



**WPI**



Improving Engagement Among Youth in After-School Programs at  
Banksia Gardens Community Services

Supplementary Materials for An Interactive Qualifying Project (IQP) submitted to the faculty of  
WORCESTER POLYTECHNIC INSTITUTE

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Sponsored by:

Banksia Gardens Community Services

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## Contributions

While our group worked very collaboratively throughout the term, the following activities are each team member's main points of contribution.

Deidra: Leadership, organization, communication, graphic design, critical feedback, innovational & creativity, and original writing. Deidra completed a multitude of leadership tasks including the role of Lead Editor, interviewing, scheduling, and critical organization of the report.

Sarah: Graphic Design (Lead Designer), Research, Original Writing, Innovation & Creativity, Leadership, and Data Analysis. Sarah's contributions included the role of Lead Designer, as well as additions to data analysis, leadership, writing, and researching for multiple booklet sections including mapping of the Northern Region.

Luke: Original writing, Critical editing, Research, Critical feedback to the team, and Timeliness. Luke's contributions included grammar edits, identifying programs, and writing for sections such as the methods, key findings, recommendations table, and supplementary materials.

Tim: Data analysis, original writing, preparing data collection instruments, research, leadership, outlining new sections, and the creation of the interactive map. Tim's contributions were heavily focused on the original writing for the results section, data collection methods, analyzing data, and drawing conclusions for improvement to Study Group and program trends in the Northern Region.

## Interactive Map:

A fully interactive version can be viewed through the following link:

<https://www.google.com/maps/d/u/0/edit?mid=1vIqSYpd2KS2LrV2BpzsPS6Lnhn9yZVw&usp=sharing>

## After-School Program Descriptions

We identified a total of 19 different after-school programs, with a total of 26 different offerings amongst the programs. These programs were found within the 7 LGAs of the Northern Region of Melbourne: Hume, Whittlesea, Merri-Bek (Moreland), Darebin, Banyule, Yarra, and Nillumbik. Below is a brief description of each program, organized by LGA.

### Hume

There were two after-school programs identified in Hume. These programs were Youth Central and Spectrum.

**Youth Central**, located in Hume, Victoria, runs several formal and informal after-school programs. One of their after-school programs, Chill Out Central, runs on Thursdays from 2:45pm -4:45 pm for ages 12-18. Chill Out Central is a very casual hangout and usually sees 15-30 attendees per week where they gather for games, art, and personal development with Youth Central staff.

**Spectrum**, located in Dallas, Victoria, runs an after-school program focusing on homework support for primary and secondary school students. There is a high focus on language and literacy education as they often get a lot of refugees and migrants. The homework club is conducted in small groups and one-on-one tutoring sessions with professionals to aid with engagement. Around 70 children attend their programs each week. Spectrum also hosts a variety of sports programs including soccer, AFL, volleyball, cricket, and badminton. Also for ages 12-25, there is camping, African drumming, and Arabic percussion.

## Whittlesea

There were four after-school programs identified in Whittlesea. These programs were Thomastown West Community Hub, Mernda Community House Homework Club Program, Innovation Youth Center Drop-In, and Whittlesea YMCA.

**Thomastown West Community Hub**, located in Thomastown, Victoria, offers a homework club with a variety of activities. The goal of the organization is to give every child the same opportunities to learn and develop by providing extra support in education. The program caters to many families who struggle with English. Between all the programs they run at the hub, they offer a variety of activities that all have educational benefits. Their homework club sessions focus just on homework, but on other days they will offer cooking, gardening, and sustainability activities.

**Mernda Community House Homework Club Program** runs after-school in Mernda, Victoria. The program is offered to primary school-aged children who need extra help with homework and support with engagement in school. They offer art classes for students aged 5-15 and they are separated by age on different days of the week. In addition, they have a homework help club on Thursdays from 4:00pm - 5:30pm, but this program has been online since the start of the pandemic.

**Innovation Youth Center Drop-In** is a program in Bundoora, Victoria. The program is offered on Tuesdays and Thursdays from 4:00pm - 6:00pm for ages 12-25. They focus more on fun activities that youth can join in whenever, rather than a structured homework club. Activities offered here include cooking, coffee making, woodcraft, arts, computer access, table games, video games, mental health and personal support, gym, and boxing.

**Whittlesea YMCA** runs after-school programs in the city of Whittlesea for youth. One of their after-school programs is Invigor8ing Education, which helps year 8 students with school engagement. This program also involves training and professional skill development to prepare for the workforce.

### Merri-bek (Moreland)

There were three after-school programs identified in Merri-bek. These programs were Fawkner Neighborhood House, Don Bosco Youth Centre, and Oxygen Youth Space.

