
PROSPECTUS

Ignite Mentoring 2022

Your guide to supporting Ignite Mentoring

Finance Manager | Hannah Batcock



Welcome

On behalf of Ignite Mentoring, I am pleased to invite you to support our organisation in 2022 and beyond, whether that be through a financial donation, ongoing sponsorship, or an in-kind donation. Ignite Mentoring is a student-run, not-for-profit organisation that aims to deliver dynamic and engaging soft-skill mentoring programs to high schools in low-socioeconomic areas in Perth. Our vision is a world where all young people are empowered to reach their full potential.

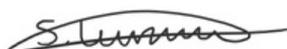
Our organisation currently consists of 300 mentors per year and operates across 6 schools in the Perth metropolitan region. At our current size, we have greater demand for our program from our existing schools and interest from new schools looking to introduce our program to their classes.

Our current barrier to expansion is sustainable funding to continue to recruit, train and manage our growing volunteer base and program development. By supporting Ignite Mentoring, you would be helping us attract more volunteers and deliver our program to more classes in order to meet the surplus demand for our programs where we currently cannot operate due to resource constraints.

As an organisation, our strategic goals over the next 3 years are grounded in expanding our volunteer pool and program size to reach more classes across more schools, further refinement of our programs in collaboration with industry professionals and consultation with partner schools, offer a greater number of excursions per year to our schools, increase the size and diversity of our mentor base across all tertiary education institutions – including TAFE -, and further mature our professional operations. Our longer-term operational goals include continued expansion and diversity of our mentor base, introduction of paid staffing and establishment of multiple resource centres. Helping us reach our full potential as an organisation will help us empower more students to reach their full potential.

Stephanie Lurssen, President

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About Ignite Mentoring

What is Ignite Mentoring?

Ignite Mentoring is a student-run, not-for-profit organisation that aims to deliver dynamic and engaging **soft-skill mentoring programs** to high schools in low-socioeconomic areas in Perth. Our vision is a world where all young people are **empowered** to reach their full potential.

Purpose Statement

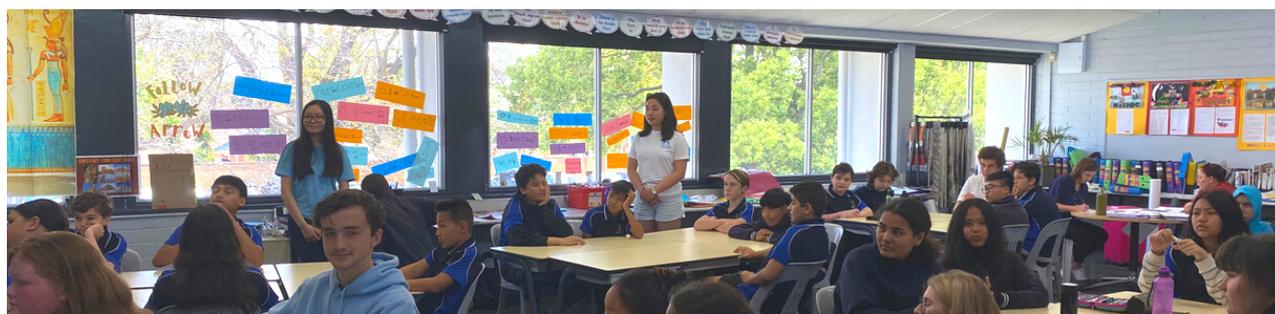
All young people should feel empowered to reach their full potential. Students from lower socioeconomic backgrounds often do not have access to as many opportunities that can develop their self-confidence and an understanding of their potential. The purpose of our small-group mentoring program is to improve self-confidence in students by fostering an environment in which they feel valued, capable, and heard.

Program Outcomes

- Improve student self-esteem through a positive mentor-mentee relationship.
- Promote a growth mindset by providing a supportive environment in which students are challenged to venture beyond their comfort zone.
- Provide an opportunity for students to practice and be commended on soft skills such as communication and teamwork.
- Broaden and improve students' understandings of available future pathways.

