

“Building on strong foundations”

Barndi Nganjungu Yalyba - *Good Mob* Program

An Evaluation of the second 12 months of program delivery  
by the Geraldton Sporting Aboriginal Corporation

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## Terminology

In this document the term 'Aboriginal' is used as this is the preferred term by the local First Nations people, and respectfully refers to Aboriginal and Torres Strait Islander people.

## Acknowledgements

We respectfully acknowledge the Southern Yamaji, the Wadjari and the Badimia peoples, the traditional owners of the lands on which the City of Greater Geraldton, the town of Mount Magnet and the town of Mullewa are located.

We thank the participants who kindly and willingly participated in interviews to provide their insights into the *Good Mob* program.

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# 1. Introduction

The Barndi Nganjungu Yalyba - *Good Mob* program (*Good Mob*) developed and run by Geraldton Sporting Aboriginal Corporation (GSAC) is based in the Midwest Region of Western Australia (WA).

Funded under the Indigenous Advancement Strategy's Safety and Wellbeing Programme, *Good Mob* engages 'at risk' Aboriginal youth aged between 8 and 17 years and their families in a range of sport and recreation activities that link to education, culture, arts, health, leadership and community wellbeing in the locations of Spalding, Mullewa and Mount Magnet. In each site, full-time project officers are supported by casual staff, including older youth (17-19 years) who assist with running activities and developing life skills in the target cohort while supported to develop their own leadership and capabilities. The *Good Mob* program is guided to achieve outcomes in four areas of Key Performance Indicators (KPIs): Sporting Engagement; Holiday Programs; Education; and Health and Wellbeing.

Although the primary target group for *Good Mob* is Aboriginal young people and their families, non-Aboriginal young people and adults also participate in *Good Mob* programs, with clear benefits to community relations in all three sites (see 2.4).

Following completion of the evaluation of the *Good Mob*'s first year to December 2018 (hereafter referred to as the 2018 evaluation), GSAC invited the WA Centre for Rural Health (WACRH) to undertake an evaluation of the second year of the program from 1 January 2019 to 31st January 2020 (the 2019 evaluation). As with the evaluation of the first year of the *Good Mob* program, the research team has endeavoured to show the strengths of the Program as well as the areas for improvement.

For further background on the *Good Mob* program and the successes and challenges of the program's first year, we recommend reading the 2018 Evaluation as a companion document to this 2019 Evaluation. . The 2018 report is at the following link:

[https://mcusercontent.com/de69743f1f0972cd991e62505/files/ea8bce35-da8f-4713-8bd8-4b4a257a34c9/GSAC\\_s\\_Good\\_Mob\\_First\\_Year\\_Evaluation\\_Report\\_2018.pdf](https://mcusercontent.com/de69743f1f0972cd991e62505/files/ea8bce35-da8f-4713-8bd8-4b4a257a34c9/GSAC_s_Good_Mob_First_Year_Evaluation_Report_2018.pdf)

## 1.1 Purpose of the evaluation

Evaluation of the first year of BNY reported a thriving program that had built rapidly from a 'standing start', engaging excellent staff and earning respect from a wide range of stakeholders. The 2018 Evaluation made 15 recommendations in areas including staff training, policies and procedures and obtaining support for non-sporting aspects of the program. This evaluation included examining the degree to which these recommendations have been implemented (see Appendix 2).

Following consultation with the BNY staff and GSAC Board members, this evaluation aims to assess:

- the personal and wellbeing impact of the program on staff, participants, their families and communities;
- the 'value-add' of the program to other agencies and organisations; and

- the development and strength of GSAC as an organisation, including considerations of sustainability.

This Evaluation provides qualitative evidence of the program's achievements and the role it is playing as a key part of the social and community infrastructure in the Midwest. Recommendations for improvement are intended to help GSAC steer the organisation and the *Good Mob* program towards longer term strength and stability.

## 1.2 Audience and stakeholders

The audience for the evaluation includes GSAC staff and Board members, NIAA contract managers, key partner agencies and stakeholders, and community members.

## 1.3 Approach and methodology

Twenty-eight interviews with staff, Board members, organisational and community stakeholders are the primary sources informing this second evaluation, which is a qualitative investigation. Organisations that contributed to the Evaluation are listed in Appendix 1. Community members also contributed to the evaluation. To maintain anonymity, where a participant interviewee is quoted directly in the report, they are identified by P and a number. Because of the size of the three communities where the *Good Mob* program is running, and job roles being identifying, we have often not identified the specific community to which a comment pertains.

The three themes for this Evaluation of the program's second year were derived from preliminary interviews with GSAC staff, Board members and the GSAC Executive Officer. The Evaluation team then developed interview questions and sought a wide range of interviewees from the *Good Mob* staff, community members, participants and other stakeholder groups. The interviews were recorded and either transcribed or summarised in detailed notes. Themes were identified by careful reading and re-reading of each interview transcript or set of notes. The research team discussed and agreed on a final set of themes, which then provided the structure for this report.

As the evaluation team work with and know GSAC staff, and are familiar with their way of working and many of the programs they offer, we also have many opportunities to observe the operations and interactions of GSAC staff. For the most part, these observations are not drawn upon in this report, but are a form of triangulation that provides an understanding of context and contributes to ensuring the validity and robustness of the findings reported.

The evaluation was approved by the WA Aboriginal Health Ethics Committee (HREC 857, 24/07/2018) until 20 July 2021.

## 1.4 Limitations

Almost all interviewees for all sections of the evaluation were recommended by either the GSAC Executive Officer or *Good Mob* staff members. Consequently, the evaluation is based on information that is mostly derived from those who are Board members, workers, participants or partners in the *Good Mob* program. This has meant that interviewees have a sound and often 'insiders' knowledge of the program but it has inevitably biased the evaluation towards the views of stakeholder who are generally well-disposed towards the program.

This did not preclude interviewees including the staff, the Board and the community from taking a critical view and making suggestions about areas that could be improved. The evaluation team acknowledges that there may be less favourable perceptions of the *Good Mob* which were not captured through these interviews.

A further limitation is the lack of quantitative data, for example school attendance, crime statistics and other measures of community well-being. Measures as school attendance and juvenile crime can be impacted by a number of factors, and attribution to one program is problematic, however, it can complement the data gathered from key informants. Efforts will be made to capture indicative quantitative data for the third year of the *Good Mob* program.

While this evaluation has had extensive input from Aboriginal people, the authors are conscious that we have not had input from an Aboriginal author in the data collection or in drafting the evaluation report. The approach taken, however, was informed by consultation and discussion with both the Executive Officer and the Chair of GSAC to inform the approach to this second evaluation and propose key informants. Nonetheless we acknowledge that some of the recommendations will derive from white ways of thinking and working. However, there is great value in two-way learning, and understanding values, ways of working and cultural differences is important for robust and flourishing partnerships. We trust this report will be read and received with a spirit of examining possibilities for celebration and strengthening services, which are outstanding features of the *Good Mob* program.