**Fawkner Neighborhood House** is a program intended to assist with academic progress so children can gain confidence while also increasing their social, emotional, and recreational skills. Located in Fawkner, Victoria, this program is free and runs on Thursdays from 4:00pm - 6:00pm. The program schedule is consistent every day: eat, complete an introductory activity, and do homework. If children do not have homework, extra worksheets and games are provided. Typically, 15-30 children attend Homework Club each week. Challenges leading to the disengagement of some students include language barriers, behavioral issues, and struggles with English.

**Don Bosco Youth Centre**, located in Brunswick, Victoria, provides a safe space for young people to enjoy themselves and their friends doing a variety of activities. This program runs recreational after-school services and is open every day (except Mondays), from after school time until 5:00pm. This program is free and has trampolines, table tennis, pool tables, soccer, basketball, and a swimming pool available. Approximately 1200 people attend Don Bosco each week.

**Oxygen Youth Space**, located in Coburg, Victoria, provides drop-in services on Monday, Wednesday, and Friday from 3:00pm - 5:00pm for children ages 12-18. Oxygen Youth Space provides games, computers, and wifi but also has meeting rooms and quiet study spaces. Originally a more structured program, their personal participation numbers indicated a more relaxed space led to higher engagement levels. The program has youth workers to provide support and supervision for the 20-45 people per drop-in session. At Oxygen Youth Space, children do not struggle with engagement.

### Darebin

There were two after-school programs identified in Darebin. These programs were The Hub @ Northland and Decibels Youth Music Center.

**The Hub @ Northland**, located in Preston, Victoria, is a free program for ages 12-25 and is open 12:30-5pm Tuesday through Friday. This hub has games, a computer lab, a kitchen, a

music studio, and a chill-out space. There is also a free after-school gaming club called Good Game that runs on Fridays 4:00pm - 6:00pm for ages 12-17.

**Decibels Youth Music Center**, located in Reservoir, Victoria, is a free program for ages 13-25 and is open 12:00pm - 6:00pm Tuesday through Friday. The music center has lots of instruments and musical equipment, and drop-ins are allowed without bookings but reservations for particular equipment are available. There are also three formal programs that run from 4-6pm on Wednesday, Thursday, and Friday. These are FReeZA Committee, which helps plan and run music events, ReZonate, which involves participants making electronic and hip hop music, and Turn UP, a program for young women, gender-diverse, trans, and non-binary people, and their allies to make music.

## Banyule

There were two after-school programs identified in Banyule. These programs were Himilo Community Connect and Banyule Community Health.

**Himilo Community Connect**, located in Heidelberg West, Victoria, runs after-school programs for school-aged children including Homework Club and Himilo Active. Their homework club is offered for school-aged children on Mondays and Wednesdays from 4:00pm - 5:30pm. They have over 20 volunteers to help students with literacy and numeracy along with soft skills including time management, organization, communication, and critical thinking.

**Banyule Community Health**, located in Heidelberg West, Victoria runs an after-school Story Club for primary school students but more specifically targeting prep to grade 3 students. The program runs from 3:15pm - 4:45pm every Tuesday and it includes language based activities, games, and writing.

## Yarra

There were four after-school programs identified in Yarra. These programs were Collingwood Homework Club, Yarra Youth Centre, Richmond Youth Hub, and Young Assets Foundation.

**Collingwood Homework Club**, located in Collingwood, Victoria, runs an after-school homework club for primary and secondary school students. Homework Club is available for students in the Collingwood area every Wednesday from 6:00pm to 7:30pm. Students can receive one-on-one support from their over 40 volunteers and tutors. They assist about 30-35 students each week with literacy and math homework. The students they serve are extremely diverse with about 80% of students speak a different language at home. This program is extremely popular and there is a waiting list because of capacity limitations.

**Yarra Youth Centre**, located in Fitzroy, Victoria, has a variety of programs for youth in the community. They have two music based programs, Rising High is a free after-school music program for youth to write and produce music that occurs Mondays 4:00pm - 7:00pm and Thursdays 4:00pm - 6:00pm. DJ Skills is a free program for women and gender diverse people aged 12-25 to be coached in DJ techniques and it runs Wednesdays 4:00pm - 6:00pm. They also have an arts program called Thursday Night Arts and it is a space for artists 12-25 to do personal art projects or be guided through an art class, and that takes place on Thursdays 4:00pm - 7:00pm. Finally they have a drop-in program for young people to hang out after-school. There are many activities offered such as pool, table tennis, and games. This program runs Tuesdays (14+) 4:00pm - 7:00pm and Fridays (10+) 3:30pm - 5:30pm.