In the classroom

Ignite Mentoring operates exclusively in schools in low-socioeconomic areas. Our programs run weekly for 9 weeks, with a focus on providing positive role-models and developing students' soft skills such as teamwork, communication, and problem-solving. Developing self-confidence and soft-skills can equip students for better success during and beyond school and are skills which have been identified by employers and educators as the keys to success alongside academic outcomes. Our programs provide opportunities to work on soft skills which are areas which are often not covered in regular classroom time.



An Opportunity to Thrive

The Australian education system is exhibiting a concerning trend towards a **hierarchy of advantage** and disadvantage, particularly amongst secondary schools in metropolitan areas. Students from low socio-economic backgrounds are more likely to display lower levels of self-efficacy, motivation, and school attendance. Students in low-socioeconomic areas often have reduced access to opportunities and environments that can develop their **self-confidence** and an understanding of their **full potential**.

Ignite Mentoring runs our programs at schools who have a low ICSEA – **the Index of Community Socio-Educational Advantage**. Students at these schools are often below the national education standards for their age groups. An understanding of the background of these students is central to appreciating the work Ignite Mentoring does. Students often come from households where there is a cycle of generational unemployment, a lack of academic achievement and low value of education. Not only do these students struggle with hardship at home, but also in the classroom and in their social lives. The opportunity of having a **positive role model** in their lives is therefore vital for these students.



Theory of Change

Guided by our **vision, mission and purpose**, Ignite Mentoring's three 9-week programs operate with the intention of achieving five fundamental goals. These goals form the basis for understanding how we as tertiary students create change in the classroom.

Goal 1: Developing confidence in soft skills

Input: A 9-week mentoring program delivered by a diverse mentor base who have practised the soft skills in our programs.

Activity: Hands on, practical activities in an environment where students can practise and be commended on soft skills.

Outcome: Students have been introduced to soft skills, practised them and related them to their future.

Impact: Students have the confidence to practise soft skills in schools and in their future pathways.

Goal 2: Building positive relationships

Input: Compassionate, committed and reliable volunteers who come from a diverse range of backgrounds.

Activity: A long-term, hands on program which facilitates the development of mentor-mentee relationships.

Outcome: Students have improved outlook on school, relationships with peers and perception of their interpersonal skills.

Impact: Students have confidence to build positive relationships with new people, and an improved attitude toward school.

Goal 3: Introduction of a growth mindset

Input: A 9-week mentoring program facilitated by coordinators and mentors who practise their own growth mindsets on a daily basis.

Activity: Specifically designed activities dedicated to understanding a growth mindset.

Outcome: Students have understood the importance of a growth mindset and have practised stepping out of their comfort zone.

Impact: Students have increased resilience and confidence in their ability to overcome challenges.

Goal 4: Confidence to pursue future opportunities

Input: Mentors with diverse life experiences and study pathways, running mentoring programs evaluated by professional Careers Counsellors.

Activity: University based excursions aimed at increasing awareness of future opportunities.

Outcome: Students have an increased awareness of future pathways, and confidence in their own ability to achieve them.

Impact: Students engage in both school and employment based opportunities.

Goal 5: Positive community contributions

Input: Passionate, young people from a diverse range of backgrounds with a desire to give back to their community.

Activity: Exposure over an extended periods of time to our programs, schools and students.

Outcome: Turning our volunteers' interest in Ignite Mentoring into a long term commitment to the organisation.

Impact: Taking well-meaning volunteers and turning them into active citizens, and encouraging continued engagement in positive social impact.

9-Week Mentoring Programs

We offer **three programs** to schools. These have been continually developed with the aim of helping students conceptualise their self-worth and potential. Students are mentored by the **same group of mentors** for a nine-week period, forming positive connections, developing their soft-skills and becoming more driven to reach their goals. Each mentor typically works in a group with 3 – 5 students, supported by two coordinators per class.

Our programs are each designed to achieve specific outcomes for different student demographics.



Resilience

Aims to equip students from Years 7 – 9, across all schools, with the confidence and skillset for tackling challenges they face inside and outside the classroom. Key themes include teamwork, critical thinking, problem solving and perseverance.



Careers

Aims to equip students from Years 9 – 11, across all schools, with job-relevant skills and allows them to explore tertiary education and other career options. Themes include resume writing, interviews, and public speaking.