## 2. Impacts on individuals, families and communities

### 2.1 Overview

The *Good Mob* program is having a pronounced impact on individuals, families, schools and communities, with many respondents naming specific positive impacts that would not be possible without the program.

### 2.2 Encourages school attendance and appropriate behaviour

In terms of education, they're getting the kids here, getting the bums on seats, getting access to the program they didn't have before. In terms of attendance, they're getting the kids here. P23

Schools are key partners for the *Good Mob*, particularly in Mullewa and Geraldton. The *Good Mob* program constantly encourages school attendance and good behaviour.

"[They are] always emphasising school attendance and behaviour ...camps for kids – based on attendance and good behaviour – absolutely influences the kids behaviour" P4

One principal commented that [*Good Mob* worker] '...has a calming effect on the boys'. It should be noted that participation in the *Good Mob* program is never contingent on good behaviour at school but additional events and services act as incentives. Specific incentive and facilitation activities include:

- School pick-up service (Geraldton)
- Breakfast program (Geraldton and Mullewa)

- Pre-school sport for older boys (Mullewa) to get the boys to school on time.
- Sports related incentives (e.g. bikes, pool entry)
- Trips, camps and excursions to reward school attendance and the withdrawal of these for non-attendance (Mullewa and Mt Magnet)
- Partnering with Elders to improve school attendance (Mt Magnet).

*Good Mob* in Mt Magnet partnered with Mt Magnet Shire to provide incentives for attendance through the 'Free Pool for School' initiative that allowed free entry to the pool for those children who had attended school. This was an innovative and positive re-framing of the "No School, No Pool" message which has long been the slogan of the Remote Aboriginal Swimming Pools project.

In 2019, the *Good Mob* team in Mt Magnet applied to the Ramelius Community Fund for assistance to provide four new bicycles as end-of-year awards to children had shown cooperative and helpful behaviour over the year. The bikes were awarded at a community event on Australia Day 2020.

The Stephen Michael Foundation works on an incentive model and relies on the *Good Mob* to access and monitor the behaviour of the young people who then participate in the Stephen Michael program.

Our program is about incentivising kids to do the right thing, they're going to be rewarded in our program. GSAC then use that incentive to encourage kids to go to school, to return to school and when in school to display the right behaviours and show the right behaviour in the community. P19

Denying access to special events to those young people who behave badly has been a strategy for improving behaviour in the community, and one that is considered effective. For example, in Mt Magnet, youth who had misbehaved were not permitted to travel to Perth to see the Nicky Winmar Cup. The Officer in Charge of the Mt Magnet Police Station thought it was 'pretty tough' at the time but the young people knew why and that there would be other opportunities for trips. "The group of kids that played up – now they are good as gold".

In Mt Magnet the Officer in Charge has supported formation and development of an Elders Group and has empowered the group to be involved in setting punishments for children and youth. The Elders group have also started traveling on the GSAC bus to encourage children to go to school in the morning. This highlights the value of *Good Mob* as a program that develops partnerships and straddles school and community, consistently reinforcing behavioural expectations and what one respondent described as a 'shared moral purpose'.

Consistency, everyone being on the same page, having a shared moral purpose. Everyone doing their bit, not turning a blind eye to things. P4

Many respondents commented on the positive impact of *Good Mob* staff as role models and mentors.

The positive role model, the kids can see that there is life after school and the positive role models that are part of the GSAC Young Leaders... Young Leaders who have had positive outcomes at school most of the time. Something that is really needed – seeing role models both male and female – something that is really needed. P23

One principal noted that the school has only one male teacher and male Aboriginal role models are therefore very valuable. Another respondent commented: "Having male workers there as mentors makes a huge difference." P18

Both Mullewa DHS and Bluff Point Primary School have noted improvements in behaviour.

Behaviour is better than it used to be. We used to be like a war zone. We used to have children fighting, running away, swearing, throwing things at teachers, yelling at teachers...but now we have nothing. Very, very few extreme behaviours in the school, what behaviours we do get are minimal. Kids are moderating the behaviour of other kids ...“What are you doing?” P23

Now it’s nothing like it was when I first went there. The school is calmer than that now. P4

One of the former *Good Mob* Young Leaders spoke of this from their perspective:

I think GSAC is just heading in the right direction. Everyone is on the same page. We all want to give the same kids the same opportunities, make sure that they’re doing well in school, eating healthy, exercising, making sure that they’re looking after themselves before looking after their family - which is what we see a lot ... making sure those kids are just feeling good about themselves individually. P17

### 2.3 Reduces anti-social behaviour and crime

Respondents repeatedly stressed the importance of having community activities for youth: “When kids are bored there are antisocial issues”.

It’s a lot quieter now in Mullewa than it was 6 years ago, and that is because the stakeholders work together and also because the people who were offending are now actively engaged. Even I feel it as a police officer with a family, I feel a lot safer and engaged. It’s ... something for people to do. Without GSAC, there’d be many nights with nothing to do, nothing on a Monday, nothing on a Tuesday, nothing on a Wednesday, nothing on a Friday night. So that’s 4 nights a week that the kids would have nothing to do, so people have nothing to look forward to. P5

Both Mt Magnet and Mullewa Police report reductions in youth crimes and anti-social behaviour. Mullewa reports a reduction of over 64% in juvenile offending over the last 2 years. Both Mullewa and Mt Magnet residents report a safer community.

...diverting kids away from the justice system – the police are there to protect the community but we can’t work alone ...GSAC have done us a favour – making sure the kids are looked after and leaving us to deal with the adults.... We got one letter from an older resident saying “for the first time in 30 years I feel safe walking on the street at night”. P18

The Police report that when the *Good Mob* programs close down they notice an increase in youth offences from burglary and criminal damage. They believe that without the programs linking youth into activities and sport “...we’d have massive youth problems”. Respondents noted that the programs give the youth “...somewhere else to go when things are bad at home” and likewise when the young people are engaged it gives the family some respite and ‘space to breathe’, especially families with several children.

Police in Mount Magnet reported seeing a slight reduction in family violence, which they attribute to a positive impact on the home environment when the youth are not ‘playing up’.



## 2.4 Improves community cohesion and reduces racism

When I first started here it was a little bit divided with the Aboriginal and non-Aboriginal people but since I've started this job they're all starting to gel together slowly'. P11

Stakeholders believe *Good Mob's* active inclusion of both Aboriginal and non-Aboriginal young people and adults in the programs is contributing to better relations and reduced racism. *Good Mob* staff, school principals, Police and community workers all commented on the improved interaction between Aboriginal and non-Aboriginal children and townspeople, particularly in Mullewa and Geraldton.