**Richmond Youth Hub**, located in Richmond, Victoria, runs an after-school drop-in program for students over the age of 10. The program has a flexible schedule with games and outdoor activities. There is a big emphasis on sports, they have basketball and soccer run by ACU. The drop in hours are Tuesdays (14+) 4:00pm - 7:00pm, Thursdays (10+) 4:00pm - 7:00pm, and Fridays (10+) 4:00pm - 6:00pm.

**Young Assets Foundation**, located in Richmond, Victoria, runs an after-school homework club at the Fitzroy Library. The club has specialized tutors that assist secondary school students with their work. The program runs everyday after-school and assists disadvantaged students who can't get help from parents at home. Unfortunately, Young Assets Foundation is at risk of shutting down the homework club if they cannot get the funding for 2023.

## Nillumbik

There were two after-school programs identified in Nillumbik. These programs were Living and Learning Centre Nillumbik and Yarra Plenty Library.

**Living and Learning Centre Nillumbik** is a program with multiple locations throughout Nillumbik, offering a variety of after-school programs. Some of its programs include art for kids, art for teens, drama for kids, and pottery for kids. These activities are each offered once a week after school for primary and secondary students.

**Yarra Plenty Library** is a set of libraries in Nillumbik. The libraries host a variety of programs for children. For specifically after-school programs, a couple of the libraries offer Code Club once a week for kids ages 8 and older. The days offered are either Tuesdays or Thursdays depending on location, or Wednesdays online.

## Consent Statement

We are conducting research to learn about child engagement in after-school programs. We are conducting this in association with WPI with advice from the WPI faculty. Are you okay with us taking a few minutes to ask a few questions? All of these questions are optional for you to answer and will be kept anonymous if you wish.

- Would you mind if we record the conversation?
- Do you wish to be kept anonymous?

## Interview Questions

### Interview Questions for Youth Service Officers of City Councils over Phone Calls

1. We are a team working with Banksia Gardens Community Services trying to map the after-school programs offered in the Northern Melbourne region for disadvantaged children. Can I talk to whoever is in charge of Youth Services?
2. What after-school programs are in your area that are not run through schools?
  - a. And do you have any contacts for these organizations?

### Interview Questions for After-School Program Administrators over Phone Calls

1. Can you tell us about the general structure of your program?
2. What activities do you run (sports, academics, creativity, etc.)?
3. How many kids are turning up? Are many of these kids disengaged from school?
4. Who runs these programs (volunteers, paid staff, etc.)?

### Interview Questions for After-School Program Directors

1. Tell us your name, how long you've been working here, and elaborate on your expertise in the field.
2. What kids does your organization work with and what programs do you offer for them?
3. What activities do you think are most effective engagement-wise?
  - a. How about educationally?
  - b. Which activities do children seem to like the most?
4. How much structure do you have in your program? Do you allow kids to switch activities at their leisure or do you keep it structured?
  - a. Can you say anything about the effectiveness of the way you handle this?
5. Do you have a strong connection with the schools that your participants attend during the



day?

- a. If yes, what works well to do so?
  - b. How about other after-school programs?
6. Do you find that students need educational assistance or an emotional support system more predominantly when they come to after-school programs?
  7. Do you find that certain family life/demographics affect engagement levels?
    - a. Was there a major shift in engagement with COVID-19?
    - b. What do you have to prioritize post-COVID-19 now that you didn't have to before if anything?

### Interview Questions for School Administration and Teachers

1. Tell us your name, how long you've been working here, and what your role is here.
2. Can you speak to anything on child engagement in your school? Are there certain activities that kids focus more on or less on?
3. Are there certain subject areas that you think children need more help with after school?
4. How much sense do you have of what the kids do after school? Do many attend after-school programs? Or sports? Clubs?
5. In an ideal world, what would kids do after school every day?
6. Do you refer any children to after-school programs?
7. Do you notice a benefit for those who attend after-school programs?
8. Do you communicate a lot about individual children in after-school programs? Or are communications/collaborations more along the lines of general, administrative duties?

### Interview Questions for Dr. Lyndal Peake

1. What is your name and profession?
  - a. How long have you been in this role?
2. Where do the children you work with come from? What areas do you work with?
3. Do you have any thoughts on what children need socially and emotionally to succeed?
  - a. What activities work best?
4. What are the biggest struggles children are experiencing in academic settings?
  - a. What solutions or tools can help with this issue?
5. What do you feel is the best thing for kids to do after-school?

6. Does a structured program or an unstructured program work better for children?

### Focus Group Questions for Children

1. What after-school program do you go to?
2. Do you do homework at your after-school program?
  - a. Does anybody help you?
3. What's your favorite after-school activity here?
  - a. Why?
4. Which activities don't you like?
5. What other activities do you participate in at your after-school program?
6. What activities do you wish you could do that you don't have already?
  - a. What do you wish you could do more of?

