



Middle Years and Transitions Needs and Gap Analysis Report



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1. EXECUTIVE SUMMARY

Introduction

This report outlines the findings from mapping undertaken to identify the current issues and emerging trends for children and young people in Hume¹, aged 6-11 defined as the Middle Years; and to understand the existing services and supports provided across Hume.

Hume recognises the significance of the developmental period for children aged between 6-11 years defined as the 'middle years' and recognises the importance of a successful transition between primary and secondary schooling. This period of growth is one where children enhance their social and emotional capabilities, build their sense of self, find their voice, and lay the foundations for learning within a community and as independent thinkers. Essential to the experience of success for this cohort is the presence of a proactive, pro-social, and informed community of care.² Hume City Council is committed to supporting and facilitating community support, engagement, and activation. Accordingly, the Youth Engagement & Pathways Unit will collaborate with schools, services, and families to ensure that middle years children thrive at primary school and transition successfully to secondary school.

This report will cover the following:

- An outline of Council's commitment to children and young people.
- Summary of what we mean by the middle years and exploring why this developmental period is significant for children and young people
- Outline of the demographic data and where young people reside in Hume
- Outline of the policy context and best practice policies.

¹ Hume City Council will be referred to as: Hume City Council, Hume and/or Council throughout this report in the interests of conciseness and cohesion

² On MYWay · A Guide to Support Middle Years Child Development, Ministry of Children and Youth Services, 2017: 5

- Summary of existing research and what is known about the needs and challenges for the middle years
- Outline of key partners across Hume
- Findings from consultations with networks and services to identify emerging trends and needs
- Gaps and Opportunities – summarising service gaps and identifying opportunities for Council to enhance support, service provision and capacity building.
- Recommendations – outline of support and programs to be delivered in the future.

Recommendations

The following recommendations are informed by consultation with networks and services considering Hume’s anticipated growth over the coming years; and aligned to the key directions of *Connect and Thrive: A Plan for Young People in Hume 2022-2026*³.

- **Recommendation 1: Develop a Middle Years Action Plan**

Develop an action plan that will guide the development of new programs and supports, aligned to the key directions of Connect & Thrive: A Plan for Young People in Hume.

- **Recommendation 2: Place-based consultation and planning**

Undertake consultations with children and young people in their local communities to develop and deliver targeted programming.

- **Recommendation 3: Establish evidence-based survey tool to track risk and protective factors biannually**

Identify and assess the strengths and weaknesses of leading wellbeing survey tools to identify which would meet the needs of students in Hume. The survey tool will enable Council to track health, wellbeing and resilience data and trends for middle years children and findings used to inform service planning and delivery.

³ See [Recommendations](#) for an in-depth review of recommendations, their links to the Connect & Thrive Youth Plan and anticipated partners

- **Recommendation 4: Position Hume Council as an effective advocate for enhanced middle years and transitions service provision and coordination**

Share research and learnings with relevant stakeholders, develop and deliver programs that meet the needs of the community and work in partnership with existing services to enhance advocacy, service delivery and referral processes.

- **Recommendation 5: Formalise stronger relationships with existing services**

Strengthen relationships with services that work with the middle years, both Council based services and external services, to ensure that opportunities for collaboration are amplified, while duplication of service delivery is minimised.

- **Recommendation 6: Establish dedicated transition programs and resources**

Work in partnership with key stakeholders including parents, to identify opportunities to enhance the experience of transitioning between primary and secondary school for students and their families.

- **Recommendation 7: Develop and deliver a Principals' Breakfast Program**

The Principals' Breakfast Program will strengthen relationships with school leadership, enable the dissemination of resources and information to support schools.

- **Recommendation 8: Partnerships and Enhanced Information Sharing Across LGA's**

Establish a network across Melbourne's inner and outer local government areas, with a focus on middle years & transitions to create opportunities to share knowledge and learnings, enhance practices and develop partnerships.

- **Recommendation 9: Delivery of Innovative, Responsive and Impactful Programs**

Develop and deliver evidence-informed programs and experiences for children and families in partnership with schools, service providers and community hubs.

2. INTRODUCTION

Hume City Council is committed to supporting children and young people as they navigate each stage of their development between 0-24years. This is clearly articulated in Hume's 0-24 Framework, which is informed by the Australian Research Alliance for Children and Youth [ARACY] Wellbeing Framework for Children and Young People, the Nest.

The Nest contains six specific domains, which, when actively supported by children and young people's family and community, contribute to the experience of a 'good life'.⁴

The six domains of the Nest are:

- Valued, loved, and safe
- Material basics
- Healthy
- Learning
- Participating
- Positive sense of identity and culture

When Council undertook the development of the 0-24 Framework, the ARACY Nest informed consultation with the local community of children, young people, families, and services. The overarching question of what contributes to a good life drew answers that sit in alignment with The Nest⁵:

- Theme 1: Feeling secure, cared for and safe
- Theme 2: Access to life's necessities

⁴ Australian Research Alliance for Children and Youth, What is in the Nest?, accessed 18.02.22

⁵ Hume City Council, 0-24 Framework 2019-2029

- Theme 3: Health and wellbeing
- Theme 4: Learning from birth to adulthood
- Theme 5: Being involved, connected, and valued

The 0-24 Framework provided Hume's Youth Engagement and Pathway Unit [YEP Unit] with a context through which to consult with children and young people, aged 6-24 years, to inform the development of key directions and actions as outlined in the *Connect & Thrive*⁶: *A Plan for Young People in Hume 2022-2026*. The Connect & Thrive Youth Plan explicitly states Hume City Council's commitment to investing in children and young people aged 6-11-years, and supporting them to thrive.

2.1 Aim of the Mapping Project

The mapping of research, services and practices relating to the middle years in Hume was undertaken from January 2022 to May 2022. The mapping exercise aimed to:

- Identify data relating to middle years children and young people in Hume
- Outline current policies relating to the middle years that inform service planning and delivery
- Consult with networks and services to identify current needs and emerging trends relating to middle years; and identify services and supports currently being provided
- Identify gaps in service delivery; and
- Provide recommendations that will guide the development of new programs and supports for the middle years over the next five years.

⁶ Hume City Council, *Connect & Thrive* – a plan for young people in Hume 2022-2026

3. WHO ARE THE MIDDLE YEARS?

The middle years describes a period in a child's life between early childhood and adolescence. The Federal, State Australian, Victorian, and local policy landscape has a range of policies and frameworks intended to support the healthy development of children and young people from birth through till adulthood. However there has been a lack of research in relation to children and young people who can be considered as the middle years: 6 to 11 years. In the last five years, there has been an increasing recognition by service providers, researchers, and policymakers that the middle years are a critical period of transition and development.

3.1 Defining the middle years

It is important to note, that there is not a consistent definition of who the middle years cohort is across sector, governments, and academia in terms of policy and/or service delivery. The middle years has been acknowledged in both the Melbourne Declaration on the Educational Goals for Young Australians [2008] and the Alice Springs (Mparntwe) Education Declaration⁷, as a period of development and educational engagement, that governments across Australia are committed to supporting:

“Australian governments commit to working with all school sectors to ensure that schools provide programs that are responsive to students’ developmental and learning needs in the middle years, and which are challenging, engaging and rewarding.”⁸

⁷ Measurement Framework for Schooling in Australia 2020:3, [measurement-framework-2020-for-pub.pdf \(acara.edu.au\)](#), accessed 9.03.22

⁸ Melbourne Declaration on the Educational Goals for Young Australians, 2008: p12, [Melbourne Declaration on Educational Goals for Young Australians \(windows.net\)](#), accessed 9.03.22

Educational policies position the middle years as being between Grade 5 and Year 9, encompassing the end of primary schooling and the first years of secondary schooling – a key period of transition between childhood and adolescence.⁹

Murdoch Children's Research Institute's middle years study: Childhood to Adolescence Transition Study (CATS), defines the middle years as being between 8-14-years:

"The focus of the study is on health and emotional development through the middle years (8-14 years) and beyond. We are also interested in the experience of young people and their families as they move from primary to secondary school."¹⁰

In recognition of the lack of specific policies, frameworks and examples of best practices regarding the middle years, CATS has produced a policy brief. The brief advocates for the development of a health promoting framework focused on enhancing the social and emotional wellbeing of the middle years cohort. CATS call for State and Territory policies that recognise the significance of the middle years as a period of social, emotional, and cognitive development. Centred around building capacity within schools and strengthening links between educational and health services, the policy brief recognises the importance of an integrated approach to ensuring children experience a successful transition from childhood to adolescence alongside their transition into secondary school.

Many Local Government Youth Services define the middle years within a similar age range i.e., between 8-12/14 years¹¹. Hume City Council defines the middle years as being between ages 6-11 years, recognising the past policy and service gap between early years and youth services.

⁹ Evaluation of the Middle Years Reform Agenda, Elsworth, G., Kleinhenz, E., & Beavis, A. (2004). Evaluation of the Middle Years Reform Program. https://research.acer.edu.au/policy_reform/3_p2, accessed 9.03.22

¹⁰ The Childhood to Adolescence Transition Study, <https://cats.mcri.edu.au>, accessed 9.03.22

¹¹ Feedback from Middle Years & Transitions Network, 8.3.22

3.2 Policy continuum

The early years are supported by a range of policies, frameworks, and best practices to support children to experience the best possible start in life. Maternal and Child Health Services are State Government funded and provide new mothers and their young children with comprehensive support, in acknowledgement of risk and protective factors that influence early childhood development.

The Early Years Development Framework: Belonging, Being & Becoming, is an evidence based, national framework designed to support children aged 0-5, from birth until commencement of school. Annual snapshots of how children in the early years cohort are faring occurs via the Australian Early Childhood Development Census, which is completed when children are in Prep. This provides a comprehensive overview of child development and emerging needs as children commence formal schooling.

For children and young people in the middle years [8-14 years], there has only been one extensive study that attempts to capture the experiences, challenges, and contexts for this cohort. The Australian Child Wellbeing Project from 2014, surveyed over 5,400 children and young people. A report was presented in 2016, detailing the findings, acknowledging the lack of comprehensive understanding available of the middle years cohort, as compared to Early Years and Youth.¹²

Funded educational support for young people in response to the risk of disengagement, commences at Grade 5 in Victoria, via the provision of School Focused Youth Services. For students who have completely disengaged with their learning in secondary school, the Navigator Program provides intensive case management and support to re-engage.

Additional educational supports that are available to the middle years cohort include:

¹² Redmond, G., Skattebol, J. et al (2016) Are the kids alright? Young Australians in their middle years: Final summary report of the Australian Child Wellbeing Project. Flinders University, UNSW Australia, Australian Council for Educational Research, www.australianchildwellbeing.com.au

- Lookout Centres, for vulnerable children in Out of Home Care
- Transition to Secondary School support for year 6 and 7 students, though the application of this framework is not consistent across all school settings.

3.3 Importance of the middle years

Middle years is a critical time of development where major changes occur on multiple levels. Key features of this childhood stage include:

- Major physical, emotional, cognitive, and social development
- Onset of puberty
- Development of autonomy and greater independence from parental oversight and control
- Increased importance and influence of peer relationships; and
- Transition from primary to secondary school (ARACY, 2011, *Betwixt and Between: A Report on ARACY's Middle Years Project Focusing on the Developmental Needs of Australian Young People aged 9-14*), Australian Research Alliance.