[At first *Good Mob*] was seen to be only for the Indigenous population. So we got together, made it clear GSAC was for everyone. What we've seen from that is an increase in activity, an increase in engagement, especially with young people, community sports events and schools. P5

... they brought kids from both sides of the fence... normally they don't interact so bridging that gap.... since we started working with GSAC tightly there is a very huge mix now at the Centre, more than we had seen in six years. P3

[We've] made some inroads with reconciliation – through the [adult community] netball and by building bridges, saying hello...P4

In terms of us being able to be culturally responsive ...showing that we respect and appreciate different cultures. We've had no problems in our school with racism. We never hear any racist comments. P23

## 2.5 Gives psychosocial support to youth

The GSAC team are trusted Aboriginal workers in their respective communities, closely engaged with youth and community members. This relationship and level of respect gives them a prominent role in providing psychosocial support.

...a lot come to me and tell me stuff they probably wouldn't tell anyone else, that's something I've taken on board too... just helping them out really, being there for them and listening... P11

In this evaluation, psychosocial support to *Good Mob* participants featured much more prominently in comments by program staff and by other stakeholders than in the 2018 Evaluation. This may reflect the trusting relationships that are building between participants and the staff as the program matures. One school principal commented on the benefit of a *Good Mob* worker simply taking the time to 'talk with the kids'.

Another interviewee complimented the *Good Mob* staff for creating a safe emotional space.

The engagement is spot on, face to face. Kids feel safe, somewhere to be themselves. That's what GSAC creates. This drives them to come back. They need structure, self-esteem, life skills and capability to deal with bullying offered by the GSAC workers. It creates a belief in the kids that they can be something, they can be someone. P18

*Good Mob* in Geraldton has run programs specifically dealing with bullying. A former staff member reflected on the satisfaction of helping the younger children with issues such as bullying and difficult home environments.

[When] things that are not good at home... dealing with those kind of issues first hand definitely opened my eyes to how other people are living... and it makes me wanna help the kids more... now I've gotta take the kid here and make sure that they're alright and that they're comfortable with where they are... nan's house or auntie's... It definitely sucks having to work with that sort of issue but I'm glad that I get to do it because then you know what you're working with and then you make sure for the rest of that week that the kid's fine... P17

## 2.6 Supports young Aboriginal people to further their sporting endeavours, including non-traditional sports

As noted in the 2018 evaluation of the *Good Mob* program's first year of operation, GSAC has excelled in engaging high numbers of children, teenagers and adults in a wide range of sports. Sport has been a powerful hook that allows for further social and educational activities. This evaluation did not enquire into the range of sports and the support offered to elite sports development, as the 2018 Evaluation covered these program elements. However, a number of respondents commented on the wide range of sports the *Good Mob* program offers and on the efforts which have been made to engage girls in sport, a recommendation from the 2018 Evaluation.

[*Good Mob*] Helped get us into sports that the girls didn't really do – they got us into lawn bowls and they got us into wheelchair basketball. They really enjoyed all that. P25

## 3. Aboriginal employment

The Program Schedule for *Good Mob* specifies employment of five full time Indigenous people including a fulltime Executive Officer and four full time equivalent Project Officers, which may include part time positions. The Schedule sets a target of 100% Indigenous staff, and the number and proportion of Indigenous people employed is a required performance indicator. With this emphasis on Aboriginal employment, the *Good Mob* provides important job opportunities to Aboriginal people in the Midwest, with several casual staff formerly unemployed and on the Community Development Program (CDP). Besides providing income, being employed has important benefits for the health, social and emotional wellbeing of individuals, families and communities. (AIHW Australia's Welfare 2017 <https://www.aihw.gov.au/getmedia/2f327206-c315-43a7-b666-4fe24fetc12f/aihw-australias-welfare-2017-chapter7-5.pdf.aspx>)

Casual and full-time staff reported many positive impacts of their employment with *Good Mob*, particularly an increase in their skills and confidence. One Young Leader said that her biggest development has been feeling less shame and being able to talk to different people, as she was previously very quiet and 'shame' when talking to people outside her friendship group. She still feels she has a way to go but is improving and building confidence.

The *Good Mob* management style models the outcomes sought with the young program participants. Another worker spoke very warmly about the work environment and the way it supports the staff.

...with our crew that are working we don't see it as just work. We're all like one family if that makes sense... so that's how our support kinda goes...you kinda feel loved and welcomed here... so we try and give that to the kids... so hopefully they see how we treat each other and they treat someone else like that, just try and keep it going.' P9

This observation about the *Good Mob* staff was echoed by an interviewee from a partner organisation in one of the smaller towns.

[The way] they work one-on-one indicates that they genuinely care about the kids. You can just tell their hearts are in it, not just their head. P18

Staff voiced satisfaction at drawing on their own experience and personal background to help the program participants and several commented on the satisfaction of 'giving back' to their community.

[The opportunity] to give back to my own community – if we can make a difference even in one child, that's worth more than the wage. P12

One worker said the job has pushed her to do many things out of her comfort zone, but with good support from senior management.

...when you get good feedback, it helps you, it builds your confidence up... even when its constructive criticism, I like to get that, so that I know what to build on and get better at... with the constructive criticism I can build myself up from my mistakes instead of getting down on it. P9

Two former workers, both now working in government jobs for the first time, credit their previous position with *Good Mob* for the experience and skills that have boosted their careers. A current worker spoke about forming goals and aspirations for her career through the skills she is learning with *Good Mob*.

I just thought well if I can do this then I can do youth work... that's really good for me I guess... getting a lot of practice. P9

## 4. Value-adding to other programs

### 4.1 Overview

The 2019 Evaluation reported on the dozens of partnerships to which the *Good Mob* program contributes. Key partners include schools, local government, the police, sporting organisations, educational organisations and community groups.

The Evaluation team was aware that *Good Mob* provides a platform for many initiatives which would not otherwise be possible in the Midwest. This section describes the ways that occurs and the benefits that accrue to the whole community, through adding value to programs, enabling deeper engagement and filling gaps.

## 4.2 Facilitates deeper and broader community engagement

### 4.2.1 *Good Mob* is a platform to build on

A clear benefit to partner organisations is simply having an organisation which provides the capacity to organise activities within communities and which employs local people who have local information. One interviewee stated that this is a ‘massive advantage to external partners; it means external capacity has a touch point and can value add but not duplicate’.

The Wirrpanda Foundation and the Stephen Michael Foundation are examples of the many well-established organisations offering sporting opportunities, mentoring and incentives to young Aboriginal people using sport to provide social and educational development opportunities. These organisations rely on local programs to source participants and where incentives are involved (such as participation for good behaviour in and out of school), local staff with strong community connections can provide the local intelligence to enable the program’s ‘levers’. GSAC and the *Good Mob* program has become the ‘go to’ agency for organisations wanting to run both sporting and social wellbeing programs for youth in the Midwest. This is particularly important in the smaller communities, where there is no other agency offering local community-based information. In small towns like Mt Magnet, without *Good Mob*, partner agencies’ resources would be spread too thinly and it would not be possible to generate relationships with the young people and the necessary behaviour criteria with the school.

