VICTORIA State Government | Education and Training

SCHOOL FOCUSED YOUTH SERVICE

GUIDELINES 2018-2019

Melbourne Jan-18

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2 Treasury Place, East Melbourne, Victoria, 3002

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1. ABOUT THESE GUIDELINES

These guidelines apply to the delivery of the School Focused Youth Service (**SFYS**) by SFYS agencies under their 2018-2019 Service Agreement with the Department of Education and Training (**Department**), commencing 1 January 2018 and ending 31 December 2019.

All services delivered by SFYS agencies under this agreement must be completed and their impact assessed by 31 December 2019.

2. THE ROLE OF SCHOOL FOCUSED YOUTH SERVICE

While most children and young people attend school regularly and successfully attain a senior secondary qualification, a small proportion leave school early for a variety of personal, family or school-related reasons. Others facing complex problems may remain enrolled in a school but are not engaged in learning and demonstrate poor attendance or behaviour. These children and young people need to be identified early and provided with extra support to help them to remain actively involved in their learning and achieve success.

Schools may need to enact a combination of strategies in responding to the needs and circumstances of individual children and young people who are vulnerable to or showing signs of disengaging from their education. This may include schools working with community organisations who can provide specialist support to children and families around a range of individual and family/carer needs. Through SFYS, the Department funds local government and community-based agencies around the State to work with schools (government, Catholic and independent) to deliver targeted interventions for students who are vulnerable to or showing signs of disengaging from their education and build the capacity of schools to better support those students, to help those students remain actively engaged in their learning and successful complete their education.

2.1 SFYS' CONTRIBUTION TO THE EDUCATION STATE

The Victorian Government is committed to making Victoria the Education State, by improving outcomes for every student, in every classroom, in every school, and for all communities. Building excellence and equity in equal measure means that all students will have access to the same quality education, regardless of their background or circumstance.

The Education State school targets reflect the Government's ambition to improve student outcomes, by focussing on:

- Learning for life
- Happy, healthy and resilient kids
- Breaking the link
- Pride and confidence in our schools

SFYS will directly contribute to targets aimed at *breaking the link* between disadvantage and outcomes for students, by supporting students vulnerable to disengagement to stay in school.

SFYS operates alongside the Navigator pilot, an Education State initiative that commenced in 2016, to enable a more holistic approach to supporting vulnerable young people to stay engaged with education. While SFYS agencies work with schools to support vulnerable students to remain engaged in their education, the Navigator pilot provides direct support to

young people who have completely disengaged and are no longer attending school, to help them re-engage with their education.

2.2 STUDENTS SUPPORTED BY THE PROGRAM

SFYS is available to support students from Grade 5 to Year 12 who are attending school but are vulnerable to or showing signs of disengaging from school (**SFYS target group**). It is available to students across government, catholic and independent schools.

Barriers to engagement

There are a range of barriers to engagement that may contribute to a child or young person being vulnerable to or becoming disengaged from school. These include:

- *Personal factors* such as physical or mental health issues, disability, criminal behaviour and/or contact with the juvenile justice system, drug and alcohol dependency, pregnancy or parenting responsibilities, caring responsibilities, and learning difficulties.

- *Family and community factors* such as poverty, homelessness, living in out-of-home care, Aboriginal or Torres Strait Islander status, refugee background, family breakdown, and family violence.

- *School-related factors* such as negative relationships with teachers or peers, and negative experiences of learning.

Some young people will experience multiple and interdependent barriers to engagement.

Indicators of disengagement at the school level

While the presence of one or more barriers to engagement does not inevitably mean that a child or young person will become disengaged, an awareness of these factors will help schools identify and address issues as early as possible.

Indicators of disengagement at the school level that show a student may have started to disengage include:

- erratic and/or low attendance
- behavioural issues (eg. aggression or social withdrawal)
- low educational achievement or engagement
- contact with the school wellbeing team
- incidents of suspension or other disciplinary measures

Early identification and intervention

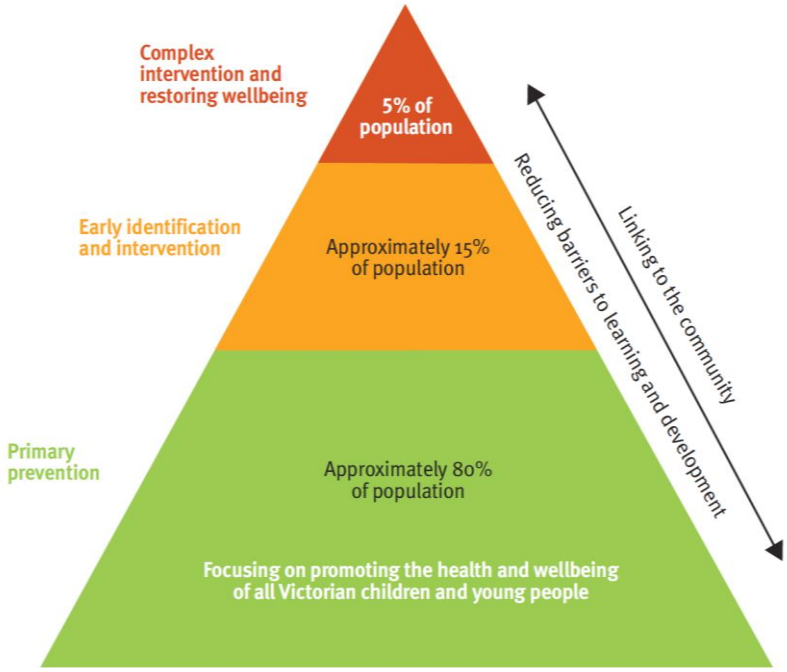
SFYS agencies are funded to work with schools to support students vulnerable to disengagement (according to the barriers outlined above) and/or students displaying indicators of disengagement (listed above). This level of support is illustrated by the orange band in Table 1 below, and requires early identification and intervention. This will include approximately 15% of any student population, although the exact percentage will of course vary between schools.

