**Navigator Pilot Program video transcript:**

Karen Harris, Principal, Brunswick Secondary College

Navigator has been a great support and service to the school because of the intense time that they can actually spend with the students and with the families, and that’s been the point of difference for me as the principal is, as good as our well-being teams and year level coordinators are at Brunswick, there’s just not the amount of time that those people can actually spend when we’ve got cohorts of 170 students at each year level.

Caroline Hart, Student Wellbeing Coordinator, Brunswick Secondary College

The characteristics of the young people that we refer to Navigator, are people who have disengaged from school in a physical sense, so they’re physically not here 70 percent or more of the time.

Johnny Cheung-Fook, Navigator case-worker, Jesuit Social Services

The main factors would be family breakdown, for myself, from what I’ve seen. Family violence, drug and alcohol, you know, anxiety, mental health is now coming to the front, which is huge. And for a young person to carry that, you know, there’s a lot of weight on them. You know, and they won’t initially say it.

Caroline Hart, Student Wellbeing Coordinator, Brunswick Secondary College

Navigator can get into the home, Navigator can work with the family. Navigator can see the young person in a setting that’s not the school setting.

Johnny Cheung-Fook, Navigator case-worker, Jesuit Social Services

We can do things that each other can’t. You know, Caroline’s based at school, she’s based here, whereas we have the advantage of working on the outside.

Caroline Hart, Student Wellbeing Coordinator, Brunswick Secondary College

Navigator can do on the outside what I try and do here on the inside, and we work together very well I think.

Johnny Cheung-Fook, Navigator case-worker, Jesuit Social Services

So I’m working with this young person by the name of Sammy, he’s a year 9 student, here at Brunswick Secondary School. He was referred from them to the Navigator Program, and I ended up with him. Quite fortunately, actually, he’s a really great kid to be with.

Sammy’s like your normal, average, you know, young person, you know. He does want to finish school, and, you know, I’ve been really fortunate, you know, for me and him to spend a lot of one on one time together. And things like that he’s told me, he wants to finish school, but he also realises within himself, there’s barriers.

Caroline Hart, Student Wellbeing Coordinator, Brunswick Secondary College

Between Johnny and me, we now have a situation where Sam has attended almost 50 percent ofone elective this term. And that has been amazing for Sam. He has also engaged with distance ed. Sam’s family is very supportive inside the home environment, and they will support him to do distance education. But I think even more importantly is that just sub 50 percent attendance in wood, because it has him walking into an environment that he otherwise refuses to engage with. It has him maybe accidently making friends and he doesn’t know it yet, which might accidentally be something that helps him engage in maybe another elective subject next semester.

Johnny Cheung-Fook, Navigator case-worker, Jesuit Social Services

With young people, they really do appreciate if you’re honest you know, and open. You can reach your goal, but this is the hard work you gotta do, but this is all the people that are there to support you. And that’s why we’re here to wrap that support around them to kind of guide them more and direct them to where they want to go, or where they want to end up.

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