English as a Second Language

Assists students from Years 7 – 10, at Balga Senior High School, with their confidence in English communication. Themes include one-on-one communication, teamwork, and creativity.

Every program targets a specific soft skill each week through activities that range from reflective discussions to active participation. The activities for each lesson are selected by coordinators to accommodate their students' preferences, ability levels, and needs. This personal focus improves school attendance, engagement, and motivation, reflecting the overall effectiveness of our programs. Students become empowered individuals with greater confidence to tackle challenges around them.

Excursions

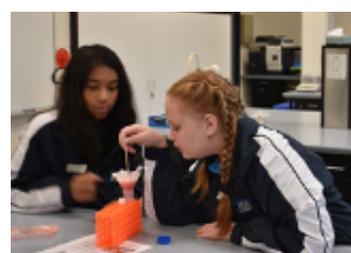
Our in-class programs are complemented by excursions, where Mentees have an opportunity to visit and explore the UWA campus for a day. Various university clubs and societies facilitate activities for students. We provide lunch and a take-home bag including university promotional material, snacks and sporting equipment.

These excursions provide a unique opportunity for students to understand the educational pathways available to them. The realisation of new pathways allows students to **set goals** and **work towards these goals** in the future. The experience also improve students' perceptions of the accessibility of university, which often stem from a lack of exposure or knowledge about tertiary pathways. Our feedback indicated that **over 60%** of students who attended excursions in 2020 would **consider tertiary education**.

Funding limits the number of excursions we can run each year and we cannot offer every school the opportunity to attend an excursion. We spend **\$4,000 annually** to cover four excursions a year at no cost to the schools. We are hopeful for a future in which we can provide every student we work with an opportunity to participate in an excursion.

Listed below is an example of the activities the students may engage in during an excursions:

TIME	ACTIVITY
9:35 - 9:45AM	Students arrive at UWA, welcome and introduction to the day ahead.
10:10 - 10:45AM	The Physical Education Students Association introduces students to fitness testing and provides tours of UWA's state-of-the-art Sports Laboratories.
10:55 - 11:30AM	Students are exposed to the brain's inner workings by the Psychology Society that provide illusions, brain teasers, and games.
11:30 - 11:45AM	Recess
11:55 - 12:25AM	A lot of fun is had with The Electronic Music Appreciation Society, who teach students how to DJ and discuss the vast range of clubs on campus!
12:35 - 1:10PM	Students visit a laboratory in UWA's Department of Soil Science, where they are excited to extract DNA from a strawberry.
1:20 - 2:00PM	Lunchtime and Careers Fair



The Ignite Mentoring Dynamic

Ignite Mentoring is a niche-operating volunteering organisation. While other organisations may focus on STEM development through academic tutoring, Ignite Mentoring's value revolves around **developing soft skills**, which are pivotal to students' growth. Our program has taken years to develop and is consistently being improved to account for feedback from students, teachers, and mentors.

Ignite Mentoring's lessons are unlike any others in a student's week at school. Our program revolves around fun and engaging group-based activities that foster a positive atmosphere within the classroom. The aim of engaging in hands on activities isn't to complete them perfectly. Rather, we focus on students **working with the peers** they often don't interact with in other classes, **developing confidence** in key skills such as **teamwork** and **communication** that they would otherwise not have the chance to work on in their school environment.

The role of the Ignite Mentoring coordinator is therefore vital in creating our unique 'Ignite Mentoring Dynamic'. Coordinators are experienced mentors who are trained in how to manage mentors and facilitate classroom activities. Coordinators will **tailor** each lesson to their class's specific needs and abilities, to support and challenge their students.

To ensure this dynamic, our organisation expects coordinators and mentors to give the program their **full commitment** and attend every session over the **nine-week program** each semester. This helps build trust and rapport with mentees, fostering a greater mentor-mentee connection.

What sets Ignite Mentoring apart from other organisations is our **long-term growth approach**. Our dedicated and committed group of mentors and co-ordinators work with students for a 9-week period, enabling us to develop a connection with these students and help them grow and develop. As well as this, our group of volunteers come from a wide variety of social, cultural, and educational backgrounds, providing **diversity** to the Ignite Mentoring program.