There’s a huge benefit in being able to work with them, because they have the resources on the ground that are strongly connected to community. P19

For example, in Mount Magnet where previously the limited capacity of the school was the only ‘way in’ to working with young people, *Good Mob* provides a platform with established relationships, local workers and regular organised activities on which to build.

There’d be huge deficit if they weren’t there – especially in the smaller places where they are virtually the only one – their presence helps with working together better. P22

As a health, education and research organisation committed to working with disadvantaged communities, the WA Centre for Rural Health (WACRH) sees the partnership with GSAC and *Good Mob* as providing a bridge to other sporting, social and Aboriginal organisations. In Mount Magnet, the partnership with *Good Mob* works to bring participants to WACRH-led activities such as a community nutrition program.

We can offer great programs but without that connection through GSAC, Aboriginal people wouldn’t come. We absolutely rely on them to build that bridge. P27

In Geraldton, the WACRH – GSAC partnership that supports the Mitchell Street Centre is highly valued both for the infrastructure that gives a base for programs, and for the bridge to the Aboriginal community which benefits the school.

If you look at Mitchell St, now that GSAC are there... [without it] I don’t think you’d see as much engagement with the Aboriginal community.

People are going out and being the faces, people are more comfortable coming in [to the school]. I don't remember when we last had negative engagement with the community. P23

Working closely in partnership with *Good Mob* at the Mitchell St Centre enables WACRH to provide locally-based programs that offer mutually beneficial experiences around Aboriginal health, with positive outcomes for the local Aboriginal community and for WACRH students.

People send their kids there for holiday programs and then trust it as a space for other activities. For example, chiropractic students can set up a 'pop up' clinic there and because of the trust the community has in the space, they will attend. Plus [WACRH staff member] promotes the clinic face-to-face with people in the local area. Ngala started a playgroup with all the equipment. At the start nobody came, then slowly trust built up. Now between 20 and 30 families use the space. WACRH students do placements at Ngala and then contribute to the playgroup that way. P27

By being able to work closely with Aboriginal families, and feeling they are making a real contribution to children, University students' placement experiences are more uniquely rural. For example, going on the bus to collect children to attend school, students see the children's physical and social environment and observe the interaction of children with their families. One interviewee commented that a formal course in Cultural Competency is no substitute for actually interacting with young people and families in real world situations.

It helps students to understand adversity by bringing them into that space in respectful way. We hope that by students having real engagement with children and families through the holiday programs, after school programs, pop up clinics and other services based in the community and the school that students will gain understandings that will last for their whole careers. P26

WACRH staff commented on the benefits to University students on placement learning from young Aboriginal leaders.

An important part of it is peer learning – students work with the young leaders. It is a rare opportunity for them to be supervised by an Aboriginal peer who is the same age as them. Turns the dominant dialogue on its head. P27

*Good Mob* provides a 'backbone' that scaffolds other opportunities through an ongoing program which builds the long term relationships with individuals and communities that are so important. Without that, many agencies are only able to offer intermittent programs which would not achieve continuity or consistency in community engagement. The importance of local staff based in the community and with deep understanding and knowledge of the local community cannot be underestimated.

**4.2.2 Enables programs to positively engage with specific children, families and communities**  
In the smaller towns of Mt Magnet and Mullewa, the sporting activities offered by *Good Mob* create a social space for police to interact with the youth and the broader community at a positive, interpersonal level.

They don't always see me as a police officer. They see me at basketball on the Monday night and soccer on Wednesday night and that's because GSAC is running that. You know that wouldn't be happening without GSAC because I don't have the funds to run that. And again, I'd be seen as the police officer running it and not as [a community member]. P5

The police find *Good Mob* deepens positive engagement with children and families.

It's also been good for [police to get involved in] coaching and mentoring, and they have been more visible and available for families to talk to. We've built some good relationships with the youth. Before GSAC there was nothing... it helps us engage with the kids at a personal level rather than just when they do something wrong... Kids are calling our names out and waving to us...a massive positive... breaking down those barriers... the police aren't there just to lock us up. P18

Deep knowledge and understanding of the local community through *Good Mob* enables other agencies and programs to extend benefits to individual children and families. A school principal commented:

We're getting a lot more information about specific students and specific families. For example, about one child who was really anxious, but we don't see that here at school. Mum hadn't come and told us that ... P23

In Geraldton, the school reported having increased community involvement in the school, with more parents and caregivers coming to open days and community barbeques.

A lot more trust, a lot more engagement and interaction....a lot more positive. Before, we had either no engagement or when we saw the community it was because something had gone wrong. Now people are coming for a chat, walking through the door because they want to tell me something. That didn't happen before. But I think it is about having that bridge between the community and the school. ...More positivity. ..A lot more like a community now than an establishment. P23

The role of *Good Mob* bridging the divide between agencies and community was reiterated by the police in Mullewa.

... with GSAC, what Paddy's doing there... we've got that really important engagement with young people, particularly the kids, the school and the community. Which has started the next phase of this, starting at an early age, so they are already engaged before they are young adults, so they don't think about doing some of those activities that their cousins and family used to do. P5

#### 4.2.3 Provides additional services to other programs through partnerships and collaborations

Other ways the *Good Mob* adds value to communities are through sharing resources, providing additional services and boosting capacity. Several interviewees praised the strong partnership model enabled and enhanced by the *Good Mob* funding.

For example, *Good Mob* staff help out with the Police and Community Youth Centre (PCYC) Nightfields program in Geraldton, and provide important Aboriginal input to an agency that has almost 100% Aboriginal participants and no Aboriginal staff. In Mullewa, *Good Mob* staff run evening community sports open to all adults. The community are hugely supportive of this initiative and the impact on inter-racial relations in the town was noted above. As one resident speaking about Monday night netball said: “What are we going to do if we don’t have that?”

In Mount Magnet, GSAC offer community support during funerals by organising youth activities at the community oval to ensure the youth are not walking the streets.

The City of Greater Geraldton (CGG) is now using a partnership model to boost program capacity and limit reliance on single sources of funding. Instead of doing stand-alone projects, many partners collaborate, each offering something to the program to maintain its longevity. For example CGG, PCYC, Midwest Employment and Economic Development Aboriginal Corporation (MEEDAC), Police, Juvenile Justice all contribute to youth programs. In this situation *Good Mob* occasionally provide staff and usually contribute sporting equipment and funding for catering. In Mullewa, *Good Mob* staff help out at the Youth Centre when the City is short-staffed, enabling consistency of delivery. GSAC also assists the City with staff for excursions and camps, providing skilled Aboriginal input and supervision. “If I didn’t take [*Good Mob* worker] it could have been a complete disaster...” The reverse also occurs. For example in Mount Magnet, when *Good Mob* workers were attending a training course in Geraldton, the police ran the cricket program, ensuring consistency and avoiding a lapse in delivery. In another collaborative arrangement, GSAC applied for funding to bring Wildcats sporting stars to conduct life coaching including wellbeing and mental health in Mt Magnet, with the police helping to run the sessions.

