

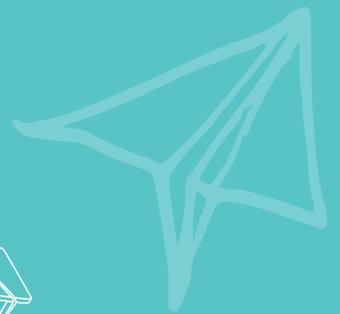


HUME CITY COUNCIL  
**HUME 0-24  
FRAMEWORK**

**A vision for children  
and young people  
in Hume**

A Ten Year Strategy: 2019-2029

[www.hume.vic.gov.au](http://www.hume.vic.gov.au)



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## Acknowledgement of traditional custodians

We acknowledge the Gunung-Willum-Ballak of the Wurundjeri People as the Traditional Custodians of the land and region on which Hume City is located. We embrace Aboriginal and Torres Strait Islander peoples living culture as a vital part of Australia's identity and recognise, celebrate and pay respect to family members of the Gunung-Willum-Ballak and to Elders past and present.

## Acknowledgement of contributors to *The Framework*

We acknowledge the community contribution to the development of the Hume 0-24 Framework. Over 1300 comments were received from Hume's community; the positive response ensured that the voice of community is central to *The Framework's* development.

We acknowledge the input, expertise and collaboration of community organisations who co-designed *The Framework*.



# Message from the Councillors

## Hume City Council

The *Hume 0-24 Framework* is our community's vision for the future of children and young people in Hume. Also known as *The Framework*, this ten-year strategic vision represents an exciting chapter in working together to deliver shared outcomes for Hume's community.

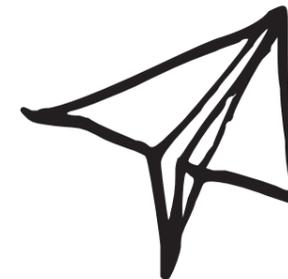
Facilitated by Hume City Council, this framework was developed through extensive community consultation, and the creation of community that supports a good life for children and young people and key themes that support a good life. These key themes which make a good life are also underpinned by a strong connection to culture and identity.

Within Council, our work is underpinned by *Hume Horizons 2040*, a community plan which outlines a long-term vision for Hume City and is the foundation for Council's corporate planning framework. Our four-year *Council Plan 2017-2021* implements the five key themes and strategic directions of *Hume Horizons 2040*.

*The Framework* fits within Council's broader strategic planning which consists of Council strategies, action plans and frameworks. While *The Framework* is not a statutory required plan, it is aligned with *Hume Horizons 2040* and the *Council Plan 2017-2021*. Council has long recognised the importance of developing early years and youth plans and acknowledges their vital role in the broader policy context of social planning at a local level. *The Framework* builds on the successes of the *Hume Early Years Framework 2014-2018* and *Insight: Hume City Council Youth Strategy 2015-2019*.

Council will develop an Action Plan in response to *The Framework* and organisations are encouraged to develop their own responses as appropriate to their service. We are proud to see the delivery of this document and look forward to seeing its implementation over the next 10 years and the outcomes it will bring.

Let's join together as we work towards a vision of a good life for all children and young people in Hume City.



# Message from Advisory Committee

We welcome the **Hume 0-24 Framework's** vision of a good life for children and young people in Hume.

As the inaugural Advisory Committee members, we represent a diverse group of organisations which range from early years services, education and training and community health to more specialised community services which support people experiencing homelessness and mental health services. The broad range of organisations we represent will enable a range of views to be heard.

We are encouraged that **The Framework's** development was underpinned by findings of the Australian Research Alliance for Children and Youth (ARACY) The Nest Action Agenda which ensures a robust, evidence-based foundation.

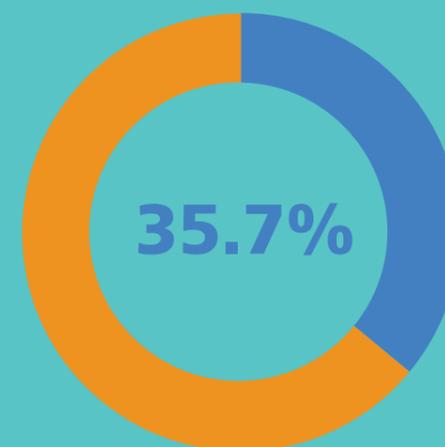
**The Framework's** five key themes of feeling secure, cared for and safe, access to life's necessities, health and wellbeing, learning from birth to adulthood, and being involved, connected and valued provide a strong foundation for a good life in Hume City. The themes and strategic objectives were developed in consultation with community and organisations who support children and young people in Hume City.

**The Framework** provides a tool for organisations to work together in collaboration to support children and young people in Hume City. We encourage organisations to engage with the themes and strategic objectives of **The Framework** and develop their own responses which may be represented in strategic planning, service plans and in practice, when supporting children and young people.

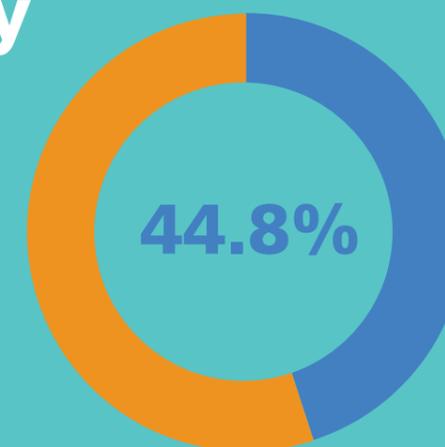
We look forward to future possibilities and partnerships during the ten-year implementation of **The Framework** and collectively, we can make a difference in the lives of children and young people in Hume City.



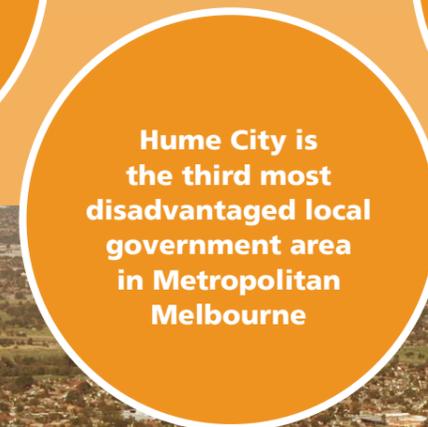
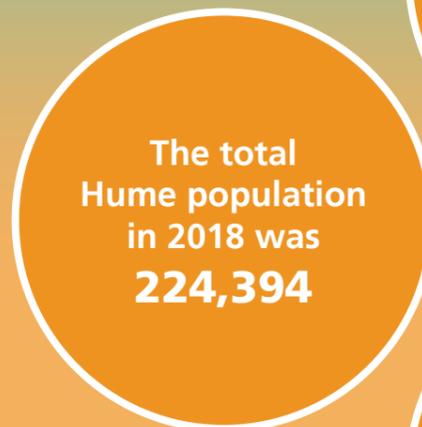
## Hume City Profile