### Interview Questions for Bodhi Sweeny

1. How long you've been working here, and what your role is here.
2. What schools do Banksia Gardens currently work with or have connections with?
3. How many children were referred to Banksia Gardens by schools?
  - a. Compared to non-referred (percentage).
4. What activities do kids seem to get the most excited about/become the most engaged in?
5. Do you think it would be beneficial for children in their study sessions if schools had a greater connection with after-school programs?
6. Is there interest in expanding the number of days Banksia does study sessions?
  - a. Is this possible with the staff and resources at Banksia Gardens?
7. Can you speak to the impact your program has had on the personal lives of children?
  - a. On engagement levels?

### Interview Questions for Erin McLindon

1. What schools do Banksia Gardens currently work with or have connections with?
  - a. What kind of work did/do you do with these schools?
2. Do you know many children were referred to Banksia Gardens by schools?
  - a. Compared to non-referred (percentage).
3. Is there any particular reason why only two days of study sessions are offered?
  - a. Lack of funding? Volunteers?

4. Is there interest in the organization in expanding this to more days, with the intention of getting kids on more of a routine?

### Questions for Children during Study Group

1. What do you usually do after school?
2. What activities do you enjoy the most?
3. Any activities you would like to do here?

## Child Survey

We are gathering information to help improve after-school programs and address the needs of the community. Your participation is greatly appreciated, but voluntary and will be kept anonymous.

1. Circle the activities you would like to do after school:



Cooking



Theater



Gardening



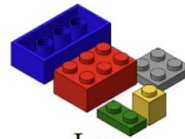
Dance



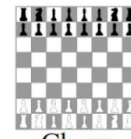
Art



Music



Legos



Chess



Board Games



Science



Coding



Sports

## Letter to After-School Administrators and Staff



Hello After-school Administrators and Staff,

We are a group of university students from the United States that attend Worcester Polytechnic Institute (WPI) and are completing a project regarding student engagement in after-school programs in the Melbourne area.

We are working closely with our sponsor, Banksia Gardens Community Center, to improve connections between schools and after-school programs to increase engagement in the community. In doing this, we hope to visit after-school programs such as yours and speak with after-school administrators, staff, and teachers who are willing to participate. We would like to gather information on children and their connection to after-school programs and schools. We would ask questions regarding effective programming, coordination with schools and other after-school programs, and a general idea of the benefits that kids see when they attend after-school enrichment programs.

Your participation is completely voluntary but greatly appreciated. We think that this would be beneficial to everyone in the community as it will increase communication and collaboration between programs that strive to improve learning.

Please reach out to us using our team's email, [gr-melbourne-b22-banksiagardens@wpi.edu](mailto:gr-melbourne-b22-banksiagardens@wpi.edu), with any questions or concerns you may have. We look forward to working with all of you.

Thank you,  
Deidra, Tim, Sarah, and Luke from WPI

## Letter to School Administrations and Staff



Hello School Administrations and Staff,

We are a group of university students from the United States that attend Worcester Polytechnic Institute (WPI) and are completing a project regarding student engagement in after-school programs in the Melbourne area.

We are working closely with our sponsor, Banksia Gardens Community Center, to improve connections between schools and after-school programs to increase engagement in the community. In doing this, we hope to visit schools such as yours and speak with school administrators, guidance counselors, and teachers who are willing to participate. We would like to gather information on children and their connection to after-school programs and schools. We would ask questions regarding effective programming, coordination with after-school programs, and a general idea of the benefits that kids see when they attend after-school enrichment programs.

Your participation is completely voluntary but greatly appreciated. We think that this would be beneficial to everyone in the community as it will increase communication and collaboration between programs that strive to improve learning.

Please reach out to us using our team's email, [gr-melbourne-b22-banksiagardens@wpi.edu](mailto:gr-melbourne-b22-banksiagardens@wpi.edu), with any questions or concerns you may have. We look forward to working with all of you.

Thank you,  
Deidra, Tim, Sarah, and Luke from WPI

## Additional Information: COVID-19 in Melbourne, Australia and its Effect on Learning and Engagement

A combination of social disconnection, educational distress, and emotional struggles due to COVID-19 has handicapped society in the past few years. Disengagement has become a serious issue for everyone, especially children. COVID-19 has disengaged even those who were at peak involvement. Sending kids home, even out of necessity, left them at the mercy of the availability in their home. Students faced up to 126 days of school closures after Melbourne's fifth lockdown.<sup>1</sup> Children who needed and were provided extra help, support and resources at school were left without any of these. Students in poverty at home who lack educational resources were already facing a strong disadvantage. COVID-19 pushed re-engagements challenges to a new level. Now, more than ever, engagement has worsened from several variables. Children who have faced challenges from disadvantage and COVID-19 now experience a complex network of factors contributing to disengagement.

