



Engaging Young People
Through Creativity

The Song Room

Social Ventures Australia

Education Dialogue 2013

Seeds of System Change


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SESSION AGENDA

- 
1. About The Song Room
 2. About Shalvey Public School
 3. Seeds of School Transformation
 - Creativity and innovation
 - Community partnerships
 4. Seeds of System Transformation
 - Evidence based practice
 - Sector collaboration
 - Scalable models
 - System strategy
 - Strategic investment

The Song Room is a national not for profit organisation providing free, tailored and long-term arts-based programs, specifically designed to improve broader educational and social outcomes.

We deliver quality outcomes and the best possible start to life for children facing disadvantages such as:

- ◆ **Low Socio-economic Circumstances**
- ◆ **Learning, health and disability challenges**
- ◆ **Bridging the Gap in Indigenous Communities**
- ◆ **Disengagement and Juvenile crime**
- ◆ **English as a Second Language**

The Song Room mission is to provide children from disadvantaged backgrounds with high quality, evidence based music and arts programs that are tailored to their unique needs.

We do this through partnerships with schools, early learning providers, communities and online to create sustainable outcomes.

Independent research shows that as a result of The Song Room:

100 %

of children achieved literacy rates above the national minimum standards.

65 %

lower absentee rates in schools.

45 %

of children reached the highest levels on the Social Emotional Wellbeing Index.



VIDEO LINK

To watch the video, go to
<http://www.songroom.org.au/>


And click the
“Watch us in action” link
at the top of the page

Shalvey Public School

School context, student demographic, Song Room partnership



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CREATIVITY

Impact on STUDENTS



Impact on TEACHERS



Impact on SCHOOLS

Research Highlights

Improved School Grades

- Academic grades improved significantly across English, Maths, Science, Human Society
- Literacy (NAPLAN) improved by a one year gain to almost 100% with literacy above national minimum

Increased Attendance

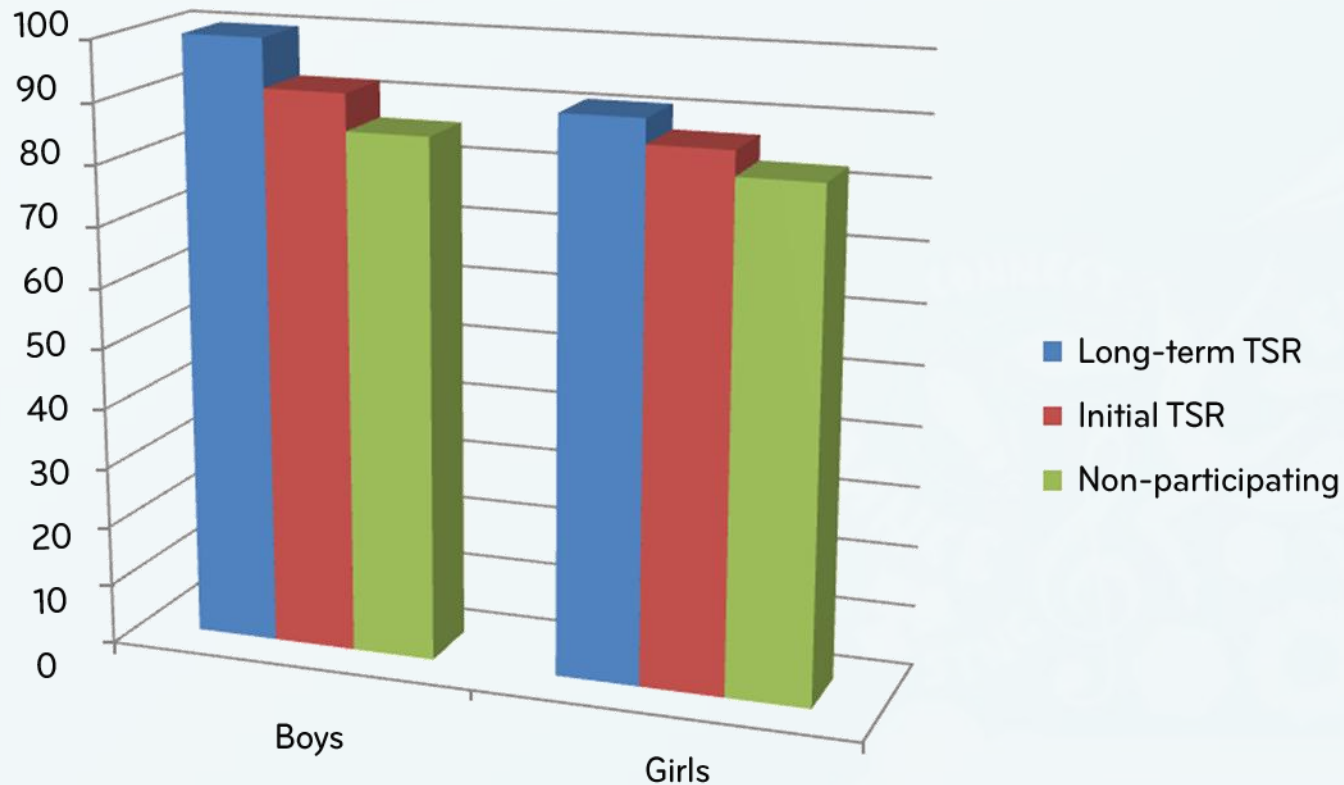
- Absentee rates 65% lower in schools with The Song Room programs compared to matched peers