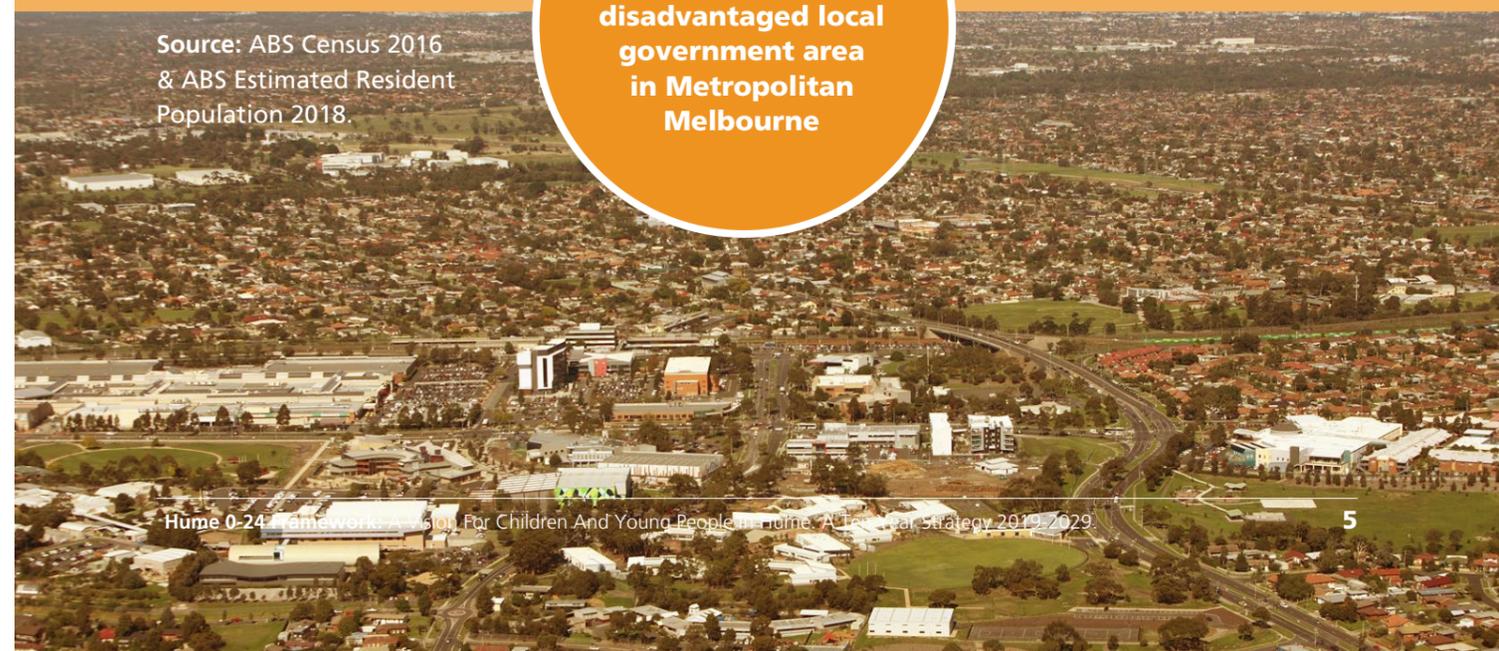
of residents born overseas



of people speak a language other than English at home

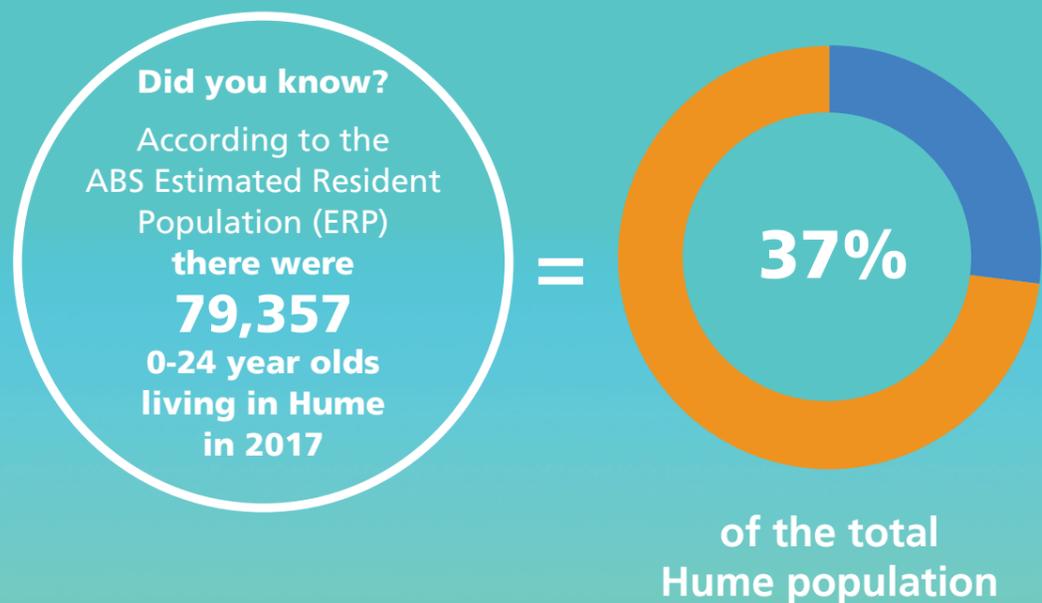


Source: ABS Census 2016 & ABS Estimated Resident Population 2018.



