme of each section overlays each segment of the video. These clips include interview shots and B-roll (e.g. the program in session, the participant, the program director, and the resume). The entire video plays continuous calm background music throughout every clip. The segments of the video are broken down as follows:

1. Organization’s logo
2. B-roll of program participant talking to the program director
3. Organization’s mission statement appears on since coming to Australia (20 seconds)

4. Participant explains who they are, where they are from, and some struggles they have faced since coming to Australia (20 seconds)
 5. Program director introduces the program, followed by on-screen text of the program's purpose (5 seconds)
 6. Program director explains the need for the program before switching back to the participant to explain how the program has helped her (35 seconds)
 7. Program director explaining the changes she's seen in participants of the program (15 seconds)
 8. Alternates between the participant and program director every 10 seconds talking about how the program offers work experience and workshops for creating resumes (30 seconds)
 9. Participant reflects on her home and how she was told about Australia (10 seconds)
3. Interviewee reflects on her values and an example of something her father did to inspire her to do the work that she does today (20 seconds)
 4. Interviewee explains why she chose the career and how she has spread her story and awareness of being a refugee (22 seconds)
 5. Interviewee explains that storytelling and talking to people can make Australia have a better community (34 seconds)
 6. Blank background of the organization's color with on-screen text of a call-to-action and the organization's logo (7 seconds)

Western Sydney University used a video of a refugee graduate student to gain exposure for the school. Throughout the video, upbeat and inspirational music plays. The segments of the video are broken down as follows:

1. B-roll of the graduate walking on a field with calm music in the background and on-screen text with the university's logo and name, the student's name (5 seconds)
2. Clips and on-screen text showing and explaining the graduate's journey, starting off with him as a child and the traumatic events he went through in his home country with clips of war, fighting, and injury, and progressing to him being rescued and taken to Australia with shots of him in a truck and airplane leaving his home (40 seconds)
3. His journey while in Australia to be able to attend university. There are clips of him being welcomed into a home, teaching himself to read, and walking to the university (15 seconds)
4. Clips showing him in law school and being a successful lawyer (15 seconds)
5. Graduate returning to his home country to see his mother (10 seconds)
6. On-screen text of the university's logo and some inspirational words with a background showing the night sky (7 seconds)

The Asylum Seeker Resource Center (ASRC) also utilizes videos to help gain exposure for their mission. One of their programs, "The Story Beside You" uses stories of refugees to evoke an emotional response and encourage people to sign a pledge for Australia to be a more welcoming place for those seeking asylum (Asylum Seeker Resource Center, n.d.). Each section of the video incorporates interview shots and B-roll clips relevant to what each interviewee is speaking of. The video plays calm but intense background music throughout each section. The segments of the video are broken down below:

1. Different interview shots of the interviewee explaining where she is from and when and why she came to Australia (24 seconds)
2. Interviewee explains her first impressions when she arrived in Australia and how it made her feel included (20 seconds)

All of these videos are unique and have different purposes, but they share many of the same impactful techniques, some of which would be relevant for our own video. One technique is to include the logo of the respective organization and text on the screen. The logo gives a visual cue, allowing the viewer to recognize certain parties and individuals in the film. The on-screen text conveys words that are not necessarily spoken or shown in the video. Medium and close-up interview shots are another common aspect of these videos. B-roll shots of the interviewee illustrates what they are talking about and fill gaps in the video, but it is the interview shots that create a connection between the interviewee and the viewer (Figure 11).



Figure 11. Close Up Shot of Fadak's Story (Asylum Seeker Resource Centre, n.d.)

Another impactful technique is favorable depiction of the interviewee, limiting a perception of victimization by the viewer (Figure 12). In regards to audio, the videos employ lapel microphones to provide crisp and professional audio. The videos each utilized background music to evoke emotion and allow the video to flow.



Figure 12. Interviewee Tha Shown Smiling (Foundation House, n.d.)

We created a matrix to compare the unique aspects of each video and summarized these findings in Table 2. Analyzing these videos helped us to understand how to convey impact through storytelling. We also set out to research other types of impact that Aiming High might collect data on. We focused on how to show the social impact of Aiming High through our own videos, leaving further recommendations for how to collect impact data.

Expert Advice on How to Assess Impact in Not-for-Profit Organizations and Programs

We met with Dr. Eric Dommers, an expert in Social Cognitive Theory to understand the key components required for analyzing social impact. Not-for-profit organizations must show that their programs lead to a significant and positive change to a “pressing social challenge” which impacts a community on a larger social scale (Ibrisevic, 2018). This requires long-term data collection on program participants (ibid).

PHINEO (2017) explained that there are four

Table 2. Video Component Comparison Matrix

	Asylum Seeker Resource Centre	Foundation House	Western Sydney University
Video Content	<ul style="list-style-type: none"> - Participant interviews - Link to organization website - Action statement - Background on participant and their challenges - How to create a more connected community 	<ul style="list-style-type: none"> - Interviews (participant and staff) - Information on program services - Organization's mission statement - Background of why program was created - Program in session - Quotes - Background on participant and their struggles - How program has made a difference 	<ul style="list-style-type: none"> - Story of life of participant - Scenes of participant's background
Visuals/Graphics	<ul style="list-style-type: none"> - Text on screen - Organization logo - Close-up, medium, and wide shots 	<ul style="list-style-type: none"> - Organization logo - Text on screen - Animation - Close-up, medium, wide, and landscape shots 	<ul style="list-style-type: none"> - University's logo - Text on screen - Close-up, medium, wide, extreme-wide, and landscape shots
Lighting	<ul style="list-style-type: none"> - Natural outside lighting for b-roll - Studio lighting for interview shots 	<ul style="list-style-type: none"> - Natural outside lighting for b-roll - Studio lighting for interview shots 	<ul style="list-style-type: none"> - Natural lighting for some clips - Purposeful lighting
Audio	<ul style="list-style-type: none"> - Calm but intense music 	<ul style="list-style-type: none"> - Calm music throughout the video - Video cut to beat of music - Interviewees talking - Voiceovers 	<ul style="list-style-type: none"> - Calm music for first few seconds - Upbeat music for rest of video
Length	2:11	3:03	1:31

individual components of the Program Logic Model for assessing social impact: inputs, outputs, outcomes, and impacts. The steps are separated into these four categories, but they can be viewed in a “results staircase” to demonstrate

the upwards trend of social impact the further along the program is in its progression (Figure 13).

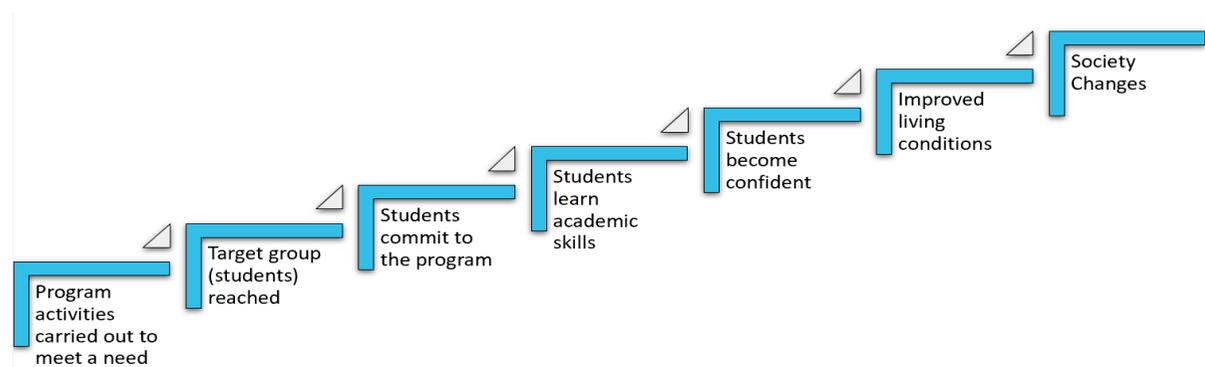


Figure 13. Logic Model Results Staircase: (adapted from PHINEO, 2017)

For the Aiming High program, *inputs* of the Logic Model include the program's resources: paid and volunteer tutors, materials for VCE preparation, and tutoring locations. The first step of the staircase is to show that the program has designed a service which utilizes resources and carries out a specific need (academic support to motivated Hume students). The data to demonstrate these inputs includes the costs of resources, the labor involved, and the collective hours that the program has run.

The *outputs* define the purpose of the program and its target group. We defined Aiming High's purpose as helping aspirational students with difficult backgrounds achieve academic success. The second step of Figure 13 is whether the target group (students of Hume) took advantage of the VCE support the program offered to them. The quantitative data to support this question includes the number of Aiming High participants, their demographics, and their attendance and retention rates for the term. The third step involves analyzing the connection between participation in the program and student results from the program to gauge if the students' participation led to the desired program results (PHINEO, 2017). Surveys (both quantitative and qualitative) and interview responses are the best methods to obtain results data such as ATAR scores, VCE passing rate, and in what ways the program has been effective.