The Childhood to Adolescence Transitions Study [CATS] 2020, tracked a group of students, their families, and teachers on an annual basis since 2012. The study commenced when the students were in Grade 3, with 1,200 children participating. It has followed the students through middle – senior primary school, their transitions into secondary school and their completion of Year 12 [2021].

The 2020 policy brief developed by the CATS team suggests that, “Failure to proactively support children’s social and emotional wellbeing across the middle years of schooling contributes to long-term costs - to the individual, to government and ultimately to society”¹³

¹³ Centre for Adolescent Health. Promoting wellbeing and learning in the middle years: an opportune time for intervention. Policy Brief Number 1, 2020:1

While the CATS policy brief is primarily concerned with school settings and policy development at a State and Federal level, there are implications for Local Government as a source of support, resourcing and additional programming for local schools, students, and their families:

“Development of a health promoting framework for the middle years provides a structure to achieve the main goals of:

- strengthening curriculum around social and emotional learning
- improving the primary to secondary school transition
- enabling more effective links between education and health services”¹⁴

As such, it is timely that Hume City Council has undertaken this mapping exercise. The mapping process undertaken for this report involved consultation with Hume City Council staff, local service providers, the Department of Education and Training and local schools¹⁵.

The insights gained from mapping middle years services, trends, and needs, have enabled Hume’s Youth Engagement and Pathway Unit to make a series of recommendations that will inform the development and delivery of middle years supports and programs that align with the *Hume 0-24 Framework* and *Connect & Thrive - A Plan for Young People in Hume, 2022 – 2026*.

¹⁴ Centre for Adolescent Health. Promoting wellbeing and learning in the middle years: an opportune time for intervention. Policy Brief Number 1, 2020:4

¹⁵ Consultations occurred via meetings, emails, and responses to a survey. See Appendix 1 for details of all who engaged.

4. PROFILE OF MIDDLE YEARS CHILDREN AND YOUNG PEOPLE IN HUME

4.1 Current population data

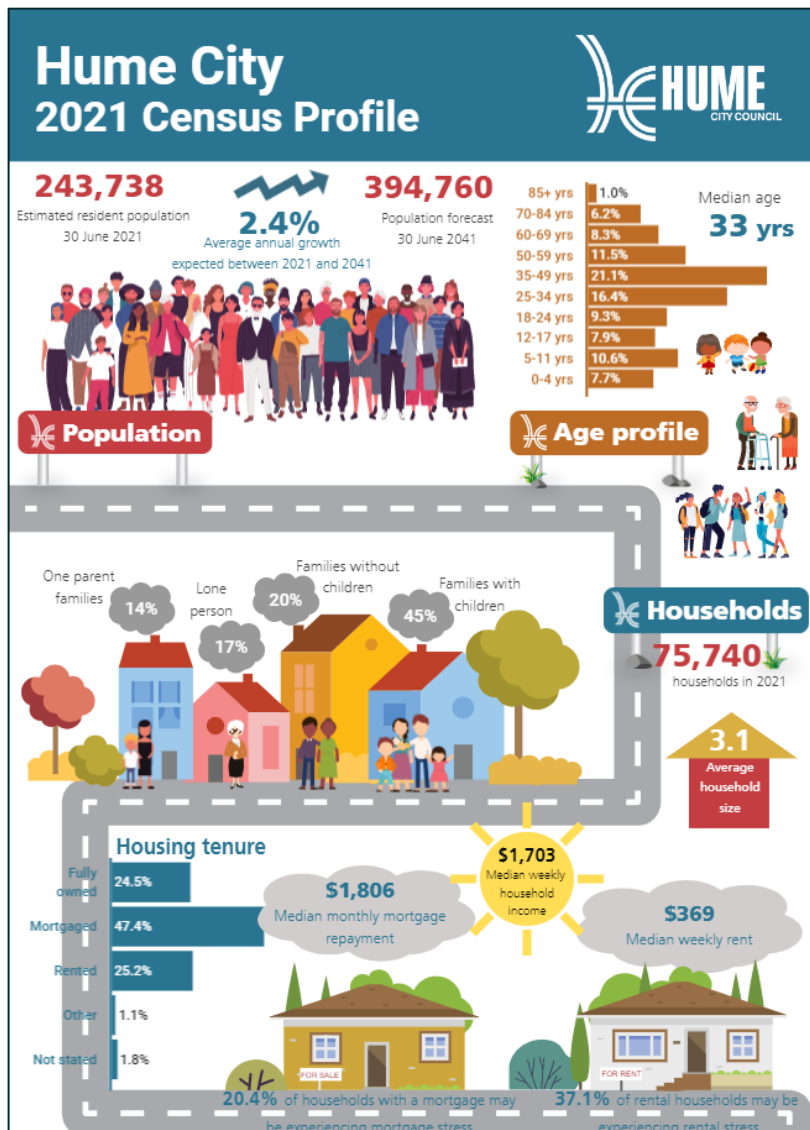


Diagram 1: Hume 2021 Census Profile

Hume City Council is one of Australia's fastest-growing and culturally diverse communities and is home to almost 258,000 residents (Hume City population forecast for 30 June 2022). By 2041, it is forecast that approximately 395,000 people will call Hume home. Hume encompasses a significant geographical area of over 503.6 square kms and comprises a diverse population with a wide range of socio-economic, cultural, and familial contexts¹⁶.

In 2021, children and young people aged 6-24 years made up 26.2% of the total Hume resident population. With regards to future service planning, it is important to consider the current population of children aged 0-5 years, as they can be anticipated to age into the middle years cohort [6-11 years] over the next five years, with services needing to adapt accordingly.

For example, in 2022 the population of each age cohort across service age groups are:¹⁷

Babies and pre-schoolers (0 to 4)	21,213
Primary schoolers (5 to 11)	27,863
Secondary schoolers (12 to 17)	21,017
Tertiary education and independence (18 to 24)	25,904

In 2021, 10.6% of Hume City's population was aged 5 to 11 years compared to 8.7% in Greater Melbourne; an increase of 0.3 percentage points from the 2016 Census.¹⁸ While Hume had a higher proportion of children aged 5 to 11 years, it is important to note that this varied across the municipality. The proportion of middle years children across Hume ranged from a low of 6.6% in Tullamarine to a high of 12.6% in Roxburgh Park. The five areas with the highest percentages of middle years cohort were:

¹⁶ Hume City Council, Hume Quarters, [census infographic](#), accessed 21.01.22

¹⁷ [Population and age structure | Hume City | Population forecast \(id.com.au\)](#) – accessed 23.05.22

¹⁸ [Service age groups | Hume City | Community profile \(id.com.au\)](#), accessed 01.08.22

1. Roxburgh Park (12.6%)
2. Craigieburn (11.9%)
3. Meadow Heights (11.1%)
4. Dallas (10.8%)
5. Broadmeadows (10.5%)¹⁹

Internal Hume modelling indicates that anticipated growth over through to the year 2024 amongst children aged in the data set of 8-11 years is highest for the following areas:

1. Craigieburn
2. Sunbury
3. Mickleham
4. Greenvale²⁰

The table below provides a breakdown of anticipated population growth by suburb between 2021 – 2041 amongst the 6-11-year-old cohort²¹:

Table 2: Population and age structure across Hume City Council

Hume City	2021		2041		Change between 2021 and 2041	
Area	Number	%	Number	%	Number	%
Hume City	22,708	9.1	35,287	8.9	+12,579	+55.4
Attwood	244	6.8	211	6.3	-34	-13.8
Broadmeadows	1,236	9.2	1,934	9.0	+698	+56.5
Bulla Rural	105	6.8	161	6.9	+57	+53.9
Campbellfield - Somerton	482	8.5	531	8.5	+49	+10.2

¹⁹ [Atlas id: Hume](#) accessed 18.01.2022

²⁰ Hume City Council, Youth Services Provision Planning 0-24, 2021

²¹ Population and household forecasts, 2021 to 2041, prepared by .id (informed decisions), July 2022.

Hume City	2021		2041		Change between 2021 and 2041	
Coolaroo	271	7.7	308	7.8	+36	+13.4
Craigieburn	7,203	10.8	7,555	9.6	+351	+4.9
Dallas	655	9.2	689	9.1	+34	+5.2
Gladstone Park	641	7.3	669	7.5	+29	+4.5
Greenvale - Oaklands Junction - Yuroke	1,894	8.5	2,720	8.2	+826	+43.6
Jacana	137	5.9	173	6.3	+37	+26.7
Kalkallo	462	9.2	1,708	9.8	+1,246	+269.7
Meadow Heights	1,384	8.8	1,403	8.8	+20	+1.4
Mickleham	1,325	8.8	4,675	9.8	+3,350	+252.9
Roxburgh Park	2,449	9.8	1,990	8.5	-459	-18.8
Sunbury	3,348	8.2	9,594	9.0	+6,246	+186.6
Tullamarine - Melbourne Airport	394	5.4	412	5.4	+18	+4.5
Westmeadows	479	7.0	554	7.1	+75	+15.6

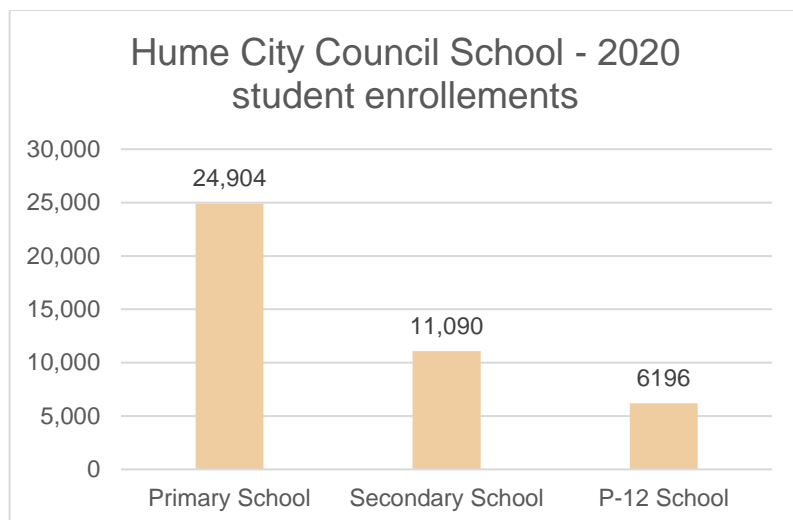
4.2 School Attendance

In 2020 the number of students at primary and secondary school were:

- 24,904 students were enrolled in Hume City primary schools
- 11,090 students were enrolled in Hume City secondary schools
- 6,196 students were enrolled in Hume City P-12 schools.

The table below outlines the number of students attending primary, secondary and P-12 schools across the municipality.

Table 4: Hume City Council 2020 School Enrolments



Note: A small number of schools in Hume have campuses outside the municipality. The above figures include students attending these campuses.

4.3 Cultural diversity

Hume has a diverse population of over 250,000 people. In 2021, approximately 39.9% of Hume residents were born overseas (over 97,000 people) and come from 156 different countries. Hume residents speak over 150 languages. The diversity of the community is particularly notable amongst families, with 57% of children and young people aged 6-24 having either one or both parents born overseas.

The 2021 census provides data that highlights the diversity of Hume. Children aged between 6-11 arrived in Hume having been born in countries across the globe. Significant cohorts were born in countries such as: Bangladesh, Iraq, Nepal, Papua New Guinea, Sri Lanka, and Turkey. The infographic below highlights the diversity of Hume's population with nearly 40% of residents born overseas.