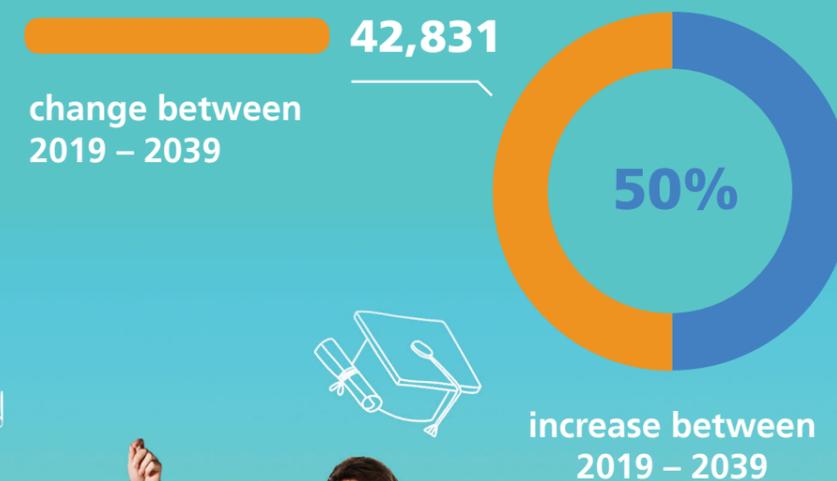
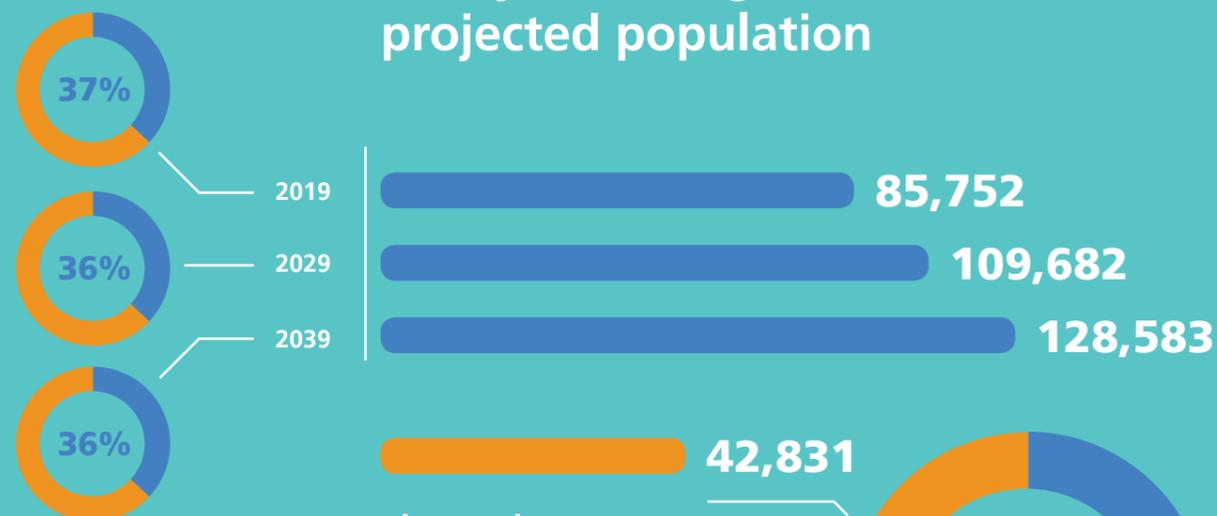
# Children And Young People In Hume

## Children and young people in Hume profile



Source: ABS Estimated Resident Population 2018.

## 0-24 years of age – projected population

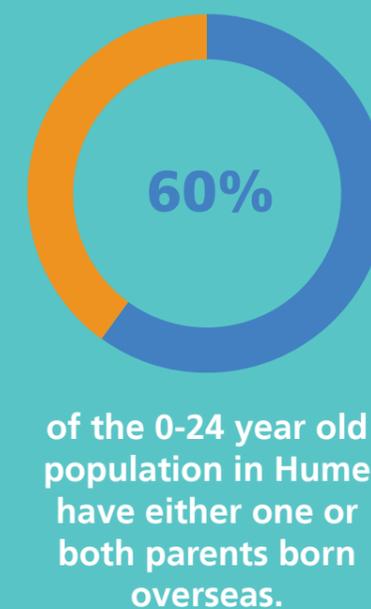


Source: id Population Forecast 2017.



# Children And Young People In Hume

## Children and young people in Hume profile



**Did you know?**  
**1,974**  
of the 0-24 population in Hume has need for assistance due to a profound or severe core activity limitation.

**Did you know?**  
**1,987**  
young people aged 15-24 years provide unpaid assistance to a person with a disability.

Source: ABS Census 2016.

# A plan for children and young people in Hume



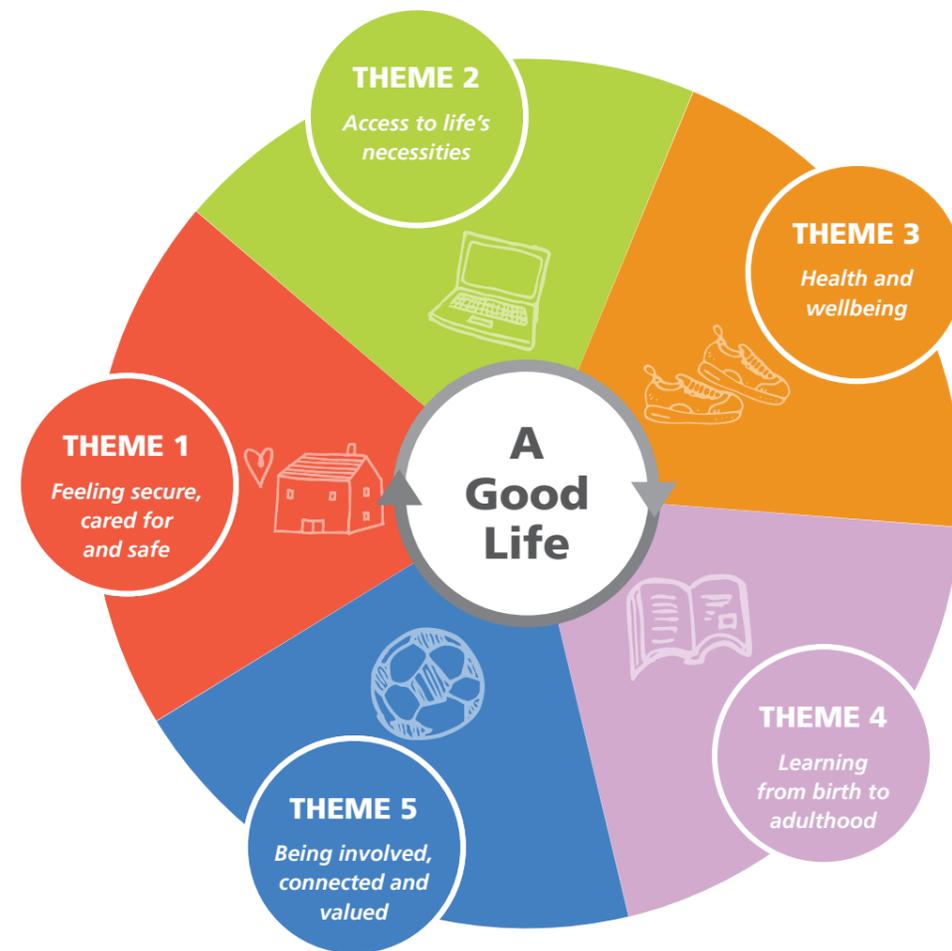
The *Hume 0-24 Framework* is a ten year strategic plan for children and young people.

The intention of *The Framework* is to guide the creation of a community that supports a good life for children and young people. A good life is experienced when children and young people feel secure, cared for and safe, have access to life's necessities, experience health and wellbeing, are engaged in learning and are participating in the community. These key themes which make a good life are also underpinned by a strong connection to culture and identity and a supportive service system.

To deliver on the aspirations described in *The Framework* service providers, Council and community must work together. The intent of *The Framework* is to guide the collective efforts of a diverse range of service providers, policy makers and the community towards improved outcomes for children and young people in Hume.

*The Framework* identifies five key themes necessary for a good life. These themes are the result of extensive consultation.