In addition, a further 5% of any student population will be at a high risk of disengaging, and will require specialised, individualised support. This level of support is illustrated by the red

band in Table 1 below. SFYS agencies may also work with these students. However, SFYS agencies are not funded to provide clinical services, and will need to focus on complementary strategies to support these students.

Primary prevention, illustrated by the green band in Table 1 below, focuses on school wide and classroom wide support for all students, and is outside the scope of the program.

Table 1. The continuum of intervention



Source: DEECD Principles for health and wellbeing (2014)

Working within the school environment

There are a number of prevention and early intervention strategies used by government schools to promote and maintain student engagement, and respond to the needs of students who are vulnerable to or showing signs of disengagement (corresponding to the green and orange bands in Table 1 above). A combination of these strategies may have been used or may be in place for the SFYS target group. Additional supports provided via SFYS should be consistent with and complementary to other supports that are in place.

Key strategies used by schools include:

- whole-school approaches to promoting engagement and wellbeing (eg. School-wide Positive Behaviour Support, Bully Stoppers, KidsMatter, Mind Matters, Respectful Relationship, Safe Schools)
- individual learning plans and strategies (eg. Individual Education Plans, in-class teaching strategies for individual students, tutoring or homework clubs)
- behaviour management approaches (eg. Behaviour Support Plan, Attendance Improvement Plan)
- student wellbeing supports available in-school (eg. Student Support Services, Koorie Education Support Officers, Primary Welfare Officers, Student Wellbeing Coordinators, school nurses)
- support groups (eg. Student Support Groups)

- cohort specific supports (eg. LOOKOUT Education Support Centres, Program for Students with Disabilities, English as an Additional Language Program)
- delivery of a broad range of subjects and options for completing a senior secondary qualification (eg. VETiS, VCAL and VCE)

In addition, professional development processes in government schools support staff in the continuous development of their skills and knowledge, to ensure an ongoing process of improved teaching practice and improved student learning. Where possible, capacity building activities delivered through SFYS should link to the professional development processes in place for school staff.

More information on prevention and early intervention strategies used by government schools, as well as professional development available for school staff, can be found on the Department's website, at www.education.vic.gov.au

For wellbeing and engagement strategies, as well as an overview of professional development support, available in independent and catholic schools, see:

- Independent Schools Victoria (**ISV**) website: https://www.is.vic.edu.au/
  Student Engagement: https://www.is.vic.edu.au/professional-learning/program-showcases/southern-cross/sc-student-engagement/
  Seminar Programs on Student Services: https://www.is.vic.edu.au/professional-learning/program-showcases/southern-cross/sc-student-engagement/

- Catholic Education Commission of Victoria (**CECV**) website:
  http://www.cecv.catholic.edu.au/
  CECV is supported by the Catholic education offices of the four dioceses: Melbourne, Ballarat, Sandhurst and Sale. Further information regarding prevention and early intervention strategies to promote and maintain student engagement, and professional development for school staff, is available from the relevant office, using the contact details below.

  Catholic Education Melbourne: Student Wellbeing Unit (03) 9267 0228
  http://www.cem.edu.au/
  Catholic Education Office, Diocese of Ballarat: (03) 5337 7135
  http://www.ceoballarat.catholic.edu.au/
  Catholic Education Office, Diocese of Sandhurst: (03) 5443 2377
  http://www.ceosand.catholic.edu.au/
  Catholic Education Office, Diocese of Sale: (03) 5622 6600
  http://www.ceosale.catholic.edu.au/

2.3 SERVICES DELIVERED

SFYS agencies are funded to work with schools to deliver 2 types of services – targeted interventions for the SFYS target group, and capacity building for schools to better support these students. Each of these are outlined below.

(1) Services for students: targeted interventions

SFYS agencies work with schools to deliver targeted interventions for the SFYS target group. Interventions may be delivered directly by the SFYS agency, or in partnership with another agency. There is a wide variety of interventions that may be suitable to provide the additional support required for young people who are vulnerable to or showing signs of disengaging from school. The key features of these interventions are that they provide

opportunities for these students to improve their social and emotional skills, experience success, foster greater self-esteem, develop more positive attitudes towards learning and increase connectedness to school.