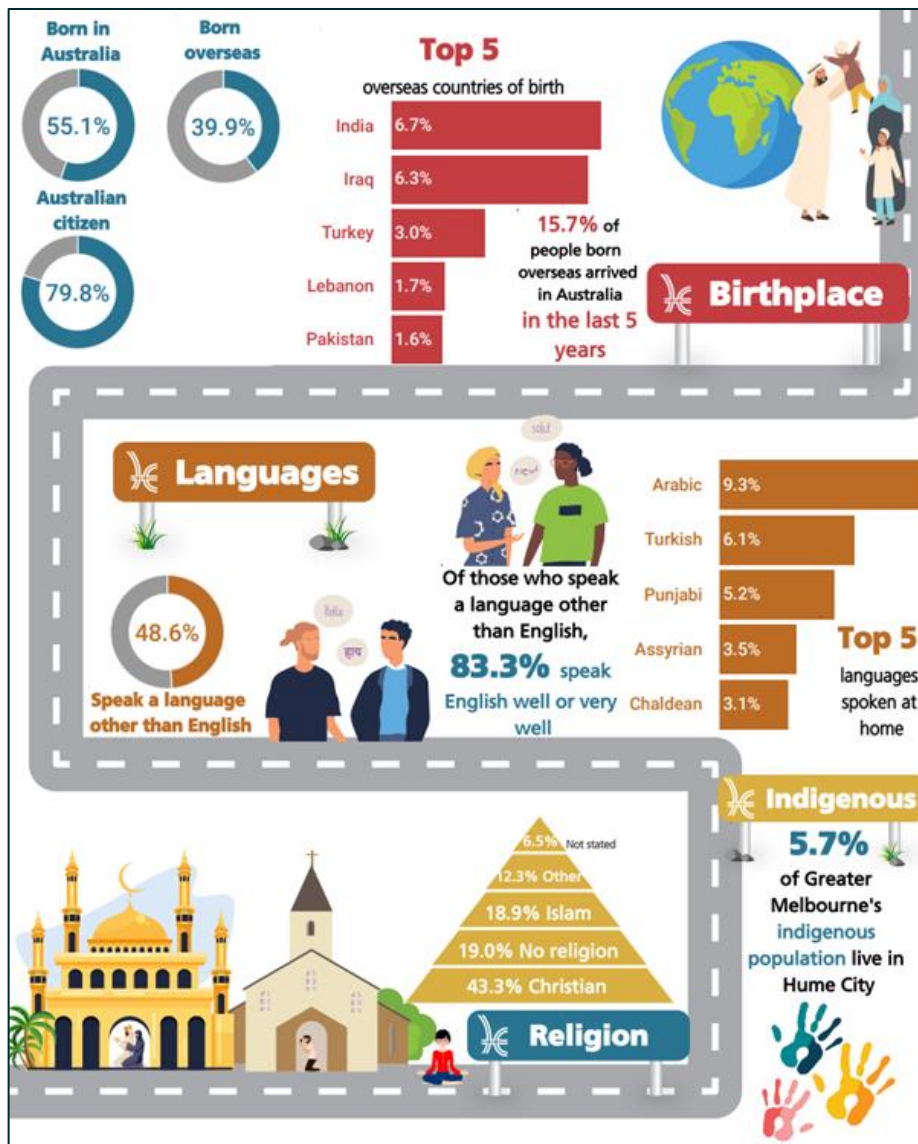


Diagram 2: Hume Top 5 Countries of Birth, Languages, Religion, Indigenous Heritage: Census 2021

4.31 New Arrivals

Hume has high rates of settlement by people who have been accepted to Australia on Humanitarian visas. Since 2016, there has been significant growth across Hume's north-eastern suburbs, particularly within the new housing estates. Data relating to the anticipated settlement amongst Hume's new arrivals reflects this. According to data

collated by Spectrum outlined in the table below, the 2021 Humanitarian Settlement intake for Hume has significant implications for ensuring that there is suitable provision of support for families with children, particularly in the Craigieburn area:

Table 5: Humanitarian entries from 2021²²

Gender	no. of clients	Age range	no. of clients	Settlement location	no. of clients
Female	180	1-15	89	CRAIGIEBURN	181
Male	170	31-45	89	Roxburgh Park	70
Grand Total	350	16-30	78	Mickleham	36
		46-60	51	Broadmeadows	<20
		61-75	38	Campbellfield	<20
		76-90	<20	Meadow heights	<20
		Grand Total	350	Other	26

4.32 Aboriginal and Torres Strait Islander Community

Hume's status as a highly diverse community is inclusive of a small but significant population of families who identify as being Aboriginal and/or Torres Strait Islander²³. The number of Aboriginal or Torres Strait Islander children and young people aged 6-24 years is 591.

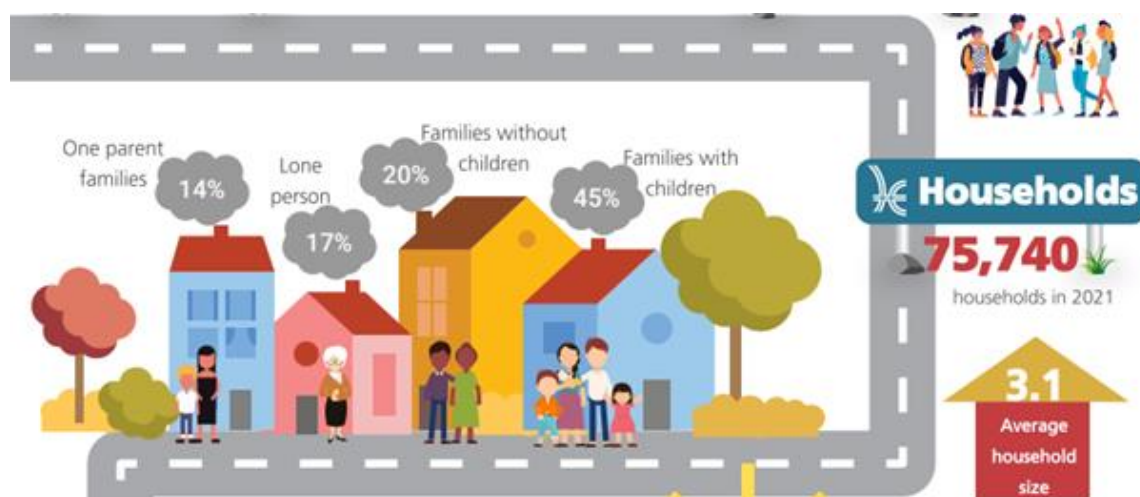
4.4 Family Structures

²² Hume Data from Ames-for distribution: Humanitarian entries from 2021, accessed on 17.03.21

²³ Data Source: Census of Population and Housing, 2016, Table Builder 2016 Census - Counting Persons, Place of Usual Residence (MB) AGEPI Age by INGP Indigenous Status by LGA (UR)

Hume City Council has a high percentage of residents who identify as having children; 45% are couples with children and 14% are single parent families²⁴.

Diagram 2: Hume Household Dynamics, 2021 Census



There is an ongoing need to invest in supports for families with children aged 0-18+. Anecdotal feedback from services including Broadmeadows Women's Community House and the Community Hub Networks²⁵ reflects this, with families presenting who have multiple children across a wide age range. While families may present for targeted early years support, they have children attending primary school and secondary school. All members of these families would benefit from age appropriate, targeted support.

4.4.1 Vulnerable Families

Hume's diverse population is home to vulnerable communities impacted by entrenched disadvantage. According to the Dropping off the Edge report 2021²⁶, the two most

²⁴ Hume City Council, Hume Quarters, [census infographic](#), accessed 04.07.22

²⁵ Meeting with Community Hub Network Coordinator: 13.01.22; Meeting with Broadmeadows Community House / Parent Zone North Eastern: 18.01.22

²⁶ Tanton, R., Dare, L., Miranti, R., Vidyattama, Y., Yule, A. and McCabe, M. (2021), Dropping Off the Edge 2021: Persistent and multilayered disadvantage in Australia, Jesuit Social Services: Melbourne, page 91

disadvantaged SA2's in Victoria are: Broadmeadows and Campbellfield-Coolaroo. Meadow Heights is also part of the top 10, coming in at number seven. These areas were also listed in previous reports in 2007 and 2017, suggesting that the disadvantage has become embedded in these communities.

4.5 Precinct Data

Hume comprises of 27 suburbs that can be aggregated into 13 Precincts, which reflect community profiles / Statistical Area 1 (SA1) catchments throughout the municipality.²⁷ The Strategic Planning Team developed a series of Precinct Report Cards in 2021 about each of Hume's Precincts, depicting a current community profile, and articulating emergent drivers and considerations that Council must integrate into any planning processes.²⁸ In terms of the emerging needs of the 6–11-year-old cohort and their families, the following precincts have been identified.

Precinct	Emerging Needs for 6-11-year-olds
Greenvale	<ul style="list-style-type: none"> • Growing population of young families • Will require educational options, middle years support & youth engagement • Will require investment in local amenities to meet need • Necessary to factor safety & wellbeing in to planning
Sunbury Precincts	<ul style="list-style-type: none"> • Clearly identified as having high, unmet needs in terms of youth mental health and targeted youth service provision
Valley Precinct	<ul style="list-style-type: none"> • High levels of obesity & poor health outcomes require: <ul style="list-style-type: none"> ◦ Integrated health promotion to develop & sustain healthy habits ◦ Support for diet, exercise, mental health, and community engagement

²⁷ Hume City Council, Policy Planning Framework, Community Infrastructure Plan, p12

²⁸ Hume City Council, Precinct Report Cards, Appendix A, 2021

Precinct	Emerging Needs for 6-11-year-olds
	<ul style="list-style-type: none"> Enhance opportunities for 6-12-year-old cohort to participate in targeted activities Partner with schools and existing services to mitigate high levels of existing disengagement
Broadmeadows	<ul style="list-style-type: none"> Highly networked & supported by a range of specialist service providers. Scope for Council to work in partnership to enhance existing supports – to mitigate existing vulnerabilities amongst children & young people
Roxburgh Park	<ul style="list-style-type: none"> High percentage of 5-24-year-olds Identified need for increased opportunities for: <ul style="list-style-type: none"> Constructive social engagement Community building & cohesion
Craigieburn	<ul style="list-style-type: none"> High percentage of families with children & teenagers. Anticipated population growth suggests value in: <ul style="list-style-type: none"> Planning for enhanced child & youth engagement Improving transport options to support access to services
Merrifield	<ul style="list-style-type: none"> Contains suburb of Mickleham – a significant growth corridor: <ul style="list-style-type: none"> Anticipated influx of families with children & young people Will require enhancement of targeted services & infrastructure High percentage of children & young people with a disability <ul style="list-style-type: none"> VIC DET has commenced planning for a new <u>Special Development School</u> in Mt Ridley, to open in 2023.
Lockerbie	<ul style="list-style-type: none"> Contains suburb of Kalkallo <ul style="list-style-type: none"> Home to a high percentage of families with children aged 0-4. Anticipated that this population will continue to grow – in line with status as a growth corridor. Need for forward planning to ensure provision of targeted support and engagement services for middle years and youth cohorts

Table 7: Emerging Needs by Precinct

This overview of precinct data highlights some key considerations for the YEP Unit moving forward. Further work will be undertaken to identify the current and future needs of each community and to use findings to inform future service and program planning. Current research & consultation

The following section outlines the current research and consultation that has been undertaken in relation to the middle years both internally across council, and externally by key partner agencies.