The five key themes are:



## Why we developed *The Framework*

Conversations regarding *The Framework* commenced in early 2018 with the Hume Early Years Executive group and the Hume Youth Commitment recognising the need for:

- a place-based whole-of-community, whole-of-system, evidence-based plan
- a life stage approach to development
- opportunities to support children and young people.

The life stage approach understands that children and young people cycle through a range of life stages in their journey from birth to adulthood. Specific life stages are windows of opportunity to focus interventions at key transition points, such as early childhood, middle years, later school years, school leaving and early employment. These interventions will have the greatest impact when they are implemented early in the life course. It is also important to note that children and young people move through life stages in different ways and stages.

Developing *The Framework* provided the opportunity to consider specific life stages and strategic alignments across the early years and youth sectors.

# How we developed The Framework

The Framework was developed using the approach advocated by ARACY national best practice model, *The Nest: a national plan for child and youth wellbeing*.

The Nest comprises of a suite of elements that work together to influence outcomes.

- Report Card: The wellbeing of young Australians (an international comparison and common metric on the wellbeing of young Australians, allowing for regular reporting of progress towards agreed outcomes of *The Nest*.)
- A review of evidence about “what works” for improved child and youth wellbeing.
- National consultations with more than 4000 people, including children and young people, parents, child-advocates, policy makers and services providers, detailing what young people, children and families think is important to improve wellbeing.
- *The Nest* action agenda, which is a coherent National Plan, including a vision, outcomes, evidence based strategies and operation based principles.

In order to better understand Hume community’s strengths, needs and aspirations, consultations were undertaken focusing on the big picture question:

**“What does a good life look like for children, young people and their families in Hume?”**

This question was used to align *The Framework* with *The Nest*, Australia’s first ever national plan for child and youth wellbeing.

Over three months children, young people and families were asked a series of questions about what makes a good life. Service providers, early years and youth networks were also consulted extensively about their ideas about what makes a good life in Hume. The mixed method approach to engaging with community ensured that a diverse range of voices were heard and represented in the consultations.

Comments from the first consultation phase were analysed, coded and themed into broad areas based on the six wellbeing domains of *The Nest*: loved and safe; material basics; healthy; learning; participating; positive sense of culture and identity.

The second phase of consultation involved two workshops where key stakeholders utilised their collective knowledge in a co-design process to identify five themes that captured the aspirations of Hume’s community. These five themes were refined to create an aspiration and strategic objectives for each theme.

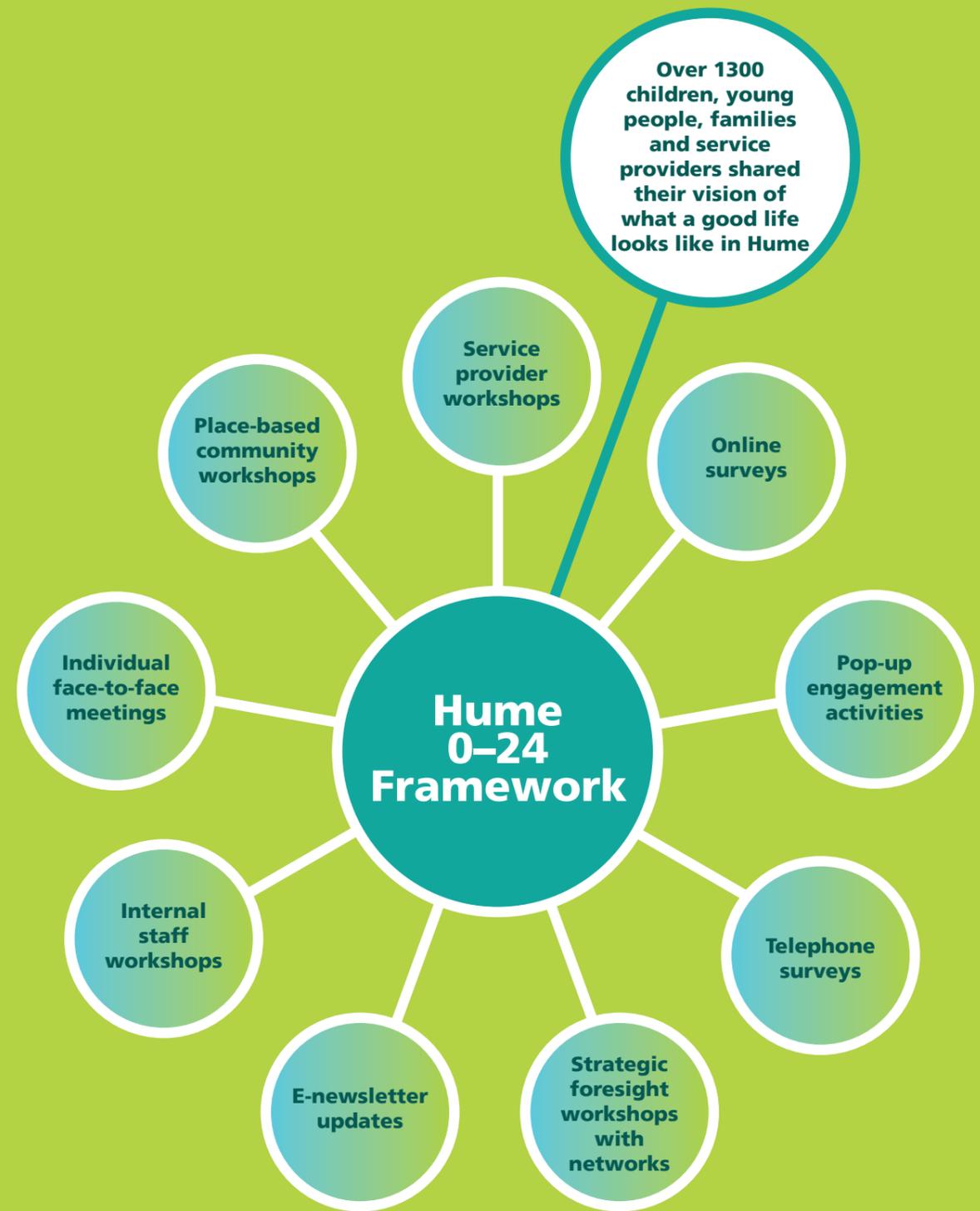


Figure 1: Community consultation activities

# THEME 1: Feeling secure, cared for and safe



## ASPIRATION

Through secure attachments and supportive relationships, children and young people feel cared for and safe. They actively participate in an inclusive and safe community; free from bullying, discrimination and violence where they feel loved and supported to live a good life.