Examples of such interventions include:

- programs to address challenging behaviours (eg. anger/conflict management)
- team-based projects, focused on enhancing social and emotional skills, and improving self-esteem (eg. creative/sporting/practical skills-based projects)
- mentoring programs (eg. mentoring programs to support vulnerable students transitioning from Grade 6 to Year 7)
- programs to support specific cohorts (eg. parenting programs)

(2) Services for schools: capacity building

SFYS agencies are also funded to work with schools to build their capacity to better support the SFYS target group. Capacity building activities may be delivered on their own, or in conjunction with a targeted intervention to improve the overall impact of the intervention.

Capacity building activities will generally consist of professional development program, aimed at increasing school staff's understanding and/or ability to support the SFYS target group. Capacity building activities may be delivered directly by the SFYS agency, or in partnership with another agency. The specific subject matter of the professional development programs will be determined by the barriers to engagement and indicators of disengagement identified in that student population.

Examples of professional development programs include:

- training on how to respond to specific indicators of disengagement (eg. poor attendance)
- training to improve understanding of specific barriers to engagement (eg. family breakdown)
- training to improve awareness of and support required for a specific cohort (eg. young carers)

Professional development programs must not duplicate training and support that is available to school staff through the Department (eg. see http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/profdev.aspx).

Working with families/carers

SFYS agencies (and their partners) may choose to work with the families/carers of the SFYS target group as part of the delivery of a targeted intervention and/or capacity building activity. Addressing issues of disengagement will often require SFYS agencies and schools to work together with families/carers to achieve the best outcomes for the student. Utilising a partnership approach between the school, families/carers and the SFYS agency can be an effective way to ensure the student receives the additional support they need.
Examples of how SFYS agencies might work with families/carers include:

- SFYS agencies engaging with families/carers in the delivery of an intervention to students
- as a complement to an intervention, working separately with families/carers to build their capacity to support their child to attend school, and address underlying issues

- working with the SFYS target group and their families/carers together, to support them to develop healthy and supportive relationships
- linking families/carers to additional supports they might need themselves

2.4 IMPACT

The delivery of targeted interventions and capacity building activities should result in improvements in the level of engagement of the SFYS target group.

Targeted interventions should result in a shift in the indicators of disengagement of students participating in the intervention, including (where applicable):

- improved attendance
- improved behaviour
- improvements in educational achievement or engagement
- improved connection to school wellbeing team
- lower incidents of suspension or other disciplinary measures

Capacity building activities should result in an increased capacity of participating schools to support the SFYS target group, demonstrated by (as relevant):

- an increased capacity of participating school staff to respond to the (specific) needs of students in the SFYS target group at their school
- an increased knowledge of participating school staff of the (specific) underlying issues impacting students in the SFYS target group at their school

Information on measuring the impact of a targeted intervention and/or capacity building activity is included at Section 3.3.

Sustainability

Target interventions and capacity building activities should have the ability to become sustainable beyond the initial funding from SFYS. Successful interventions and capacity building activities should be able to be embedded into a school's overall approach to supporting students that are vulnerable to or showing signs of disengaging. This means that over time schools will be better able to identify early students who are vulnerable to or showing signs of disengaging from school, and provide them with the support they need.

The development and strengthening of partnerships between schools and community organisations is also integral to the sustainability of the SFYS program. The aim of collaboration between schools and community organisations with expertise working with children and young people is to improve the overall response to the needs of those young people. Beyond the delivery of SFYS interventions and capacity building activities, schools can continue to work directly with these agencies to establish arrangements for collaboration and referrals for ongoing support for students if required.

Examples of sustainability include:

- school/s commit to funding the service in the future
- school/s commit to integrating the service response into key school strategies to support students (eg. establish or review relevant school policies, establish or review identified students' Individual Education Plan or Behaviour Support Plan)
- the establishment of partnerships between schools and community agencies is used to link students to further, ongoing support services if required

3. SERVICE DELIVERY

The process of service delivery includes of 3 key phases – planning, delivery and measuring impact. The delivery of the majority of targeted interventions and capacity building activities will align with the school calendar year, with planning occurring early in the year, and delivery and measuring the impact completed by the end of the school calendar year. Where appropriate, SFYS agencies may deliver targeted interventions or capacity building activities across the two calendar years of the 2018-19 SFYS Service Agreement. The delivery and assessment of all services must be completed by the end of the agreement, on 31 December 2019.

Further details on each of the 3 key phases of service delivery are set out below.

3.1 PLANNING

The identification of students requiring support through the program, and suitable targeted interventions and capacity building activities to improve the engagement of those students, will be determined by Department Area teams and SFYS agencies working together through a collaborative planning process, and engagement with schools.

This planning process will consist of 3 key steps - two planning meetings between the Department Area team and local SFYS agencies (nb. these meetings may be combined into one, where appropriate), and engagement by SFYS agencies with schools. Each of these 3 steps are outlined below.

(1) Local Area planning

All SFYS agencies in the local Department Area will attend an information sharing session with their local Department Area team representatives early in the year. The regional representative of CECV will also be invited to attend (nb. the ISV structure does not include regional representatives).

At this session, the local Department Area team will provide SFYS agencies with information, including relevant data, on Department Area priorities and priority issues/needs at local schools. The local Department Area team will also provide any relevant information on current supports and/or programs in place to respond to these priorities/issues/needs.

