

The Song Room

*Providing opportunities for enhanced learning & development
for disadvantaged children through music and the arts*



The Song Room Vision

That all Australian children have the opportunity to participate in music and the arts to enhance their education, personal development and community involvement

Children who learn music & arts
have improved:

- *Educational Outcomes*
- *Social & Communication skills*
- *Personal Development*
- *Connection to school*



As a result they are more likely to stay at school & have successful futures

The purpose and evidence

- ❖ **Clear international research* on benefits of creative learning for child development**
 - ❖ Improved learning outcomes
 - concentration, language & reading skills, cross disciplinary skills, problem solving
 - ❖ Enhanced Social outcomes
 - communication, teamwork, attitudes and classroom participation, retention rates
 - ❖ Personal development
 - self-esteem, confidence, self-directed learning
- ❖ **Strong evidence# of gaps in opportunities for children in Australia**
 - ❖ As few as 1 in 4 public primary schools have specialist music teachers
- ❖ **Level of engagement in school a key factor in predicting future success**
 - *early intervention programs required*
- ❖ **Demonstrated effectiveness of Music / Arts in engaging children in school**

Clear evidence of improved learning / social outcomes

* Champions of Change, The Impact of the Arts on Learning (1999)

Trends in School Music Provision in Australia (The Stevens Report 2003) & National Review of School Music Education (November 2005)

The Song Room Communities

*Over 700,000 Children in Australia have NO MUSIC teachers at school
... and it is often **those who need it most that miss out***

- 🎵 Socio-economically Disadvantaged
- 🎵 Indigenous Communities
- 🎵 Learning, Health & Disability Challenges
- 🎵 New Arrivals & English as a Second Language
- 🎵 Disengaged, Behavioural Problems & Juvenile Crime
- 🎵 Early Intervention
- 🎵 Geographically Isolated



140,000 Children Reached by The Song Room's Programs so far...