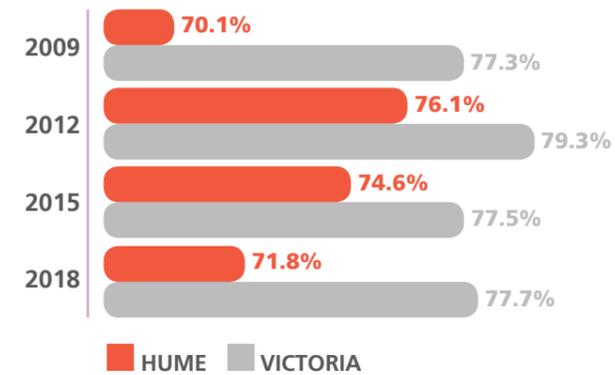
*"A good life is to me is love."*

- 8 year old child



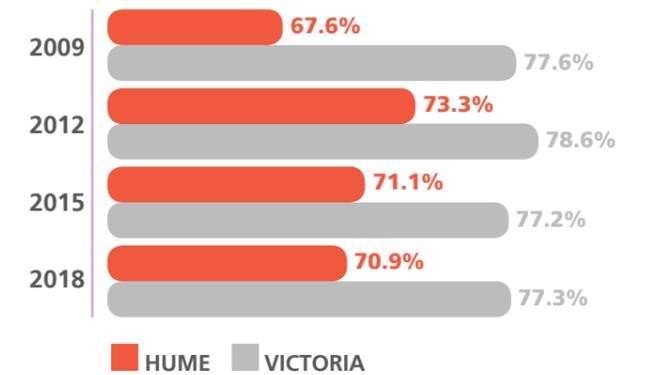
### CHILDREN DEVELOPMENTALLY ON TRACK FOR EMOTIONAL MATURITY 2009-2018

(Source: AEDC 2018)



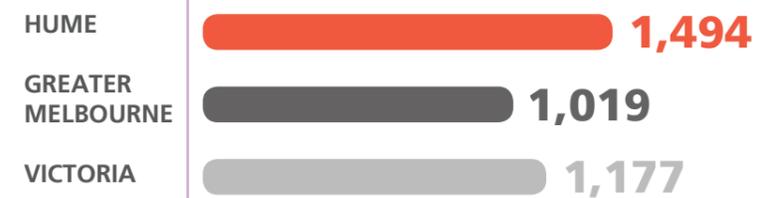
### CHILDREN DEVELOPMENTALLY ON TRACK FOR SOCIAL COMPETENCE 2009-2018

(Source: AEDC 2018)



### FAMILY VIOLENCE INCIDENT RATES 2017-2018

(Source: CRIME STATISTICS AGENCY 2018)



#### Did you know?

Seven in ten Hume children were developmentally on track for emotional maturity in 2018.

## YOU TOLD US

- Feeling loved and valued is paramount to living a good life
- Feeling safe and being safe at home, in the community and in education settings is important
- Children and young people need opportunities for fun and play
- Children and young people need a sense of freedom without worrying about adult concerns
- Support for parents, work/life balance, education and capacity building all impact on a child and young person's wellbeing



## OBJECTIVES:

- 1.1 Support children, young people and families to build strong, resilient families and foster positive relationships.
- 1.2 Increase children and young people's safety in the community, educational settings and home environment.

# THEME 2: Access to life's necessities



## ASPIRATION

Children and young people have their basic needs met. They have information and access to community services if needed. They have access to affordable and secure housing, healthy food, education, training and employment and adequate clothing; they live free from poverty.

*"To have enough money for living expenses, basic necessities and to be able to give the family different experiences and opportunities."*

– Service provider



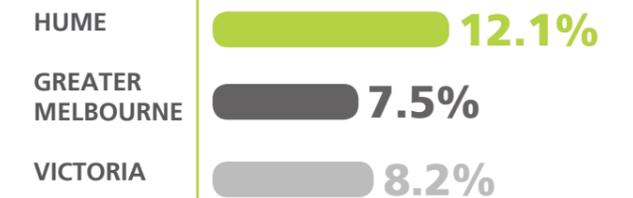
### LEARNING OR EARNING AT AGES 15-24, 2016

(Source: ABS CENSUS 2016)



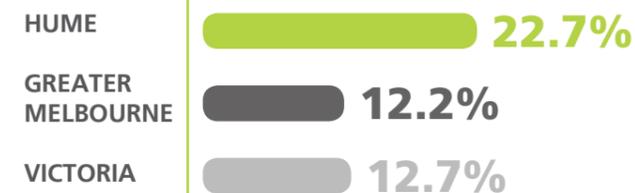
### PROPORTION OF DISENGAGED YOUTH, 2016

(Source: ABS CENSUS 2016)



### PROPORTION OF 0-24 YEAR OLD DEPENDENT CHILDREN IN FAMILIES WITH JOBLESS PARENTS, 2016

(Source: ABS CENSUS 2016)



#### Did you know?

Hume has a higher proportion of disengaged youth than Greater Melbourne and Victoria.



## YOU TOLD US

- About the importance of training and employment
- Having a job not only has a financial benefit, but provides a sense of worth
- Knowing about types of services available, easy access and the need for a timely response is important
- Having healthy food, clothing and affordable housing is vital
- An accessible, connected public transport system and road network to ensure services and programs are accessible, contributes to wellbeing

## OBJECTIVES:

- 2.1 Increase knowledge of and access to community support services.
- 2.2 Increase opportunities and access to employment in Hume.
- 2.3 Advocate to address the needs of children and young people.

# THEME 3: Health and wellbeing



## ASPIRATION

Children, young people and their families are empowered to participate in physical activity, are mentally healthy and experience wellbeing. They engage in a range of opportunities to support their health and wellbeing. They have access to timely, high-quality and affordable health services.

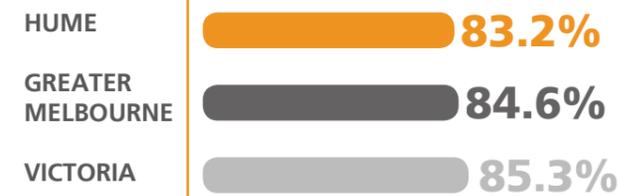
*“Physical and mental health are important, access to health providers needs to be available to everyone and free. Education about healthy eating, family connections, cultural competence is also very important as it impacts directly on health.”*

– Parent



### CHILDREN REPORTED TO BE IN EXCELLENT OR VERY GOOD HEALTH, 2017

(Source: SCHOOL ENTRANT HEALTH QUESTIONNAIRE 2018)