This information will form the basis of a discussion around key priorities for SFYS interventions and capacity building activities in the local area for the calendar year (or the two calendar years of the Service Agreement, where appropriate), including key priority groups of students requiring support, priority schools for SFYS agencies to work with, ideas for collaboration between SFYS agencies and community organisations to deliver the support required to help these students remain engaged in their education, and baseline and review data to be collected (see Section 3.3 below, for further detail on collecting relevant data).

(2) SFYS agency planning

Following this initial planning session, follow-up planning discussions will be held with each individual SFYS agency and their local Department Area team. These discussions will provide SFYS agencies with the opportunity to present their own information, including relevant data, on issues affecting young people in the local area who are disengaging from education, as well as their experience with specific local students and schools, and their experience of successful interventions and capacity building activities.

This information, combined with the information provided by the Department Area team in the earlier session, will then form the basis of a discussion around suitable targeted interventions and capacity building activities to be delivered by the SFYS agency in that calendar year (or the two calendar years of the Service Agreement, where appropriate).

(3) Engagement with schools

Following discussions with their local Department Area team, SFYS agencies must engage with local schools to assess their level of interest and discuss the suitability of proposed targeted interventions and/or capacity building activities for students and staff at their school. This engagement with schools can occur either after the initial planning meeting, or after both planning meetings have taken place. The number and specific schools that each SFYS agency engages with should be guided by the planning discussions with the Department Area team.

A Service Delivery template will need to be completed by SFYS agencies together with each school that chooses to participate in a proposed targeted intervention and/or capacity building activity, and be endorsed by the Principal of each participating school (see Section 4.2 below).

At the end of the planning process, SFYS agencies must complete their Annual Work Plan, which must be submitted to their local Department Area team by the last day of Term 1 each year (see Section 4.1 below for further details on the Annual Work Plan).

Services must be evidence-based

Targeted interventions and capacity building activities must be evidence-based. This means that targeted interventions need to be supported by evidence that they work, and must be targeted to the particular needs of the students they are aimed at supporting. There must be a clear link between what the intervention is seeking to achieve and the needs of the participating students. Similarly, capacity building activities must be designed to build the capacity of school staff in a way that allows them to better support the SFYS target group. There must be a clear link between the particular needs of those students, and improvements in the capacity of participating school staff to respond to those students' needs.

A suitable intervention and/or capacity building activity might need to be modified or adapted in some way to suit the particular needs of the participating students or school staff. SFYS agencies are encouraged to be innovative in the way that targeted interventions and/or capacity building activities are delivered, so that they best respond to the particular needs of the SFYS target group.

The following questions can be used to guide an assessment of the strength of the evidence supporting an intervention and/or capacity building activity:

- *replication*: has the intervention/capacity building activity been implemented and independently evaluated on more than one occasion?
- *documentation*: are the content and methods of the intervention/capacity building activity well documented (such as provider training courses and user manuals) and standardised to control quality service delivery?
- *theoretical basis*: is the intervention/capacity building activity based upon a well-accepted theory or developed from a continuing body of work in its field?

- *cultural reach*: has the intervention/capacity building activity been trialled with people in disadvantaged communities, Indigenous people or people from culturally and linguistically diverse backgrounds?
- *cost-effectiveness*: does the intervention/capacity building activity represent value for money?

3.2 DELIVERY

SFYS agencies may deliver targeted interventions and/or capacity building activities directly, or may partner with another agency to deliver the intervention and/or activity. In either case, the SFYS agency is responsible for overseeing delivery of the intervention and/or activity, and ensuring the completion of all key tasks.

This includes:

- *participation*: ensuring the participants invited to attend are the right participants for the specific intervention and/or activity, based on their disengagement needs or role in supporting the SFYS target group
- *data*: working with participating school/s to ensure that baseline data is identified and collected prior to the delivery of the intervention and/or activity, and review data is collected following delivery
- *sustainability*: working with participating school/s to support the integration of services delivered into key school strategies to support students, where possible, and foster the development of ongoing partnerships
- *roles and responsibilities*: ensuring that key parties, including schools and partner agencies, are clear about their roles and responsibilities,
- *timelines*: ensuring that timelines are met
- *budget*: overseeing and managing the budget for the intervention and/or activity
- *resolution of issues*: working with participating school/s and/or partner agencies to address any issues with the delivery of the intervention and/or activity

3.3 MEASURING IMPACT

Measuring the impact of a targeted intervention or a capacity building activity requires the collection and analysis of baseline and review data. SFYS agencies are required to collect both baseline data before an intervention or capacity building activity is delivered, and review data following its completion, and conduct a comparison of the data to show any change or improvement.

The data collected should include both quantitative data (numbers) and qualitative data (descriptive eg. describing behaviour change). The data will need to demonstrate the impact of a targeted intervention on the engagement levels of the participating students, and the impact of capacity building activities on participating school staff.

The most relevant types of data for this purpose, for both outputs (what is delivered) and outcomes (impacts) are set out in the table below.