Next, the organization needs to understand the desired *outcomes* of the program. An outcome is a measure of the difference between what would have happened without the program's support and how the program achieved its goal (Ibrisevic, 2018). Steps four and five involve showing improvement in academic skills as well as actual change in a student's social and academic confi-

dence. Student improvement in academics, social interactions, and financial stability as a result of AH is a major contributing factor of social impact assessment. Quantitative data such as the percentage of students who received top university preferences and what path the participants follow after obtaining their VCE can demonstrate an improvement in academics, while self-assessment surveys or interviews of participants are the best ways to obtain data on social engagement and confidence. This data collection must happen from the start of a participant's time in the program and continue with follow-up surveys or interviews throughout their time at university, in the workforce, or other life experiences. Once the organization obtains this information about the program, the sixth step considers data regarding improved living conditions. This category of data can be very broad, depending on how much personal information the program is able to obtain from its participants. Possible *outcomes* data includes employment rates after the program, income, healthcare status, notable employment contributions, and civic participation. The program can obtain this data through anonymous surveys sent out every year that ask questions comparing each participant's family living conditions before and after the program. Collecting this data may prove challenging, so it is necessary that the program maintains an organized and updated contact list of all participants from each year.

A change in society is the last step of the results staircase. Once the program evaluates the first six steps of the Logic Model, it can start to determine both the long-term and short-term broader *societal impacts* on the community of motivated students from Hume. Most of this data

will come from the data in the previous step, but it will be combined into percentages and trends over the many years of the program to demonstrate an overall improvement to the Hume community and the original participants. We can use these seven steps to examine the data AH already collects for each, determine what data is missing, and suggest some concrete ways to collect it.

A change in society is the last step of the results staircase

The information described throughout this chapter applies directly to the goal of our project: to increase public and funder awareness of Aiming High's value and impact and to persuade funders to provide financial support. Hume is a diverse city, and some of its students struggle with language and cultural barriers, unemployment, difficult home situations, and low VCE attainment rates. AH is one of Banksia's youth programs for bright students who face some of these challenges and need some extra support to finish their secondary education. We researched the best practices of storytelling and creating professional videos for the AH program to show potential funders the value and impact of the program on individuals. And we researched other kinds of data that might show larger social impacts. In our methods section, we explain how we used some of these approaches to develop our final deliverables.

Methodology and Results

The goal of our project was to spread awareness of the Aiming High VCE Support Program to potential funders through storytelling and to assess methods for determining its social impact. In order to fulfill this goal, we set five objectives which we outline in this chapter.

Objective 1: Understanding the Aiming High Students and Teaching Methods

Our first objective was to understand the Aiming High students and the methods of the program. We accomplished this goal through four different methods (Figure 14).



Figure 14. Methods for Objective 1

First, we conducted a general literature review of the need for support programs. This review included secondary sources and studies that incorporated interviews with students who face a number of academic, financial, and/or emotional challenges and their descriptions of programs that assist with these struggles. Next, we focused on literature specifically about immigrant youth and the challenges that they face, such as cultural and language barriers. This was important because an average of 30% of the students in the AH program are immigrants or refugees. We also reviewed the Hume City Council's website for data on Hume unemployment, violence in the home, demographics, and low graduation rates. The previous chapter reports background information about the people of Hume and the challenges they face.

In Hume, we acted as participatory observers in four AH sessions at the Broadmeadows and Craigieburn locations. During these sessions, we tutored students in math, science, and English allowing us to foster relationships with many of the students, while also learning that they are focused, supportive, and collaborative individuals. Learning the personality and character of each student helped us choose who we wanted to interview, as we sought students comfortable with sharing their compelling stories. Through this observation, we also learned about the structure of the program. The sessions run for two hours with snacks provided throughout. Each session begins with a brief introduction by the program director, followed by students writing their goals, what subjects to focus on, and whether they need help on a whiteboard at the front of the room. This process gives students the

agency to set their goals and become more independent, even in this simple way, which can be beneficial to their future studies or career. Depending on the subject and the need for guidance, tutors make their way around the room to check in with individual students. From the AH sessions, we learned that the methods of the program include the tutors offering one-on-one academic and emotional support by acting as mentors and listening to the participants at each session. The students described AH as very different from secondary school. The program utilizes stress management and focus strategies through fun activities to maintain student concentration and anxiety during studying and future exams. Lastly, the program incorporates fun but intellectual mind games to encourage creative thinking and problem-solving skills.

Semi-structured interviews of current AH students and Banksia staff were the central method of this objective. We interviewed five of the current students from different cultural and economic backgrounds, recording each of these interviews (see Supplemental Materials, A).¹ We read a consent preamble about the interview process at the beginning of each interview, and we provided a consent form in which the interviewees could opt out of being recorded (see SM-B). We wanted to record as many interviews as possible to have a surplus of content that we could use for our videos. We also interviewed Banksia's CEO (Gina Dougall), the current AH program coordinator (Jonathan Chee), and three tutors (see SM-C and D for questions).

Figure 15 shows a brief list of topics for each interview. We hoped each group would express its feelings towards AH and share successes that

¹Supplemental Materials (SM) for this report may be found at wp.wpi.edu/melbourne/projects/ using the search bar to locate the project report materials.

they attributed to the program. We conducted all interviews in quiet locations with good lighting, including Hume Global Learning Centre, Banksia Gardens Community Centre, and Quest Royal Gardens.

providing a community environment to study and meet new people. Overall, our main finding from the Objective 1 interviews was that AH is a community-driven program employing unique strategies, such as focus games, stress relieving activities, and time management tactics, to support young students in their VCE studies as well as the daily challenges they face at home or in school.

(as explained in the Background) and positive outcomes in different AH databases, the program's website, and reports. We analyzed annual reports, which provided summaries of program outcomes from the previous year.

We searched Banksia's AH databases to find outcomes for program enrollment, location ratios, attendance rates, drop-out rates, and other information about the participants of AH. At the time of analysis, we evaluated the AH data we had access to. Only some parts of the seven years worth of data has been consolidated and gathered into digital form; other records are in hard copy only and some of them have been archived. As we did not have access to the full data, we focused on the sets of data available to us in the digital form. In Table 3, we listed the current data of the past seven years of AH, acknowledging that more data exists than what we were able to analyze. We represented each color as unavailable, incomplete, archived, or complete data.

The enrollment data available to us from five of the seven AH years shows a consistent ratio of students per location (Table 4). In years 2014 and 2016, Craigieburn had more students, but Broadmeadows had slightly more students in the other three years. The difference in enrollment to each location depends on the student applicants each year, but the data demonstrates that the annual AH selection process aims to offer support to a nearly equal number of students from both areas of Hume. This is important to show how AH works to include students from many communities of Hume, allowing for a unique cohort at each location.

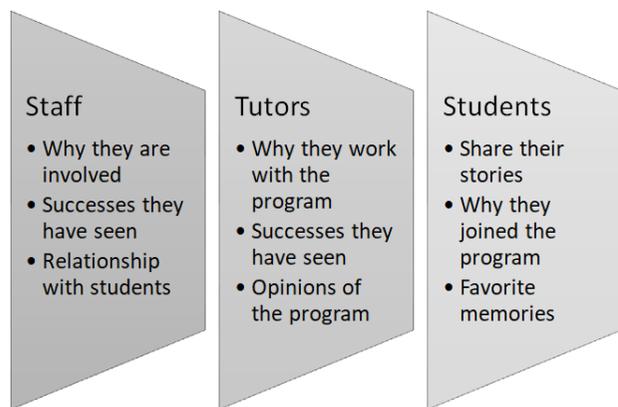


Figure 15. Interview Topics for Staff, Tutors, and Current Students

Through the faculty interviews, we learned that AH aims to not only provide academic support through tutoring, but also non-academic support through offering advice and options for future university or career paths. Additionally, from the student interviews, we learned that AH presents a new perspective to their studying techniques by giving students various ways of approaching their subjects when they become stuck on certain problems. For example, tutors sometimes encourage students to work backwards with their practice problems if they have access to the solution, so that they can begin with the answer and understand a new method to solving the problem. The program boosts their motivation through

Objective 2: Identifying the Positive Aiming High Outcomes

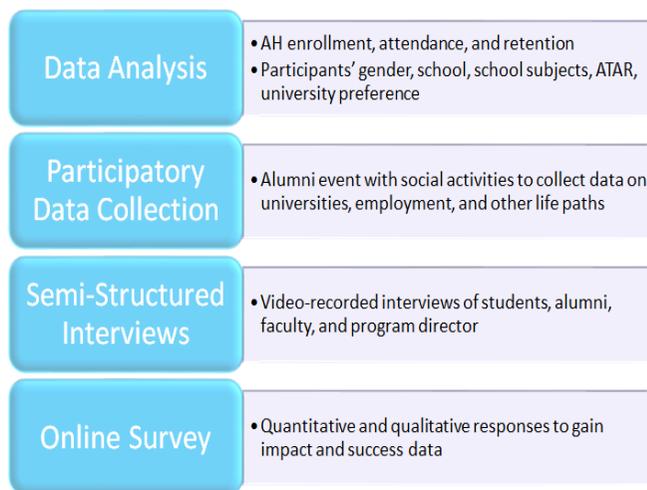


Figure 16. Methods for Objective 2

Our second objective was to identify the positive outcomes of the Aiming High program. We used four different methods to successfully complete this objective (Figure 16).