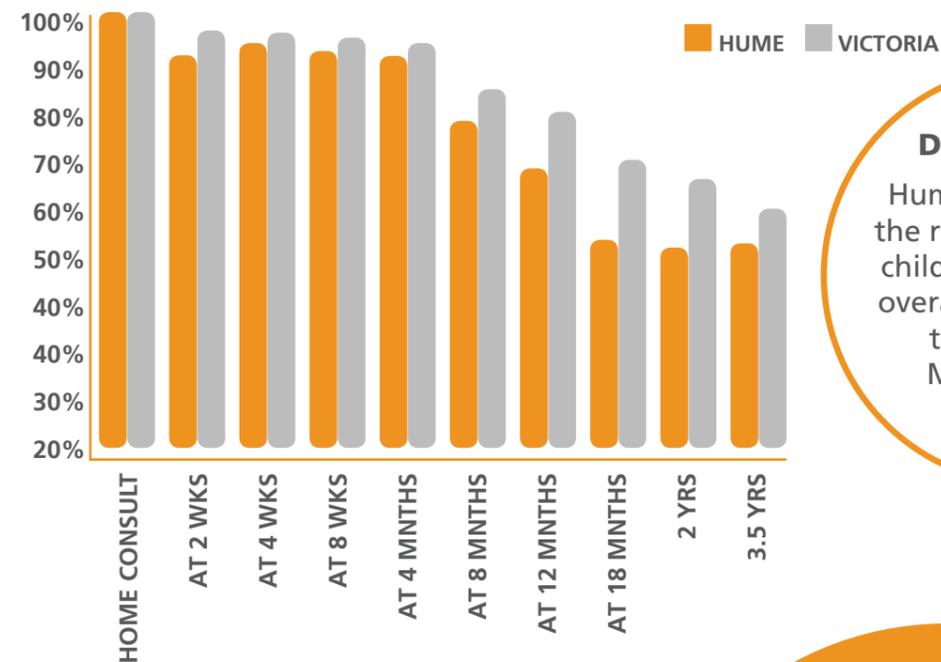
### YOUNG PERSONS WITH HIGH LEVELS OF PSYCHOLOGICAL DISTRESS INDICATOR, 2016

(Source: VCAMS 2017)



### PARTICIPATION RATES FOR KEY AGES & STAGES CONSULTATIONS, 2016-17

(Source: VCAMS 2017)



#### Did you know?

Hume’s outcomes for the reported quality of children’s health were overall consistent with that of Greater Melbourne and Victoria.



## YOU TOLD US

- Being healthy and active is the foundation to wellbeing
- Timely access to services is important as well as reducing stigma around mental health concerns
- Access to drug and alcohol support services needs to be made easier
- It is important to have access to accurate health information
- It is important to have access to general and specialist medical services
- Financial barriers limit your ability to engage in organised sports

## OBJECTIVES:

- 3.1 Foster an active community with multiple and diverse opportunities to engage in activities for health and wellbeing needs.
- 3.2 Educate children, young people and families through information and health promotion to enable them to identify factors required to achieve a healthy lifestyle.
- 3.3 Increase capacity of children, young people and families to address their health and wellbeing needs.

# THEME 4: Learning from birth to adulthood



## ASPIRATION

Parents are recognised as a child's first teacher and are supported in this vital role. Children and young people are provided with formal and informal educational experiences that stimulate and engage to embed lifelong learning. Educational settings provide a variety of learning pathways to further vocational study and tertiary opportunities.

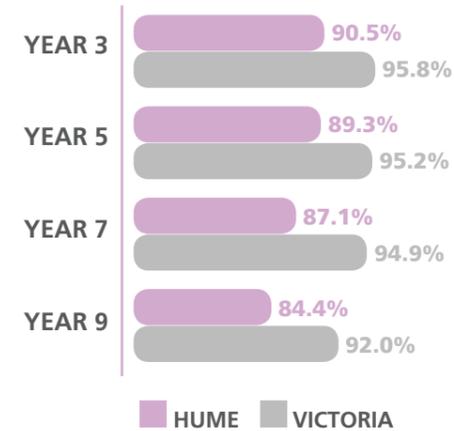
"I go to school to learn about important things I'll need in life, but also to learn about myself. To develop you need to be able to learn."

— Young person



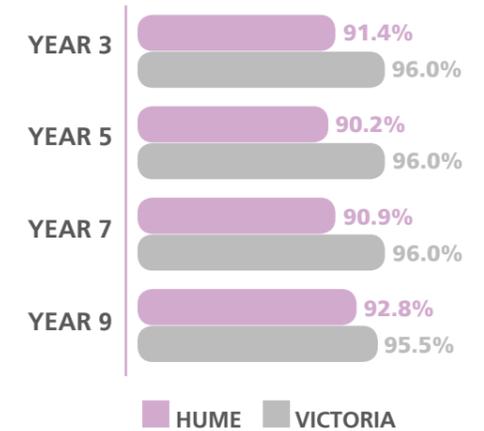
### STUDENTS ACHIEVING NATIONAL BENCHMARK IN LITERACY, 2017

(Source: NAPLAN 2018)



### STUDENTS ACHIEVING NATIONAL BENCHMARK IN NUMERACY, 2017

(Source: NAPLAN 2018)



### YEAR 12 COMPLETION RATES FOR PERSONS AGED 20-24 YEARS, 2016

(Source: ABS CENSUS 2016)



#### Did you know?

Hume students fared better on numeracy relative to the literacy test with a higher proportion achieving the numeracy benchmark.



## YOU TOLD US

- Learning starts in the home
- Parents have an important role in encouraging a culture of lifelong learning
- Access and participation in formal education is important
- Young people need more exposure to a variety of career pathways for their future
- As children transition through education/ learning pathways, more support is required
- Alternative education pathways are required to meet individual needs
- Learning goes beyond the classroom and includes learning opportunities in the community such as libraries, homework clubs and playgroups

## OBJECTIVES:

- 4.1 Increase participation in and enhance the range of diverse formal and informal learning opportunities.
- 4.2 Appropriate support is accessed to enable full participation in quality education.

## THEME 5:

# Being involved, connected and valued



### ASPIRATION

*Children and young people have a say on decisions that impact them and are consulted in diverse ways to enable participation in their community. They access and actively participate in events, places and spaces where they are welcomed and accepted. They are active participants and their voices are heard and valued.*

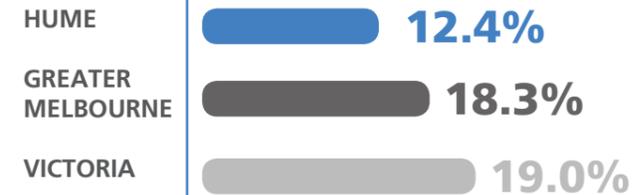
*"The ability to make meaningful contributions to community life. To be able to speak, and have your voice heard."*

– Parent



### VOLUNTARY WORK FOR AN ORGANISATION OR GROUP, PERSONS AGED 15-24 YEARS, 2016

(Source: ABS CENSUS 2016)



#### Did you know?

One in eight young people aged 15-24 have undertaken voluntary work in Hume.