The partnerships with *Good Mob* boost the capacity of the whole community to operate *as a* community.

I know this is just about GSAC but it’s hard to articulate that because the partnerships are all intertwined, with different bits of it happening. But it is all of the partnerships and how we are all working together, just a community working together. P23

### 4.3 Other Value Adding

This evaluation has drawn largely upon informant interviews, but it would be remiss not to explicitly mention that the GSAC program provides a multiplier effect, enhancing the *Good Mob* funding investment in the communities in which it operates. GSAC has leveraged additional funding through Healthway to support the *Soccer for Change* program, and this will enable it to be delivered outside of Geraldton. Partners bring programs, skills and capacity into the communities in which they operate, which would not be as achievable or even viable without the support of GSAC staff. Through a partnership with Western Australian Marathon Club, GSAC has distributed many hundreds of quality used running shoes. GSAC supported a Wirrpanda Foundation trainee for the one year of the traineeship, and this led to employability and increased capacity for the graduate trainee in other sporting roles in the region. The GSAC Executive Officer is able to partner with sporting outlets around sponsorship and also to buy sporting equipment for youth sports at cheap prices, overcoming the disadvantage of young people who can’t afford sporting fees and required equipment. Opportunities

to provide education and model health promoting behaviours occur across many programs. The mental health and life skills support offered by GSAC staff in and out of work hours is immense, and delivers benefits that are not achieved by funding professional mental health services. GSAC has also facilitated input into the Spalding precinct planning through its relationship with local community members. GSAC is frequently used as a conduit through which external organisations seek Aboriginal input by bringing together local community members. The benefits of this are substantial and serve both Aboriginal and ono-Aboriginal stakeholders' needs and interests.

## 5. Challenges

### 5.1 Overview

Moving rapidly from a small organisation focused on sport to a multi-centre program aiming to build social wellbeing has presented a number of challenges for GSAC, extending across program operations, program governance and community interface.

Three of the challenges mentioned below involve needs for training and meetings of the whole GSAC/*Good Mob* team. Training, whole-team meetings and communication were part of Recommendations 2, 3, 4, 6, 7 and 8 from the 2018 Evaluation (see Appendix 2). The evaluation team recommends GSAC uses technology such as Zoom for delivering training and for communicating and meeting together across sites. Such technology enables videotelephony and online chat services through peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relations. This could save the time and costs of travel and ensure team meetings occur regularly without taking staff away from the commitments of their regular activities in the community. The capability and infrastructure exists in all three GSAC sites and has for some time. Better use should be made of it.

### 5.2 Staff training and support for working with children, young people and schools

GSAC ensures all *Good Mob* staff have the required clearances and basic training (such as First Aid) needed for their jobs. As discussed above [see 2.5], as the program matures, *Good Mob* staff are developing stronger and more trusting relationships with program participants and providing more psychosocial support. One interviewee commented: "... this might be the only safe place that they've got if they have no other family members." Several staff identified a need for training in responding appropriately to the psychosocial needs of program participants.

"...a lot come to me and tell me stuff they probably wouldn't tell anyone else, that's something I've taken on board too... just helping them out really, being there for them and listening... If there was training there I'd take it... being able to give positive feedback to them.  
P11

Currently the staff are drawing on their own experience or that of family members when young people share their problems and seek their advice: "I just use my life experience and my family members".

... with the kids that we work with it would be good to know like if the kid's talking about something... if we have that training then we're



gonna know how to respond to it... and what steps to take to help the kid mentally and physically if they need...P17

We'd love to grab hold of the youth, you know, they're a bit lost at the moment... Any [mental health training] that comes up we're happy to do and be a part of... not only is it good for the kids but it helps us deal with challenges and deliver our role... sometimes you see sadness in some of the older ones... a lot of the times they come to our programs.. sometimes they just walk past and you see them in deep thought... P12

**Recommendation 1:** Basic training in youth mental health and referral should be included in the core suite of essential training for GSAC staff, including casual staff where possible, with regular debriefing opportunities and refresher training provided. Use of videotelephony meeting technology could assist this.

Another training need raised by staff and partner organisations was skills in managing difficult behaviour. A partner organisation said it in this way:

Some of the children in the programs have very difficult, traumatised home lives and their behaviour may reflect that. The younger staff don't necessarily know how to handle difficult kids. I've seen them smack kids – which is their way, but not the ideal way. They're not well equipped to handle difficult behaviour. P27

A staff member commented on the difficulty of managing behaviour.

I get feedback from the staff that they are just managing the kids' behaviour. Sometimes the staff feel like a babysitting service in town. It is hard having family as supervisors looking after younger family members... kids swearing at casuals because they think they can get away with it. It's very hard when you have to manage your own family - nieces and nephews- kids ... The 18 and 19 year old GSAC casual employees are having to work with their little brothers and sisters which is very hard for them to get a grip on... And we have had incidents where the casuals have growled at children and the children have told the parents. P13

There is a recognition that the demands on *Good Mob* staff and funding levels combine to reduce opportunities for good training for staff. However, given the extent of trauma in Aboriginal communities, and the high level of need that some young people experience at times, this is an area of potential risk for GSAC.

It is a pity GSAC is not resourced to provide formal training opportunities for staff and casuals. It's one thing to allow untrained, unprepared people to 'have a go' and learn on the job but when you're talking about 50 or 60 kids, interacting with parents, managing hygiene and safety as well as wanting the kids to have a really good experience, then it becomes higher risk with untrained people who are not properly prepared. P27

The same interviewee stated that the partner organisation had provided training at different times but staff were not obliged to attend and '...sometimes nobody has turned up to training'.

At the same time, it is recognised that GSAC is not an employment training agency.

GSAC is not a job development organisation. They are not funded for that. To get really good training and development of skills towards careers, they'd need more investment....More opportunities for 1:1 support for staff and kids requires a huge level of investment. Especially kids with challenging behaviours. We're good at punishing kids but not at supporting them. P26

The evaluation brought to light some of the advantages and disadvantages of employing casual staff. Advantages include providing additional 'surge' capacity to supervise holiday programs and events that attract larger numbers of participants. For the staff, casual work can be a step on the ladder to more stable employment. Disadvantages include the youth and inexperience of some casual staff and the difficulty of developing their skills 'on the job' without dedicated support and training for that purpose. As a 'first step on the ladder' opportunity, Geraldton has seen a through-put of casual staff who train as Young Leaders and then move on to employment elsewhere, leaving partner organisations (e.g. schools) having to train another new *Good Mob* Leader which takes time and slows down program development.

We've had three GSAC Young Leaders through. Each time we get a new Young Leader we have to mentor them through... the program helps build their skills... the people doing it build their skills, leave, get a job elsewhere.....But it is hard, when they are trained and moving on because then we have to train them again and then things go into a bit of a lull. And the young leaders just start getting on their feet and then they get a job.P23

**Recommendation 2:** GSAC seeks basic skills training in managing difficult behaviour for all staff including casual staff. Use of videotelephony meeting technology could assist this.