The first confirmed COVID-19 case in Australia was reported on January 19th, 2020 in Melbourne.<sup>2</sup> The pandemic has had a large impact on the entire world, Australia included. The providence where Melbourne resides, Victoria, had several surges over the two and a half years since the pandemic started. Below is a graph detailing the COVID-19 cases of providence since January 2020.<sup>3</sup>

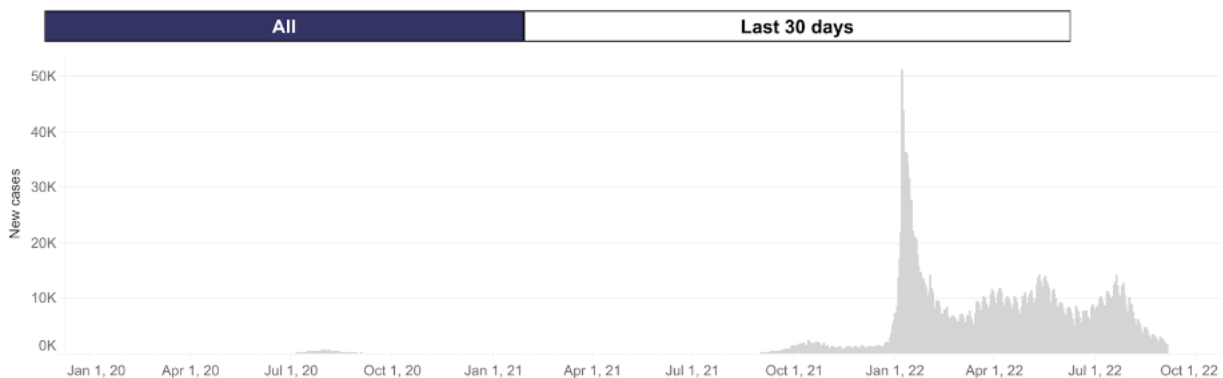


Figure 1 shows the COVID-19 cases from January 2020 until September 2022

Melbourne had a fierce COVID-19 reaction. The city has had some of the toughest restrictions and lockdowns worldwide. It experienced a total of six lockdowns, the first one

beginning in March 2020 and the most previous lockdown ending in October 2021. In total, Melbourne was locked down for 263 days, making it the most locked-down city in the world during the COVID-19 pandemic.<sup>4</sup> Figure 2 below illustrates the lockdown periods for Melbourne, along with school term breaks (holidays) in Victoria.

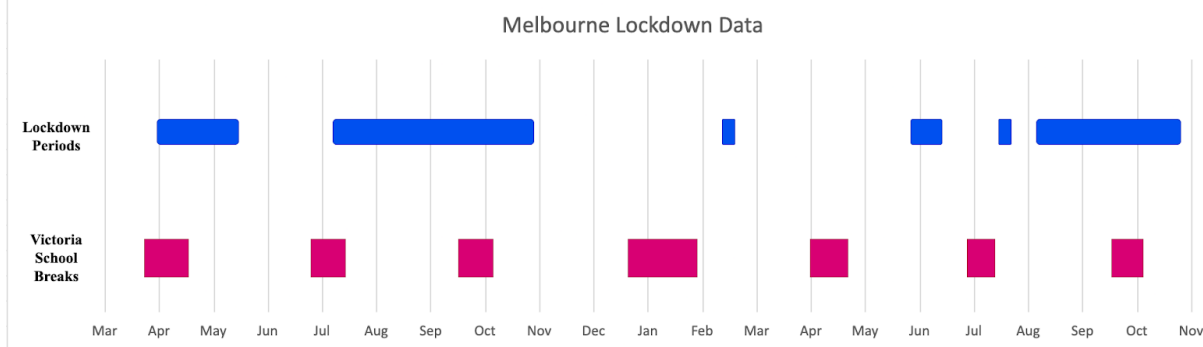


Figure 2: Six Lockdowns from March 2020 to December 2021 and the Term Breaks for Victorian Schools

Most restrictions implemented in Victoria were classified as stage three restrictions. They consisted of four reasons to leave home: for exercise, food and supplies, work or education, and accessing medical care or providing caregiving. In addition, only two people may gather outside at a time unless they are in the same household.<sup>2</sup> In the middle of the two longest lockdown periods, stage four restrictions were also enforced, adding further restrictions including a 9:00pm to 5:00am curfew, police enforcement, and restricting exercise further, to only one hour a day and no more than five kilometers from where one resides.<sup>5</sup> These restrictions have had a significant impact on Melbourne’s youth, as the extended lockdowns coupled with the lack of in-person education have led to challenges in their development and re-engagement. These specific challenges and issues the children face will be explored in the next section.