The first method was to review Aiming High's databases and published program information. We found both general program information

Table 3. Summary of Current AH Data

Red= Does not have data			2012	2013	2014	2015	2016	2017	2018	2019
Yellow= incomplete		Enrollment		30	31	34	33	14	29	32
Green= Complete data		Attendance		(~ 65%)						
Blue= Archived data unavailable to us		Name						(first only)		
		Year								
		Gender								
		Location								
		School								
		Subjects								
		Drop-outs								
		ATAR								
		Top Uni Preference								

offers shared resources and new perspectives from students of one school to another.

Next, we looked at the AH session attendance data, which we had full access to for 2014 and 2015, and for one semester of 2018. We evaluated this data and calculated the average number of students that attended each session (Table 6). We found that the average number of students attending each session was greater for Craigieburn in the first two years, but greater for Broadmeadows in 2018. Additionally, the average was much lower in 2014 than the other two years, which both hovered between approximately 11 and 14 students per session based on location. This attendance data indicates a significant increase over time for Broadmeadows, increasing from seven students in 2014 to 13 students in 2018. Attendance at Craigieburn also shows improvements from the 2014 data, even though it decreased slightly from 2015 to 2018. Since we only analyzed two and a half years of data, we cannot make more specific conclusions.

Table 4. AH Student Enrollment by Location

Year	Broadmeadows	Craigieburn	Ratio (B/C)
2014	15	16	0.94
2015	18	16	1.13
2016	14	19	0.74
2018	15	14	1.07
2019	14	13	1.08

consistently came from Hume Central Secondary College except in 2016 when Roxburgh College and Mount Ridley College each had a greater number of students. AH students consistently came from the three schools previously mentioned along with Craigieburn Secondary College. This data further indicates that AH selects students from a variety of schools across Hume, giving the program a diverse group of students which

The fairly even spread of students at each AH location is also shown in our evaluation of the distribution of participants from various Hume secondary schools (Table 5). AH has consistent data for five out of the seven years of the program, but we did not find any significant changes in the school distributions over time. The greatest number of students

Table 5. AH Participant Enrollment for the Seven Most Common Secondary Schools

Year	Hume Central	Roxburgh	Mt Ridley	Craigie SC	Kolbe Catholic	Gladstone Park	Pascoe Vale Girls
2014	9	3	4	3	5	5	0
2015	9	8	5	4	1	0	1
2016	4	12	8	2	2	0	0
2018	11	2	4	6	0	0	3
2019	7	1	1	6	4	2	2
Totals	40	26	22	21	12	7	6

Table 6. AH Attendance in Average Students per Session

Year	Broadmeadows	Craigieburn
2014	7.2	7.8
2015	11.0	13.7
2018	13.1	11.3

While AH does not have consistent data for the rate of student drop-out from the program during the year, we evaluated the two years of retention data available to us, and we found that the rate of student drop-out decreased from 2014 to 2018 for both AH locations (Table 7). These reduced drop-out rates indicate a possible improvement in program retention over time, but we did not have access to the full data in order to reach a definite conclusion.

Table 7. Number of AH Students that Dropped out of the Program out of Total Enrollment

Year	Broadmeadows	Craigieburn
2014	12 out of 28	8 out of 24
2018	3 out of 17	3 out of 15

Table 8 shows the AH enrollment ratio of year 12 students to year 11 students. The ratio favors year 12 students in each year except 2018. For

these years, we found an average ratio of 2.9 year 12's for each year 11 student. In 2018, this changed drastically, with 0.7 year 12's per year 11 student; therefore, the ratio is more even during this year, but it favors year 11's. This change in ratio could demonstrate an increase in student interest in participating for both of their VCE years, since many of the 2018 year 11's also participated in 2019 as year 12's. The ratio increases drastically in 2019 because most of the year 12's were returning students from the previous year. The data indicates another positive outcome of the program since many students who joined AH in year 11 found it beneficial enough to return again in year 12.

We also had access to gender data for three of the seven years of AH. From this data, we calculated the ratios of binary genders for each year (Table 9). Both 2014 and 2019 had about twice the number of females as males, and 2016 had an almost equal number of each. In general, this shows that more female students enroll into the program, but AH needs more consistent data to make a definite conclusion.

We further researched school subjects that students require tutors for while in AH, and we evaluated the three years available to us. In both 2015 and 2016, AH offered tutoring for English, maths, chemistry, biology, physics, and EAL, but in 2015, they also offered psychology.

Table 8. AH Enrollment Ratio of Year 12 to Year 11 Students

Year	Year 12 Students	Year 11 Students	Ratio (yr 12/yr 11)
2014	32	14	2.3
2015	24	9	2.7
2016	25	8	3.1
2018	14	20	0.7
2019	24	7	3.4

Table 9. AH Gender Ratio of Female to Male

Year	# of Female Students	# of Male Students	Ratio (F/M)
2014	21	10	2.1
2016	16	17	0.9
2019	21	10	2.1

AH offers tutors for the most common subjects that students struggle with, but does not for specialized courses, such as foreign language, history, arts, or business classes. AH has some data for subjects that students wanted help with during 2018, but it only listed the subjects that AH offers tutors for. While we cannot offer concrete conclusions from this data, we can infer that a positive outcome of the program includes having tutors who are able to provide academic support with the students' most difficult and required subjects.

After analyzing the AH databases, we moved on to evaluating annual reports of the program. AH only has an annual report for 2018, which contained a portion of the participants' ATAR scores and whether they went into tertiary school or other paths as a result of the program. We reviewed the limited data that AH obtained from 2018, and we learned that all of the participants had ATAR scores over 75, meaning that they were in the top 25% of students in the state of Victoria. We found that many participants from this year went onto universities such as Royal Melbourne Institute of Technology, Monash University, and the University of Melbourne, while others went into the military or directly into the workforce.

To continue to receive private funding, the program sends acquittals to funders which are reports on its use of the funds and their impact. We evaluated the most important sections of a 2018 acquittal, which concerned the challenges that the program overcame and how the funding specifically helped the students and improved the program. Both

sections provided crucial information on how the program succeeds in positively impacting the community (Figure 17). We discovered the numerous positive outcomes of the program for the 2018 cohort. This data showed that tutors and faculty put in 100 hours of program time throughout the school year to guide students towards successful outcomes in university acceptance, scholarships or other awards, and enlightening excursions. From the grant acquittal, we also learned that the program must occasionally handle complex and emotionally challenging student situations. The AH faculty goes beyond providing general academic, career, and social support in these tough situations to ensure the emotional stability and safety of any students who need support on a deeper level. For example, the faculty acts as a liaison between these students and counselors or other resources when they are struggling. The acquittal highlights the positive program outcomes, but AH does not have a consistent data collection method for keeping track of these successes in quantifiable numbers.

Our second method for this objective was a participatory event for AH alumni. The event provided a way to help us meet and discuss the possibility of interviews with alumni who had compelling stories and successes; we recruited nine interview participants (six alumni and three tutors) out of the 15 attendees (nine alumni and six tutors) of this event. We employed different methods to collect data from the alumni, including social activities to allow for interactions with others and to gain information about what

GRANT ACQUITTAL RESULTS	
Challenges:	<ul style="list-style-type: none"> • Providing additional support to some students in very difficult home and personal situations • More communication and resources required to ensure some students gained the extra support they needed
Successes:	<ul style="list-style-type: none"> • 100% of year 11s in 2018 completed their chosen subjects • 80% of year 12s received their first or second preference of university • High student attendance and retention throughout 2018 • 100 hours of program time • Excursions to Melbourne University, Worley Parsons Engineering Firm, and the Arts Centre • A past graduate/current tutor won the Corporal Cameron Baird Award

Figure 17. Highlights of Grant Acquittal

they liked about AH. We learned about what they are currently doing in their lives, including university and employment (Figure 18). Supplemental Material E gives a detailed description of the activities for the event, and Table 10 shows the general schedule.

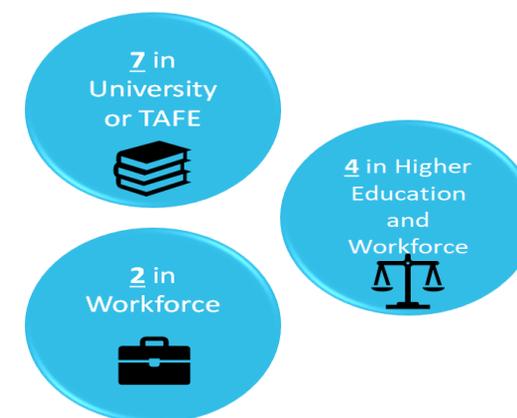


Figure 18. Alumni Event Results: What are you doing now?

