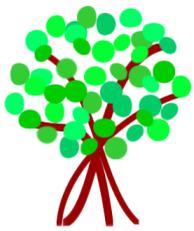


*Community Health Advancement
and Student Engagement*

2017 Annual Report

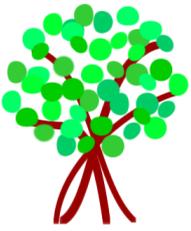


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Attendees at the annual CHASE Showcase at Copperfield College.



WELCOME

Welcome to CHASE (**Community Health Advancement and Student Engagement**). Founded in 2013, CHASE is an innovative not-for-profit organisation in which youthful mentors partner with secondary schools and community leaders. CHASE works to improve health literacy amongst disadvantaged students through education and mentoring. With a focus on social determinants of health, the CHASE program delivers a diverse preventative health curriculum to educate secondary school students about health issues relevant to their communities.

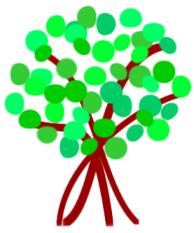
MISSION, VISION, AIMS & VALUES

Our **mission** is to engage, educate and empower students to achieve their potential and create healthier lives for themselves and the community. Our **vision** is to create a movement of young people empowered to combat preventable disease.

We **aim** to educate students about preventative health and give them the tools to take control of the health of both themselves, and their community.

We **value**:

- **Innovation**
We educate, engage and empower.
We strive to bring creative solutions to challenging situations.
- **Recognition**
We acknowledge and appreciate the volunteers who make us successful.
We appreciate and respect our partners, stakeholders and supporters.
- **Integrity**
In everything we do we expect and provide excellence and honesty.
What we do, we do for the right reasons.



WHY THE WESTERN SUBURBS?

Encompassing Brimbank, Hobsons Bay, Wyndham, Maribyrnong, Moonee Valley, Melton and Moreland municipalities, the Western suburbs inclusive of Moreland consist of some of the most socioeconomically disadvantaged people in metropolitan Melbourne.

KEY STATISTICS

Melbourne's metropolitan west is an area experiencing strong population growth and high rates of chronic diseases compared to national averages. Brimbank, a municipality in the metropolitan west, is the second largest municipality in Melbourne and is considered an area of relative disadvantage for the following reasons^{1 2 3}:

- The fourth highest unemployment rates in Victoria at 8.3%.
- Highest proportion of people self-reporting poor health in Victoria.
- High level of cultural diversity with 34% of the population born overseas.
- Second lowest rate of English proficiency in Victoria.
- Significantly lower proportion of people eating the recommended daily serves of fruit and vegetables (2.2% compared with 5.2% for Victoria).

In addition⁴:

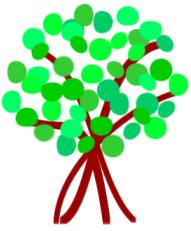
- Health and community services in Melbourne's West are significantly underfunded and under-resourced.
- Melbourne's West far exceed the Victorian Type II Diabetes average. Up to 1 in 7 people in Melbourne's West has the disease, compared with 1 in 30 for the whole of Victoria.

¹ Department of Health. Metropolitan Health Plan Technical Paper. May 2011

² Brimbank Council. Mapping Brimbank's Diversity. January 2015

³ Regional Development Victoria. Building Healthy Communities in Melbourne's west. July 2015

⁴ LeadWest. Western Agenda 2012 - 2016. July 2012



MESSAGE FROM OUR CEO

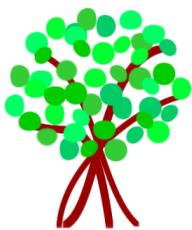


CHASE is a young organisation that is rapidly growing; expanding its reach in Melbourne's metropolitan west. I've been with CHASE for over 3 years and I've witnessed first-hand the transformative effects that the CHASE program can have on a student's life. We aim to empower young people by providing access to knowledge and resources and equipping them with health literacy skills they will need to traverse life.