The Song Room Programs

Program Components

School workshop programs

Performance programs

Community holiday programs

Capacity building & sustainability

Partnerships & collaboration

Evaluation & research

Description

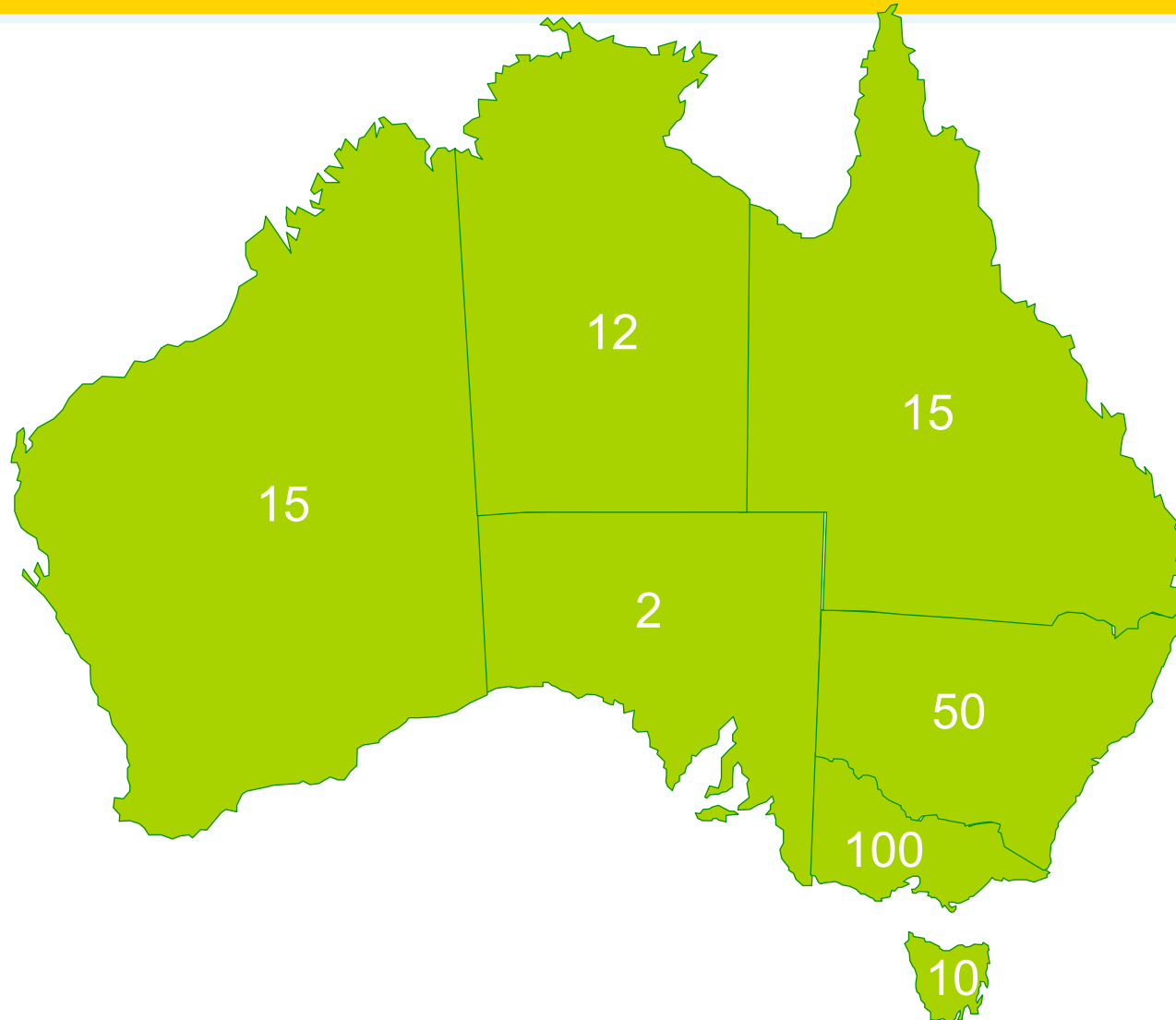
- Tailored to the needs & resources of each school
 - Long-term programs for sustainable outcomes
 - 4000 days in 200 schools in 2008 – 40,000 children for 6 months each
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- Opportunity for kids to perform at school or community venue
 - Access to high quality performance experiences through partnerships
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- Positive engagement in diverse activities during the holiday period
 - Involvement of parents and wider community
-
- Instruments, professional development, teaching resources etc
 - Membership program providing a range of online resources
 - Tailored sustainability plans developed for each school
-
- Expanding opportunities for participation in arts & community programs
 - Schools, Arts organisations, Community Services, Business & Government
-
- Professional evaluation for continual quality improvement
 - Building knowledge & best practice in Australia through research program

The unique nature of our programs

- ✓ No cost to school community, who would otherwise not have access
- ✓ Focus only on disadvantaged children with the highest need for engagement
- ✓ Tailored to each school / community need for the greatest impact
- ✓ Long-term interventions for a minimum of 6 months on a weekly basis
- ✓ Build capacity to develop sustainable outcomes
- ✓ Include a range of music and arts interventions
- ✓ Adopt a partnership approach with community and arts organisations



The Song Room's National Reach



The Song Room Evaluation Outcomes

Feedback from schools

❖ *Achievement of agreed objectives*

- ❖ **100%** of schools stated the agreed aims of the programs were achieved
- ❖ Indicated through student learning outcomes, confidence, motivation, concentration, engagement in class, participation, feedback from teachers and parents to school


❖ *Access to music / arts programs without The Song Room*

- ❖ **96%** indicated they would have no access without The Song Room
- ❖ 4% indicated only limited access would be available
- ❖ Reasons being limited funds and expertise, students' lack of access to private tuition, isolated communities.