Table 10. Alumni Event Schedule

Time	Activity	Who Ran It
6:00-7:30	Memory submission box and proudest moments	All
6:15-6:30	Jono and Jaime introduction and short video	N/A
6:30-7:30	Food, socializing, Kahoot trivia	All/ Kylie MC Trivia
6:30-8:00	Open LinkedIn photos	Aram
8:00-8:15	Memory and proudest moment sharing	Brooke
8:15	Conclusion: Prizes for Kahoot and Thank You	All
All Night	Consent forms and contact info sheets	Brooke

learned that the program aided AH participants in pursuing their passions, as many of them received awards, scholarships to university, or went into the workforce. AH guided these participants into successful outcomes by offering them options and opportunities to choose their desired path after secondary school.

Lastly, we sent out online surveys for alumni unable to attend the event. Roughly 200 people have participated in the AH program, but many were not able to attend the event due to university or work commitments. In order to gain impact data from those unable to attend, we obtained contact information for the 173 participants from 2014-2019, and we sent a survey to them. The survey included demographic questions, specific AH questions, and open-ended questions

While the alumni event provided only a small sample size of the AH alumni, we learned that participants who completed the AH program went onto further studies or employment paths after their VCE exams. These alumni attributed AH as a contributing factor to their pathway to university or work. Those in both higher education and work need to manage their time to balance school and work life. Table 11 includes the specific universities, majors, jobs and year that each alumni completed their VCE.

As our next method, we conducted more semi-structured interviews. As mentioned in Objective 1, we interviewed the program coordinator, current AH students, and program faculty to learn more about the program, but we also used those interviews for Objective 2, asking them about particular accomplishments. In addition, we interviewed nine alumni of the program (see SM-F for full questions). As a result of these interviews, we

Table 11. Alumni Event Results: Universities and Employment

Alumni	VCE Completion Year	University	Major	Job
Alumni 1	2015	Victorian University	Education	Development Officer
Alumni 2	2018	Gap year		Outdoor Education Trainer
Alumni 3	2018	RMIT	Computer Science	DJ Business, Tutor
Alumni 4	2017	RMIT	Finance and Economics	
Alumni 5	2017	Deakin University	Commerce	
Alumni 6	2017	Started at uni but went into work instead	Automotive engineering, Business Management	Optical Dispenser
Alumni 7	2017	University of Melbourne	Chemistry	
Alumni 8	2017	University of Melbourne	Finance and Economics	Internship
Alumni 9	2016	Melbourne Polytechnic (TAFE)	Building Surveying	Building Surveyor

regarding impact and change as a result of the program (see SM-G). Since Banksia is unsure of the accuracy of the past participants' contact information, we sent the survey to every phone number and email that we had, acknowledging that they may not have been updated details. As a result of the potentially inaccurate contact data, we only obtained survey responses from 30 AH alumni in addition to the nine we interviewed.

From the survey, we gained quantitative data of positive program outcomes. We learned that 100% of the respondents completed their VCE. Of these respondents, six have graduated from university and have gone into work or graduate studies, 14 are currently in university and plan on graduating, and four did not graduate but went into the workforce. The remaining respondents were students from the most recent cohort who had not yet received their university offers at the time of the survey, but they all indicated that they plan on attending university. The past participants who went into university after secondary school were accepted into RMIT, La Trobe, University of Melbourne, Canberra Institute of Technology, and Deakin University. These participants studied or are currently studying a wide range of majors as listed in Figure 19.

Another result of the survey questions included the responses to the question, "How much impact has AH had on you?" Seventeen program participants positively responded that AH had "high impact" on them, while 12 said that it had "some impact" (Figure 20). These responses indicate that AH impacts many of its participants; no respondents answered that



Figure 19. AH Participants' University Majors

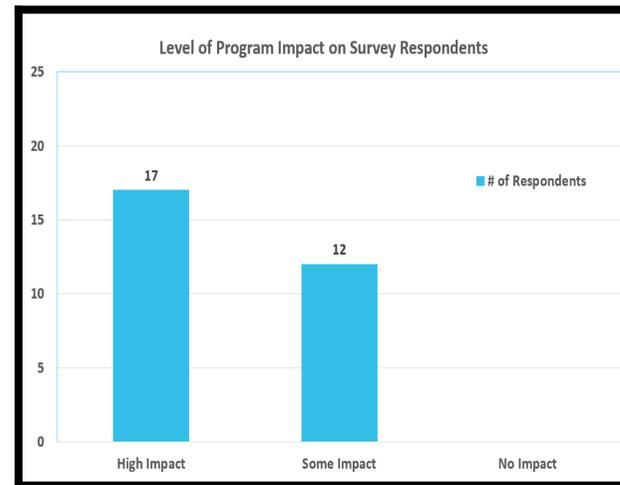


Figure 20. Survey Responses to "How much impact has AH had on you?"

the program had "no impact" on them. While this sample size is only a small portion of the total number of program participants, we found that all of our interviewees also claimed that AH impacted them in some way.

We also performed a content analysis on the five most important questions that appeared in both the interview and survey questions. The questions that we chose were:

1. Why were you interested in Aiming High?
2. Were there any non-academic support or skills you gained through Aiming High?
3. What subject(s) did Aiming High help you with?
4. Please tell us a little about any improvements that you have seen in yourself since first participating in Aiming High
5. What did you do after finishing secondary school (tertiary institution, TAFE, work, etc.)?

We performed this analysis to identify the common response themes to each question and to identify patterns. In order to identify these themes, we needed to come up with variables that we could define and identify in the responses. We defined these variables so that coding the responses was a straightforward process. Table 12 identifies the variables that we coded and how we chose to define them. We created a matrix summarizing the coded results as shown in Table 13. This matrix highlights the main themes categorized by question and how frequently they appeared in responses.

The top row of the matrix contains the questions that we coded and the left-most column contains the common themes for the participants responses. In the first question, for example, there were three main themes responding to why the participants wanted to join Aiming High, highlighted in shades of green. The themes were academic support, help improving their mental state, and social interaction. Of these themes, academic support had the most responses. Therefore, it is at the top of the list of themes, and we bolded the total number of responses per theme with a darker background color to emphasize its importance.

The responses to the survey and interview questions resulted in different themes showing the types of impact the students encountered in AH. From our analysis, we found that the most common primary themes for these five questions were academic support and non-academic support. The sub-themes emphasized more specific types of support, such as specific school subjects, communication, mental state, and organization.

Table 13. Content Analysis Matrix from Interviews and Surveys

	<i>Why want to join AH</i>	<i>Non-academic support provided by AH</i>	<i>Academic support provided by AH</i>	<i>Improvements seen after AH</i>	<i>After secondary school</i>
Academic	39				
Mental State	7				
Social	5				
Mental State		22			
Social		21			
Problem Solving		8			
Organization		5			
Communication		3			
English			20		
Math			9		
Science			5		
Mental State				26	
Social				10	
Problem Solving				7	
Communication				5	
Organization				3	
University					42
Workforce					9
Gap Year					4
TAFE					1

Table 12. Content Analysis Variables and How We Defined Them

Variable	Defined as
Academics	VCE Subjects
Social	Interacting with students, tutors, making friends, networking
Mental State	Anxiety, depression, confidence, motivation, focus
Communication (Language)	Speaking English and communicating with others
Problem Solving	A new perspective, different ways to tackle problems
Organization	Time management, preparation, planning, setting goals

For one question regarding the impact of AH’s support, one participant responded, “I believe Aiming High provided me with the academic tools I needed to be successful in high school, and the social skills to help me through the rest of my life.” This response falls under the themes of both academic and social support.

“Aiming High provided me with the academic tools I needed to be successful”
-Aiming High Alumni

The primary themes and sub-themes of the content analysis demonstrated AH's impact on its participants by affirming the participants' numerous improvements and new skills during their time in the program.

The names of the 20 total faculty, tutors, and AH participants we interviewed is in Supplemental Materials H. All of our interview footage, consent forms, and data collection from interviews and surveys were encrypted as PDFs or locked under the responsibility of our advisors. In the end, we used recorded data as the basis for our video production, which we describe below.

Objective 3: Learn about the Best Practices of Storytelling, Fundraising, and Professional Videography

Our third objective was to learn the best practices of storytelling, fundraising, and professional videography. Learning these practices was essential before we could produce media. Our methods for learning these techniques and strategies included training modules, literature review, and analysis of similar program videos used for promotion and fundraising (Figure 21).

As a group, we completed multiple media training modules such as transmedia storytelling, using field equipment, and advanced video editing at the WPI Global Lab. We used literature reviews, including an in-depth reading of *Storynomics*, to understand how to tell effective stories to



Figure 21. Methods for Objective 3

evoke an emotional response and desired action from the audience. We also reviewed scholarly sources regarding how to accurately portray interviewees in our media without dehumanising them. Additionally, our group reviewed different primary and secondary sources on fundraising and visual storytelling techniques to gear the video towards government, philanthropic, and corporate funders. As discussed in our Background, we learned how to define a target audience, need, and action as well as how to portray interviewees accurately and ethically as individuals rather than stereotypes. Lastly, we read numerous informative blogs and training websites by professional videographers to understand how to set up interviews and how to properly use videography equipment.