5. CURRENT RESEARCH

5.1 Internal research and consultations

Hume City Council has done extensive research and community consultation over the past four years as part of the development of the 0-24 Framework [2019-2029], the Hume City Council Plan [2021-2025] and the Connect & Thrive [2022-2026] Plan for Young People. In addition, Hume Library and Family, Youth and Children Services conducted surveys targeting Hume's middle years cohort [young people and families] in 2021, in recognition that children and young people aged 6-12 appear underrepresented in terms of targeted service provision.

Across 2018, the Family, Youth and Children's Services Department consulted with over 1,300 children, young people, families and service providers, during 40 different sessions, in order to develop and design the 0-24 Framework.²⁹ The aim of the consultation process was an inquiry in to the notion of a "good life", specifically what one looked like for children and young people in Hume. Over 2,800 individual comments responded to four questions:

1. What does a good life look like for young people in Hume?
2. What is good for young people right now?
3. What are barriers to a good life?
4. What else can be done to make sure young people have a good life?

²⁹ Hume City Council, Youth Services // H: drive: Thanks feedback 0-24 Framework infographic D4

The 0-24 Framework identified five themes that support children and young people living in Hume to experience a good life, which included:

1. Feeling secure, cared for and safe
2. Access to life's necessities
3. Health and wellbeing
4. Learning from birth to adulthood
5. Being involved, connected, and valued

The Hume Council Plan 2021 - 2025, was informed by the Community Vision consultation process undertaken in 2021. The Community Vision consultation engaged 8,500 Hume residents and local groups in a wide variety of settings and via several methodologies, including: forums, postcards, online idea boards and surveys.

The Community Vision and Council Plan centre around three key themes:

1. A community that is resilient, inclusive, and thriving.
2. A city that cares about our planet and is appealing and connected
3. A Council that inspires leadership, is accountable, and puts the community first.³⁰

The Youth Engagement and Pathway Unit [YEP Unit] engaged young people, aged 6-24 years, to help shape the Connect & Thrive Plan for Young People 2022-2026. Consultation findings highlighted the need to better understand the needs of middle years children and their families. Two initiatives were launched in 2021: the Parenting Middle Years Children Survey [Youth Engagement and Pathways Unit] and the Healthy Kids Co-Design Project [Hume Libraries].

³⁰ Hume City Council Website: [Council Plan and Budget - Hume City Council](#), accessed 9.02.2022

In 2021, the Family, Youth and Children Services Department engaged with 43 parents / caregivers, seeking feedback on the kinds of parenting support programming they would like Council to offer. The Support for Parents of Children 6-12 Years Old survey was shared with the community via Hume's Participate website and via nine community networks.

Of the 43 respondents [who parent middle years children], 76.7% acknowledged that they found parenting them very difficult or difficult.

The top three issues they faced were:

- changes in behaviour
- forming friendships and peer issues
- adapting to a new way of schooling.

When presented with a list of ways they could be supported the top three means were:

- Parenting skills education programs
- Forums/workshops hosted by experts
- Online videos and webinars.

Hume Libraries also undertook a multi-modal and multi-lingual survey to parents / caregivers and their children. The survey was available hard copy from libraries and online, via the Participate Hume website. Parents and caregivers were asked three distinct questions:

- What activities and programs would help to improve mental wellbeing for you and your family?
- What activities and programs would help you and your family to feel more socially connected?
- What activities and programs would help to improve physical health for you and your family?

Children [0-12-years-old] were invited to draw a response to a prompt which was annotated, either by the child or their parent / caregiver:

- Draw a picture of something that the libraries can do to: Help you be more active and move your body more OR help you to feel more connected to other people OR help you feel happier

100 people responded to the survey and drawing activity, which were available in English, Arabic, Assyrian and Turkish. Feedback was centred around suggestions for how the Hume Library Service can support families to experience mental wellbeing, physical wellbeing, and social connection.

The libraries were identified as a site that promotes and provides a sense of safety and calm, as well as having the potential to provide programming that can enhance all three of the aforementioned aspects of health and wellbeing:

- mindfulness meditations
- yoga
- dance
- music
- visual arts
- reading groups
- gardening
- cooking classes
- family activities

5.2 External Research and Consultations

5.2.1 Hume Whittlesea Local Learning & Employment Network (HWLLEN)

The Hume Whittlesea Local Learning and Employment Network [HWLLEN] has been active in the middle years and transitions space since 2010, advocating for recognition of this key

developmental stage and the enhancement of targeted resourcing. Between 2011 and 2015, the HWLLEN was instrumental in facilitating the Hume Middle Years Working Group and developed a Middle Years Action Plan. There is scope to review the feasibility of reviving this working group. Ascertaining the feasibility will be a component of the Middle Years Action Plan.

The HWLLEN has produced numerous reports over the last five years relating to middle years which includes:

- The Hume Under 16 Project – “Out of School – Out of Sight” June 2012
- “Our Tweenies: Are they flying along or falling through the cracks?” September 20th, 2013
- “Realising the next wave: Reflections & lessons from the Hume Middle Years Working Group” June 2014.
- “Broadening our Horizons – Collective Impact for a Stronger Hume Now and into the Future” June 2015

Key learnings from these reports include that:

- There is a need to engage schools, inclusive of leadership, in strategies designed to support students in the middle years
- Strong community partnerships are essential. These enable effective co-creation and sharing of expertise
- Ongoing or extended funding cycles are required to support programmatic success and trusting relationships between service providers, schools, and the wider community
- Children are disengaging at a younger age [as observed in 2012-2013] – starting between 6-8 years
- There is significant value in the development and delivery of intergenerational programming
- The cultivation of targeted professional networks and the inclusion of expertise enhances the development and delivery of frameworks and services

- Investing in clusters to support transitions – highly impactful, strengthens community; and
- Importance of designing programs that are culturally safe and sensitive

The HWLLEN produced a DVD, 'In Transit' in 2011, with funding from Communities for Children [CfC]. This DVD was made in collaboration with Hume City Council, local agencies, and local schools. The DVD is available with Arabic and Turkish subtitles and can be viewed in hard copy and/or on the HWLLEN website. The intention of 'In Transit' was to provide an engaging medium through which to de-mystify the transition from primary to secondary school for both parents / carers and children. There is a commitment from both the HWLLEN and YEP Unit to review the resource and update it as needed, to ensure that it remains relevant to Hume's local community.

5.2.2 School Focused Youth Service Hume: DPV Health

School Focused Youth Service [SFYS] Hume works with schools to support students at risk of disengagement, in years 5 through 12. This is achieved via funding targeted programs that build capacity in staff and/or respond directly to the needs of students. Each year, SFYS Hume seeks feedback from primary and secondary schools across Hume, to ascertain emerging needs and trends. The feedback from schools, alongside discussions with partner agencies and local networks, contributes to the annual Hume SFYS LGA needs summary.

Key takeaways for the middle years [Grades 5 & 6] that have informed SFYS Hume's 2022 service delivery were:

- 36% of the schools who sought support from SFYS were from the Craigieburn/Roxburgh Park cluster [down from 41% in 2021]
- 36% of the schools who sought support from SFYS were from the Broadmeadows/Dallas/West Meadows/Greenvale cluster [down from 41% in 2021]
- 28% of the schools who sought support from SFYS were from the Sunbury cluster [up from 18% in 2021]

In keeping with the trend in 2021, the highest volume of requests for SFYS support in 2022 were for the grade 5/6 cohort. However, the rate of requests jumped significantly, with 79% percent relating to the 5/6 cohort in 2022, compared to 39% in 2021³¹

Key concerns raised aligned with the following:

Mental Health	<ul style="list-style-type: none"> • Heightened anxiety & depression • Covid related anxiety • Risk of self-harm • Disordered eating • Body image challenges • Accessibility issues re: community support
Social and Emotional Capabilities	<ul style="list-style-type: none"> • Peer conflict • Difficulty reconnecting with peers after extended periods of remote learning • Social and emotional developmental delay • Lack of resilience in the face of challenge
Behavioural Challenges	<ul style="list-style-type: none"> • Loss of social-emotional capabilities • Loss of self-regulatory capabilities • Increase in aggression and conflict • Increase in bullying
Additional Learning Supports	<ul style="list-style-type: none"> • Lack of supports for neuro-diverse students
School Engagement	<ul style="list-style-type: none"> • Lower levels of engagement • Lower levels of attainment • Lower levels of aspiration and motivation • Loss of literacy / numeracy due to low engagement
Vulnerable Members of the Community	<ul style="list-style-type: none"> • Students who have / who are:

³¹ DPV Health, Hume SFYS LGA needs summaries 2021 and 2022

	<ul style="list-style-type: none"> ○ Experienced trauma ○ Caring for other family members ○ Refugees ○ Newly arrived migrants ○ Living in Out of Home Care ○ Have a disability
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With regards to vulnerable cohorts identified by Hume SFYS, data collected via requests for support highlight that:

- 100% from a low SES and/or EAL background
- 93% were students who have a disability
- 79% were students from a refugee or newly arrived background³²

Of note, in 2021, the Sunbury area was identified as being particularly vulnerable due to the prevalence of mental health issues [notably suicide and the risk thereof for young people] and the perceived lack of specialist support services. This feedback is in keeping with internal assessments of service gaps and needs related to the mental health of children and young people in the Sunbury region.³³

5.2.3 Navigator: Jesuit Social Services

Navigator is an intensive case management program for students aged 12-17 who are severely disengaged from their schooling [attending 30% or less]. The program is funded and overseen by the Department of Education and Training, with Jesuit Social Services [JSS] providing case management for the Hume-Moreland region.

³² DPV Health, Hume SFYS LGA needs summaries 2021 and 2022

³³ Hume City Council, Precinct Report Cards, Appendix A, 2021

Within Hume-Moreland, 1.5% of students are eligible for the Navigator Program; 15.8% percent of these eligible students access support, which occurs when referrals can be accommodated by staff capacity. It is acknowledged that need and demand outstrip capacity and that it is highly likely that some of the most vulnerable students are falling through cracks³⁴.

While the target cohort is 12 years and above, JSS acknowledge that their case managers work within a family systems and holistic framework³⁵, enabling them to more effectively support their young clients to address the factors contributing to low engagement with school. As such, siblings under 12 receive indirect support.

There has been advocacy to lower the age for eligibility, however, this was not one of the four recommendations made by the Victorian Auditor General's Office in the March 2022 Report into the effectiveness of Navigator³⁶. Emerging needs amongst the cohort currently being supported by JSS include³⁷:

- Increase in young people presenting as neurodivergent
- Lack of access to specialist supports within school settings, including assessment for learning needs by Student Support Service staff
- Increase in young people presenting with highly complex needs
- Need for more effective support for young people transitioning to secondary school
 - Recognition that for students who are effectively two years behind in their learning and capacity to learn, their support needs for a successful transition exceed what is often available from both their primary and secondary schools, which traditionally focus on building resilience.