	Outputs	**Outcomes**
Quantitative Data	Numbers of participating schools Numbers of participants in a targeted intervention/capacity building activity	Student attendance data Incidents of suspension or other disciplinary measures Students connected to support services

Qualitative Data	Survey data from participants (on their experience of the targeted intervention/capacity building activity)	Survey data from participants (on attitude to school, etc.) Survey data from school staff (observations of student behaviour)

Case studies can also be used by SFYS agencies to illustrate the broader context around the delivery of a targeted intervention or capacity building activity. Case studies allow for a more in-depth analysis, and can provide valuable information about impacts that cannot easily be quantified in data.

Requirements around the reporting of program impacts are set out in the next section.

4. REPORTING

4.1 WORK PLANS & REPORTING

Each SFYS agency must submit the following three reports to their local Department Area team during the course of the year, by the following due dates:

Year	Annual Work Plan	Mid-year Report	Annual Report
2018	29 March (last date of Term 1)	31 July	31 January 2019
2019	5 April (last date of Term 1)	31 July	31 December

Further information on the purpose and content of each report is set out below.

(1) Annual Work Plan

The Annual Work Plan provides a summary of all interventions and/or capacity building activities to be delivered by an SFYS agency for that year. This includes the overall numbers of interventions and/or capacity building activities, aggregated data on the numbers of students to be supported throughout the year, the overall number of participating schools, and a detailed budget for the year. All completed Service Delivery templates, endorsed by the SFYS agency and participating schools, must be attached to the Annual Work Plan for endorsement by the local Department Area team (see Section 4.2 below).

The Annual Work Plan template is included at **Attachment A**.

(2) Mid-year Report

The Mid-year Report is a progress report on an SFYS agency's implementation of its Annual Work Plan. It is also the cut-off date for submission by SFYS agencies of any interventions and/or capacity building activities not yet endorsed by the local Department Area team (see Section 4.2 below).

The Mid-year Report includes a summary of any completed and assessed interventions and/or capacity building activities, a progress report on the delivery of those not yet completed, and must attach any interventions and/or capacity building activities (endorsed by the SFYS Manager and participating school/s) not yet endorsed by the local Department Area team. The report should include reflections on what is working well, issues that have emerged and how these have been addressed, and any changes/adjustments made to the

Annual Work Plan. It must also include a progress report on expenditure against the budget set out in the Annual Work Plan.

The Mid-year Report template is included at **Attachment B**.

(3) Annual Report

The Annual Report provides a summary of the delivery and impact of all interventions and/or capacity building activities delivered by the SFYS agency that year. This includes the overall number of schools that participated, the overall number of participants, and what was achieved. It also includes a financial report on all funding spent during that year. Completed and endorsed Impact of Service templates, for each completed intervention and/or capacity building activity, must be attached to the Annual Report (see Section 4.2 below).

The Annual Report template is included at **Attachment C**.

4.2 ENDORSEMENT & IMPACT OF SERVICES

Each proposed intervention and/or capacity building activity must be endorsed by participating schools and the local Department Area team before delivery commences, and its impact assessed as soon as practicable following its completion.

For this purpose, SFYS agencies must complete the following two templates for each intervention and/or capacity building activity:

(1) Service Delivery template

The Service Delivery template captures key information on each intervention and/or capacity building activity to be delivered. This includes participating schools, barriers to engagement and/or presenting issues of students requiring support, what will be delivered, data to be collected, and the anticipated cost.

The completed template must be endorsed by the SFYS agency and participating schools, before being submitted to the local Department Area team for endorsement. The majority of Service Delivery templates should be completed during the planning stage of service delivery in Term 1 (as outlined above in Section 3.1), and submitted to the local Department Area team for endorsement as part of the Annual Work Plan. Any Service Delivery templates not submitted at this time must be submitted for endorsement by the local Department Area team by no later than 31 July (the due date for the Mid-year Report – see Section 4.1 above)

This template is included at **Attachment D**.

(2) Impact of Service template

The Impact of Service template captures key information regarding the impact of each intervention and/or capacity building activity delivered, including who participated, an assessment of the data collected, what was achieved, and the cost. The completed template must be endorsed by the SFYS agency and participating schools.

An Impact of Service template should be completed and endorsed for each completed intervention and/or capacity building activity as soon as practicable following its completion. All Impact of Service templates must completed and endorsed prior to completion of the Annual Report (see Section 4.2 below for due dates), and attached to that report.

This template is included at **Attachment E**.

5. ROLES & RESPONSIBILITIES

5.1 SFYS AGENCIES

SFYS agencies are funded to deliver the SFYS program within a defined area, based on Local Government Authority boundaries, which align with the Department's Area model. SFYS agencies are funded to employ an SFYS Coordinator, and also receive additional funding for the delivery of targeted interventions and capacity building activities.

A map of LGA boundaries can be found here:
https://www.eduweb.vic.gov.au/edulibrary/public/beststart/bs_atlasmaps2nd.pdf

SFYS Coordinator

The key responsibilities of the SFYS Coordinator include:

- working with their local Department Area team and schools through the planning process to identify suitable targeted interventions and/or capacity building activities
- overseeing delivery of funded targeted interventions and capacity building activities
- measuring the impact of targeted interventions and capacity building activities
- developing strong networks and working relationships with partner agencies and other community organisations
- completion of required program reporting

Manager

Funding provided to SFYS agencies also includes funding for management support for the SFYS Coordinator.