We analyzed interviews and promotional video media from the Foundation House, ASRC, and Western Sydney University to

identify common content, visuals, lighting and framing, sound, and narrative structure. We utilized an observation matrix to assist in comparing and assessing these approaches and singling out those relevant to our project (see Table 2 in Background). From this video analysis, we learned about effective ways to tell a story, especially for interviewees from refugee backgrounds. One of these techniques included showing the interviewees in a positive light as contributors to society. Even if part of the story requires an interviewee to talk about the struggles of their past, it is important to not victimize them, and instead use their story to inspire others. Additionally, these videos taught us about the importance of using relevant B-roll relevant for each interviewee. The videos reinforced our previous research, in which we learned that showing an individual or a smaller number of people in a video will evoke a stronger response from the audience. As a result, we focused on only five main interviewees and B-roll of what they talked about throughout our eight-minute video, which we further explain in the next section.

Objective 4: Produce and Disseminate Media

Our fourth objective was to produce and disseminate media (see Figure 22 for methods). We used an iterative design process by sending video footage and photographs to our sponsor for review at each stage of production (Figure 23). Once the group and sponsor thoroughly reviewed footage, we

made the necessary revisions or obtained missing footage. We asked for feedback and discussed what changes should be made after each activity to improve our methods and project work. The iterative design process taught us how to take constructive feedback and apply new approaches to our thinking to make sure we were open-minded to new video ideas. The result of this process was a video with a well-executed storyline, capturing both our vision and the sponsor's vision of the AH story.

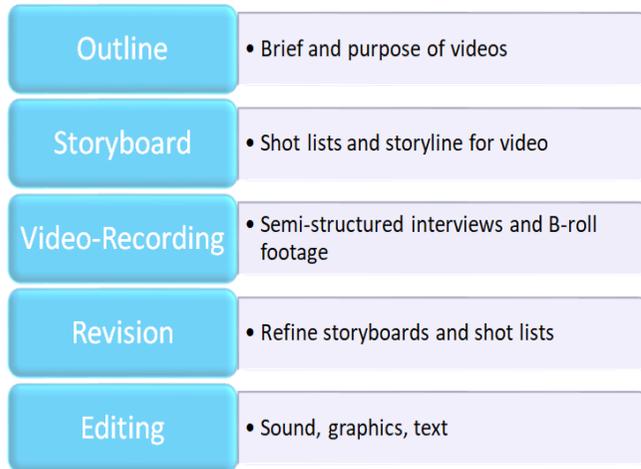


Figure 22. Methods for Objective 4

The next step was to create a brief for the video, a clear objective and list of key messages that we wanted to relay to a target audience and how the video would be used (Figure 24). We then decided on an approximate length for the video. Our group aimed to produce an informative eight-minute storytelling film designed for philanthropic, corporate, or government audiences to see the value and impact of AH.

From our literature review in Objective 3, we learned themes that funders are most attracted to, and we integrated them into our storyboard in order to increase the chances of financial donations. These themes included breaking the link between disadvantage and low educational outcomes, promoting social integration of youth, and helping to address low employment within the community.

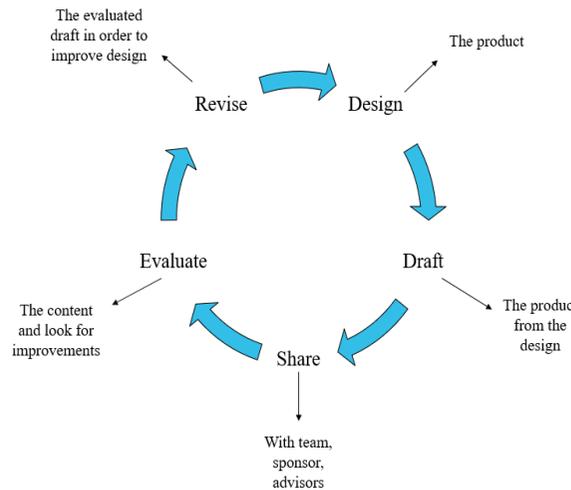


Figure 23. Iterative Design Process

Next, we drew a storyboard that outlined the succession of scenes in our video. Not only did this organize the work we needed to perform, but it also helped organize the aforementioned key funder themes and identify the emotions we wanted to capture in certain scenes. From this, we developed a shot for each scene, including footage from interviews or particular types of B-roll needed. Next, we noted our plans for frame reference, camera angle, lighting, where the interviewee should look, and the background. We added in-

Purpose:
To interest and captivate potential funders into financially supporting the Aiming High VCE Program

Audience:
Victoria Government Department of Education
Hume City Council
Corporate funders: Melbourne Airport
Philanthropic funders: Readings Foundation, Collier Charitable Fund

Core Message:
Aiming High has provided both academic and non-academic support to aspirational students who have improved socially, academically, and emotionally as a result of the program.

Where/How it will be used:
The video will be given to BGCS to bring to any potential funders when applying for grants or seeking out donations for the AH program.

Figure 24. Video Brief

structions for what graphics and text should appear under each scene drawn. Lastly, we collaborated and revised the storyboard based on feedback from each other, our advisors, and our sponsor to discuss if our plan for the videos aligned with our sponsor's vision. Once we gained feedback and suggestions and looked at the available footage, we adjusted our storyboard accordingly to create media to best represent positive outcomes of the AH program. From this feedback process, we learned that the storyline of the video required many revisions. For example, we received feedback regarding the use of too many interviewees which detracted from the story, so we revised the storyboard to make sure that we

would not lose the viewers attention with a hard-to-follow story.

As a result of our iterative design process for the storyboard, we created a new storyline following the five best interviewees as our primary focus for the video. The story begins with each interviewee describing AH in one word, with these individual words appearing on the screen as uplifting music plays in the background. This introduction ends with “This is Aiming High” and then fades to black for a few seconds before setting the scene of the rest of the video. Next the story features B-roll of the Broadmeadows train station. From here, the story further establishes the location of Broadmeadows using B-roll of the general community while an interviewee gives statistics about the area. Another interviewee describes what it was like to grow up and go to school there. The story transitions to another interviewee recollecting an inspirational guest speaker from Broadmeadows and how this speaker showed that “you can do something with your life.” With this transition, we aimed to portray the theme of *hope* as the story transitions into defining the AH program. In this segment, B-roll of the program plays as the program director defines the program and its purpose. The story progresses into two alumni and a tutor explaining how AH is *different* from secondary school. After describing differences in the program, the video naturally shifts to the theme of *support and community* as two interviewees talk about how they experienced a supportive community through AH. The story moves into the theme of *changes and improvements* where three alumni indicate

improvements in their academics and social skills as a result of the program, and one tutor further explains his perspective on these improvements. The storyline continues to the theme of *potential and aspirations* with two interviewees sharing their aspirations for the future. The final theme is *community awareness* where two interviewees explain why the community should know about AH. Lastly, the story ends with the *call to action* where the program director speaks directly to the audience asking for support and giving a reason as to why it is needed. The full storyboard can be found in Supplemental Materials I.

To fill in various scenes of our storyboard, we took B-roll footage of AH sessions as seen in Figure 25. We also filmed B-roll of Broadmeadows and Craigieburn, including Banksia Gardens Community Centre, the Broadmeadows train station, and the Hume Global Learning Centres where AH sessions took place.

We recorded all interviews with multiple high-resolution DSLR cameras on tripods, lavalier lapel microphones, and proper lighting to ensure professional-level quality expected by potential funders. Recording with multiple cameras during interview sessions allowed for seamless transitions during long silences or verbal stutters. We combined headshot interview clips from multiple angles with voiceover and B-roll clips. We shot the rest of the B-roll clips after the interviews, obtaining footage of some participants’ universities and other participants doing work in their natural settings.

The sponsor reviewed the edited products



Figure 25. Process Photo: Filming B-roll at an AH Session

before final distribution, and as our consent form invited any participants involved in the project to review the video before our final submission, we invited those filmed to view our first complete rendering. In the Outcomes, Recommendations, and Conclusions sections, we include stills from each section of our video, explaining the overall structure.

Objective 5: Establish Additional Methods and Resources for Future Assessment of Social Impact

Our fifth objective was to establish additional methods and resources for future assessment of social impact (see Figure 26 for methods). To better understand social impact, we first met with Dr. Eric Dommers. He

directed us to further literature on impact analyses for not-for-profit organizations. We reported on this information in the Background section, particularly the Program Logic Model.