³⁴ Victorian Auditor General's Report, Effectiveness of the Navigator Program (2021–22: 14) March 2022 & Conversation with Genevieve Higgins, Navigator Program, Jesuit Social Services, 29.03.22

³⁵ Conversation with Genevieve Higgins, Navigator Program, Jesuit Social Services, 29.03.22

³⁶ Response provided by the CEO, Jesuit Social Services, Victorian Auditor General's Report, Effectiveness of the Navigator Program (2021–22: 14) March 2022: 33 & Recommendations about access to Navigator [p3], Recommendations about Navigator's effectiveness [p5], Victorian Auditor General's Report, Effectiveness of the Navigator Program (2021–22: 14) March 2022

³⁷ Conversation with Genevieve Higgins, Navigator Program, Jesuit Social Services, 29.03.22

- Trend towards moving students on to alternative settings when schools are unable or unwilling to provide targeted supports.
 - Resulting in higher concentration of students who are neurodivergent and/or presenting with complex trauma in small, alternative settings.
 - Student needs around enhancing a relational approach to learning and teaching being unmet when schools focus on behaviour management.

6. IDENTIFICATION OF SERVICES / SUPPORTS FOR MIDDLE YEARS ACROSS HUME

6.1 Internal Services and Programs

The following table outlines the key programs and services that are currently delivered for the middle years across Council:

Council Area	Outline of Program/Service
<u>Youth Engagement and Pathways Unit [YEP]</u>	<ul style="list-style-type: none"> • Designated Middle Years & Transitions Officer who is responsible for developing and implementing programs and supports for middle years children and their families. • Parenting Information Program in response to community need. The target audience includes parents and carers of children aged 6 to 24 years. • School holiday programming that is inclusive of the middle years cohort. • Consultation and co-design of programs to support vulnerable families connected to Community Hubs.
<u>Community Hubs Program</u>	<ul style="list-style-type: none"> • Hume Community Hubs Program is part of a <u>national initiative</u> that seeks to support families who may be experiencing vulnerabilities due to their status as recently arrived, non-English speaking and/or navigating a lower socio-economic landscape. • Hume City Council supports 15 Community Hubs, which are based out of local primary schools across the municipality. • Hubs each have a specialised Hub Worker, who provides families with targeted support, liaises with the school on their behalf and facilitates access to programs that can assist with skill development, advocacy, and aid. • The Hume City Council Hub Coordinator facilitates the Community Hub Network.
<u>Hume Libraries</u>	<ul style="list-style-type: none"> • Hume City Council Library Service engages families: parents / carers, children, and young people via its collection and <u>programming</u>.

Council Area	Outline of Program/Service
	<ul style="list-style-type: none"> Weekly after school programming. Examples of programming include weekly STEAM activities such as Lego and Minecraft, a Pop-Culture Club, and weekly Homework Clubs at Broadmeadows and Craigieburn libraries. School holiday activities are delivered across all libraries for children aged between 5-12 years. Emergent needs amongst families are often identified by librarians [low English literacy] and programs are developed in response [Read to Me summer holiday reading program for children of parents / carers unable to read with them after school].
<u>Hume Sport & Recreation</u>	<ul style="list-style-type: none"> Hume City Council's Leisure Centres have high levels of engagement with the middle years cohort via a range of swimming, school holiday and recreational programs. These are promoted via the <u>Active Kids</u> initiative. Hume's multicultural communities are represented across the three leisure centres, efforts to be inclusive of cultural diversity are present via targeted programming.
<u>Family and Children's Services</u>	<ul style="list-style-type: none"> Hume <u>Family and Children's Services</u> provide a range of supports for middle years children and their parents and/or carers. The Families team provides resources for <u>mothers</u> and <u>fathers</u>, along with specialised resources for families with a child who has high needs. Hume's network of Community Centres provides localised support to families via early years programming and activities. This includes: <ul style="list-style-type: none"> Maternal and Child Health services Kindergarten for 3- and 4-year-olds Playgroups Activity programs
Community Strengthening	<ul style="list-style-type: none"> Community Strengthening manage Hume's <u>Educational Scholarship Program</u>, which awards \$1,000 to select grade 6 students across all primary schools in Hume, to assist with the costs of starting secondary school. This program has been running since 1999.
Health & Wellbeing Team	<ul style="list-style-type: none"> Health And Community Wellbeing are working on a 5-year partner partnership program with Vic Health: https://www.vichealth.vic.gov.au/our-work/fast-track-councils

Council Area	Outline of Program/Service
	<ul style="list-style-type: none"> ▪ Hume CC has been identified as one of 16 high need LGA's ▪ Project design is focused on consultation and co-design with children & young people ▪ Project leading towards development of Municipal Public Health Plan ○ Focus on the 0-24 space <ul style="list-style-type: none"> ▪ Delivering a series of Health Promotion modules ▪ In partnership with DPV [Healthy Eating, Active Living] ○ Hume Consultations context <ul style="list-style-type: none"> ▪ Recognition that there is a lack of data from younger cohorts ▪ Have done some work with the Youth Advisory Committee already ▪ In process of developing children's co-design approach: linked through Monash University <ul style="list-style-type: none"> • Intention to engage grades 5 & 6 • <u>Healthy Kids Advisors Initiative</u>, in partnership with the Stephanie Alexander Kitchen Garden Foundation. <ul style="list-style-type: none"> ○ Hume is one of 13 targeted LGA's to receive support ○ Intention is to boost participation in <u>Vic Kids Eat Well</u> ○ Working alongside Health and Community Wellbeing to build relationships with schools, out of school hours care, recreation centres and sports clubs ○ Focus is on developing healthy relationships with food and increasing availability of healthy options at canteens.
<u>Community Centres</u>	<ul style="list-style-type: none"> • The community centres are located across Hume, including in the growth corridors. There is scope to partner with the centre coordinators to develop and deliver targeted middle years programming for children who live in the growth corridors and/or those who cannot access the Youth Centres due to transportation issues.
Sustainable Environment	<ul style="list-style-type: none"> • Hume's <u>Live Green Program</u> engages middle years children via several school-based initiatives, including: <ul style="list-style-type: none"> ○ Waste education

Council Area	Outline of Program/Service
	<ul style="list-style-type: none"> o Bio-diversity Incursions o Seedlings for Schools o Environmental Scholarships o Support for environmental conferences and capacity building o Resource Smart Schools

6.2 External Services and Programs

The following table outlines the support provided to middle years children and their families by external service providers, including community organisations, community health services and funding bodies.

Community Organisation	Services & Programs
<u>Uniting Communities for Children Hume</u>	<ul style="list-style-type: none"> • Communities for Children Hume [CfC Hume] is a federally funded initiative works with children [0-12], parents and carers and wider communities to mitigate disadvantage and support wellbeing. CfC Hume is one of 52 programs working within vulnerable communities across Australia.³⁸ • CfC Hume provides funding for initiatives delivered by community partners [50% with an existing evidence base, the remainder able to develop evidence via delivery & assessment of impact] and facilitates communities of practice with a current focus on capacity building re: diversity and inclusion.³⁹ • In 2021-22 CfC Hume funded the following programs for children aged 6-11: <ul style="list-style-type: none"> o “Growing Connections incorporates a group for parents and one child post family violence. The group explore structured art, movement and play based activities to nurture and heal the relationship between mothers and children after the family violence. It is targeted at primary aged children and parents predominately mothers. Art and Soul is also

³⁸ [Communities for Children Facilitating Partners \(CfC FPs\) | Department of Social Services, Australian Government \(dss.gov.au\)](https://dss.gov.au), accessed 24.01.22

³⁹ Meeting with Neoma Carey, CfC Hume, 12.01.22

Community Organisation	Services & Programs
	<p>offered on school holidays as part of the program. The Art and Soul component in 2021 – 2022 included a fathers art and soul day. During 2021 – 2022 the program was offered in a hybrid model both online and in person.</p> <ul style="list-style-type: none"> ○ DRUMBEAT HWLLEN in partnership with Holyoake have trained staff working in school and community settings working with children in the middle years in Hume. The DRUMBEAT training allows trained facilitators to offer this program to children in the middle years. The HWLLEN DRUMBEAT program has seen schools, community agencies and professional trained across the municipality and the programs are now embedded in these organisations and offered to children in their middle years. Outcomes for children engaged in DRUMBEAT has shown an increase in reengagement in learning and support for their emotional health and wellbeing."⁴⁰ • CfC Hume provided brokerage funding in 2021-22 to Hume City Council to deliver swimming lessons for children who are newly arrived refugees and asylum seekers; alongside funding for International Children's Day activity packs distributed by Hume Libraries.
<p><u>Hume Whittlesea Local Learning and Employment Network</u></p>	<ul style="list-style-type: none"> • The Hume Whittlesea Local Learning and Employment Network supports young people to remain engaged in education and/or employment through advocacy, research and reporting, community consultation and program delivery. • HWLLEN facilitates the Hume Youth Commitment • HWLLEN developed the 'In Transit' DVD in 2011 to support children and families as they made the transition from primary to secondary school. The DVD is available with Arabic and Turkish subtitles and is available in hard copy by request and on their website. • In 2022, HWLLEN is delivering the Imagineering Plus program, funded by the Hume Empowering Communities grant. Imagineering Plus is an early intervention program for

⁴⁰ Email communication with Neoma Carey, Senior Program Facilitator, Communities for Children Hume, 24.05.22

Community Organisation	Services & Programs
	<p>students in grades 5, 6 and 7; focused on preventing disengagement from schooling, specifically during the period of transition from primary to secondary school. The program focuses on pathways and supports students and their families to see themselves as having the potential to progress via further study and employment opportunities.</p>
<p><u>Hume School Focused Youth Services</u></p>	<ul style="list-style-type: none"> • School Focused Youth Services [SFYS] is a state-wide program that works directly with schools to fund targeted initiatives designed to strengthen student engagement with school [Grades 5-12]. • Funds can be used for student programming, teacher capacity building and parent / carer capacity building. The focus for 2022-23 is around attendance. SFYS Hume is delivered by DPV Health. • SFYS Hume facilitates the Student Wellbeing Network. • In 2021, SFYS Hume funded a range of programs for middle years that sought to respond to the social and emotional disruption caused by Covid-19 and extended lockdowns: Canine Comprehension x 2 primary schools, in response to trauma <ul style="list-style-type: none"> ◦ Iron Armour Academy x 2 primary schools, a sports program for male students displaying anti-social behaviours ◦ Lego Therapy x 5 primary schools, training for teachers to facilitate programs for students with Autism ◦ Art Therapy x 1 primary school, capacity building for staff to develop and sustain ongoing art therapy program for students ◦ Martial Arts Therapy x 1 primary school, to support students reengage with learning and pro-social behaviours ◦ Student Leadership Training x 1 primary school, to support students at risk of disengagement • In 2022, SFYS has committed to the following programs targeting the middle years cohort: <ul style="list-style-type: none"> ◦ Social Stencil x 2 primary schools, capacity building to support teachers deliver a social and emotional development program to students ◦ Big Sister Experience x 2 primary schools, to support pro-social behaviour and self esteem