SFYS Managers are required to provide management oversight of the delivery of funded targeted interventions and/or capacity building activities, and must endorse all program reports submitted to the Department, including financial reports.

Networks

SFYS agencies should develop and maintain networks and working relationships with partner agencies and other community organisations to support their role in identifying services available to support the needs of the SFYS target group in their local area.

Participating in broader networks across relevant sectors is also recommended, to ensure that SFYS agencies have a strong understanding and awareness of issues affecting young people in the local area who are disengaging from education, and the breadth of services and supports delivered within the community. This might include participating in networks across the following services/sectors:

- complementary education services funded by the Department (eg. Navigator providers, Local Learning and Employment Networks)
- local government
- health services
- family support services
- youth services
- other Victorian government agencies, including Victoria Police and the Department of Health and Human Services.

Working with Children Checks

SFYS agencies must ensure that all individuals working directly with children or young people as part of the delivery of a targeted intervention or capacity building activity have a valid Working with Children Check. For further information, see: http://www.workingwithchildren.vic.gov.au/

5.2 DEPARTMENT OF EDUCATION AND TRAINING

The Department of Education and Training (**Department**) is responsible for overseeing the delivery of the program by SFYS agencies, in accordance with the Service Agreement and these guidelines.

Area Teams

The Department's 17 Area teams are the key interface between the Department and SFYS agencies, and have day-to-day responsibility for monitoring and supporting SFYS agencies in the delivery of the program.

This includes:

- working with SFYS agencies through the planning process to identify students requiring support through the program, and suitable targeted interventions and/or capacity building activities
- endorsement of targeted interventions and/or capacity building activities
- review of all program reports submitted by SFYS agencies, with feedback provided to agencies
- working with SFYS agencies to address any issues or concerns with their performance under the Service Agreement with the Department
- convening the Regional Advisory Groups

A map of the Department's 17 Areas can be found here: http://www.education.vic.gov.au/Documents/about/department/structure/DET-VIC-regions.pdf

Central Office

The role of the Department's Central Office is to provide statewide program monitoring and coordination, including:

- working with and supporting Area teams
- monitoring the overall contribution and impact of the SFYS program
- developing and implementing processes to support program development and continuous improvement in service delivery
- development of the program guidelines
- convening the Statewide Governance Group

5.3 REGIONAL ADVISORY GROUPS

There will be a Regional Advisory Group (**RAG**) in each of the four Department regions. Some regions may choose to operate two Regional Advisory Groups, one across metropolitan Department Areas and one across regional Department Areas.

Each RAG will be chaired by the Department, and will include a representative from each SFYS agency in that region, and each Department Area team. CECV and ISV will also be invited to participate. Each RAG may also choose to invite additional members to participate, including for example, local school representatives, their local Navigator provider, their Local Learning and Employment Network, or a Children and Youth Area Partnership representative.

RAGs are a forum for all SFYS agencies and relevant Department Area team representatives to come together on a bi-annual basis to discuss progress against Area priorities identified during the planning process, and the collective impact of the program at a regional level. It is an opportunity for SFYS agencies to share information and experience across agencies, and to hear from the Department about the broader context of their work in addressing the local Area priorities as they apply to the SFYS target group in the local area.

Terms of Reference for the RAGs are included at **Attachment E**.

5.4 STATEWIDE GOVERNANCE GROUP

The role of the Statewide Governance Group (**SGG**) is to oversee the statewide implementation of the SFYS program and its overall impact. This includes identification of emerging program issues and opportunities, as well as an assessment of the broader strategic role of the program in providing support to the SFYS target group.

The SGG will be chaired by the Department, and will include representatives of SFYS agencies, ISV, CECV, government schools, and key peak bodies including the Youth Affairs Council of Victoria, the Victoria Council of Social Services, and the Municipal Association of Victoria. The SGG will meet bi-annually.

Terms of Reference for the SGG are included at **Attachment F**.

6. FUNDING

6.1 FUNDING GUIDELINES

SFYS agencies receive funding for the following:

- *SFYS Agency Costs*: Funding provided covers the cost of employing an SFYS Coordinator (salary plus on-costs), and also includes some funding for operational costs associated with the Coordinator (eg. access to a work station, mobile phone bills, etc), management costs for oversight and supervision of the Coordinator, and any costs associated with participation in relevant networks.

- *Service Delivery*: Funding is provided to each SFYS agency to fund the delivery of targeted interventions for the SFYS target group and capacity building activities for schools. Funding for the delivery of services includes the cost of the service, as well as any necessary related costs, such as venue hire and the cost of materials. The number of these services, and the specific type of service delivered, is determined by the planning process (outlined in Section 2.1 above).

Funding allocated to the employment of a Coordinator, and associated expenses, is capped. This funding cap is based on the Coordinator FTE allocation to each SFYS agency, and includes a maximum add-on for operational costs and for management costs, linked to the cost of employing the Coordinator (salary plus on-costs). Funding allocated for the delivery

of services includes a weighting for indicators of need and rurality, to ensure that more funding is available to deliver services in areas of greater need.