My motivation for joining CHASE stems from my lived experience as a disadvantaged student from the western suburbs of Melbourne. In Year 9, I was classified as an 'at-risk' student, on the verge of dropping out. However, in Year 10, my school had a year-long mentoring program that aims to promote and improve the educational, academic and professional outcomes of disengaged Year 10 boys. This mentoring program had a profound impact upon not only my education but also my life. I could name a million things that the program did for me but the one thing that I am grateful for was that it gave me an opportunity. It gave me an opportunity to become who I am today, it gave me an opportunity to reconnect with my education, it gave me an opportunity to fulfil the potential I had locked inside of me.

In Melbourne's metropolitan west, student ability is spread evenly but unfortunately opportunity isn't. What I've learnt now is that disengaged and disadvantaged students don't lack ability, they lack opportunity. So, whilst CHASE aims to improve the health literacy of disadvantaged students, at the core of what we do, we also aim to give students an opportunity. CHASE provides an opportunity for students to access preventative health knowledge, empower themselves and engage with their broader community to become future leaders. We are partnering with new schools every year, recruiting more mentors every year and improving the delivery and quality of the CHASE program every year. CHASE is connecting with more students in more schools across metropolitan Melbourne. It has never been a more exciting time to be a part of CHASE.

Michael Lim
Chief Executive Officer



HIGHLIGHTS FROM 2017

COHEALTH GRANT

CHASE was a recipient of a grant from cohealth to the value of \$7500. This grant is to be used to provide professional development to the CHASE committee in 2018 and help CHASE with the implementation of Action Phase, particularly the community or school-based projects students and mentors will be completing.



CHASE at the miniCHASE Induction hosted at RMIT

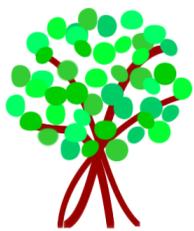
RELATIONSHIP WITH RMIT

CHASE established a relationship with RMIT University in 2017 in order to support our recruitment processes throughout the year, particularly during the CHASE and miniCHASE program recruitment. This relationship has proved to be mutually beneficial for CHASE and RMIT, and will continue to grow in 2018.

MINICHASE AT VUSC

The pilot miniCHASE program was held at VUSC in Term 3 2017. The program was run by mentors recruited from RMIT and proved to be a success for all parties involved. VUSC have now signed on as a partner school in 2018 and we are hopeful this relationship will flourish in the years to come.





OUR SCHOOLS IN 2017



Brunswick Secondary College have been with CHASE since 2017. The school sits in the Moreland City Council municipality. 18 students participated in the CHASE program in 2017.



Copperfield College have been with CHASE since its inception in 2013. The school sits in the Brimbank City Council municipality. 120 students participated in the CHASE program in 2017.



Essendon Keilor College have been with CHASE since its inception in 2013. The school sits in the Moonee Valley City Council municipality. 11 students participated in the CHASE program in 2017.



Mount Alexander College had been with CHASE since in 2016. The school sits within the Moonee Valley City Council municipality. 55 students participated in the CHASE program in 2017.



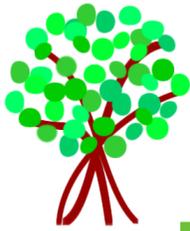
St Albans Secondary College have been with CHASE since 2016. The school sits in the Brimbank City Council municipality. 55 students participated in the CHASE program in 2017.