❖ *Impact of the programs*

- ❖ Improved **learning** outcomes included language skills, goal setting, listening skills, concentration, music knowledge and skills, etc
- ❖ Enhanced **social** outcomes including, cooperation, communication, enthusiasm for learning, team work, participation, improved class behaviour etc
- ❖ Improved **personal** outcomes including confidence, self-esteem & expression, etc
- ❖ **100%** indicated that the program reached students who were otherwise disengaged or who had behavioural problems

Broader Outcomes Summary

TARGET AUDIENCE 	OUTCOMES
Students	<ul style="list-style-type: none"> → Learning outcomes → Social outcomes → Personal outcomes
Schools	<ul style="list-style-type: none"> → Engagement with Students → Whole school learning outcomes → Building sustainable music programs
Teachers	<ul style="list-style-type: none"> → Professional Development → Building capacity and confidence
Families	<ul style="list-style-type: none"> → Participation with school → Network building
Community	<ul style="list-style-type: none"> → Involvement & connection with schools → Cultural sharing → Community cohesion

Sustainability ensured through capacity building & resource investment

Case Study

Tregear Public School, Western Sydney

- ❖ Tregear PS currently has 485 students with 21% identified as being from an **Aboriginal or Torres Strait islander** family and a further 37% identify as **Samoan or Tongan**.
- ❖ Tregear, in Sydney's west, is socio-economically disadvantaged with an **unemployment rate of 10.4%**
- ❖ Tregear PS is one of the 63 Priority schools in an area of identified **high juvenile crime**.
- ❖ Highly **disengaged students**, with very high absenteeism, and frequent social/behavioural problems and welfare concerns
- ❖ Needed a program to **re-engage children**

The Song Room programs include:

- ❖ Weekly workshop programs in the school
- ❖ Tregear performed at the Sydney Opera House
- ❖ Holiday workshop programs
- ❖ Capacity building & resource donation
- ❖ Programs tailored to cultural background & needs



"I was extremely impressed with the excellent organisation in the operation of The Song Room workshops and the wonderful response from the students and teachers alike"

Principal, Tregear PS

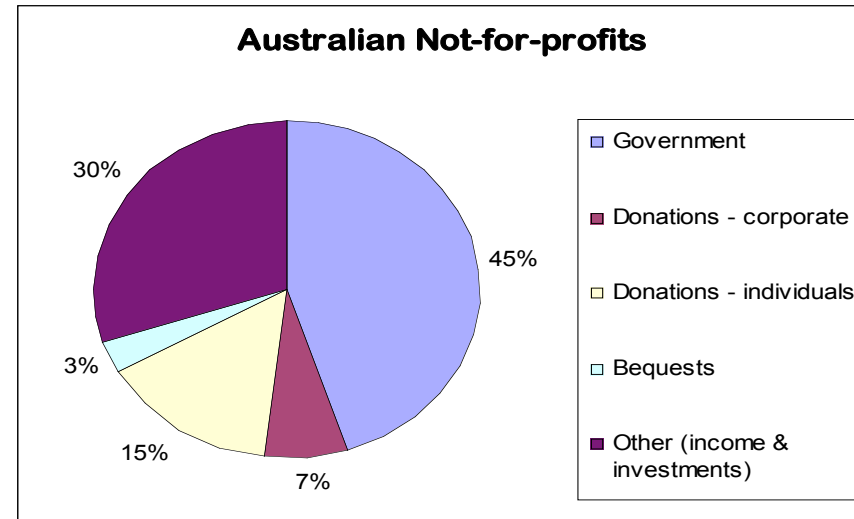
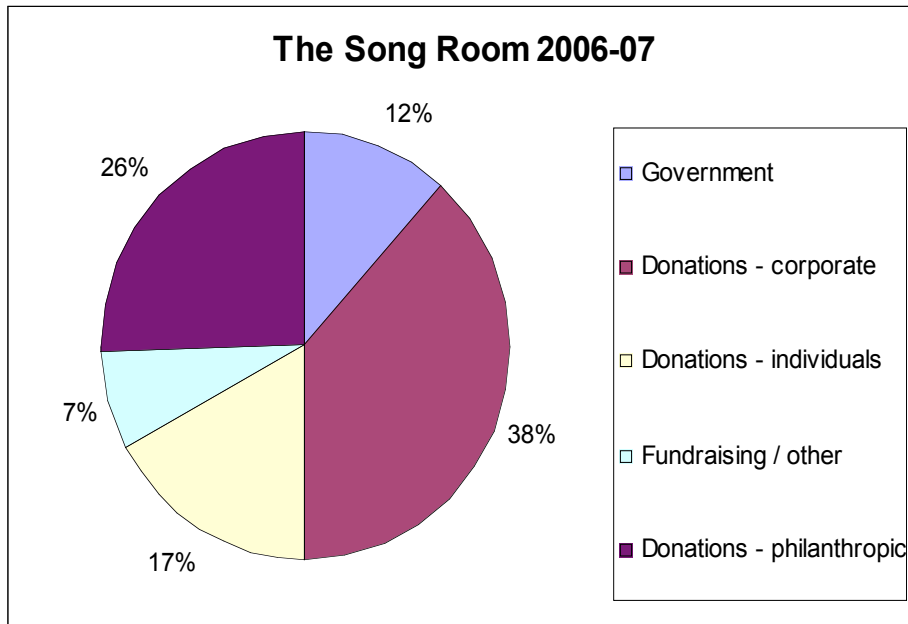
"I was able to share my traditional Maori songs with my children for the first time, because the environment allowed me to do it, and I was able to share that with the other children too"