Community Organisation	Services & Programs
	<ul style="list-style-type: none"> ○ Animal Assisted Therapy x1 primary school, to support students to reengage with school and peers
<u>DPV Health</u>	<ul style="list-style-type: none"> • DPV is one of Hume Council's key community health providers, with sites in Broadmeadows and Craigieburn. In addition to generalist medical, dental services, and community services, DPV provides a wide range of services pertaining to children and young people, including: <ul style="list-style-type: none"> ○ Health Promotion ○ Child and Adolescent Psychology ○ School Readiness Programs ○ Autism Assessments ○ Tuning in to Teens ○ School Focused Youth Service • DPV is an active partner with local services, including Hume Council and Spectrum, providing specialist knowledge and support around health and wellbeing. • DPV are working closely with Hume's Health and Community Wellbeing team, to develop and deliver the Vic Health funded <u>Fast Track</u> Health Promotion project, focused on children and young people aged 0-24. • DPV have expressed interest in partnering with the YEP Unit with regards to developing and delivering targeted parent and carer sessions.
<u>Anglicare: Parent Zone Northern & Broadmeadows Women's Community House</u>	<ul style="list-style-type: none"> • Parent Zone Northern and the Broadmeadows Women's Community House [BWCH] are both auspiced by Anglicare and work with families of children aged 0-18. • BWCH works with mothers of children aged 0-7 in group settings and facilitates supported playgroups. Of note is the acknowledgment that many families that they work with are large and there are children across the age range of 0-18, with a significant number aged 6-12. • Parent Zone Northern delivers a range of parenting workshops to parents and carers of children aged 8-18, in both English and Arabic. Parent Zone Northern facilitates the Northern Parent Educators Network for practitioners and works actively with community partners to enhance delivery of its programming.⁴¹

⁴¹ Meeting with Helen Slonek & Bella Odicho, 18.01.22

Community Organisation	Services & Programs
<u>Banksia Gardens</u>	<ul style="list-style-type: none"> • Banksia Gardens is located on the Banksia Gardens Estate and has been providing place based, community centred support for the local community for over 40 years. • The focus with regards to children and young people is engagement, with both education and the wider community. A range of programs support children and young people to develop study skills, interpersonal capabilities, confidence around advocacy and to access targeted social-emotional support. • Banksia Gardens primarily engages the middle years cohort via an after school drop in, homework club and tutoring program, in addition to a trauma informed alternative education option for students who are significantly disengaged from schooling. • Discussions between Banksia Gardens and the YEP Unit are being had around how best to complement each provider's community engagement efforts.
<u>Spectrum</u>	<ul style="list-style-type: none"> • Spectrum's primary focus is to support recently arrived community members [who have arrived as refugees / on humanitarian visas] to find a balance between integration into a new culture, whilst honouring their home culture, via group activities and targeted youth work. • Spectrum work with the middle-years cohort via families who are supported by the Parenting in a New Culture and Working in a New Culture group programs, as well as via referral inquiries related to younger siblings who are not yet eligible for the youth settlement support program [12-25]. • Spectrum has expressed interest in partnering with the YEP Unit to ensure that parent/carer forums are culturally safe and inclusive of families who require content delivered in languages other than English.
<u>Orange Door Hume Moreland</u>	<ul style="list-style-type: none"> • The Orange Door [<u>Hume Moreland</u>] is located at the Broadmeadows Hume Global Learning Centre, with outposts in Sunbury and Coburg. • Specific services that support the middle years cohort include <ul style="list-style-type: none"> ◦ Women, children, and young people's family violence services ◦ Child and family services ◦ Aboriginal services ◦ Men's family violence services

Community Organisation	Services & Programs
	<ul style="list-style-type: none"> The Orange Door works with individuals and families to identify needs and facilitate access to targeted supports.
<u>Centre for Multicultural Youth [CMY]</u>	<ul style="list-style-type: none"> CMY primarily works with young people aged 12-25, however, they support the middle years cohort via their promotion of <u>homework clubs</u> across Victoria, including the <u>Hume region</u>⁴². CMY host a directory of homework clubs and can provide capacity building around cultural sensitivity, inclusion, and diversity for providers.
<u>Sunbury Cobaw Community Health</u>	<ul style="list-style-type: none"> Sunbury Cobaw Community Health deliver the <u>Kid-X Plus</u> program for children and young people, aged 9-25. It is an opportunity to promote youth voice and leadership potential. Sunbury Cobaw Community Health provide health services for children and their families. Specialist supports are targeted towards the early years [0-5] and youth [12+]
<u>Youth Projects</u>	<ul style="list-style-type: none"> Funded by Council, Youth Projects provides assertive outreach to young people aged 6-24 years through the YHOP Program. YHOP are assessing training requirements for staff with regards to ensuring child safety and appropriate program development YHOP working alongside the HWLLEN to deliver <u>Imagineering Plus</u> to students in grades 5, 6 and 7.

⁴² For a full list of all homework clubs available for young people in Hume: [homework clubs list cmcy website.docx](#). Hume's homework clubs are delivered by local schools, community service organisations and Council libraries. An overview is also provided in [Appendix 6](#)

7. CONSULTATIONS WITH NETWORKS

In January 2022, Hume's Middle Years & Transitions Officer contacted four of Hume's Networks: Sunbury Youth Network, Family & Children's Services Network, Tangible Connections Network, and Hume Student Wellbeing Network, to seek feedback on the following:

- How do you engage 6-12-year-olds?
- What are emerging needs / current trends?
- What do you think Hume City Council's role is in the middle years & transitions space?

The service providers who responded reflected the range of community supports available in Hume, which were collated into the following categories:

Community Health	<ul style="list-style-type: none">• DPV – Health Promotion – Healthy Eating Active Living• DPV – Health Promotion – Prevention of Violence Against Women• Sunbury Cobaw Community Health - Alcohol & Other Drugs Counselling
Education	<ul style="list-style-type: none">• Collingwood Language School• Elevation College• Project REAL – Banksia Gardens
Education Support	<ul style="list-style-type: none">• Hume Community Hub Network• Hume School Focused Youth Services [DPV]• Hume Whittlesea Local Learning & Employment Network [HWLLEN]• The Smith Family• Banksia Gardens Community Services Study Group

	<ul style="list-style-type: none"> Hume Moreland Navigator: JSS & DET
Newly Arrived Supports	<ul style="list-style-type: none"> Orygen Refugee Access Service Spectrum – Settlement and Family Services Migrant Resource Centre
Place Based Support	<ul style="list-style-type: none"> Banksia Gardens Kenley Court Neighbourhood House Communities for Children Hume [CfC] – brokerage funding
Community Safety	<ul style="list-style-type: none"> Victoria Police
Parent / Carer Support	<ul style="list-style-type: none"> Parent Zone Northern Broadmeadows Women's Community House Enhanced Maternal Child Health Program - Hume City Council
Child / Youth Mental Health	<ul style="list-style-type: none"> Enrich Youth Mental Health - Sunbury Cobaw Community Health DPV Child and Adolescent Psychology Service Noah's Ark Orygen Youth Mental Health Sunbury Cobaw Community Health - Youth Counselling Sunbury Cobaw Community Health - ENRICH
Family Support Services	<ul style="list-style-type: none"> Family Services Sunbury Cobaw Community Health
Children with a Disability	<ul style="list-style-type: none"> Association for Children with a Disability Sunbury Cobaw Community Health - Child and Youth Allied Health - NDIS therapy / Audiology
Council Services	<ul style="list-style-type: none"> Hume City Council Library Service
Social Supports	<ul style="list-style-type: none"> Banksia Gardens Community Services School Holiday Program

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Sunbury Cobaw Community Health - Kids X |
|--|---|

7.1 Consultation findings

7.1.1 Emerging needs and trends for middle years children

Clear themes and priorities emerged from the feedback received from the agencies (listed in order of prevalence):

What are emerging needs / current trends?

- Mental health – inclusive of depression / anxiety
- Parenting skills / targeted workshops
- Transitions for vulnerable children [primary to secondary]
- Study support – homework clubs
- Loss of social-emotional capabilities
- Bullying
- Anti-social behaviour [online & in person]
- Accessing inappropriate content online
- Disordered eating
- Inappropriate, gendered behaviour
- Social and community engagement opportunities > reduce isolation
- School refusal
- Family violence
- Impact of interrupted learning
- Support for marginalised young people [LGBTQIA, Aboriginal and Torres Strait Islander, children & young people with a disability, new arrivals]
- Healthy relating – understanding respectful relationships
- Alcohol and Drugs
- Body image
- Increase in complex needs
- Lack of affordable services

- Access to low / no cost, culturally inclusive services
- Lack of specialised services
- Support for children with a disability
- Impact of Covid-19 on settlement and forming strong community ties
- Accessing technology to support education

7.1.2 Issues and challenges faced by families, services, and schools

The following outlines the issues and challenges that were identified for families, schools, and the sector:

- *By children & families:*
 - Need for parenting support > targeted & reflective of context: during school hours, something for other children to do, in language
 - Homework Clubs > trauma informed, culturally safe
 - Opportunities to build community connection > significant social isolation being experienced because of extended lockdowns
 - Accessible activities and support > transport, cost, proximity
 - Knowledge of, and access to, specialist services
- *By schools:*
 - Support with transitions from primary to secondary school
 - Provision of centralised information re: services and referrals
 - Support with post-Covid recovery for students' social and emotional wellbeing
 - Funding for targeted programs for at risk students
 - Enhancing programming in partnership with School Focused Youth Services, to meet need
- *By services:*
 - Short Termism > funding cycles impacting upon longevity of programs / impact upon the relational > trust in services
 - Support to promote programming

- Opportunities to collaborate and cultivate cohesive messaging in terms of service provision

7.1.3 Feedback on Council's role in the Middle Years & Transitions space

The following table outlines the feedback from schools, agencies, and the sector regarding Council's role in the middle years space:

What do you think Hume City Council's role is in the Middle Years & Transitions space?

- Delivery of parent / carer seminars
- Centralise information > service providers, psycho-social information
- Support student transition between primary and secondary school
- Deliver targeted programs in partnership with specialist agencies
- Effective collaboration with specialist community agencies
- Facilitate referrals to specialist community agencies
- Provide welcoming youth space and youth activities
- Centralise networks comprised of support services / agencies
- Engage young people > provide opportunities for youth voice, particularly amplifying marginalised young people
- Advocate for enhanced funding and specialist support > improve existing programming
- Support families struggling to access services
- Offer inclusive group activities [culturally safe, emotionally safe, accessible]
- Provide schools with support and incursion style programming
- Offer homework clubs
- Provide funding for targeted programs
- Offer low / no cost programs for recently arrived young people
- Offer more family events [reduce isolation / community building]
- Create opportunities for meaningful social connection
- Improve / advocate for improved transport links and access

- Improve urban areas > amenities / parks / gardens
- Improve traffic management

7.2 Identified Gaps and Opportunities

Based on the mapping and consultation findings, the following key gaps and opportunities for future service planning and delivery was identified:

- *Map presence and accessibility of services available to children and young people aged 6-11-years-old across Hume precincts:*
 - Feedback from services is that the allocation of key services [mental health, social inclusion, study support, specialist allied health services] is not consistent across each of Hume's precincts.
 - Of note, Sunbury, and the growth areas [including Kalkallo, Mickleham, and Craigieburn] have been identified as currently lacking specialist services and will continue to experience significant population growth in the coming years
- *The need for a dedicated middle years network in Hume*
 - The HWLLEN facilitated a middle years network for 5 years [2011 – 2015] – it ceased due to lack of funding
 - Other LGA's have dedicated middle years networks. For example: Port Phillip brings primary schools & service providers together for quarterly meetings
- *Cross-LGA collaboration and information sharing*
 - It was suggested that an expansion of the middle years network with a commitment to quarterly meetings and regular communication would enhance information sharing and collaboration
 - Delivery of a cross-LGA Middle Years Expo, in which LGA's across the North & West can come together and share best practices, resources and build capacity.
- *Homework clubs in the northern areas*