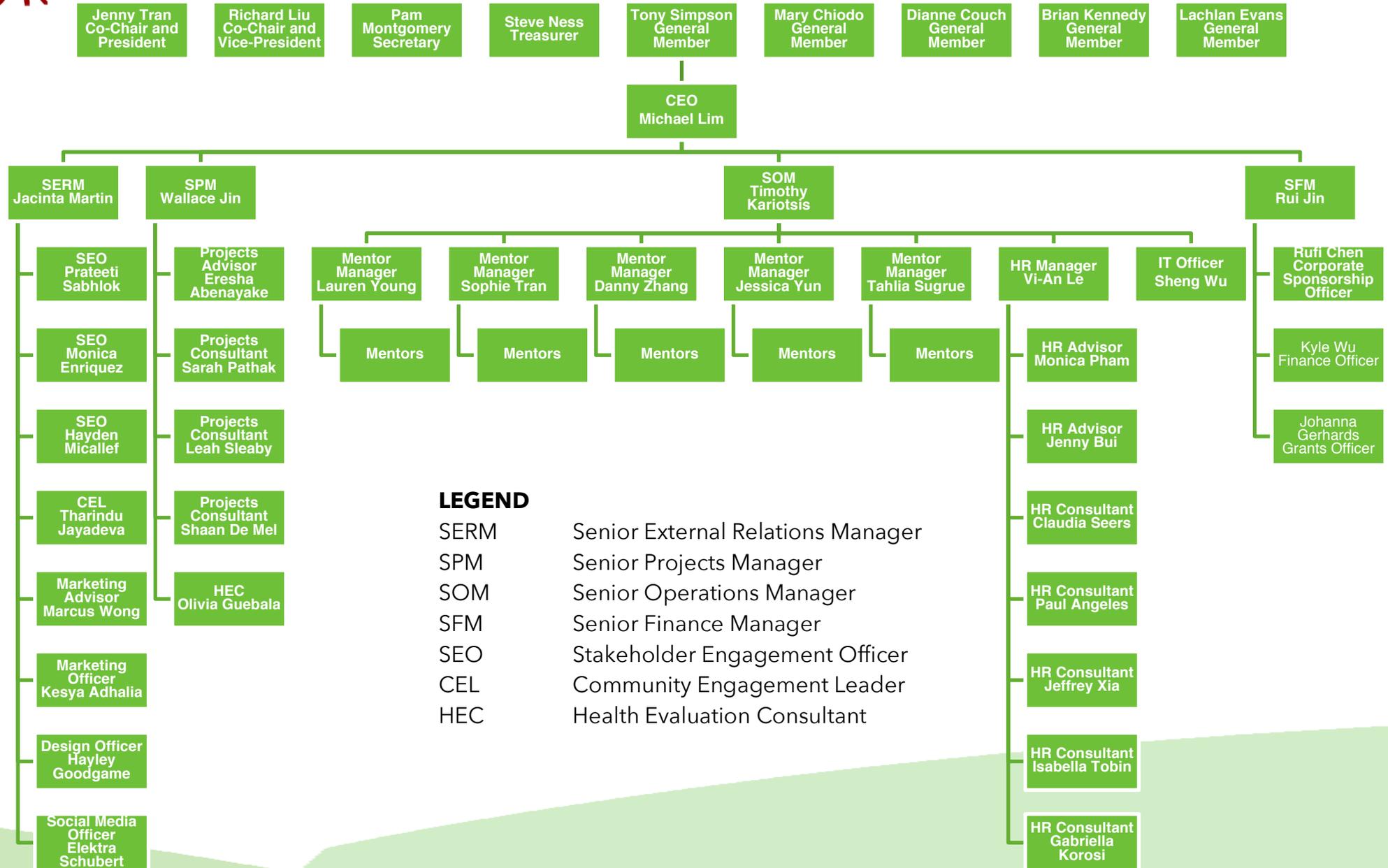
Staughton Secondary College had been with CHASE since its inception in 2013. The school sits within the Melton City Council municipality. 50 students participated in the CHASE program in 2017.



Victoria University Secondary College participated in the miniCHASE program for 2017. The school sits in the Brimbank City Council municipality. 55 students participated in the miniCHASE program in 2017.

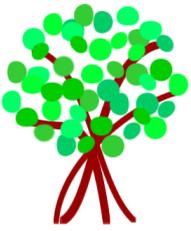


OUR ORGANISATION IN 2017



LEGEND

- SERM Senior External Relations Manager
- SPM Senior Projects Manager
- SOM Senior Operations Manager
- SFM Senior Finance Manager
- SEO Stakeholder Engagement Officer
- CEL Community Engagement Leader
- HEC Health Evaluation Consultant



PORTFOLIO RESPONSIBILITIES

Our Board

The board ensures that the fundamental principles of CHASE, embodied in its Missions, Values and Strategic Initiatives are implemented. The Board aspires to excellence in governance standards. The Board meets with the CEO and the Senior Managers on a bimonthly basis.

Our CEO and Senior Management team

Led by the CEO, the Senior Management Team are responsible for the day to day management of CHASE. Each Senior Manager is responsible for their own respective portfolio and the implementation of the CHASE Strategic Plan. The Senior Management team and their respective portfolios meet on a monthly basis.