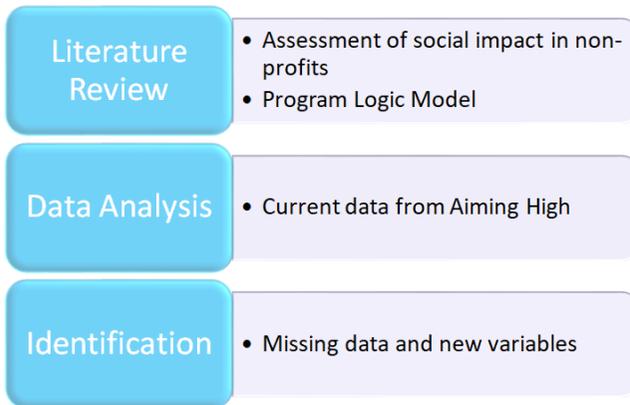


Figure 26. Methods for Objective 5

We analyzed the seven years of available AH data as explained in Objective 2, and we reported on current AH data and incomplete data. While the program attempts to keep track of data from each year of students, we found that the data is incomplete, lacking many students' information and outcomes. We performed an analysis incorporating the current data with the recommended seven social impact steps to find new variables that AH would still need to collect to complete an impact assessment. To do this, we examined each step of the Logic Model's "results staircase" to ensure that the program maintains data that fulfills each aspect of the social impact progression, and we filled in beneficial variables that BGCS should begin collecting. We provide a detailed visual of the current, incomplete, and new data categories, and we offered future recommendations on when and how to effectively collect

incomplete or unavailable data in the Recommendations section.

Next, we utilized the content analysis matrix from the Objective 2 interview and survey responses to pinpoint themes in the impact data. Creating the interview and survey questions gave us a way to collect some general demographic data and more specific data about AH's impact on its participants which would satisfy missing aspects of the Program Logic Model. We used the interviews and alumni survey, not only to collect as much useful data as possible for BGCS to show AH's social impact, but also as a trial of the Program Logic Model. We wanted to test various impact questions that aligned with this model to find where different wording or question styles could be beneficial to gain more valuable impact data in the future. In the next chapter, we illustrate the outcomes of our video, provide recommendations to BGCS in regards to Objective 5, and summarize our learnings from this project.

Outcomes

We produced an eight-minute video that Banksia can share with potential funders of AH. The video highlights the unique stories and experiences of five AH alumnae as well as information presented by a tutor, the AH founder, and the program coordinator. We organized the video around five key themes: how AH differs from secondary school, academic and non-academic support, improvement, aspirations, and community awareness. The following lists the key parts of the video. The link to the final video can be found at wp.wpi.edu/melbourne/projects/ using the search bar to locate the project report materials.



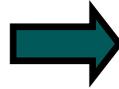
In this section of the video, we include 15 participants and staff describing AH with one word, as in this still.



We then include a title for the video at the end of the introduction. The title screen is followed by B-roll footage of the Broadmeadows station, community and the Banksia Gardens housing estates.



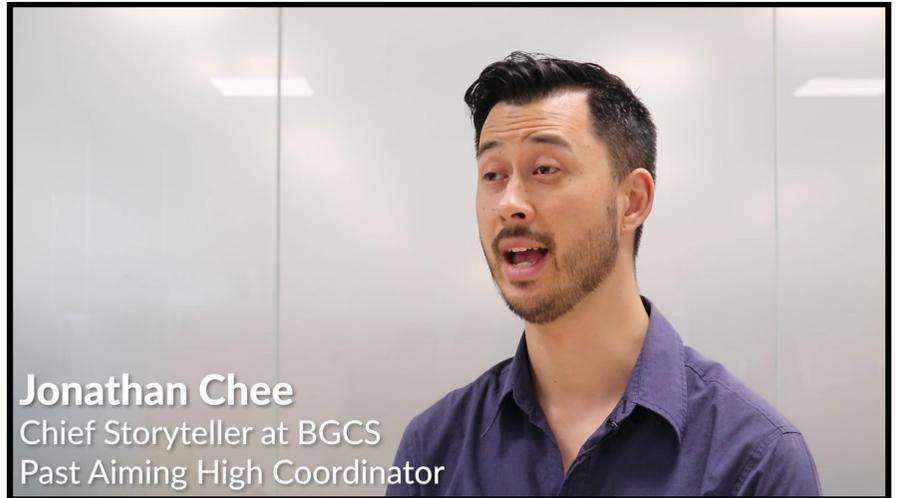
Jaime says “Broadmeadows has an issue with structural disadvantage,” and explains the challenges students in this area face.



AH alumni, Ahmed, explains how “Broadmeadows is a place that’s been sort of neglected and also stigmatized.”



AH alumni, Aisha, recalls success stories of a woman from Broadmeadows, who became a judge, showing that Broadmeadows students can achieve something in their lives.

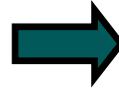


Jonathan Chee
Chief Storyteller at BGCS
Past Aiming High Coordinator

Jono describes the AH program and what it aims to accomplish over B-roll of an AH session.



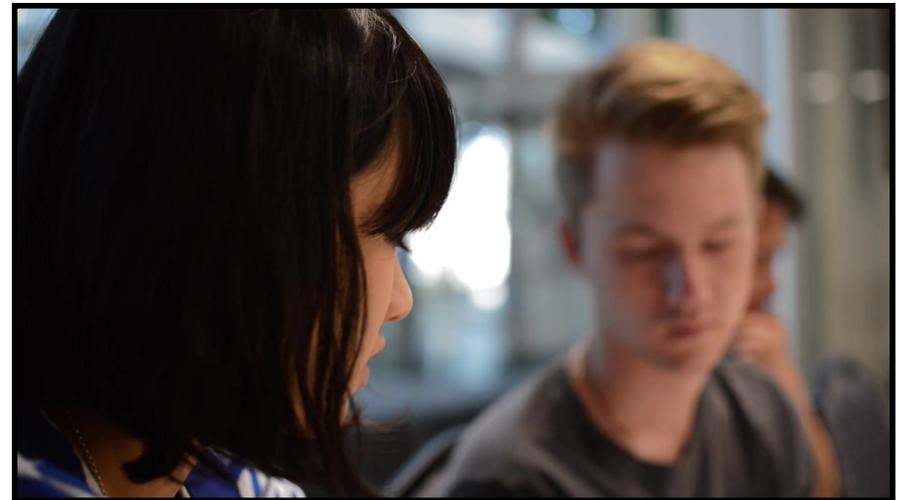
Ahmed talks about how AH is different from secondary school in the way it is a choice: “When you make the decision to go to AH, you are saying ‘I want to work, I want to get help.’”



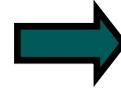
Manav, another AH alumni, further explains how AH is different because “they [school] would only teach one way... AH was more like step back, think about it in an abstract way.”



Tutor, Mikee, backs up Ahmed and Manav, describing how “Aiming High is a place for students to get together and just get the help that they need.”



After the theme of AH being different from school, the video transitions into how AH is a supportive community. AH alumni and tutor, Tamanna, says, “in Aiming High, I felt that sense of belonging, more,” over AH B-roll.



Another alumni, Ta, describes the support of AH from tutors: “We had one-on-one tutors, experienced in different subjects.”

The video moves into improvements to individuals. Manav explains his academic improvements: “Since I joined Aiming High, my scores just drastically went up.”

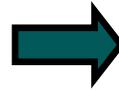


Next, Aisha tells a story about AH’s effects on her ability to write essays. Tutor, Mikee, tells a story of one of his students who improved on a language analysis essay. Aisha then finishes her story explaining how she is now able to write many essays thanks to AH.

The video progresses to the aspirations of two alumni. Tamanna describes how she wanted to be an engineer because people always told her that she could not be. With her engineering degree she expresses that “I have a dream that I am sure will come true. I want to build a hospital for people in Kabul.”



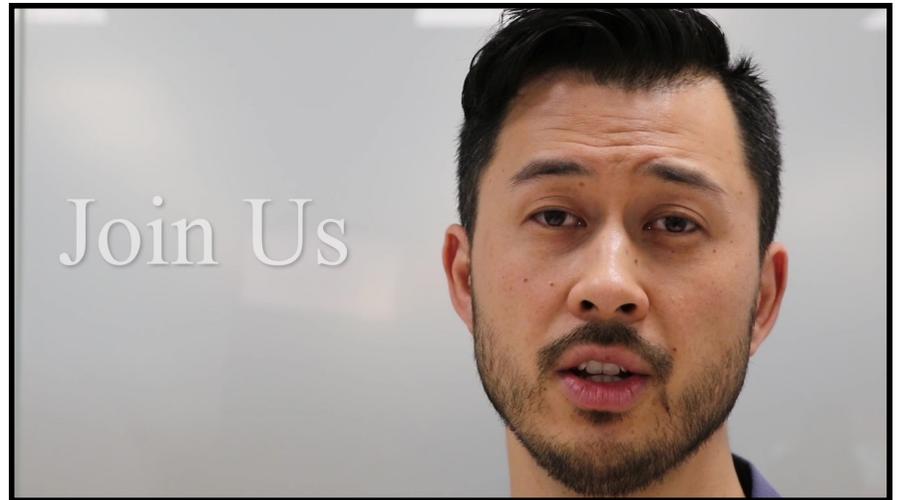
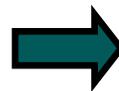
Aisha explains, “in 10 years, I hope I can make it to becoming a lawyer,” over B-roll in her university’s law building.