- Homework clubs are a valuable resource, supporting young people to build study habits, enhance literacy & numeracy skills and develop trusting relationships with service providers
- The Broadmeadows area is extensively supported via Banksia Gardens & the Broadmeadows library – there is however, identified need in the Craigieburn and Sunbury areas. Sunbury library has been identified as a site for another homework club
- Homework clubs tend to engage older students – potential value in targeting primary school aged students specifically
- Need for skilled tutors: developmentally aware, trauma informed, culturally safe
- *Parent support programming*
 - Feedback from several services [HWLLEN, SFYS, Libraries, DET, Community Hubs] that engaging parents is often difficult and yet, there is high need in terms of building capacity
 - Need for multi-lingual, culturally safe programs
 - Need for some programs to be delivered within school hours
 - Value in partnering with existing providers and with Community Hubs – consultation & delivery of targeted programming
- *Closer liaison with existing services [Council Services, Spectrum, Banksia Gardens, DPV, etc.]*
 - Lack of knowledge re: programming across various Council Services that actively targeted 6-11-year-old cohort [Recreation and Library Services] – opportunity to coordinate and establish information sharing processes
 - Established place-based services such as Banksia Gardens have longstanding programs that may attract the same young people that Youth Central in Broadmeadows seeks to attract.
 - Develop opportunities to coordinate and collaborate on middle years programming.
- *Establishment of a centralised service guide and information portal to be coordinated by Hume City Council and disseminated across relevant networks*

- Collaborate with key service providers across Hume to establish consistent referral protocols, engage Networks, including Tangible Connections Network and Sunbury Youth Network for dissemination and ongoing review of protocols.
- *Specialised junior programming through youth centres*
 - Opportunity for skills development across YEP team – designing developmentally appropriate programs
 - Dedicated after school programming and school holiday programs across all Youth Centres for children and young people in the 6-11-year-old cohort
 - Liaising with local schools – possibility for Youth Centres to be utilised –
 - Transitions activities for high schools & feeder primary schools
 - One afternoon a week for primary school aged students?
 - A way for year 7's to sustain friendships with their peers from grade 6 who may have gone to different secondary schools
- *Gain insight into the lived experiences of the 6-11-year-old cohort:*
 - Possible need for consultation:
 - creative approaches > Story telling / art making / music
 - Survey tools – to be used ongoing – longitudinal data sets.
 - Ensure that we are targeting both the specific [socio-geographical context] and the universal [developmental, attachment to Hume / school / family]

8. RECOMMENDATIONS

The following recommendations are drawn from consultation findings with community stakeholders, Council officers and research into best practice across the middle years and transitions space.

Recommendations have been aligned to key actions outlined in Connect & Thrive: A Plan for Young People in Hume 2022-2026; and partnership opportunities have been identified.

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
Develop a Middle Years Action Plan <ul style="list-style-type: none"> Develop an action plan that will guide Council's development and delivery of new programs and supports for the middle years over the next five years 	ACTION AREA 1: Youth and Family-Friendly Places and Spaces <ul style="list-style-type: none"> Continue to provide safe and accessible spaces through Council's Youth Centres and other Council facilities in collaboration with schools, community agencies and youth service providers that young people and their families can access at key times. ACTION AREA 2: Information, Resources and Navigation <ul style="list-style-type: none"> Build the capacity of Council's Youth & Engagement Pathway Unit, other Council areas and service partners to understand the needs of young people, employ best-practice frameworks and deliver a coordinated service system in Hume 	<ul style="list-style-type: none"> Children Youth and Family Services Community Strengthening Unit Health and Community Wellbeing Unit Sustainable Environment Unit Community Planning, Strategic Planning Team Libraries Community Centres Community Hubs DPV

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
	<p>ACTION AREA 3: Innovative, Responsive and Impactful Programs</p> <ul style="list-style-type: none"> Develop and deliver responsive and evidence informed services and programs tailored to the specific needs of young people and families. <p>ACTION AREA 4: Advocacy and Stewardship</p> <ul style="list-style-type: none"> Track and predict trends about the existing and emerging needs of young people and share this knowledge with our sector partners. <p>ACTION AREA 5: Supporting Transitions</p> <ul style="list-style-type: none"> Strengthen partnerships across schools and the sector to enhance programs that focus on transition from primary to secondary school, and secondary school to work and/or further education, training and employment including capacity building, mentoring and experiential learning opportunities. Support schools to develop and deliver prevention and early intervention programs that respond to issues in relation to mental health, healthy relationships, gendered violence and stereotypes, safety, social connection, and leadership. 	<ul style="list-style-type: none"> SFYS HWLLEN CfC Hume Primary and Secondary Schools LGA Middle Years and Youth Services Victoria Police Spectrum Migrant Resource Centre Banksia Gardens Multiversity Hume Networks

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
	<ul style="list-style-type: none"> Continue to build the evidence-based on what works to improve ‘transitions’ for young people, and share this with partners 	
<p><u>Place-based consultation and planning</u></p> <ul style="list-style-type: none"> Use the 13 Precincts as a framework for consultation with middle years children and young people and families – doing so will ensure breadth of consultation and amplification of voices that might be marginalised otherwise <ul style="list-style-type: none"> Opportunity to identify precincts, such as Sunbury, which are currently under-resourced and in need of targeted support to meet the needs of their population. Engage community members via a visible presence in each precinct, utilising YEP Unit van, creating mobile “town square”. Ensure consultation process is multi-lingual, inclusive, and accessible 	<p>ACTION AREA 2: Information, Resources and Navigation</p> <ul style="list-style-type: none"> Build the capacity of Council’s Youth & Engagement Pathway Unit, other Council areas and service partners to understand the needs of young people, employ best-practice frameworks and deliver a coordinated service system in Hume <p>ACTION AREA 4: Advocacy and Stewardship</p> <ul style="list-style-type: none"> Track and predict trends about the existing and emerging needs of young people and share this knowledge with our sector partners. Develop and distribute a Hume Youth Profile that captures and details key health, economic, social, education and employment, safety data pertaining to local young people. 	<ul style="list-style-type: none"> Community Hubs Spectrum Foundation House DPV Health Community Planning, Strategic Planning Team Libraries
<p><u>Establish evidence-based survey tool to track risk and protective factors</u></p>	<p>ACTION AREA 2: Information, Resources and Navigation</p>	<ul style="list-style-type: none"> Local Primary Schools Multiversity

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
<ul style="list-style-type: none"> Consult with other LGAs to benchmark survey tools available Assess the available survey tools that is fit for purpose – establish what information we are seeking, why & what we anticipate it informing in terms of practices.⁴³ Ensure survey tool aligns with Hume’s commitment to access and equity – may require multi-lingual and/or plain English surveys. Facilitate annual / biannual surveying and disseminate results to local services to develop and deliver targeted responses 	<ul style="list-style-type: none"> Build the capacity of Council’s Youth & Engagement Pathway Unit, other Council areas and service partners to understand the needs of young people, employ best-practice frameworks and deliver a coordinated service system in Hume <p>ACTION AREA 3: Innovative, Responsive and Impactful Programs</p> <ul style="list-style-type: none"> Develop and deliver responsive and evidence informed services and programs tailored to the specific needs of young people and families. <p>ACTION AREA 4: Advocacy and Stewardship</p> <ul style="list-style-type: none"> Track and predict trends about the existing and emerging needs of young people and share this knowledge with our sector partners. Develop and distribute a Hume Youth Profile that captures and details key health, economic, social, education and employment, safety data pertaining to local young people. 	<ul style="list-style-type: none"> Communities that Care Resilience Youth Australia LGA Middle Years and Youth Services HWLLEN SFYS
<p><u>Position Hume Council as an effective advocate for enhanced Middle Years and Transitions service provision and coordination</u></p>	<p>ACTION AREA 2: Information, Resources and Navigation</p> <ul style="list-style-type: none"> Maintain and build partnerships with community agencies, schools, and youth service providers to 	<p>Hume Networks:</p> <ul style="list-style-type: none"> Tangible Connections Family & Children’s Services

⁴³ See [Appendix 2](#) for overview of Data Collection Models

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
<ul style="list-style-type: none"> • Drawing upon the knowledge gained from surveying consulting with Hume’s children and young people and families, the YEP Unit will be able to communicate its findings, share research and learnings with relevant stakeholders, and work in partnership with existing services to enhance advocacy, service delivery and referral processes. • Liaise with service providers and partners to establish a parent and care-giver information/capacity building program.⁴⁴ <ul style="list-style-type: none"> ◦ Ensure that the offerings are targeted to localised community need, culturally safe and accessible. • Establish a centralised service guide and information portal that can be 	<p>improve the sharing of information, resources, expertise, and knowledge.</p> <p>ACTION AREA 5: Supporting Transitions</p> <ul style="list-style-type: none"> • Strengthen partnerships across schools and the sector to enhance programs that focus on transition from primary to secondary school, and secondary school to work and/or further education, training and employment including capacity building, mentoring and experiential learning opportunities. • Support schools to develop and deliver prevention and early intervention programs that respond to issues in relation to mental health, healthy relationships, gendered violence and stereotypes, safety, social connection, and leadership. • Continue to build the evidence-based on what works to improve ‘transitions’ for young people, and share this with partners 	<ul style="list-style-type: none"> • Sunbury Youth Network • Hume Youth Commitment • Hume Multicultural Workers Network • Hume Student Wellbeing Network • Communities for Children

⁴⁴ This recommendation is in line with the Council Action Plan, 2021-2022: Covid Recovery: “Partner with local service providers to deliver a range of parenting programs to build the capacity of parents to support children from 0-24 years. Focus on delivering programs to support fathers’ participation.”