Behaviour management programs, as mentioned in 2.1, rely on consistency in applying standards and rewards. Using special events and other rewards and incentives has been a successful strategy to improve behaviour in and out of school but will only work when all partners are very clear on and agree to consistent application of the rules. If rules about participation in programs suddenly change for individuals or the group, the whole purpose of the program is lost. While training for *Good Mob* staff will help with maintaining such agreements between *Good Mob* and partner agencies, establishing regular meetings with set agenda items and ensuring that the rules for partnership agreements are clearly established will also assist. This process may benefit from engagement with the GSAC EO or another senior staff member.

**Recommendation 3:** GSAC EO ensures that *Good Mob* staff and school principals meet regularly, and develop and adhere to clear agreements about programs, with greater attention to ensuring that any necessary changes are discussed/communicated among the parties. Use of videotelephony meeting technology could assist this.

### 5.3 Staff training for success and succession

The strengths of the senior management of GSAC are widely recognised and valued amongst staff, community and partner organisations.

Adrian being at Mitchell St is very powerful. He is held in high esteem in the community...[for] his network and his problem solving skills. Community can see that ideas we [partner organisation] implement are in response to needs expressed by Aboriginal people. We model a partnership that shows we are genuinely working together. P27

At the same time, the organisation is limited in its funding and capacity to take people out of program delivery and build their skills in planning and strategy. In the words of a partner organisation:

Adrian and his role and his relationships is central. Their lack of succession planning is a vulnerability. P26

An Assistant Executive Officer or similar position would reduce the load on the Executive Officer and enable corporate knowledge and capacity for day-to-day operations to be shared by another person, ensuring GSAC has the capacity to manage threats from unforeseen circumstances, as well as enabling leadership development, contingency preparation and succession planning.

**Recommendation 4:** Build leadership and management skills in the organisation to share the workload and reduce dependence on the Executive Officer.

In terms of employing staff, one GSAC Board member suggested that the organisation could ‘widen its gaze’ when recruiting new staff. This includes looking to other families in Geraldton.

I just think we need to put our gaze a bit wider...we also need to look...outside the box a bit... Because there are some really, really, really good kids out there. They may not be fantastic sports people but they’re genuinely good kids... in some of those other family groups there are some really talented people but they’re not as easy to see. I think they’re talented, we’ve just got to tap into them and say is sport your passion? Is sports going to be what you want to do long-term? Would you join the organisation? I’d like to see those sorts of people in our organisation. P15

A major partner echoed this view:

There is a perception that it is a closed shop about who gets a position with GSAC. There are more talented young people out there but I don’t see positions or traineeships being advertised out in the community. P27

Overcoming concerns about a “closed shop” would benefit from governance models that support broad community involvement and transparency to increase organisational networks, ownership and engagement.

**Recommendation 5:** GSAC advertises employment opportunities widely within the community.

As GSAC has expanded beyond being an incubator of sporting talent, to supporting literacy and health in Aboriginal youth, there is a need to build the depth and skill base within the organisation to address these areas. This ‘shifting of goals’ requires a different approach to identifying, developing and retaining people to build the organisation.

How we hold onto our talented people is going to be an issue for us long-term....[I’d like]...to try and get traineeships for guys ...for here for two years, so that they’re here long-term. Then we try and get them on positions within the organisation, that’s the way I would see it. P15

In the smaller towns, suitable casual and full-time staff are not plentiful. A *Good Mob* staff member commented: “[To hire staff we are] having to pinch good staff from employment in other areas in town.” Career-based training and traineeships are also difficult to access, especially in the smaller towns.

School based traineeships provide students who are still in high school with opportunities to complete a recognised qualification and gain work experience whilst they study. The student works in the host organisation for approximately one day per week and completes on the job and off the job training over a period of one to two years. For GSAC the possibility of offering one or more school based traineeships to Aboriginal students from local schools in the Midwest would increase its pool of young leaders and extend its reach in terms of employment spread beyond its current catchment. Successful trainees may then go on to take up enduring work roles with GSAC, building its workforce and capability to meet community needs.

A number of interviewees commented on the need to build leaders who could step into the shoes of senior management in the future, with sentiments such as that captured in the example below.

If I was GSAC management I would develop [*Good Mob* staff member] beyond what he is doing now... He has massive potential in terms of if he gets professional development and really investing into this person, there is potential for the community. They require that person - local, Indigenous - as a powerful tool to shift how people think. ... there is powerful potential and GSAC just need to realise that, the future of the community, his ability to influence and shape what needs to be done.  
P3

**Recommendation 6:** GSAC investigates the possibility of offering school-based and other traineeships to staff in full-time and casual roles.

#### 5.4 Getting broader participation, input and feedback from community

Several GSAC staff suggested *Good Mob* could do more to reach out into the community to involve more community members and more children. Some staff commented that children participating in *Good Mob* would benefit from parental interest in their activities and achievements, and that greater effort towards community engagement could help achieve that.

Reach out more to the community ... get more parents involved, sit with their child and see what we do. P12

Staff expressed a desire for fresh ideas and feedback from the community.

Just a little bit more support I could probably use, and fresh ideas from different people. If I could do a survey just to ask the community what they want or people higher up giving me advice about what I should do... because like I said it's all coming off the top of my head. Different people's thinking, different ideas... Just people with higher knowledge passing it down... I get a little bit here and there, if I needed to, I could ask but if they offer it then I'll definitely take it. P11

A community member from another town suggested the same thing.

Do more promotion in community – put flyers out. Ask for feedback. Why don't they have a community day – get the kids together – how can we help you more to get into sports and other things? Ask kids - what do you want? P24

An example of greater community input is in Mt Magnet, where the Elders Committee was formed in July 2019 and has since suggested activities that the community would benefit from.

**Recommendation 7:** GSAC develops a process to seek wide community feedback and suggestions for improving the program, for example inviting feedback at a community fun day or circulating a survey.

*Good Mob* is funded to operate in Spalding, Mt Magnet and Mullewa. Community members and partners commented that the talented athlete program should work harder to extend beyond Spalding and the two remote sites. The evaluation team did not have enough data to explore this concern further, and it is unclear to what extent broader initiatives in this area are realistic or funded under the IAS funding GSAC receives for the *Good Mob* program.

A perception was voiced by some community members that the *Good Mob* program in Geraldton favours the children of particular families, particularly of Board members and staff: "It's a family thing. You see same kids in the paper." Notably, this perception was not echoed in another site:

Yes, that's what I'm loving, GSAC is not biased, engaging across the whole group. They follow up if the kids aren't there, engaging with them, doing things in school. Cecilia drives the care factor, and does an amazing job, GSAC has an average of 20-30 kids at every event. So coverage is across all family groups, even the ones that are feuding. Definitely, there is connection right through. P18

Comment was also made about the risk-management process, which includes ensuring a responsible adult signs a permission slip before a young person can participate in *Good Mob* activities. A concern was raised that this process impacts those children whose parents and caregivers are absent or unavailable, thus excluding the most 'at risk' children.