**The COVID-19 Pandemic on Child Learning**

COVID-19 has had a significant impact on the learning and engagement of Melbourne children, especially those from disadvantaged backgrounds. Melbourne had some of the strictest lockdowns in the world during the pandemic. These restrictions have had a significant impact on Melbourne’s youth, as the extended lockdowns coupled with the lack of in-person education

have led to challenges in their learning and engagement. Melbourne schools were forced to adapt to the closures. Remote learning was performed during most of the lockdowns. Some schools were open, but it depended on the area, with closures reliant on potential cases in the community. Researcher Dr. Annie Gowing from the University of Melbourne suggests that moving forward, schools will need to be flexible and adapt well to “rebuild their socio-emotional and cognitive well-being”.<sup>6</sup> Moving remotely or having extended breaks, along with the harsh lockdown rules that limit socialization and outdoor time had a strong effect on the classroom, and therefore, the brain development of the children, especially those from disadvantaged backgrounds.

Research reveals that learning from home affects disadvantaged children more than others. According to a report done by the Australian Institute of Health and Welfare, “nearly half of the national school student population are vulnerable to negative impacts from learning at home, due to their age, social disadvantage, specific needs (including physical or psychological needs or language support) or family employment context”.<sup>7</sup> Families that lack resources, such as technology, space, or time to watch their kids at home have also been affected greater, mostly seen in low-income and rural areas. First Nation Australians were another group that seemed to be negatively affected, due to having issues translating their cultural pedagogies into online resources.<sup>7</sup>

Further research conducted in Australia reveals that disadvantaged students fall further than their peers. The Grattan Institute estimated that disadvantaged students fell behind one month during Victoria’s first lockdown phase alone.<sup>1</sup> This estimation means that more resources need to be invested to help disadvantaged students get back on track, especially when other lockdowns are factored into future research. Another piece of research, by Laureate professor Jenny Gore, looked at year three and year four New South Wales students. “Students in more disadvantaged schools fell behind by two months in math, students in advantaged schools experienced no change in performance, and students at schools in the middle bands actually performed better in math during lockdown”.<sup>1</sup> The research is important since it shows that disadvantaged students are struggling the most from the pandemic and lockdowns. In fact, with middle band students performing better and advantaged school students having no change, it is important to focus attention on their disadvantaged peers.

A study conducted on teachers in various Melbourne schools revealed that disadvantaged students are suffering more from the effects of COVID-19 compared to more advantaged



students.<sup>8</sup> The study, conducted by Melbourne education company Pivot Professional Learning, looked at teachers from various schools in the area. It categorized the results of several survey questions into four levels of ICSEA (Index of Community Socio-educational Advantage), a measurement of how disadvantaged the area is.

One final piece of research, from outside of Australia, also analyzed COVID-19's effects on disadvantaged students and found connections.<sup>9</sup> The study was conducted in the Netherlands, a nation with relatively few lockdowns, measuring national exam performance before and after the lockdowns. The study found a learning loss of about 3 percentile points or about one-fifth of a school year. Furthermore, the losses are 60% larger for disadvantaged students. This is very relevant as Melbourne not only has a large disadvantaged population, but it experienced significantly longer lockdowns than the Netherlands' 8-week lockdowns. Overall, all these studies point out that disadvantaged students' development and learning were affected greatly by the pandemic.

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## Northern Region Spreadsheet

Local Government Authority	Organization	Website	Contact Information	Programs/Activities	Hours	Children per Week	Volunteers
Merri-bek	Merri-bek City Council	<a href="https://merri-bek.vic.gov.au/living-in-merri-bek/community-services/youth/youth-program/?st=Drop-In%20Services&amp;q=youth%20services">https://merri-bek.vic.gov.au/living-in-merri-bek/community-services/youth/youth-program/?st=Drop-In%20Services&amp;q=youth%20services</a>	<b>Lillian Dunne</b> Youth Outreach Officer 0429268305	All known after-school programs and activities are listed on the Merri-bek City Council Website			
	Fawkner Neighbourhood House	<a href="https://www.fawknerneighbourhoodhouse.com/activities/homeworkclub">https://www.fawknerneighbourhoodhouse.com/activities/homeworkclub</a>	<b>Main Office</b> (03) 9359 1824	<b>Homework Club</b> Tutoring for primary and secondary school children in order to improve their social, emotional, and cognitive skills	Thursday 4:00pm - 6:00pm	14-30	
	Don Bosco Youth Center	<a href="https://www.donbosco.org.au/index.php/youth-centre/youth-centre-information">https://www.donbosco.org.au/index.php/youth-centre/youth-centre-information</a>	<b>Main Office</b> (03) 9386 7563	<b>After-School Drop-Ins</b> Free recreational space with games, trampolines, and a pool	Tuesday-Friday after-school until 5:00pm	1200	
	Oxygen Youth Space	<a href="https://www.merri-bek.vic.gov.au/living-in-merri-bek/community-services/youth/oxygen">https://www.merri-bek.vic.gov.au/living-in-merri-bek/community-services/youth/oxygen</a>	<b>Simon Wilson</b> Youth Inclusive Site Coordinator 0481439114	<b>After-School Drop-Ins</b> Free space with games, computers, and quiet study spaces for 12-18 year	Monday, Wednesday, Friday from 3:00pm - 5:00pm	20-45	