SFYS agencies are accountable for their funding, and are required to submit regular program reports (outlined in Section 4.1 above) to demonstrate effective delivery of the program, and provide full and accurate records of program spending. Payments may be withheld if an SFYS agency is not delivering the program to the reasonable satisfaction of the Department. This will be determined by an assessment of the effective completion of planning processes, the delivery of services to the SFYS target group and schools, and the analysis of the impact of those services.

Unspent funding

Where an SFYS agency has not delivered all services set out in its 2018 Annual Work Plan by the end of that year, and has unspent funding remaining, that funding may be recovered by the Department. This funding may be deducted from the final payment/s due to that agency that year, or may be otherwise recovered from the agency by the Department. Alternatively, the Department may direct that agency to roll-over the unspent funds for delivery of SFYS in 2019.

Where an SFYS agency has not delivered all services set out in its 2019 Annual Work Plan by the end of that year, and has unspent funding remaining, that funding may be recovered by the Department. This funding may be deducted from the final payment/s due to that agency or may be otherwise recovered from the agency by the Department.

Acknowledgement of funding

SFYS agencies must acknowledge the funding support provided by the Victorian Government in all SFYS publications and publicity-related materials. This includes information regarding the program published on websites, press releases, brochures, posters and speeches/launches. An acknowledgement must also be included in an SFYS agency's annual report.

In setting out the acknowledgement, SFYS agencies should follow the guidelines outlined here:
http://www.dhs.vic.gov.au/__data/assets/word_doc/0006/758814/Acknowledgment_and_publicity_guidelines_for_Vic_Gov_funding_support_Feb_2016-Brand-Victoria.doc

6.2 EXCLUSIONS

SFYS funding cannot be used for any of the following (unless a specific exemption is agreed by the Department):

- the purchase of infrastructure (eg. computers, cars, mobile phones)
- funding of staff (other than the SFYS Coordinator)
- funding for an external evaluation of a targeted intervention and/or capacity building activity
- research activities
- programs established as an alternative to attending school (eg. flexible learning options)
- targeted interventions and capacity building activities delivered to a whole school/year-level/class
- services that duplicate existing services funded by the Department (eg. pre-existing intervention strategies or capacity building activities available in schools)

- clinical services for individual young people
- services that cannot be completed within the period of the Service Agreement
- forums or contributions towards forums

6.3 AUDITS

Under the Service Agreement between the Department and SFYS agencies for the delivery of SFYS, the Department can conduct, or engage a third party to conduct, a performance review or an audit of an SFYS agency. An audit can be conducted at any time, at the Department's expense, for the purpose of monitoring and assessing an agency's performance of its obligations under the agreement or the delivery of the services, or to confirm that SFYS funding has been used for the correct purposes.

6.4 FUNDED AGENCY CHANNEL

The Funded Agency Channel (**FAC**) website provides SFYS agencies with access to their Service Agreement with the Department, including service and funding information.

The FAC can be found at: https://fac.dhhs.vic.gov.au.

ATTACHMENT A

ANNUAL WORK PLAN TEMPLATE

SFYS 2018-2019
Annual Work Plan

Provider details	
Name of agency	
Department Area	Choose an item.
Coordinator FTE	
Delivery Period	Choose an item.

Number and profile of students identified for support								
	Grade/Year Level							
	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Total numbers of students								
Indicators of disengagement [mark all that apply]								
Low attendance	☐	☐	☐	☐	☐	☐	☐	☐
Behavioural issues	☐	☐	☐	☐	☐	☐	☐	☐
Low educational achievement or engagement	☐	☐	☐	☐	☐	☐	☐	☐
Contact with wellbeing team	☐	☐	☐	☐	☐	☐	☐	☐
Incidents of suspension or other disciplinary measures	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Barriers to engagement [mark all that apply]								
Personal issues (e.g. mental health, drug dependency, criminal behaviour)	☐	☐	☐	☐	☐	☐	☐	☐
Family factors (e.g. family violence, family breakdown and/or crisis, parents with a mental health issue)	☐	☐	☐	☐	☐	☐	☐	☐
School related issues (e.g. negative experiences)	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Vulnerable cohort [mark all that apply]								
Out-of-Home-Care	☐	☐	☐	☐	☐	☐	☐	☐
Aboriginal or Torres Strait Islander	☐	☐	☐	☐	☐	☐	☐	☐
Refugee or new arrival	☐	☐	☐	☐	☐	☐	☐	☐

Student has a disability	☐	☐	☐	☐	☐	☐	☐	☐
Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify]	☐	☐	☐	☐	☐	☐	☐	☐

Summary of services to be delivered				
Number of services	Targeted interventions for identified students		Capacity building for school staff and/or families	
	[number]		[number]	
Number of participating schools and partners	Government	Catholic	Independent	Partner Agencies
	[number]	[number]	[number]	[number]
Number of participants	Students	School staff	Families/carers	Partner agency staff
	[number]	[number]	[number]	[number]

List of services to be delivered [add/delete rows as required]			
Name	**Endorsed by SFYS Manager**	**Endorsed by participating schools**	**Attached**
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Key priority areas