Student feedback

"It makes school more fun and it helped me learn more about what I want to do after school" - Year 10 Student, Fremantle College

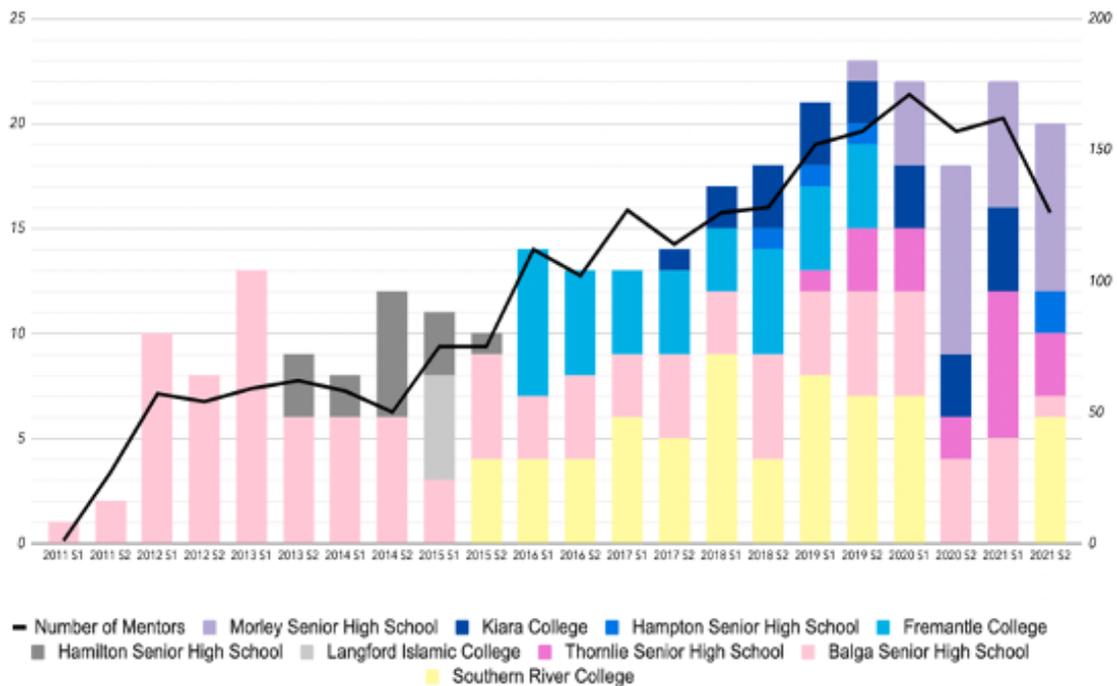
"This was the best program with the most amazing Mentors!" - Year 8 Student, Southern River College

"It was really fun working with older people and seeing what inspires them"- Year 7 Student, Thornlie Senior High School

Our Impact

Ignite Mentoring has experienced a dramatic increase of students and mentors since commencing in **2011**. We now have mentors from all universities in Perth and we are running classes in **six schools**.

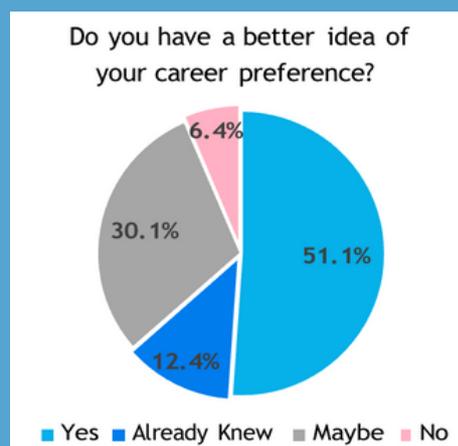
Graph A: Number of classes & Mentors



Our three excursions in 2019 involved a total of 244 students from Thornlie SHS, Balga SHS, and Southern River College. For **72.1%** of these students, it was their **first time visiting a university**.

Graph B and Graph C demonstrate the **educational** and **personal impact** of these excursions.

Graph B & C: Student feedback on excursions



Our Impact

Teacher feedback

Survey results from teachers from all our 6 schools is shown below:



100% of teachers thought our program improved their students' communication skills.