		<a href="#">-youth-space/</a>		olds. Youth workers are there for support and supervision.			
Darebin	Darebin City Council	<a href="https://www.darebin.vic.gov.au/community-and-pets/darebin-youth-services/services-and-youth-centres">https://www.darebin.vic.gov.au/community-and-pets/darebin-youth-services/services-and-youth-centres</a>	<b>Youth Services</b> (03) 8470 8001				Urban Projects
	The Hub @ Northland	<a href="https://www.darebin.vic.gov.au/Community-and-pets/Darebin-youth-services/Services-and-youth-centres/The-Hub-Northland">https://www.darebin.vic.gov.au/Community-and-pets/Darebin-youth-services/Services-and-youth-centres/The-Hub-Northland</a>	<b>Youth Services</b> (03) 8470 8001	<b>Drop-Ins</b> Free space with games, computer, kitchen, and chill out space	Tuesday-Friday 12:30pm - 5:00pm		
				<b>GG! (Good Game)</b> Free after-school club for 12-17 year old gamers	Fridays 4:00pm - 6:00pm		
Decibels Youth Music Center	<a href="https://www.darebin.vic.gov.au/Community-and-pets/Darebin-youth-services/Services-and-youth-centres/Decibels-Youth-Music">https://www.darebin.vic.gov.au/Community-and-pets/Darebin-youth-services/Services-and-youth-centres/Decibels-Youth-Music</a>	<b>Youth Services</b> (03) 8470 8001	<b>Drop-Ins</b> Free after-school music space for 13-25 year olds. Space has instruments, computers, recording studio, and a space to listen to music. They have other programs as well but they are available to a wide variety	Tuesday-Friday 12:00pm - 6:00pm			

				of people			
Whittlesea	Thomastown West Community Hub	<a href="http://twch.org.au/">http://twch.org.au/</a>	<b>Sarah Wassouf</b> Homework Club Leader 9401 6666	<b>Homework Club</b> Online homework help for primary school children, has been online since COVID	Wednesdays after-school		
	Whittlesea YMCA	<a href="https://whittlesea.ymca.org.au/community/youth/">https://whittlesea.ymca.org.au/community/youth/</a>	<b>Main Office</b> (03) 9407 6200	<b>Invigor8ing Education</b> Helps with school engagement for year 8 students. Also includes training for professional skills			
	Innovation Youth Center	<a href="https://www.iyc.org.au/our-programs">https://www.iyc.org.au/our-programs</a>	<b>Main Office</b> (03) 9041 7959	<b>Drop-In</b> Unstructured activities for people aged 12-25. Has free food, arts & crafts, computers, games, gym access, and support.	Tuesdays and Thursdays from 4:00pm - 6:00pm		
	Mernda Community House	<a href="https://merndach.org.au/homework-club-program">https://merndach.org.au/homework-club-program</a>	<b>Dani</b> Art for Kids 0475 454 133	<b>Art for Kids</b> Art class for primary and secondary school students aged 5-15 but the kids are separated by age on different days of week and work on age appropriate art techniques	<b>Ages 5-7</b> Tuesdays 4:00pm - 5:00pm on Zoom <b>Ages 8-15</b> Thursdays 4:00pm-5:00pm in person		

			<b>Sarah Wassouf</b> Homework Club Leader 9401 6666	<b>Homework Club</b> Online homework help for primary school children, has been online since COVID	Thursdays 4:00pm - 5:30pm		
Hume	<b>Youth Central</b>	<a href="https://www.hume.vic.gov.au/Residents/Things-to-See-and-Do/Events-Calendar/Chill-Out-Central">https://www.hume.vic.gov.au/Residents/Things-to-See-and-Do/Events-Calendar/Chill-Out-Central</a>	<b>Tamar</b> Middle Years and Transition Officer tamars@hume.vic.gov.au	<b>Chill Out Central</b> Free space for 12-18 year olds to come and play games, music, and interact with peers	Thursdays 2:45pm - 4:45pm	15-30	Youth central workers (seemed like 2-3 people)
	<b>Spectrum</b>	<a href="https://spectrumvic.org.au/services/youth-services/home-work-support/">https://spectrumvic.org.au/services/youth-services/home-work-support/</a>	<b>Mark Abernathy</b> Homework Club Coordinator 1300 735 653	<b>Homework Club</b> Homework support for migrant primary and secondary school students with trained tutors		70	
Banyule	<b>Himilo Community Connect</b>	<a href="https://himilo.org.au/programs/himilo-home-work-club">https://himilo.org.au/programs/himilo-home-work-club</a>	<b>Head Office</b> (03) 8582 9510	<b>Homework Club</b> Free for any school-aged children, help with literacy and numeracy, along with soft-skills. <b>Himilo Active</b> Series of programs including Women's Basketball Club and Home Recreation Program	Monday and Wednesday 4:00pm - 5:30pm		20