Social & Emotional Wellbeing

- Significant improvement in confidence, self-esteem, social and educational connection
- Reduced depression, anxiety, stress , loneliness and disengagement

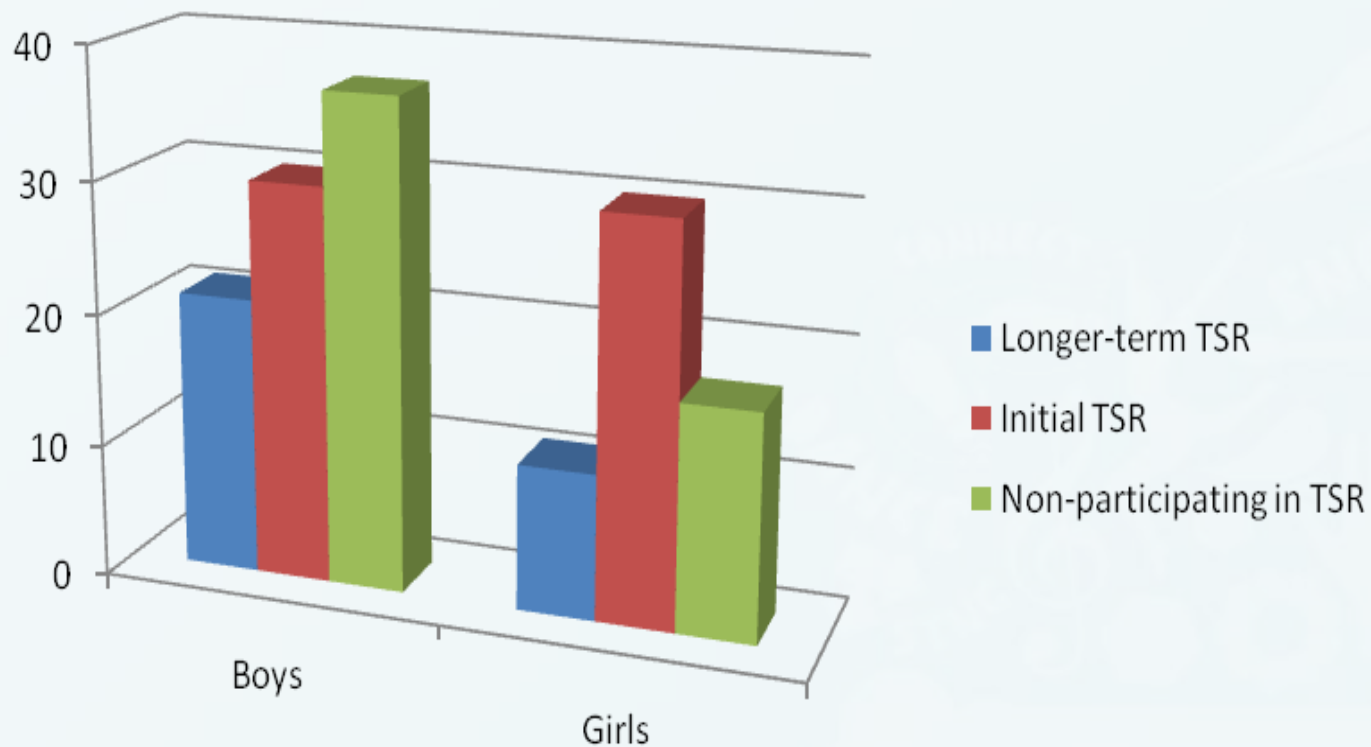
School Engagement

Percentage of students who agreed with the statement
'I get along with most of my teachers' according to gender and TSR participation