Find ways to include those who find it hard to get permission slips etc  
I just think it's a barrier for a lot of the kids that we are working with.  
P1

**Recommendation 8:** Ensure that risk management processes do not exclude children from participating who are most 'at risk'.

## 5.5 Building the capacity of the GSAC Board for long term sustainability

The GSAC Board includes many longstanding members who have a high level of trust for the management. However, there was recognition that GSAC processes of minuting and documenting decisions have been neglected. Improving GSAC's governance is a high priority for the senior management and Board members.

We've got really, really good governance around money management...[but] all those things...once you've got them in place it's one thing, but you need to ongoingly make sure that those things are being taught throughout the organisation and reaffirmed every year.

Because good governance makes for a good organisation. Even if the organisation fails, you don't want the organisation to fail because of governance. P15

In terms of Board membership, new, younger members have recently joined the Board but not overcome a perception among some community members that 'it's a family business'. The appointment of family members on Aboriginal corporations can be a contentious issue. A number of interviewees noted that the Chair of the Board is the partner of the Executive Officer and that situation represents a governance "red flag" in terms of the Board's role in providing independent and considered oversight of the Corporation's activities. There was a strong view in some quarters that the GSAC Annual General Meeting should be widely advertised and promoted.

I'm pretty sure it would be the same members for the last how many years. If people don't turn up for the meeting, then so be it. They can say they put it out there... P14

GSAC's Board and management is acutely aware of their vulnerability to loss of funding. A Board member said

...we probably do need a strategy moving forward, given the fact that this is the last year of funding. If you can get to year four... this thing could be looking like an F1 machine rather than a ...Corolla. ....We can't have the money just fall away .... at the moment... we've got some people, but their development will stall, and that's what we don't want. So you need that [a strategy].....and then you can start making bigger plans and bigger and future things. Like the two years is great, but the first year was all about developing and getting ... the structures and building. We're in the second year and we've just started to move forward. But if all of the wheels fall off then there goes our Corolla. P15

One approach to long-term sustainability under consideration by GSAC is the purchase of a property or properties that could provide income to the organisation, possibly an indoor sporting venue. However, a small not-for-profit organisation is not well placed to become a business. One suggestion from a partner organisation is to strengthen the Board by appointing members with strategic and organisation-building expertise.

Under their current structure and funding they can't do more... [but] they could use the potential of the Board much more. They could have people with strong planning and strategic skills on the Board and bring in expertise that way. For example, to build a business case for a property. Otherwise, strategic priorities for sustainability for example, will remain a dream. If they want to get off the treadmill of just 'hanging on' to the current situation, they need to look for ways of bringing ideas and support into the organisation. There is so much goodwill and respect for GSAC – they could build a stronger Board. P26

**Recommendation 9:** Explore options for strengthening Board input and community ownership:  
1) If retaining the current community representative model, ensure Board elections and appointments are open and transparent

2) Review the merits and disadvantages of moving to a Board that includes skills-based appointments (while still ensuring Aboriginal community ownership)

## 6. Conclusion and recommendations

As noted in the 2018 Evaluation, the first year of the *Good Mob* program saw many outstanding achievements, not the least being GSAC successfully and dramatically increasing its scope and capacity virtually overnight through hiring excellent staff and establishing and expanding a strong network of solid partnerships.

The second year of operation has built on those successes and deepened the impact on individuals and communities. In particular, this 2019 evaluation has shown that *Good Mob* enables substantial value-adding to other programs and services, including education, policing, health and wellbeing, and community-building. The evaluation has demonstrated that *Good Mob* is addressing an enormous need, particularly in small towns, where limited civic infrastructure and activities that build opportunities for young people present huge challenges for the whole community. The *Good Mob* program is performing a powerful function in addressing rural disadvantage in the Midwest.

As the *Good Mob* program has grown, the learning needs of staff in effectively engaging with and supporting young people have also increased. In particular, training of staff around managing difficult behaviour and supporting the psychosocial needs of youth should be a high priority for the organisation. These training needs should be built in to the basic training offered, to ensure the staff are well prepared to engage safely, consistently and effectively with participants. As mentioned above, the needs for training and more whole-team meetings were raised in the 2018 Evaluation and have not fully been addressed. The capability and infrastructure exists in all three sites to allow GSAC to use platforms such as Zoom for delivering training and for meeting together across sites. The evaluation team strongly recommend GSAC use this or similar technology to benefit staff and the whole program.

With an explicit focus on Aboriginal employment, the *Good Mob* program is contributing to community wellbeing through offering casual and contract positions. The evaluation has shown there are advantages and disadvantages of this mix of staff, particularly where casual staff are young and given opportunities to gain experience working with older, experienced staff. However, the organisation has had very limited capacity to provide structured training and support to develop the skills of its staff for the roles that now extend beyond sport.

It was evident to the evaluation team that the hard work and personal relationships of the Executive Officer of GSAC underpin the achievements of the organisation in the *Good Mob* program. The role is critical and the relationships lead to partnerships that mean GSAC can achieve so much across multiple sites with large geographical spread. However, GSAC's reliance on the position of the Executive Officer without an understudy places considerable load on the EO who has administrative, planning, reporting, staff support and sporting engagement and coaching roles. The appointment of a person dedicated to supporting training for staff in the organisation and who could reduce the load on the EO is proposed. This support would reduce the organisation's vulnerability from reliance on a single individual, allow the Executive Officer to have time off for a break or in the event that they need to take time out for some reason, and provide further development and support to the excellent *Good Mob* staff on the ground.



GSAC as an organisation recognises its needs to develop stronger governance and to build succession planning in the Board. Feedback from within GSAC and from the community indicates a need to open up to broader community input, feedback and participation. This can only make the organisation stronger.

## Recommendations

- Recommendation 1:** Basic training in youth mental health and referral should be included in the core suite of essential training for GSAC staff, including casual staff where possible, with regular debriefing opportunities and refresher training provided. Use of videotelephony meeting technology could assist this.
- Recommendation 2:** GSAC seeks basic skills training in managing difficult behaviour for all staff including casual staff. Use of videotelephony meeting technology could assist this.
- Recommendation 3:** GSAC EO ensures that *Good Mob* staff and school principals meet regularly, and develop and adhere to clear agreements about programs, with greater attention to ensuring that any necessary changes are discussed/communicated among the parties. Use of videotelephony meeting technology could assist this.
- Recommendation 4:** Build leadership and management skills in the organisation to share the workload and reduce dependence on the Executive Officer.
- Recommendation 5:** GSAC advertises employment opportunities widely within the community
- Recommendation 6:** GSAC investigates the possibility of offering school-based and other traineeships to staff in full-time and casual roles.
- Recommendation 7:** GSAC to develop a process to seek wide community feedback and suggestions for improving the program, for example by having a community fun day or circulating a survey.
- Recommendation 8:** Ensure that risk management processes do not exclude children from participating who are most 'at risk'.
- Recommendation 9:** Explore options for strengthening Board input and community ownership:
- 1) If retaining the current community representative model, ensure Board elections and appointments are open and transparent;
  - 2) Review the merits and disadvantages of moving to a Board that includes skills-based appointments (while still ensuring Aboriginal community ownership).