Operations

The Operations team provide strategic and operational guidance for CHASE including mentor management, human resources and IT services.

Projects

The Projects team work to develop the CHASE curriculum; ensuring that information is current and reliable. They are also responsible for organising and coordination mentor training workshops and monitoring students Action Phase projects.

Finance

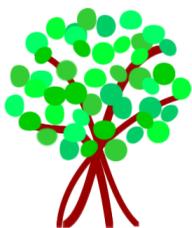
The Finance team is responsible for the financial sustainability of CHASE by monitoring its financial plans and reports as well as raising revenue through fundraising and sponsorship.

External Relations

The External Relations team liaises with CHASE schools and community partners, acting as an intermediary between external stakeholders and CHASE members. This team is also responsible for CHASE's branding and marketing strategy.

Mentors

Students participating in the CHASE program are encouraged and supported by our enthusiastic and passionate CHASE mentors. CHASE mentors deliver all workshops. They facilitate discussions and run activities in their classes to help inform, engage and empower their students.



EVALUATION SUMMARY REPORT

An internal evaluation was conducted across the seven schools in order to gain an understanding of the impact that the CHASE program has made on the participating Year 11 VCAL students. A survey was distributed to all of the students and we received 140 out of 291 potential respondents. The results were divided into three categories; program implementation and delivery, program impact and program content. The results are as followed.

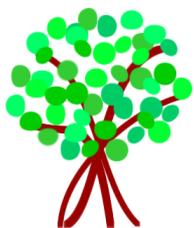
Program implementation and delivery

In the program implementation stage of this internal evaluation, we aimed to assess the reach of CHASE; in particular, to assess if the CHASE program content was engaging enough for the students. The survey asked the students *"how many sessions have you attended during Education Phase?"* Of the 140 survey responses, 71 students answered this section and the results indicate that 45 of the 71 students attended all six sessions, or 60%. This indicates a relatively high participation rate and that students were receiving the full extent of the CHASE program.

Furthermore, this section aimed to assess the CHASE program delivery by the mentors and how students perceived the education phase as facilitated by mentors. The general themes that emerged from the survey was that the students found mentors to be 'approachable' and they learnt new information and from them and that it was. One student from Staughton College stated, *"I learned a lot of things from the mentors that I have heard but didn't really know about it and how it is in our lives."* Another student from Mount Alexander College wrote in response to how they feel about mentors, *"I feel comfortable around them (mentors)."*



CHASE committee with Zi Wong from headspace Sunshine celebrating Essendon Keilor College's R U OK Day Action Phase project.



Program Impact

Program impact was aimed at assessing the effect that the CHASE program had on the students after the program had concluded. The aim was to discern whether students had enough information in order to gain access to health services, whether they understood the impacts of certain health issues and how they felt about the CHASE program overall. In general, students felt comfortable accessing health services; of the 140 surveys, 125 answered that section, with 118 students responding 'yes'. One student from Copperfield College stated that accessing health services felt "very, very easy now." This indicates that students have an in-depth understanding and are able to gain health services. This indicates that students have the right tools to have access to certain health opportunities.

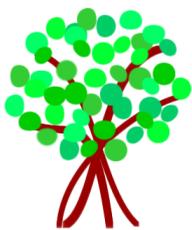
Program Content

The program content aspect of this evaluation was to assess the CHASE curriculum and to determine aspects that were working and those that could be improved. Overall, students enjoyed CHASE and in particular, they enjoyed learning a new topic each week in education phase. The overall themes that emerged from the surveys were that the students enjoyed learning new areas, enjoyed learning specific topics such as nutrition and that they felt comfortable around the mentors. One student from Essendon Keilor College explained "I like it because it shows me how they (mentors) feel about this topic." This indicates that students felt engaged with content and delivery from the mentors. Another student from Brunswick Secondary College stated, "I like how we get to learn new things every fortnight."

Similarly, students identified areas of the CHASE program that could be improved. This included certain topics they did not enjoy, or they did not understand. For example, a general trend was that students found the Social Determinants of Health topic difficult to understand. In response to this, we will be restructuring our workshops to retain this concept and teach it in the context of each of our health topics rather than teaching it as an abstract concept.



The CHASE ER team attending the End of Year event.