86% of teachers said their students' teamworking skills improved during the program.



79% of teachers said their student's self-confidence improved throughout the program.

Teachers thought that our program fit easily into their classroom and was worthwhile for the students. **92.8%** of students thought their students looked forward to their weekly Ignite Mentoring classes.

*"All classes saw a significant **increase in attendance. Participation increased across the board, particularly for students on high-risk management plans or high alert. This may be due to various issues at home or past issues that affect their communication skills in classrooms/dealing with new people. I can speak for myself here in that I saw amazing changes from my students in class and their ability to work and communicate with others. Overall positive environments and classrooms each week. This made students not only come to class early but build confidence to complete activities each week.**" - Morley Senior High School Teacher.*

Mentor feedback

Each semester, we conduct Mentor experience surveys to help inform improvements to Mentor experience. 89% of Mentors would recommend Ignite Mentoring to a friend. See a few mentor testimonials below:

"My highlight was getting to build relationships with the students and seeing them improve and become more open to participating each week"

"I want to come back and Mentor again as I enjoy seeing the growth of the students during the semester, I also notice how much the students appreciate and find value in Ignite Mentoring. and this is something I want to continue to be part of"

Our Values

Ignite Mentoring is built upon four core values. These values are the driving force behind our vision of **ensuring all students feel empowered to realise and pursue their goals**. Operating in accordance with these values ensures our organisation always functions for the benefit of our students.

Growth



At Ignite Mentoring, we recognise that the skills required to thrive and achieve extend beyond the standard curriculum taught in the classroom. Our program focuses on developing students' soft skills including communication, leadership and self-confidence. Our aspiration for growth extends from a personal to an organisational level; we are continually striving to further our impact, whether that be through expansion, enhancing mentor quality, or improving student outcomes.

We consistently seek to create an inclusive and diverse community in which all students and volunteers feel welcome. Our mentors strive to foster an environment in which each of their students are respected and valued. Similarly, each group of mentors is led by two class coordinators, who are able to provide support and assistance to mentors where required. Our executive and leadership team thrive to ensure Ignite is run smoothly which reflects in the quality of lessons delivered to students.

Community



Purpose



We are an organisation driven by a strong sense of purpose; we believe in the ability of passionate, young people to engage and inspire other young people. Each semester we recruit a team of committed volunteers to deliver our programs in over 20 classes across Perth. These operations are driven by the dedication of our leadership team, who are responsible for fundraising, program development, recruitment, and volunteer training.

For our mentors to become role models with a genuine ability to empower, they must first be recognised by their students as a stable and reliable presence. We seek committed mentors who are prepared to fully engage in the program through the provision of their energy, time, and kindness. Commitment is also a strong component in our organisational ethos; we value and respect our relationships with external stakeholders, including schools, sponsors and universities.