The video moves to the final theme, community awareness. Aisha exclaims, “It [AH] is completely life-changing!” over B-roll of current AH students.



Manav uses a metaphor to explain how AH students have the backbone from school, but not the support system that AH provides. He goes on to say that “Aiming High can make it happen.”



The video concludes with Jono addressing funders in a “Call to Action” asking for help to guide AH students towards following their dreams.

Recommendations

As a result of the data collected for Objective 5, we compiled a number of recommendations that Banksia can use to evaluate the social impact of the AH program. Through our research on the assessment of social impact of not-for-profit programs, we found that the Program Logic Model is a useful tool that breaks down data into seven steps (see Figure 13 in Background). Using the seven-step “results staircase,” a program can review its data to identify where new data needs to be collected. As discussed in the Background chapter, this model contains four components. We categorized the current, incomplete, and future data into these four components and under the seven steps of the Program Logic Model (Figure 27).

The Program Logic Model suggests collecting data on current inputs or resources. This would include maintaining records on the number of AH tutors and administrators at its locations each year, inventory of needed supplies and costs, and current income from funders. We did not have access to inventory and budget information, but we recommend that Banksia keeps record of this annually and includes it in its program input evaluations. In addition to the inputs, Banksia should assess the program’s outputs which would include data on the number of students that are enrolled in the program and their level of participation in it (steps one and two of the Program Logic Model). Currently it has program enrollment, location ratios,

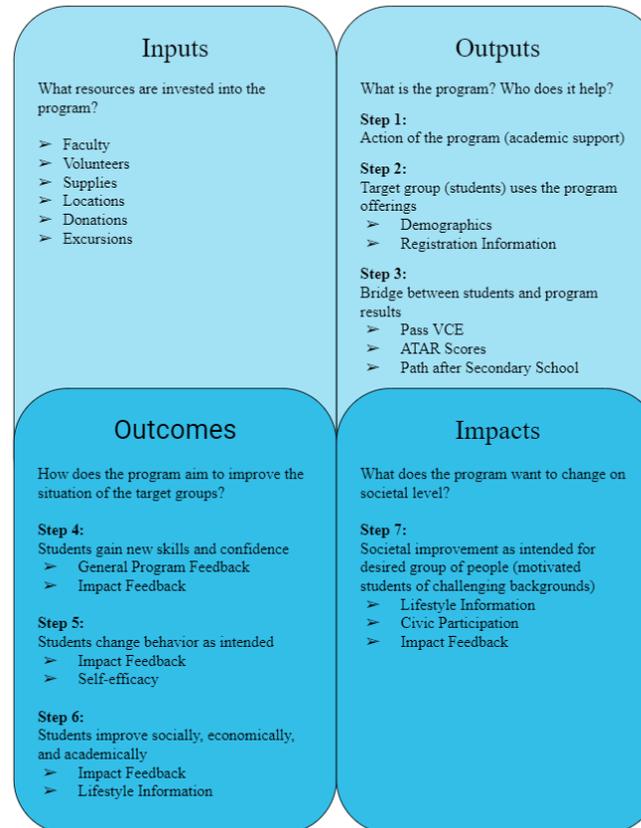


Figure 27. AH Impact Data Categorized into the Program Logic Model

attendance rates, drop-out rates, ATAR scores, university preferences, and paths after secondary school, but the data is incomplete or in various formats (both digital and hard copy) for most years (refer to Table 3 in Methodology and Results Chapter). Incomplete data refers to information that the program has some data on, but only from a very small sample size of the participants.

While AH collects data each year, we discovered that most of the surveys and other data collection methods do not contain consistent data for every student. Additionally, some of the data that AH currently records was based on word-of-mouth and not necessarily from consistently structured surveys conducted on an annual basis or self-assessments. To maintain consistent data in the future, the AH program coordinator should use the same format for its registration forms at the beginning of each year, making sure to collect complete data (AH location, school, gender, contact information, and what school subjects students are taking) from every participant. We recommend that the registration forms also collect data regarding each participant’s primary language spoken at home. The participants’ schools should be noted in the registration form when they enroll into the program. With this data on school distributions, Banksia can calculate the percentages of students from public versus private schools. Additionally, we recommend that Banksia analyze the trends in participants’ schools to note any changes over time. This type of information could guide the program coordinator when reaching out to certain schools during recruitment each year.

For the rest of the data it currently collects, Banksia needs to track enrollment, attendance rates, and drop-outs in a standardized spreadsheet, while ensuring that it uses consistent formulas each year for calculating these values. One suggestion for tabulating attendance data at the end of the AH year would be to determine the percentages of

students who missed zero sessions, less than five sessions, between six and 15 sessions, and more than 15 sessions. These percentages offer a consistent metric for Banksia to compare attendance from year-to-year without relying on inconsistent measures, such as average students per session versus average rate of attendance.

If a student drops out of the program for any reason, Banksia should record this instance and update the spreadsheet accordingly if another student is selected to fill that spot. We recommend that drop-out rates be tabulated separately from enrollment to account for students that leave the program during different terms of the year. These rates could be calculated and recorded differently based on the participants' reasons for leaving; for example, Banksia could report drop-out rates for students who did not find the program useful differently than students who had to leave for personal or family reasons.

The best way to gain data regarding participants' ATAR scores and what they chose to do after secondary school is self-reported data through surveys or one-on-one formal conversations. Currently, ATAR scores are not accessible to the public, therefore Banksia cannot gain that information without the student sharing it themselves. While Banksia does not currently focus on ATAR scores as a key indicator of student success, it is still a useful result to give quantifiable data. Banksia should reach out to schools to gain these scores if AH is able to gain student and parental permission. If the participants chose to go into university after secondary school, Banksia should encourage them to report whether they received one of their top university preferences. While self-reporting is not the most reliable method of collecting consistent data, due to the nature

of the data that needs to be collected, this method is the most practical way to gain the participants' results.

To obtain information on whether the program leads to VCE attainment, self-reported responses would be the most realistic method. Since some participants may not be willing to share their scores through self-reporting, Banksia should reach out to the participants' secondary schools to obtain VCE scores which, similarly to ATAR scores, are not accessible to the public. In order to acquire these scores, Banksia would again need to ensure that AH gained student and parental consent. Currently AH does not have data for specific VCE scores except for brief notes on the 2018 annual report that indicate whether students were pleased with their results, but this data does not include any actual scores. If Banksia obtains VCE scores for its participants, the program can use the data to calculate the attainment percentage of the AH cohort. We recommend that Banksia compare this percentage to Hume's average VCE attainment rate and even that of Greater Melbourne to see whether AH increases the likeliness of students attaining their VCE. This VCE data for AH may not be indicative of an improvement from Hume, since many of AH's participants are already motivated students, but Banksia can use the statistics to show funders that the program fulfills its desired mission.

While AH is primarily a VCE support program, its main focus is to help students reach their individual goals. For some students, this may be attaining their VCE, but for others, it may simply be to earn better grades in their subjects. With the limited data available to AH, it is difficult to quantify these improvements. To track individual success, we recommend that Banksia

reach out to each student's secondary school to obtain their transcripts and grades, after gaining student and parental permission. The student's grades will clearly reflect if they improve in their subjects as a result of AH. For example, Banksia can analyze grades to find whether a student who frequently receives a "C" mark becomes a "B" student due to the program. If Banksia can evaluate these kinds of personal improvements, it can further demonstrate the impact of AH on a more individual level.

From the research and methodology for our own project, we found that open-ended interview and survey questions were the best methods of gathering qualitative impact data for AH. Our first recommendation is to provide self-assessment questionnaires for current AH participants. While we are aware that the program coordinator typically gives out self-assessments to participants, we recommend that the assessments ask more specific questions as a way to collect impact data. These assessments should be given to students when they first begin the program to find out where they think they stand academically and socially, and why they believe they need support from AH. One specific question to ask at the beginning of AH is "How do you rate your ability to succeed and overcome obstacles?" We recommend that the program coordinator offers another assessment to the participants in the middle of the program year.

This midterm questionnaire would indicate positive progress among the students, tracking the timeline of the program's impact and when it begins to take effect. Lastly, these questionnaires should be given at the end of the program to assess changes to and impact on individual students. One question at the end of AH should ask

students to explain any new behaviors that they have adopted while doing schoolwork since joining AH. Another question should ask them to describe their perspective of self-efficacy, or their belief in their own ability to succeed or solve problems. Steps three, four, and five of the Program Logic Model include gaining new skills and developing new behaviors towards VCE studies, and questions such as the latter will address these steps. After collecting responses from all three rounds of self-assessment, we recommend that Banksia evaluates each student's set of responses side-by-side to outline the progression of improvements and overall positive outcomes throughout the program. While every student will likely have a different timeline of progress, these responses still provide data for these steps.