Learning

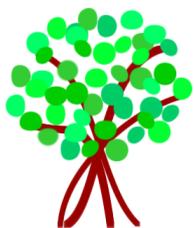
From this internal evaluation, it can be seen that there are certain areas in which the CHASE program is exceeding expectations of the participating year 11 VCAL students. The general trend indicates that the students were enthusiastic and felt engaged with the mentors and the content was new and enjoyable. It also demonstrated that the students learnt how to access health services independently. However, there have been some areas identified in which CHASE will aim to improve. This will include incorporating the Social Determinants of Health topic into the other health workshops in education phase in order to contextualise it for students. As a team, the CHASE committee will adjust accordingly to this new information that this internal evaluation has provided in order to strengthen all aspects of the program.

Limitations

This evaluation acknowledges that there were some limitations to this process. Firstly, this evaluation only assessed the Education Phase of the CHASE program and not the Action Phase. CHASE aims to evaluate other aspect of the program such as the mentor's retention rate and the effectivity of the action phase of the CHASE program next year. This will provide us with a clearer understanding of the success of the program, in terms of its strengths and necessary improvements to continue to develop. Additionally, the survey received 140 responses out of a potential 291. As a team will aim to improve respondent rates next year.

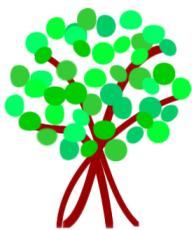


Students participating in the CHASE program at Copperfield College.



OUR SUPPORTERS IN 2017





HOW TO SUPPORT CHASE

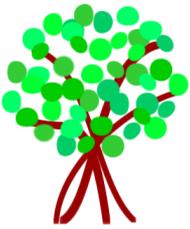
CHASE is 100% volunteer run from our Board through to our Committee and our Mentors. By becoming a supporter, you can help CHASE enrich the lives of young people through education, engagement and empowerment. You can support CHASE by donating to our organisation or through partnerships.

To donate, visit <https://www.givenow.com.au/chaseprogram> or go to our website, www.chaseprogram.org.au and click the "Donate Now" button. Your donation will not only help CHASE educate, engage and empower young people but it will allow CHASE to develop, promote and foster new and existing partnerships with local community organisations and health professionals. CHASE will be able to ensure that our volunteers, schools and students have all the resources they need available to them.

To find out how you or your organisation can partner with CHASE, please contact Tharindu Jayadeva, our Community Engagement Leader, via tharindu.jayadeva@chaseprogram.org.au or visit our website and lodge an enquiry.



CHASE committee members talking to students at the annual CHASE Showcase held at Essendon Keilor College.