Commitment



Organisation Structure

Mentors

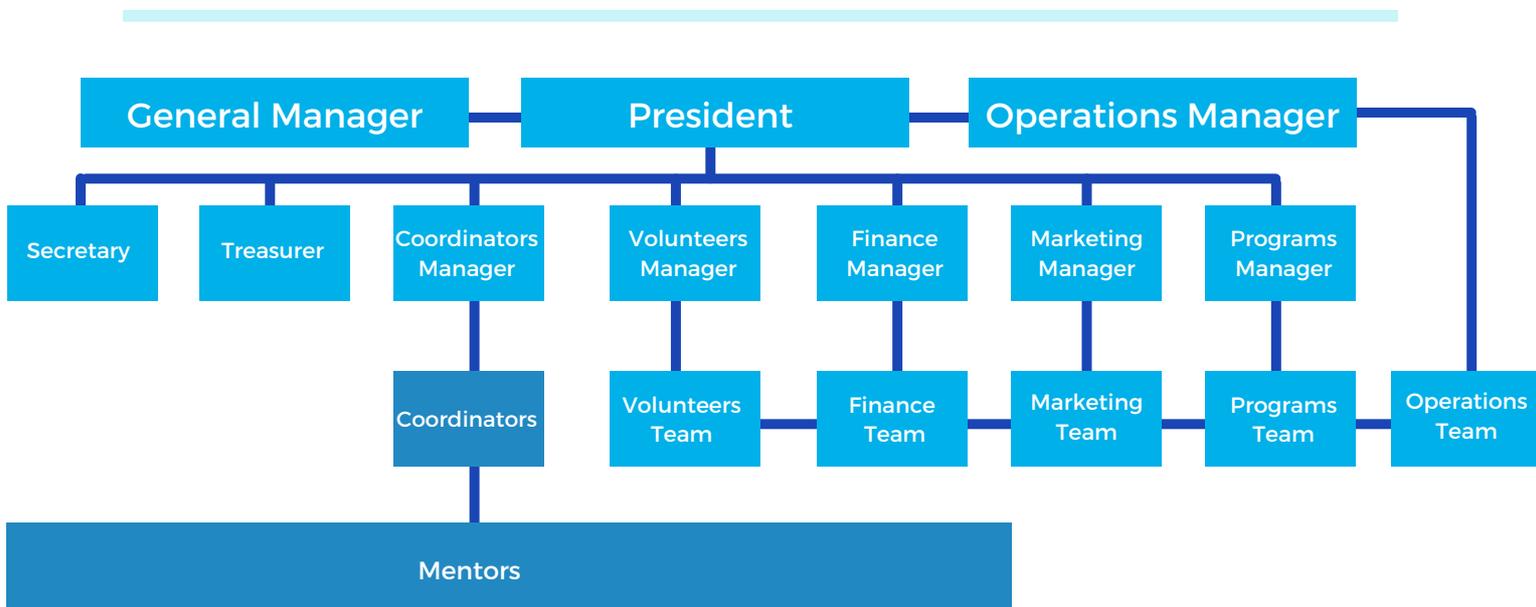
Our mentors are extremely passionate and committed to their role as Mentors. The ability to connect with students and establish a **positive mentor-mentee relationship** is one of our key competencies. To maintain a high-level of mentors, we have implemented an rigorous screening process. Online applications, in-person or online interviews and a full-day training day, all help to ensure that we have selected the best Mentors for the program and these Mentors are trained prior to entering the classroom.

Coordinators

Our Coordinators are a group of extremely passionate leaders, looking to advance the quality of lessons delivered to students on a weekly basis. Our Coordinators all have invaluable experience, all having Mentored for at least one program prior to becoming a Coordinator. They are the fundamental backbone of our program and serve as **leaders** to our entire Mentor base.

Leadership & Executive Team

Finally, at our highest-level, our leadership and executive team oversee operations, management, and financials of Ignite Mentoring. All the leadership and executive members are **volunteers** and are all **university students**. Our team of leadership and executive committee members have a passion for this organisation to grow and expand to reach to more schools. Excursions, class programs and training days, are a few examples of the projects our leadership team are involved in, which are pivotal to the functioning of Ignite Mentoring.



Organisation Expenses

With over **170 mentors** across **6 schools** and over **500 students** every semester, the need for funding for Ignite Mentoring is crucial for sustained operation. To continue to operate and run four excursions every year, Ignite Mentoring is required to source at minimum **\$13,300 annually**. This can be broken down into our four main areas of expenditure:

Excursions - \$2500 each



Each excursion provides invaluable learning experiences that cannot be matched in a classroom. To ensure that the excursions are **free** and **accessible** for all our schools and students, we fund bus hire and provide every student with a food pack for the day. With **four excursions annually** and the demand for more, bringing hundreds of students to the UWA campus is a significant portion of our annual budget.

Mentors - \$1800



Ignite Mentoring highly values the thousands of volunteer hours committed every year by our mentors. The main expenses in this area are a mentor training day at the start of each semester, mentor socials, and buying stall space at each university's Orientation Day. These expenses ensure a diverse, trained, and cohesive team of mentors are recruited and well trained prior to entering the class. These opportunities come at no cost to the individual.

Coordinators - \$1100



We provide an additional training day, an additional social and coffee catch-up vouchers to ensure our coordinators remain passionate and positive throughout the semester to show our appreciation for the large time commitment our coordinators dedicate every single week to plan lessons, run classes and engage their mentors in fun bonding experiences.