## Appendix 1

Organisations with representatives interviewed for the *Good Mob* Evaluation. In addition to organisational representatives, a number of community members were also interviewed.

Organisation
Bluff Point Primary School
City of Greater Geraldton
Former GSAC employees
GSAC Board
GSAC / <i>Good Mob</i> staff
WA Centre for Rural Health
Police Mullewa
Police Mount Magnet
Wirrpanda Foundation
Stephen Michael Foundation
National Indigenous Australians Agency
Mullewa District High School
Mt Magnet District High School
Police and Community Youth Centre (PCYC) Geraldton
Midwest Employment and Economic Development Aboriginal Corporation (MEEDAC)
Girls Academy (Geraldton Senior High School)

## Appendix 2

Report on responses to Recommendations from the 2018 Evaluation of the first year of operation of the *Good Mob* program.

Evaluation 2018 Recommendation	Response
<p><b>Recommendation 1:</b> The organisation employ an office assistant to assist the EO, for example with input of financial data, particularly during school holiday programs and other high-intensity periods.</p>	<p>An office junior has been employed.</p>
<p><b>Recommendation 2:</b> GSAC prioritises and plans a staff training program based on identified needs including a focus on leadership skills, staff supervision of casuals, planning, organisational policies, procedures and the range of performance indicators.</p>	<p>Some opportunistic training offered by partner organisations has been taken up (Rock and Water, Family Wellbeing, etc). Training organised by GSAC has been largely focused on the essential areas of compliance, First Aid etc. As noted in the 2019 evaluation, funding is limited and there is no capacity to implement a full training program.</p>
<p><b>Recommendation 3:</b> GSAC recognises the importance of dedicated time for training related to organisational requirements and achieving KPIs beyond sport (for example, educational outcomes).</p>	<p>See above. GSAC relies heavily on partner organisations to provide expertise in the wellbeing and education aspects of the program.</p>
<p><b>Recommendation 4:</b> GSAC maximises opportunities to share expertise and resources (e.g. checklists) within the team across the three sites. Video link or teleconferencing should be considered to reduce costs and increase <i>Good Mob</i> meeting opportunities. The involvement of casual staff in team meetings could help ensure there is a common understanding and that GSAC administrative processes are understood and followed.</p>	<p>Management has focused on supporting individual staff members by phone. Some staff would like more whole-team meetings by video or teleconferencing and more visits by the Executive Officer to the smaller towns. There has been improvement in following administrative processes.</p>
<p><b>Recommendation 5:</b> <i>Good Mob</i> staff contact key partners well in advance to plan programs so that programs linked with schools are developed before the term begins. The <i>Good Mob</i> encourage partner organisations to communicate and confirm their interest in program involvement prior to program scheduling.</p>	<p>Some partners reported <i>Good Mob</i> staff were allowing longer lead and planning times for collaborative projects in 2019. With the change of principal at Mount Magnet District High School, it would be beneficial for GSAC EO and the <i>Good Mob</i> team to meet with the new principal to discuss and agree on how programs will be planned and implemented, with responsibilities of all parties clearly laid out. Ideally, last minute changes to agreed plans should be avoided.</p>
<p><b>Recommendation 6:</b> <i>Good Mob</i> senior management identify how more support can be provided to the remote sites in terms of planning, ideally by being directly involved in program scheduling or delegating it to a staff or subcontractor with relevant skills.</p>	<p>As Recommendation 4 above.</p>
<p><b>Recommendation 7:</b> GSAC and partner organisations explore ways to jointly plan and</p>	<p>Partners reported <i>Good Mob</i> staff were allowing longer lead and planning times for collaborative projects in 2019. While there has been improvement</p>

Evaluation 2018 Recommendation	Response
deliver programs to ensure better integration and use of resources.	in planning in partnership with other agencies, partners continue to report a wide variation in expectations between <i>Good Mob</i> staff and partners around the amount of time needed to effectively plan a robust program.
<b>Recommendation 8:</b> More attention is given to planning of school engagement programs in each site, ensuring the involvement of the school, GSAC and other partners. Additional help in Mt Magnet and Mullewa is provided to ensure meetings are regular and outcomes are documented.	This is dependent on school engagement which has been variable between the three sites.
<b>Recommendation 9:</b> GSAC engages (and where necessary, funds) partners or appropriate qualified people to assist with strengthening literacy and numeracy outcomes in the holiday programs, breakfast programs and homework classes.	Responsibility for these outcomes continues to lie with partner organisations that have education expertise. GSAC has paid for licenses for software (e.g. Reading Eggs) which has been of enormous benefit.
<b>Recommendation 10:</b> GSAC engages (and where necessary, funds) partners or appropriate qualified people to assist with education about healthy eating and good food choices in holiday and breakfast programs.	The quality of food offerings has been good and one partner commented they were learning from GSAC's approach to healthy food. WACHS 'Food Sensations' staff in Geraldton have been generous with assistance to WACRH in Mt Magnet and collaborative holiday and after school programs have ensured healthy food options.
<b>Recommendation 11:</b> GSAC offers support and advice to other areas wishing to engage families and individuals in similar programs.	Evaluation partners reported the <i>Good Mob</i> program gives them a valuable conduit to families and community engagement.
<b>Recommendation 12:</b> GSAC adds programs for engaging teenage girls, particularly in Mullewa.	In 2019, Mullewa commenced 'Shooting Stars', an intensive netball and social engagement program specifically for girls. While not a GSAC initiative, the program has increased options for girls in Mullewa. In Mt Magnet, the SHINE program for girls was initiated by Ramelius Gold Mine and was due to run in partnership with GSAC in Term 1 2020 but was put on hold, firstly due to the school emphasising attendance and routine, and then due to Covid-19.
<b>Recommendation 13:</b> GSAC continues to actively nurture the young leaders who are coming through the organisation as staff and trainees.	Some staff interviewed reported excellent support and a nurturing organisational culture. Others recognised the need for more support and training, particularly in mental health, in managing difficult behaviour and in developing ideas for programs.
<b>Recommendation 14:</b> GSAC is mindful of the need to consolidate and strengthen existing programs and act cautiously around new opportunities that could over-extend it as it manages increased demands and expectations being placed on it by partners and communities.	Unfortunately, funding insecurity and the need to find alternative funding streams puts undue pressure on the organisation, which does not have the capacity to become a money-making concern.