	<b>Banyule Community Health</b>	<a href="#">Our programs - Banyule Community Health</a>	<b>Main Office</b> (03) 9450 2000	<b>Story Club</b> Run by Banyule Community Health and Olympic Adult Education for Primary aged children but specifically prep to grade 3. They do language based activities, games, and writing.	Every Tuesday from 3:15 pm - 4:45 pm		
<b>Yarra</b>	<b>Collingwood Homework Club</b>	<a href="http://www.collingwoodhomeworkclub.org.au/">http://www.collingwoodhomeworkclub.org.au/</a>	<b>Email</b> enquiries@collingwoodhomeworkclub.org.au	<b>Homework Club</b> Free 1 on 1 tutoring for primary and secondary students who live near the Collingwood Housing Estate	Every Wednesday from 6:00 pm - 7:30 pm	30-35	40
	<b>Yarra Youth Centre</b>	<a href="https://www.yarracity.vic.gov.au/services/youth-people/youth-programs">https://www.yarracity.vic.gov.au/services/youth-people/youth-programs</a>	<b>Main Office</b> 9205 5555	<b>Rising High</b> A free after-school music program for youth to write and produce music	Mondays 4:00 pm - 7:00 pm Thursdays 4:00 pm - 6:00 pm		
				<b>DJ Skills</b> A free program for women and gender diverse people aged 12-25 to be coached in DJ skills	Wednesdays 4:00 pm - 6:00 pm		
				<b>Thursday Night Arts</b> A space for artist 12-25 to	Thursdays 4:00 pm - 7:00 pm		

				do personal art projects or be guided through an art class			
				<b>Fitzroy Drop-In</b> A place for young people to hang out after-school. There are many activities offered such as pool, table tennis, and games	Tuesdays (14+) 4:00 pm - 7:00 pm Fridays (10+) 3:30 pm - 5:30 pm		
	<b>Richmond Youth Hub</b>	<a href="https://www.yarracity.vic.gov.au/services/young-people/youth-programs">https://www.yarracity.vic.gov.au/services/young-people/youth-programs</a>	<b>Main Office</b> 9205 5555	<b>Drop-In</b> <b>A free drop-in program for youth (10+) with a range of indoor and outdoor activities. They also have basketball and soccer with ACU</b>	Tuesdays (14+) 4:00 pm - 7:00 pm Thursdays (10+) 4:00 pm - 7:00pm Fridays (10+) 4:00 pm - 6:00 pm		
	<b>Young Asset Foundation</b>	<a href="https://library.yarracity.vic.gov.au/using-the-library/home-work-club">https://library.yarracity.vic.gov.au/using-the-library/home-work-club</a>	<b>Joseph Lorback</b> Education Programs Manager joseph.lorback@yaf.org.au	<b>Homework Club</b> Free homework club at the Fitzroy Library for secondary school students with speacialized tutors. The club could be closing in 2023 if they don't get enough funding to continue.	Monday - Friday afterschool		

Nillumbik	Living and Learning Nillumbik	<a href="https://www.livinglearningnillumbik.vic.gov.au/Courses/Children-and-teens">https://www.livinglearningnillumbik.vic.gov.au/Courses/Children-and-teens</a>	Main Office 03 9433 3744	<b>Art for Kids</b> <b>Art class that focuses on a variety of arts and crafts, working to develop curiosity and creativity</b> <b>Drama for Kids</b> <b>Drama program that involves workshops and fun activities for several drama areas for children</b>	Art for Kids: Tuesady and Thursday after-school  Drama for Kids: Monday and Wednesday after-school (different locations)		
	Yarra Plenty Regional Library	<a href="https://www.yprl.vic.gov.au/">https://www.yprl.vic.gov.au/</a>	Lots of phone numbers, depending on the regional library <a href="https://www.yprl.vic.gov.au/about-the-library/get-in-touch/">https://www.yprl.vic.gov.au/about-the-library/get-in-touch/</a>	<b>Code Club</b> For kids 8 and older, create animations, games, and digital stories using Scratch. Run at two libraries and online	Tuesday and Thursday, 4-5pm  Wednesday online 4-5pm		

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