Georgie - Parent

Partnership approach to funding and implementation

- ❖ *Improving the educational, social and personal outcomes for Australian children and communities is in the interests of a broad range of stakeholders, including:*
 - ❖ Cross Government Departments
 - ❖ Schools, particularly those with more disadvantaged student populations
 - ❖ The education community including principal, teacher and parent organisations
 - ❖ Business & industry, for whom they are future employees and consumers
 - ❖ Philanthropy, who are often particularly interested in disadvantaged groups
 - ❖ Families, individuals & the wider community, including community service providers

Sources of funding

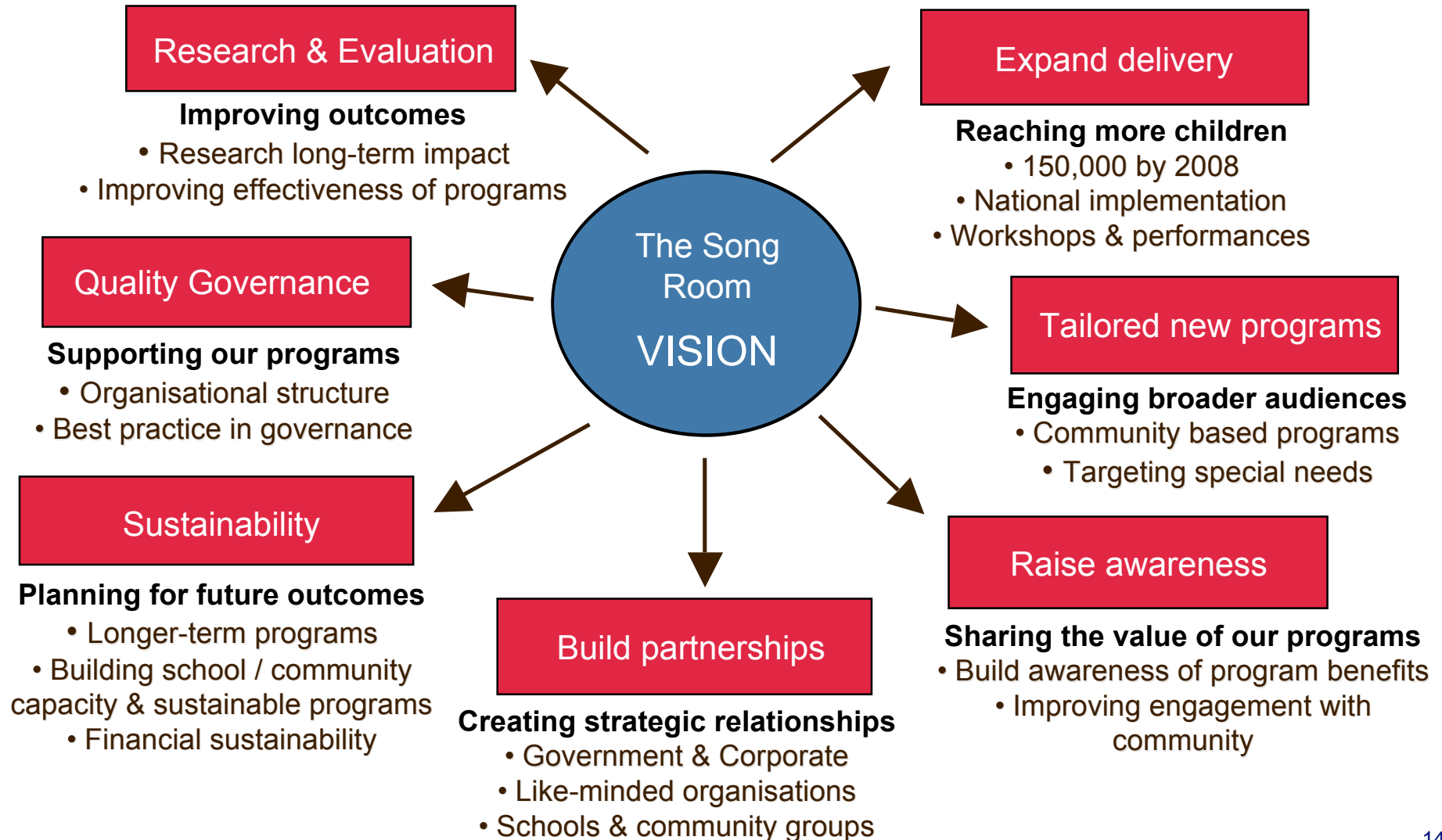


2006/07 budget of \$1.3 million
2007/08 budget of \$2.7 million

Major Partnerships Include

Government	<ul style="list-style-type: none"> → Federal Attorney General's Department → Federal Department of Education → Federal Department of Immigration → NSW Attorney General's Department → Victorian Department of Education and Training 	
Philanthropic	<ul style="list-style-type: none"> → Rio Tinto Aboriginal Fund → Scanlon Foundation → Shine On Foundation → The Scobie and Claire McKinnon Trust 	<ul style="list-style-type: none"> → Trust Foundation → Calvert-Jones Foundation → IOOF Holdings Trust → Bennelong Foundation
Corporate	<ul style="list-style-type: none"> → Macquarie Group Foundation → Xstrata → Rio Tinto Coal Australia → Phonographic Performance Company Australia 	<ul style="list-style-type: none"> → Westpac Foundation → Foster's Group → Australia Post → Channel 10
Arts / Community	<ul style="list-style-type: none"> → Relationships Australia → Indigenous Coordination Centre → Music Industry including: PPCA, Major Record Companies, Allans Music → Multicultural Education Services → Australian Chamber Orchestra, National Gallery of Victoria, State Symphony Orchestras 	

Our Strategic Objectives (2005-2008)



The Song Room Governance

Patrons

Hugh Morgan AC, Sir John Holland AC, Sue Natrass AO

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N. Brand	(Secretary) Lawyer, Partner, Partner, Bazzani Scully Brand
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M. Barlow	Director, Boston Consulting Group
R. Casey	Director of Development, Victoria University
A. Darbyshire	Managing Director / Founder, Pacsoft Australia

NSW Advisory Committee

Jeremy Barlow, Ian Enright, Deirdre Plummer, Larry Robertson, Stephen Peach

The Song Room



Engaging Young People through Creativity