Our next recommended data collection method is exit interviews which should take place annually at the end of each AH year for the entire student cohort. Exit interviews allow for a one-on-one interaction between the program coordinator or a tutor and each individual student. The self-reported responses from these interviews should answer questions regarding the participant's self-efficacy, now that they have completed AH. Demonstrating an improvement in an AH participant's self-efficacy is an indicator of program success, as it shows that the student gained support and resources, giving them new confidence in their own academic, social, or professional abilities. A few example exit interview questions are listed in Figure 28. The interview responses could also give further impact data regarding non-academic

support (emotional, social, professional, cultural, etc.) that the participants received from the program. The data from these responses will further satisfy steps three through six of the Program Logic Model.

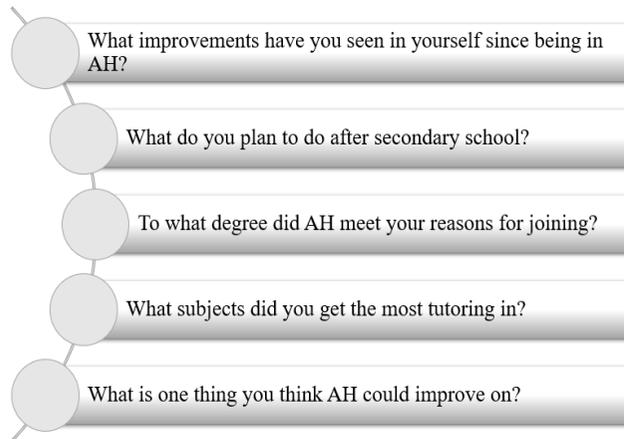


Figure 28. Example Interview Questions

Our next recommendation includes sending out surveys to alumni of the program after they have finished secondary school. We recommend that these surveys focus specifically on impact-related topics from the Program Logic Model to gain the most beneficial results. Some impact-related topics might include improvements in academics, mental state, or social interactions and how these improvements impacted the alumni in their daily lives after AH. We designed our alumni survey, which was introduced in the Methodology and Results Chapter, to focus on questions aligning with the “results staircase” and finding the impact of AH in both quantitative and qualitative responses (see SM

-G for questions). Banksia should create similarly structured surveys with open-ended, multiple choice, and linear ranking questions to ensure some quantitative data along with the written responses. Some example survey questions are shown in Figure 29. Having quantitative data (from multiple choice and linear ranking questions) gives immediate calculated statistics, while qualitative data (from open-ended questions) gives Banksia the ability to perform a content analysis to code for common social impact themes. A content analysis can show the academic and non-academic impacts (steps four and five) of the program, which cannot be gained from quantitative responses, but instead through explanations and stories of AH.

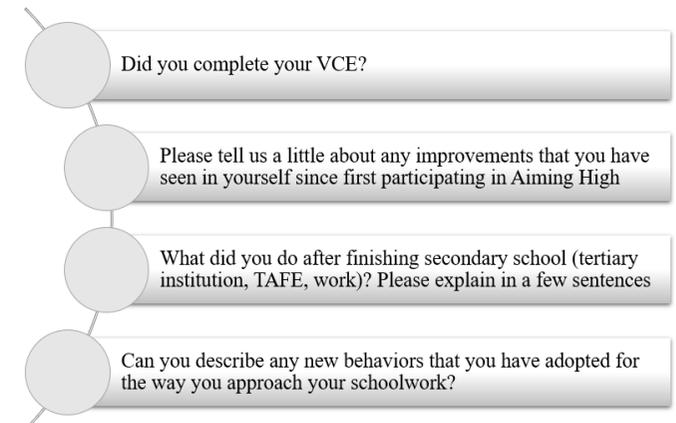


Figure 29. Example Survey Questions

We recommend that Banksia also asks survey questions regarding whether participants dropped out of university, their employment paths, civic participation, and even more specific income and healthcare

related responses where appropriate. While self-reported data may not be the most effective way to gain this information, since AH has such a small cohort of participants compared to Hume as a whole, Banksia cannot track this specific data without the permission and participation of the alumni. If Banksia is able to collect enough lifestyle and employment data, they can compare the combined data of all AH participants' employment rates, individual income, and unpaid volunteering work to the most current census data from Hume City Council and the Australian Bureau of Statistics for those aged 15-24. If Banksia elects to include these types of questions and seek out quantitative statistics and comparisons where needed, the organization will be able to gain useful social impact data about improved living conditions, and potentially notice a societal change from its participants in the long run (steps six and seven). These surveys should be sent out to alumni annually in correspondence with the end-of-the-year current student evaluations, and Banksia should continue to provide them for alumni for approximately 10 to 15 years after they completed the program. We recommend this timespan for data collection because most of the financial, lifestyle, and healthcare data may not exist until the participants graduate university or complete further graduate studies.

With the impact data gained from self-assessments, interviews, and surveys, we recommend that Banksia look into research about the improvements and impact that participants experienced from AH. Many long-term studies about self-efficacy have been conducted to

show how individual improvements in self-efficacy can lead to better lifestyles, increased chance of employment, and positive behavioral changes. Banksia should compare the impact results from the aforementioned data collection methods to the outcomes of these studies in order to make conclusions about the program's impact. Many of these studies stem from the "Self-efficacy Theory" of Albert Bandura, whose numerous publications have influenced the fields of psychology, social cognitive theory, self-efficacy, and behaviorism. Utilizing some of these studies, Banksia can correlate the AH participants' self-efficacy improvements to their future progression in society.

In addition to comparing data to past studies, we recommend that Banksia examine similar programs to AH, either in Australia or in nations with a similarly structured society and culture, such as the United States or the United Kingdom. A couple of organizations that appeared in our initial research were the Foundation House and the Asylum Seeker Resource Centre, which offer numerous programs to combat the challenges of torture victims, immigrants, or asylum seekers. Banksia should find studies of similar organizations about the proven impact of programs that provide comparable support to AH. If Banksia can find studies which prove that certain academic, social, and emotional interventions lead to confirmed positive results, it can show that the intervention of AH produces very similar positive impacts on its participants.

While we hope that our recommendations provide guidance towards the next steps of assessing social impact, we also would like to

present the three most useful sources that we found from our research for follow-up information (Figure 30). We understand that Banksia only has an allocated amount of resources to devote to evaluating the impact of AH, only one program out of over forty that the organization has to offer. Therefore, in conclusion, we recommend that Banksia balances the AH data it is actually able to collect from participants with its available staff and financial resources to most effectively portray the social impact of the program.

Social Impact Sources

"How to Talk about Non-Profit Impact from Inputs to Outcomes" by Joanne Fritz
Blog which provides useful information that aligns with the seven steps of the "results staircase"

"Measuring Nonprofit Social Impact: A Crash Course" by Ilam Ibrisevic
Blog which offers a good description of an indicator; moreover, it explains the data collection methods for that specific accomplishment.

"The Logic Model and its Components" by PHINEO
Social impact navigator which presents the seven steps of the Program Logic Model and offers templates and thorough examples of questions to ask while finding data for each step

Figure 30. Useful References for Social Impact Analysis

Conclusion

We interacted with over 30 people involved with the AH program throughout the course of our project, which has given us insight into how the program runs and its many positive outcomes. Our team produced an informative video showing the impact of the AH program, we synthesized their current data to report findings on attendance and other factors, and we presented recommendations on additional variables they should measure.

During this semester, we learned about storytelling, fundraising, and filmmaking techniques. We recorded approximately 20 hours of footage in addition to setting up our “studio” for each of our 20 interviews. We learned that professional videography requires planning and adjustments based on the people involved and filming locations. After we collected all of the footage, the editing process proved to be a long procedure, requiring continuous communication and revisions through the iterative design process to finally reach our desired video outcome.

Throughout our time in Melbourne, we sought current and past participants, tutors, and faculty for interactions and interviews. We used these interactions to foster relationships and hear the participants’ compelling stories. From this, we learned how AH goes beyond providing academic support to students. The program offers a welcoming environment where students can relax, share resources with others, and become more confident in their abilities. The students also gain beneficial exposure to further education

and career opportunities through excursions and guest speakers. The most remarkable thing we learned about the AH participants was their willingness and enthusiasm to learn and improve themselves in any way possible. This impact of the program goes beyond students’ academic growth, as the students also demonstrated their numerous improvements in social skills and self-efficacy.

The interview and interaction process gave us a new awareness of the importance of communication, which proved to be a key component for most aspects of our project. Communicating with project participants was a necessity to ensure we scheduled as many interviews and B-roll footage as possible in optimal locations before our deadline. The project also required consistent communication within our team, with our sponsor, and with project advisors to gain useful feedback and make the necessary changes.

Overall, we found this project to be very rewarding. Listening to stories of many AH participants and faculty inspired us to dedicate as much time and effort to sharing their stories in the most accurate and impactful way possible. We hope that our video and recommendations contribute to the continued success and growth of Aiming High.

Author contributions to this project are outlined in SM-J.

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