2017 FINANCIAL REPORT

Community Health Advancement and Student Engagement

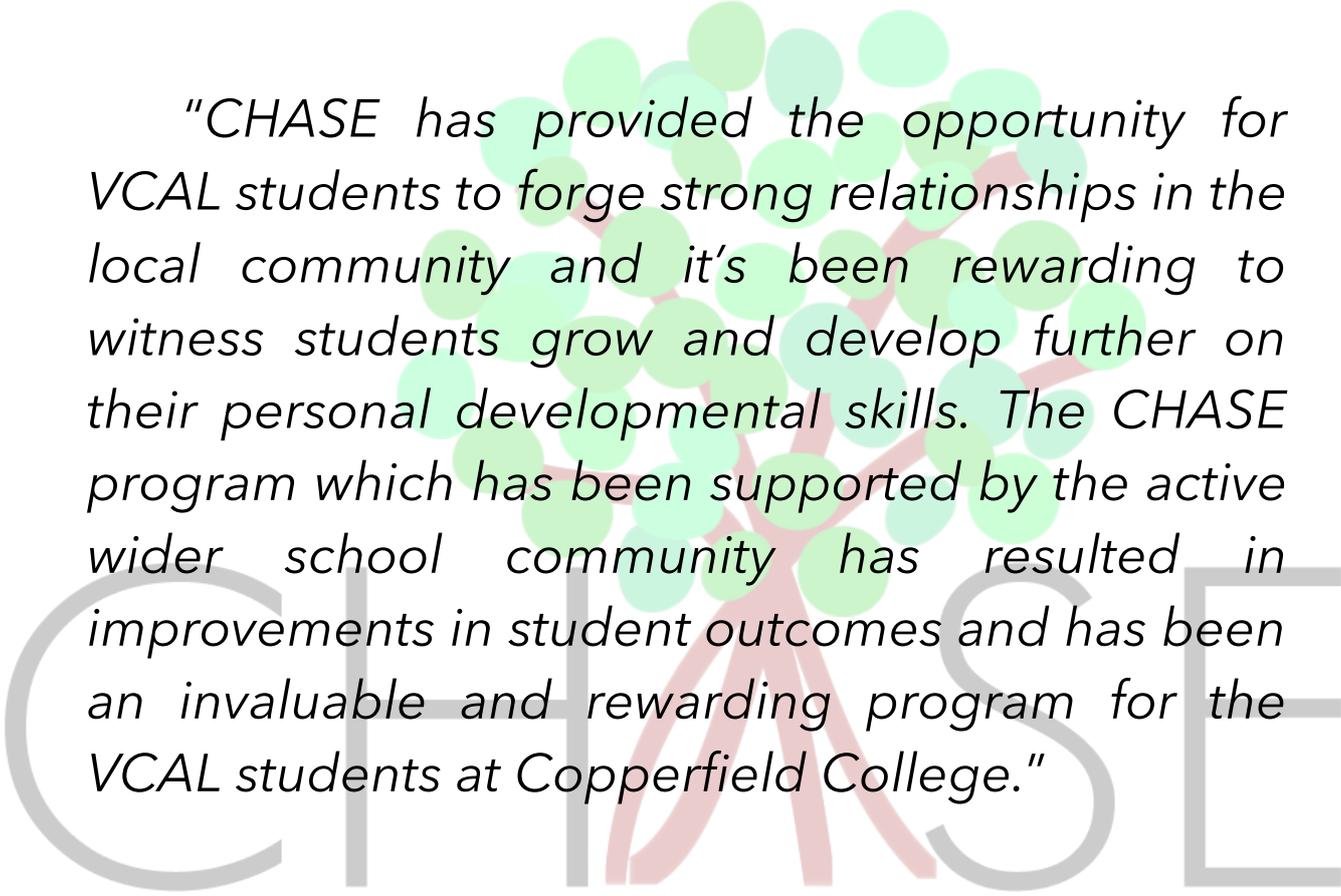


Balance Sheet As at 31 December 2017

	31 Dec 2017	31 Dec 2016
Assets		
Bank		
CHASE - Society Cheque Account	\$19,382.48	\$20,602.08
Total Bank	\$19,382.48	\$20,602.06
Total Assets	\$19,382.48	\$20,602.06
Liabilities		
Fundraising - Sales in Advance	\$0.00	\$0.00
Mentor Bonds - T-shirts	\$0.00	\$0.00
Business Card Bonds	\$238.98	\$0.00
General Accruals	\$18.75	\$55.50
Total Liabilities	\$257.73	\$55.50
Net Assets	\$19,124.75	\$20,546.56
Equity		
Current Year Earnings	-\$1,421.81	-\$4,477.22
Retained Earnings	\$20,546.56	\$25,023.78
Total Equity	\$19,124.75	\$20,546.56

Cash Flow Summary As at 31 December 2017

Opening Cash at Bank - 1 January 2017	\$20,602.06
Inflows	
Grants and Funding	\$9,500.00
Interest Revenue	\$0.00
Net Fundraising Inflows	\$2,895.63
Mentor Bonds Received (T-Shirts)	\$0.00
Total Inflows	\$12,395.63
Outflows	
Program	\$4,038.42
Human Resources	\$3,440.84
Marketing	\$2,418.88
Finance & Administration	\$3,717.09
Total Outflows	\$13,615.21
Net Inflow	-\$1,219.58
Closing Cash at Bank - 31 December 2017	\$19,382.48



"CHASE has provided the opportunity for VCAL students to forge strong relationships in the local community and it's been rewarding to witness students grow and develop further on their personal developmental skills. The CHASE program which has been supported by the active wider school community has resulted in improvements in student outcomes and has been an invaluable and rewarding program for the VCAL students at Copperfield College."

Lorenne Clarke
VCAL coordinator at Copperfield College
Delahey Campus