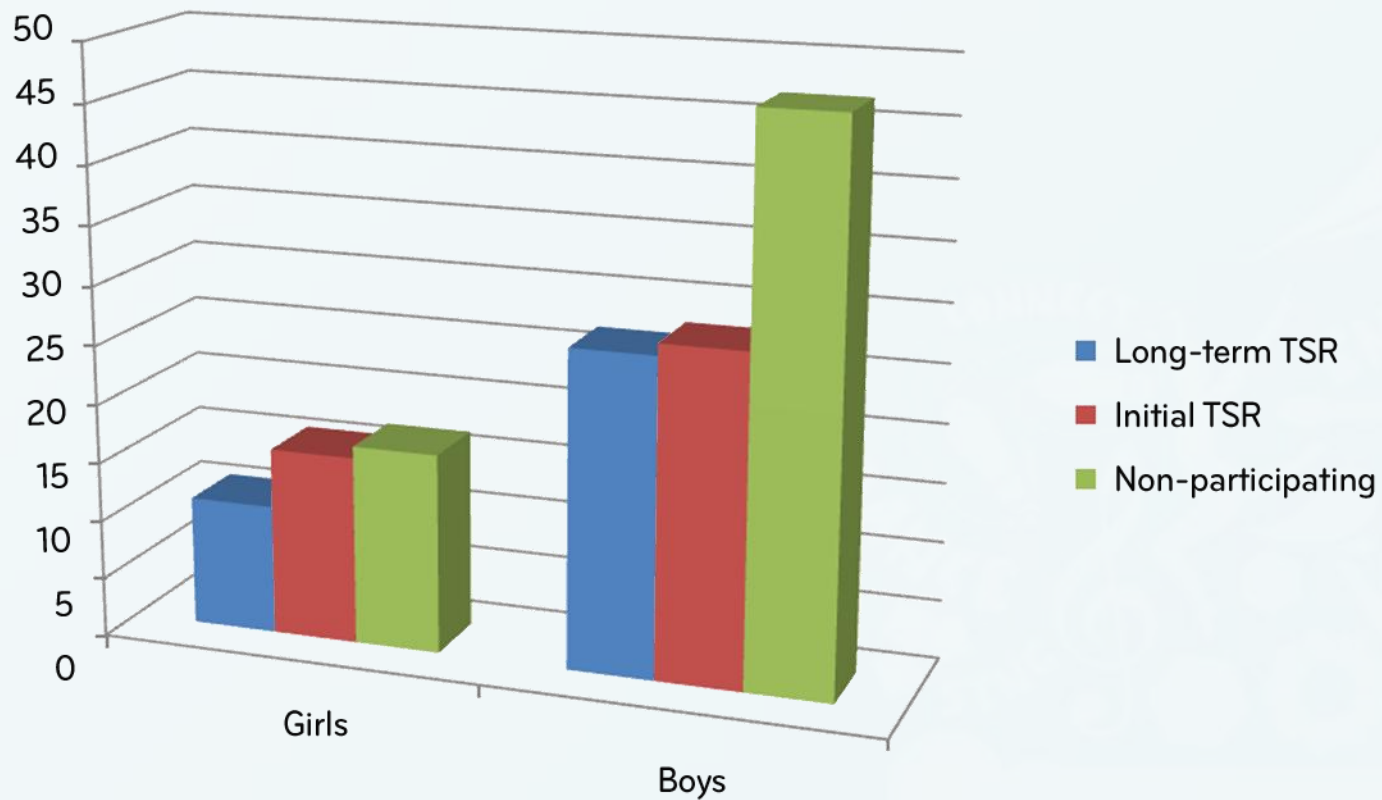
Depression

Percentage of students who agreed with the statement
'During the past six months, I have felt so hopeless and down almost every day for one week that I have stopped doing my usual activities'



Behavioural Issues

Percentage of students who agreed with the statement '*I get into too much trouble*' according to gender and TSR participation category



CREATIVITY

Impact on STUDENTS



Impact on TEACHERS



Impact on SCHOOLS

CREATIVITY

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Impact on SCHOOLS

"I used to be a bit shy at coming into my sons kindy class but through the Reading Bug program I have gotten to know all the other mums in his class. I don't mind singing along now because all the other mums do it too. I really love the drumming because my son is good at it and it makes me feel proud."

- Mother from Challis Aboriginal Kindergarten

"The best part of the program was that it gave my child confidence, whereas before she was shy. My children enjoyed all of the activities and the one on one attention they got."

- Parent, Majella Catholic Primary School, WA



"This proven and valuable partnership is providing benefits to all involved, that will continue to benefit future students of the school and help ensure an ongoing legacy from the partnership"


- NAB Schools First Awards Judge



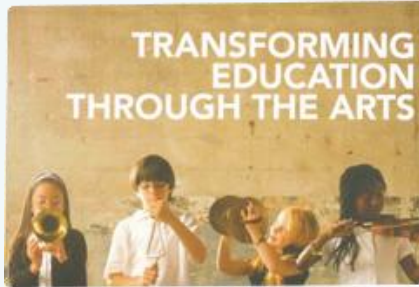
"The event we ran for Cultural Diversity Week was a huge success. The involvement of The Song Room was crucial to creating a truly community based atmosphere and to seeing children and family members in attendance in significant numbers."

- City of Yarra, Cultural Arts Officer

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Independent Research Publications



Transforming Education Through the Arts

Caldwell, B.J. & Vaughan, T. (2012), Routledge London & New York

Bridging the Gap in School Achievement through The Arts

Caldwell, B.J. & Vaughan, T. (2011)