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
<p>coordinated by the Youth and Education Pathways Unit.</p> <ul style="list-style-type: none"> Collaborate with participating services to create guides / protocols around referrals and waitlists. 		
<p><u>Formalise stronger relationships with existing services</u></p> <ul style="list-style-type: none"> Establish partnerships with Council Services that have high engagement with the 6-11-year-old cohort: Library and Recreation Services <ul style="list-style-type: none"> Bi-monthly meetings may be an effective way to identify emerging needs, coordinate programming and identify opportunities for collaboration Opportunity to build capacity and exchange insights Liaise with established place-based services, such as Banksia Gardens to avoid duplication and maximise impact of programming 	<p>ACTION AREA 1: Youth and Family-Friendly Places and Spaces</p> <ul style="list-style-type: none"> Continue to provide safe and accessible spaces through Council's Youth Centres and other Council facilities in collaboration with schools, community agencies and youth service providers that young people and their families can access at key times. <p>ACTION AREA 3: Innovative, Responsive and Impactful Programs</p> <ul style="list-style-type: none"> Develop a coordinated approach to programming across Council and the local youth sector - ensuring consistency, quality, diversity, and relevancy. Develop and deliver responsive and evidence informed services and programs tailored to the specific needs of young people and families. 	<ul style="list-style-type: none"> Hume Libraries Hume Recreation Hume Community Hubs Banksia Gardens Spectrum DPV Health

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
<ul style="list-style-type: none"> ○ Schedule drop-in / Chill Out sessions on days that Banksia Gardens is not running their long-established drop-in service ○ Create opportunities for skill building sessions, such as cooking, to be delivered on site at Youth Central 		
<p><u>Establish transitions programs and resources</u></p> <ul style="list-style-type: none"> • Work in partnership with the HWLLEN to update transitions resources in relation to primary to secondary school transition⁴⁵ <ul style="list-style-type: none"> ○ Ensure multi-lingual, inclusive, and accessible • Work with local secondary schools and their feeder [primary] schools to enhance students' experience of transitioning to high school. 	<p>ACTION AREA 1: Youth and Family-Friendly Places and Spaces</p> <ul style="list-style-type: none"> • Continue to provide safe and accessible spaces through Council's Youth Centres and other Council facilities in collaboration with schools, community agencies and youth service providers that young people and their families can access at key times. <p>ACTION AREA 2: Information, Resources and Navigation</p> <ul style="list-style-type: none"> • Maintain and build partnerships with community agencies, schools, and youth service providers to 	<ul style="list-style-type: none"> • HWLLEN: Hume Whittlesea Local Learning and Employment Network • Local primary and secondary schools • Spectrum • Banksia Gardens • Centre for Multicultural Youth • Foundation House

⁴⁵ Specifically In Transit DVD and Parent Tip Sheets: [Parent Tips | hwllen](#), accessed 02.03.2022

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
<ul style="list-style-type: none"> Develop and deliver targeted after-school and school holiday programming for the 6-11 cohort at Hume's Youth Centres and venues Work with local community agencies to develop multilingual resources and supportive programming to empower families and children to succeed at school 	<p>improve the sharing of information, resources, expertise, and knowledge.</p> <p>ACTION AREA 3: Innovative, Responsive and Impactful Programs</p> <ul style="list-style-type: none"> Develop a coordinated approach to programming across Council and the local youth sector - ensuring consistency, quality, diversity, and relevancy. Develop and deliver responsive and evidence informed services and programs tailored to the specific needs of young people and families. <p>ACTION AREA 5: Supporting Transitions</p> <ul style="list-style-type: none"> Strengthen partnerships across schools and the sector to enhance programs that focus on transition from primary to secondary school, and secondary school to work and/or further education, training and employment including capacity building, mentoring and experiential learning opportunities. Support schools to develop and deliver prevention and early intervention programs that respond to issues in relation to mental health, healthy relationships, gendered violence and stereotypes, safety, social connection, and leadership. 	

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
	<ul style="list-style-type: none"> Continue to build the evidence-based on what works to improve 'transitions' for young people, and share this with partners 	
<p><u>Develop and deliver a Principals' Breakfast Program</u></p> <ul style="list-style-type: none"> Develop and deliver a Principals Breakfast Program to build relationships and supports with schools. The Principals' Breakfast Program will provide attendees with information and professional development around key topics that reflect emerging needs amongst primary and secondary students in Hume. 	<p>ACTION AREA 2: Information, Resources and Navigation</p> <ul style="list-style-type: none"> Maintain and build partnerships with community agencies, schools, and youth service providers to improve the sharing of information, resources, expertise, and knowledge. <p>ACTION AREA 5: Supporting Transitions</p> <ul style="list-style-type: none"> Strengthen partnerships across schools and the sector to enhance programs that focus on transition from primary to secondary school, and secondary school to work and/or further education, training and employment including capacity building, mentoring and experiential learning opportunities. 	<ul style="list-style-type: none"> Local primary and secondary school leadership School Wellbeing Teams
<p><u>Partnerships and Enhanced Information Sharing</u></p> <ul style="list-style-type: none"> Establish and facilitate a cross-LGA Middle Years & Transitions Network to share information, data, and best-practice 	<p>ACTION AREA 2: Information, Resources and Navigation</p> <ul style="list-style-type: none"> Maintain and build partnerships with community agencies, schools, and youth service providers to improve the sharing of information, resources, expertise, and knowledge. 	<ul style="list-style-type: none"> LGA Youth and Middle Years Services

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
<ul style="list-style-type: none"> Develop and deliver with key stakeholders a Middle Years Forum with other LGA's across the Metro North & West 	<p>ACTION AREA 4: Advocacy and Stewardship</p> <ul style="list-style-type: none"> Create opportunities for the sector to come together to share knowledge about the current and emerging needs of young people, service gaps to work together to align objectives and deliver meaningful impact. 	
<p><u>Delivery of Innovative, Responsive and Impactful Programs</u></p> <p>Develop and deliver new programming for Hume's middle years cohort in partnership with schools and service providers.</p> <ul style="list-style-type: none"> Provide opportunities for children, their families, and their schools to build connections with their local Youth Centre, Council services and broader community. 	<p>ACTION AREA 1: Youth and Family-Friendly Places and Spaces</p> <ul style="list-style-type: none"> Continue to provide safe and accessible spaces through Council's Youth Centres and other Council facilities in collaboration with schools, community agencies and youth service providers that young people and their families can access at key times <p>ACTION AREA 3: Innovative, Responsive and Impactful Programs</p> <ul style="list-style-type: none"> Develop a coordinated approach to programming across Council and the local youth sector - ensuring consistency, quality, diversity, and relevancy. Develop and deliver responsive and evidence informed services and programs tailored to the specific needs of young people and families. <p>ACTION AREA 5: Supporting Transitions</p>	<ul style="list-style-type: none"> Local children and families Local primary schools Library services Community Centres Recreation Centres

Recommendation	Related Action Area – Connect & Thrive	Partnership Opportunities
	<ul style="list-style-type: none"> Support schools to develop and deliver prevention and early intervention programs that respond to issues in relation to mental health, healthy relationships, gendered violence and stereotypes, safety, social connection, and leadership. 	

APPENDIX 1: LIST OF STAKEHOLDERS CONSULTED AS PART OF MAPPING PROCESS, DEC 2021 – APRIL 2022

Hume City Council:

- Team Leader Networks, Engagement & Employment, Youth Employment & Pathway Unit
- Participation & Partnerships Officer, Youth Employment & Pathway Unit
- Early Years Hubs Support Coordinator, Community Strengthening Unit
- Community Development Officer, Community Strengthening Unit
- Library Programs & Digital Literacy Team Leader, Broadmeadows Library
- Youth Engagement Officer, Community Strengthening, Broadmeadows Library
- Community Planner, Strategic Planning
- Team Leader – Parent Support, Health, and Community Wellbeing [MCH]
- Health Promotion Officer – Children & Young People, Health, and Community Wellbeing

Department of Education and Training:

- Senior Transition Officer, Hume Moreland & North East Melbourne Areas
- Assistant Principal, Collingwood English Language School
- Leading Teacher, Junior School Engagement & Wellbeing, Elevation College
- Navigator Coordinator, Hume-Moreland

Service providers and Community Services:

- Hume School Focused Youth Services Coordinator – DPV
- CEO Hume - Hume Whittlesea Local Learning and Employment Network
- Sunbury Cobaw Community Health Centre:
 - Enrich Youth Mental Health
 - Family Services
 - Child and Youth Allied Health – NDIS
 - Child and Youth Allied Health – Audiology
 - Kids X
 - Youth Counselling
 - Alcohol and Other Drugs Counselling
- DPV:
 - Child and Adolescent Psychology Service
 - DPV Health Promotion – Preventing Violence Against Women / Healthy Eating, Active Living
- Victoria Police
- Orygen Refugee Access Service
- Noah's Ark
- Association for Children with a Disability
- Banksia Gardens:
 - Project REAL
 - Community Services Study Group
 - Community Services School Holiday Program

- Youth Justice
 - Community Arts
 - Prevention of Violence Against Women
- Kenley Court Neighbourhood House
- Broadmeadows Women's Community House
- Parent Zone Northern [Hume]
- Communities for Children
- The Smith Family
- Orygen Youth Health
- Anglicare – Growing Connections & Integrated Family Services
- Spectrum
- Jesuit Social Services – Navigator Program
- Migrant Resource Centre [North Western]

APPENDIX 2: HOMEWORK CLUBS IN HUME

Service Provider	Name & Location	Target Group	Contact Details
Gladstone Park	After School Tutoring 14-36 Taylor Drive, Gladstone Park, VIC 3043	Limited to students of Gladstone Park Secondary College	(03) 9933 0500 gladstone.park.sc@edumail.vic.gov.au
Banksia Gardens	Aiming High VCE Study Program – Broadmeadows 37 Pearcedale Place, Broadmeadows, VIC 3047	Limited to selected VCE students from secondary schools in Hume.	(03) 9309 8531 erin.m@banksiagardens.org.au
Banksia Gardens	Aiming High VCE Study Program – Craigieburn 75-95, Central Park Avenue, Craigieburn, VIC 3064	Limited to selected VCE students from secondary schools in Hume	(03) 9309 8531 jonathan.c@banksiagardens.org.au
Banksia Gardens	Banksia Gardens Study Group 71-81 Pearcedale Parade, Broadmeadows, VIC 3047	All students welcome	(03) 9309 8531 0480 358 076 bodhi.s@banksiagardens.org.au
Banksia Gardens	Bringing the Gardens to the Valley (Hume Valley School)	Prep - Year 12 - limited to students at Hume Valley School	(03) 9309 8531 edgar.c@banksiagardens.org.au

Service Provider	Name & Location	Target Group	Contact Details
	Hume Valley School, Koroit Avenue, Broadmeadows, VIC 3047		
Hume City Council	Broadmeadows Homework Club Global learning Centre - The Age Library, 1093 Pascoe Vale Rd, Broadmeadows, VIC 3047	Primary and secondary students welcome	(03) 9356 6942
Hume City Council	Craigieburn Library Study Group Hume Global Learning Centre, 75-95, Central Park Avenue, Craigieburn, VIC 3064	All students welcome	(03) 9356 6999
Craigieburn Sth Primary	Craigieburn South Primary School 102 Hothlyn Dr, Craigieburn, VIC 3064	Limited to students at Craigieburn South Primary School (operates in Terms 2 & 3)	(03) 9308 3133 kyllo.lisa.l@edumail.vic.gov.au
Hume Central Secondary	Hume Central Secondary College Homework Club – Dimboola Road Campus Dimboola Road, Westmeadows, VIC 3049	Limited to students at Hume Central Secondary College	(03) 9099 1000 sharma.renu.r@edumail.vic.gov.au

Service Provider	Name & Location	Target Group	Contact Details
Banksia Gardens [Keley Court]	Kenley Court Homework Club 18 Kenley Court, Meadow Heights, VIC 3048	All students welcome	(03) 9309 8435 Michael.m@banksiagardens.org.au
Kolbe College	Kolbe College Homework Club Kolbe Catholic College, Greenvale Lakes, VIC 3059	Limited to students at Kolbe College	(03) 8339 3060 jwenlock@kolbecc.catholic.edu.au
Meadow Heights Learning Service	Multimedia Homework Club 3-13 Hudson Circuit, Meadow Heights, VIC 3048	All Students Welcome	(03) 9301 9200 manager@mhls.com.au
Roxburgh Park College	Roxburgh College Homework Club 60-70 Donald Cameron Dr, Roxburgh Park, VIC 3064	Limited to students at Roxburgh College	(03) 9930 8100 bull.gordon.r@edumail.vic.gov.au

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