### PROPORTION OF CHILDREN LIVING IN AREAS WITH GOOD PLAYSACES, 2014

(Source: VCAMS 2017)



### YOU TOLD US

- Access and engagement in affordable and local recreation, play, arts and community events benefits social connectedness and contributes to children and young people feeling valued
- Safe spaces, including parks, playgrounds and public meeting places to use in a wide range of activities makes a good life
- Having freedom of speech and rights to share your opinions, 'having a voice' provided a sense of being valued and feeling connected to the community
- Technology is good for connecting to others
- Digital literacy, capacity building and education are important

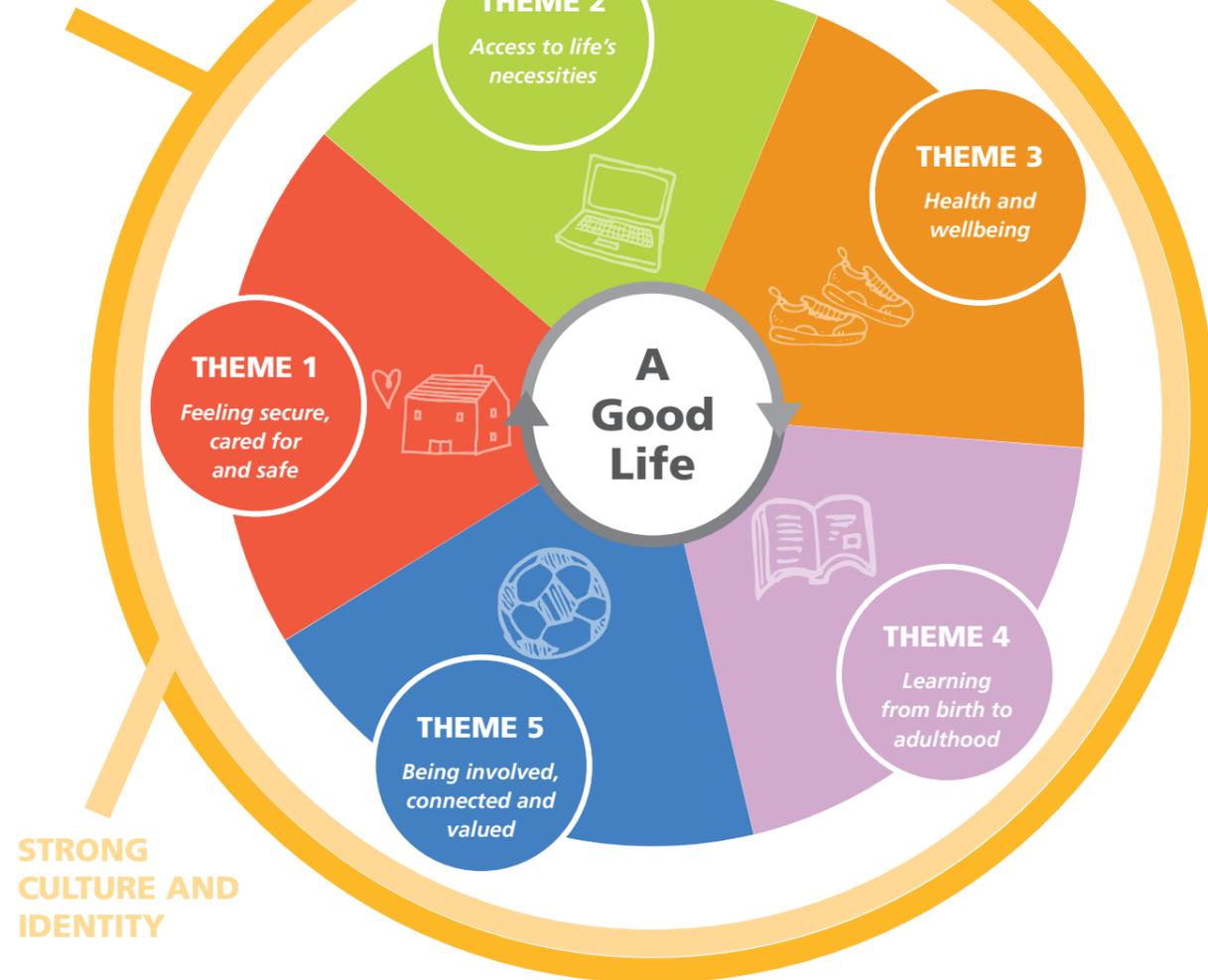
### OBJECTIVES:

- 5.1 Include, engage and empower children, young people and families to access and participate in events, places and spaces.
- 5.2 Build children and young people's capacity for active civic participation.

# The Framework in Practice

The intention of The Framework is to guide the efforts of service providers, Council and the community towards realising a good life for children and young people. The Framework describes aspirations and provides broad objectives to guide action. It is flexible and open for adaptation and change as needed, to respond to new evidence, a changing policy environment and most importantly the voices of children and young people.

**SUPPORTIVE SERVICE SYSTEM**



The five themes are a way of presenting a complex concept and are designed to highlight the key elements that contribute to a good life for children and young people. Underpinning the five themes are a **strong culture and identity** and a **supportive service system** for children and young people.

## The Framework is a foundation tool for:

- talking about children and young people's wellbeing,
- service design and delivery,
- holding ourselves collectively to account,
- program evaluation and review,
- the formation or strengthening of community partnerships and networks,
- prioritisation of advocacy work,
- the allocation of resources, now and into the future.

A supportive service system represents the impact of interventions for children and young people that contribute to wellbeing.

The Framework will require the collective efforts of organisations to meet community aspirations and strategic objectives.

By using The Framework as a foundation tool it is anticipated that all services across all relevant sectors will work together, to ensure all children, young people and their families living in Hume have the best possible opportunities for a good life.

Working together and taking action is central to the success of The Framework. Collaboration will strengthen the service sector and enable timely and targeted responses to current and emerging trends within the community. Ensuring the diversity of children and young people's voices are sought, heard and reflected will lead to robust outcomes. Incorporating the voices of children and young people will also build their capacity to actively participate in the community.

The Framework provides a long-term strategy to address wellbeing and provides opportunities for collective impact and shared outcomes. The need for an evidence base and the use of data as a means to measure impact is essential. The Framework will guide the development of an Evaluation Plan. An increase in wellbeing across the five key themes may be an indicator of the success of The Framework. Relevant data and information will be provided to Hume's service sector to better inform conversations about progress and inform future actions.

Service providers and community organisations are encouraged to develop their own Action Plans to respond to The Framework. A diverse range of responses will be developed to reflect the needs of the community.