Programs - \$500



Whilst our programs are very resourceful, there is always the need to replace large amounts of string, tape, paper, spaghetti, cups, prizes and other program resources. A step we are currently taking as an organisation is moving away from single-use materials towards more sustainable alternatives such as whiteboards instead of paper for activities.

Become a Sponsor

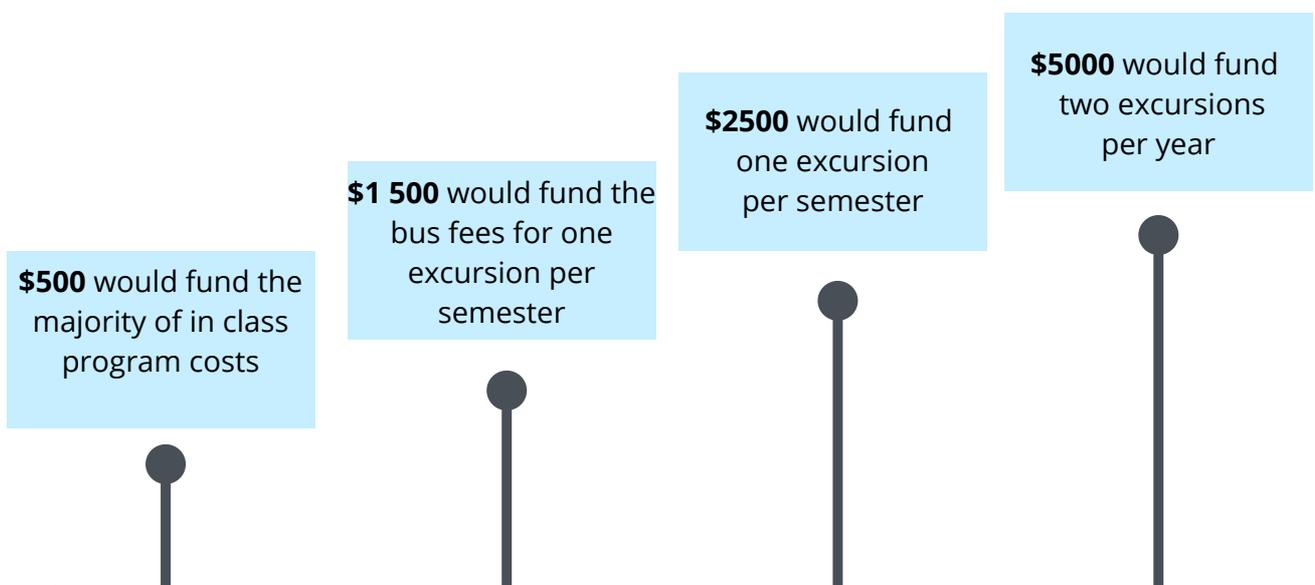
The funds required to cover our current expenses are sourced through the efforts of our Leadership Team members. Your support would reduce the reliance on organising events, selling merchandise and applying for grant funding. While these funding sources have supported the organisation up to today, these funding methods are not sustainable and are unpredictable year to year.

Moving forward, we hope to achieve a range of goals which rely on sustainable funding:

- Further developing the engagement and impact of our programs.
- Expanding our reach to more classes at more schools.
- Diversifying our mentor base across tertiary education institutions.
- Hosting more excursions at UWA and Curtin in the future.

By sponsoring Ignite Mentoring, you will be helping to make a difference. Your contribution will impact our programs, excursions, and volunteer experience, enabling us to empower more students.

Ignite Mentoring welcomes contributions and support of any kind. Listed below are some examples of what your funding support could do for the organisations:



We welcome you to sponsor Ignite Mentoring and to support an entirely student-run not-for-profit, run by passionate students. Please reach out to our Finance Manager, Hannah Batcock at 0499 912 011 or finance@ignitementoring.org.



**"I FEEL SO GRATEFUL
THAT THERE ARE
AMAZING MENTORS
WHO GIVE UP THEIR
TIME...THE SUPPORT
AND EXPERIENCE THEY
PROVIDE IS
INVALUABLE"**

- STAFF, BALGA SENIOR HIGH SCHOOL