Transforming Indigenous Education through the Arts

Transforming Indigenous Education Through the Arts


Vaughan, T. (2011)

New Moves

Grossman, M. & Sonn, C. (2010)



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ARTS : LIVE

Arts: Live is an interactive learning platform that promotes active collaboration between teachers and students across the five Art Forms: Dance, Drama, Media Arts, Music and Visual Arts.



VIDEO & Web LINK

To see more on ARTS:LIVE, go to:


<http://www.songroom.org.au/arts-live/>

"ARTS:LIVE is the only project of its kind delivering curriculum resources across all art forms and is set to change the face of arts education in Australia"

- The Hon Peter Garrett MP



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5 Year Strategic Objectives

1

2,000 Schools

To bridge the large equity gap in educational and social outcomes for disadvantaged children


2

5,000 Schools

To increase access to quality arts education, particularly in schools where there is limited access to specialist teaching



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Investment on the journey

- ❖ Key supporters who believed in our vision, strategy & people along the way
- ❖ Elements of success and alignment to support at different stages:
 - ❖ Seed funding – startup to build a vision & strategy based on a need
 - ❖ Investment in a big idea – support for national growth
 - ❖ Support of regional & cohort needs – tailoring and depth of impact
 - ❖ Building capacity – developing evidence base for TSR and the sector
 - ❖ Expanding reach and delivery – new technology to share expertise
 - ❖ Sector strategy – transformation through partnerships



"Music can take you somewhere else,
like a story book."

- Student, Sacred Heart primary school

"In drumming I have changed my behaviour
by thinking of more strategies and plans to
succeed in my goals and it has worked."

- Student, Riverside primary school



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