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# Appendix: Table 1 – Summary of Five Key Themes of Hume 0-24 Framework

Theme 1	Feeling secure, cared for and safe
<b>Our aspiration</b>	Through secure attachments and supportive relationships, children and young people feel cared for and safe. They actively participate in an inclusive and safe community; free from bullying, discrimination and violence where they feel loved and supported to live a good life.
<b>Strategic objectives</b>	<p>1.1 Support children, young people and families to build strong, resilient families and foster positive relationships.</p> <p>1.2 Increase children and young people's safety in the community, educational settings and home environment.</p>
Theme 2	Access to life's necessities
<b>Our aspiration</b>	Children and young people have their basic needs met. They have information and access to community services if needed. They have access to affordable and secure housing, healthy food, education, training and employment and adequate clothing; they live free from poverty.
<b>Strategic objectives</b>	<p>2.1 Increase knowledge of and access to community support services.</p> <p>2.2 Increase opportunities and access for employment in Hume.</p> <p>2.3 Advocate to address the needs of children and young people.</p>

Theme 3	Health and wellbeing
<b>Our aspiration</b>	Children, young people and their families are empowered to participate in physical activity, are mentally healthy and experience wellbeing. They engage in a range of opportunities to support their health and wellbeing. They have access to timely, high-quality and affordable health services.
<b>Strategic objectives</b>	<p>3.1 Foster an active community with multiple and diverse opportunities to engage in activities for health and wellbeing needs.</p> <p>3.2 Educate children, young people and families through information and health promotion to enable them to identify factors required to achieve a healthy lifestyle.</p> <p>3.3 Increase capacity of children, young people and families to address their health and wellbeing needs.</p>
Theme 4	Learning from birth to adulthood
<b>Our aspiration</b>	Parents are recognised as a child's first teacher and are supported in this vital role. Children and young people are provided with formal and informal educational experiences that stimulate and engage to embed lifelong learning. Educational settings provide a variety of learning pathways to further vocational study and tertiary opportunities.
<b>Strategic objectives</b>	<p>4.1 Increase participation in and enhance the range of diverse formal and informal learning opportunities.</p> <p>4.2 Appropriate support is accessed to enable full participation in quality education.</p>
Theme 5	Being involved, connected and valued
<b>Our aspiration</b>	Children and young people have a say on decisions that impact them and are consulted in diverse ways to enable participation in their community. They access and actively participate in events, places and spaces where they are welcomed and accepted. They are active participants and their voices are heard and valued.
<b>Strategic objectives</b>	<p>5.1 Include, engage and empower children, young people and families to access and participate in events, places and spaces.</p> <p>5.2 Build children and young people's capacity for active civic participation.</p>

# Appendix 1: How the policy context informs *The Framework*

*The Framework is influenced by the federal, state and local policy context. There are a number of key policies at these three levels which influence and inform the development of The Framework, which include:*

## Federal:

### **National Framework for Protecting Australia's Children 2009 – 2020**

The National Framework represents collaboration between Commonwealth, State and Territory governments and non-government organisations to reduce levels of child abuse and neglect. The National Framework utilises a shared responsibility and collaborative approach to delivering key outcomes.

### **Australian Early Development Census (AEDC)**

The AEDC Community profile contains important information about early childhood development outcomes and as such provides a valuable resource for councils to use when developing their plans. The profiles provide AEDC results at a community level as well as contextual information for the whole community.

### **The Australian Student Wellbeing Framework**

The Australian Student Wellbeing Framework is a foundational document that provides Australian schools with a vision and a set of guiding principles to support school communities to build positive learning environments, and to consider reviewing their current safety and wellbeing policies and support requirements.

## State:

### **Child Safe Standards**

As part of Victorian Government's response to the Royal Commission into Institutional Responses to Child Sexual Abuse, the Child Safe Standards are a series of compulsory minimum standards for all Victorian early childhood services and schools to ensure they are prepared to protect children from abuse and neglect.

### **The Education State**

The Education State is a key state government initiative to help all Victorian children, be ready for kinder, be ready for school and be ready for life. The initiative consists of the Early Childhood Reform Plan and *The Framework* for Improving Student Outcomes. The school targets efforts on learning for life, happy, health & resilient kids, breaking the link and pride and confident in our schools.

### **Ending Family Violence: Victoria's Plan for Change**

The Plan outlines how the recommendations of the Royal Commission into Family Violence will be implemented to ensure victim survivor safety and build a future where all Victorians live free from violence.

## **Health 2040: advancing health access and care**

Health 2040 presents a vision for the health and wellbeing of Victoria and comprises of three key areas: better health through building capacity to self-manage health, better access to reduce waiting times and delivering equal access to care and better care to improve quality and safety.

### **Roadmap to Reform: strong families, safe children**

The Roadmap is a key State Government response to the Royal Commission into Family Violence and sets out changes to improve the lives of vulnerable children, young people and families through systemic changes to ensure a coordinated approach to service delivery.

### **State of Victoria's Children Report**

The State of Victoria's Children is published yearly. It focuses on the theme of why place matters for Victoria's children and young people. It looks at how outcomes can vary for our younger generation depending on where they live, their economic environment, early development, educational achievement, health and wellbeing and feelings of safety.

The report brings together a breadth of data and evidence from across the Victorian Government and a number of other sources to highlight the importance of place on a child and young person's development. It also includes information on a number of place-based interventions which are making a difference for children and young people.

### **The Early Years Compact**

Supporting Children and Families in the Early Years – A Compact between DET, DHHS and Local Government (represented by MAV) 2017 – 2027. The Department of Education and Training (DET), Department of Health and Human Services (DHHS) and local government, represented by the MAV, entered into this Compact in 2017.

The Compact aims to strengthen the collaborative relationship between these departments and local government in the planning, development and provision of early year's services. The Compact demonstrates a shared focus on improving and sustaining outcomes for children and families across all Victorian communities.

### **Youth 2020 Plan, YACVic**

The Plan details nine key actions to improve the health and wellbeing of young people, where they are live in safe and loving homes, experience good health and wellbeing, connect with culture and the natural environment and have a say in their lives.

## Local:

### **Middle Years Matter... in Hume**

This resource raises the importance of collaboration and strategic partnerships to ensure issues facing people in the middle years are addressed. There are details of the range of projects, activities and reports that have been instrumental in raising the profile and awareness of the middle years.

## Council:

### **Hume Horizons 2040**

This community plan captures long term aspirations and was developed in partnership with the community. The five themes of the plan are: a well-educated and employed community, a healthy and safe community, a culturally vibrant and connected community, a sustainably built and well-maintained City with an environmentally aware community and a well-governed and engaged community. The plan guides Council's current and future planning and informs the development of the Council Plan 2017-2021 and Health and Wellbeing Plan 2017-2021.

### **Council Plan 2017-2021 (incorporating the Disability Action Plan and Strategic Resource Plan)**

The Council plan represents the priorities to be delivered over four years under the five themes of Hume Horizons 2040 with strategic objectives under each theme. The Plan provides four years of actions which meet the strategic objectives.

### **Health and Wellbeing Plan 2017 – 2021**

The plan is a statutory required plan which contains five health and wellbeing priority areas; being active, healthy eating, being connected, protecting health and capabilities to participate. The plan aligns with a number of state and regional health and wellbeing frameworks and policies and signals Council's commitment to a City that supports the health and wellbeing of residents and visitors.

### **Social Justice Charter 2014**

The Charter demonstrates Council's commitment to social justice and provides a framework for organisations to ensure the rights of Hume's community are upheld. The updated 2014 Charter was shaped by community consultations that were undertaken to develop action plans for the Reconciliation Action Plan, Disability Action Plan and Multicultural Action Plan.