Key partnership objectives	
Participating school/s	
Partner agencies	
Key network/s	

Annual budget [add/delete rows as required]	
Income	
DET funding	
Other	
Sub-total	
SFYS Agency Costs	
Coordinator + on-costs	
Operational costs	
Management costs	
Sub-total	
Service Delivery	
Intervention no.1	
Intervention no.2	
Intervention no.3	
Funding to support emerging need	
Sub-total	
Total	

Endorsement		
[SFYS Manager]	[signature]	[date]
[DET Area Team]	[signature]	[date]

ATTACHMENT B

MID-YEAR REPORT TEMPLATE

SFYS 2018-2019
Mid-Year Report

Provider details	
Name of agency	
Department Area	Choose an item.
Coordinator FTE	
Delivery Period	Choose an item.

Number and profile of students identified for support								
	Grade/Year Level							
	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Total numbers of students								
Indicators of disengagement [mark all that apply]								
Low attendance	☐	☐	☐	☐	☐	☐	☐	☐
Behavioural issues	☐	☐	☐	☐	☐	☐	☐	☐
Low educational achievement or engagement	☐	☐	☐	☐	☐	☐	☐	☐
Contact with wellbeing team	☐	☐	☐	☐	☐	☐	☐	☐
Incidents of suspension or other disciplinary measures	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Barriers to engagement [mark all that apply]								
Personal issues (e.g. mental health, drug dependency, criminal behaviour)	☐	☐	☐	☐	☐	☐	☐	☐
Family factors (e.g. family violence, family breakdown and/or crisis, parents with a mental health issue)	☐	☐	☐	☐	☐	☐	☐	☐
School related issues (e.g. negative experiences)	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Vulnerable cohort [mark all that apply]								
Out-of-Home-Care	☐	☐	☐	☐	☐	☐	☐	☐
Aboriginal or Torres Strait Islander	☐	☐	☐	☐	☐	☐	☐	☐
Refugee or new arrival	☐	☐	☐	☐	☐	☐	☐	☐

Student has a disability	☐	☐	☐	☐	☐	☐	☐	☐
Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify]	☐	☐	☐	☐	☐	☐	☐	☐

Summary of interventions completed				
Number of services	Completed Targeted interventions for identified students		Completed Capacity building for school staff and/or families	
	[number]		[number]	
Number of participating schools and partners	Government	Catholic	Independent	Partner Agencies
	[number]	[number]	[number]	[number]
Number of participants	Students	School staff	Families/carers	Partner agency staff
	[number]	[number]	[number]	[number]

Summary of interventions in progress				
Number of services	Targeted interventions for identified students in progress		Capacity building for school staff and/or families in progress	
	[number]		[number]	
Number of participating schools and partners	Government	Catholic	Independent	Partner Agencies
	[number]	[number]	[number]	[number]
Number of participants	Students	School staff	Families/carers	Partner agency staff
	[number]	[number]	[number]	[number]

List of services requiring endorsement by local Department Area Team [add/delete rows as required]			
Name	**Endorsed by SFYS Manager**	**Endorsed by participating schools**	**Attached**
	☐	☐	☐
	☐	☐	☐

Report on achievements & areas for improvement	
Reflections on what is working well	
Reflections on issues/challenges that have arisen and response	
Changes/adjustments to the Annual Work Plan	

Mid-Year Financial Statement [add/delete rows as required]	
Income	
DET funding	
Other	
Sub-total	
SFYS Agency Costs	
Coordinator + on-costs	
Operational costs	
Management costs	
Sub-total	
Service Delivery	
Intervention no.1	
Intervention no.2	
Intervention no.3	
Sub-total	
Unspent Funding	
Funding to support emerging need	
Total	

Endorsement		
[SFYS Manager]	[signature]	[date]

ATTACHMENT C

ANNUAL REPORT TEMPLATE

SFYS 2018-2019
Annual Report

Provider details	
Name of agency	
Department Area	Choose an item.
Coordinator FTE	
Delivery Period	Choose an item.

Number and profile of students provided with support								
	Grade/Year Level							
	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Total numbers of students								
Indicators of disengagement [mark all that apply]								
Low attendance	☐	☐	☐	☐	☐	☐	☐	☐
Behavioural issues	☐	☐	☐	☐	☐	☐	☐	☐
Low educational achievement or engagement	☐	☐	☐	☐	☐	☐	☐	☐
Contact with wellbeing team	☐	☐	☐	☐	☐	☐	☐	☐
Incidents of suspension or other disciplinary measures	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Barriers to engagement [mark all that apply]								
Personal issues (e.g. mental health, drug dependency, criminal behaviour)	☐	☐	☐	☐	☐	☐	☐	☐
Family factors (e.g. family violence, family breakdown and/or crisis, parents with a mental health issue)	☐	☐	☐	☐	☐	☐	☐	☐
School related issues (e.g. negative experiences)	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Vulnerable cohort [mark all that apply]								
Out-of-Home-Care	☐	☐	☐	☐	☐	☐	☐	☐
Aboriginal or Torres Strait Islander	☐	☐	☐	☐	☐	☐	☐	☐
Refugee or new arrival	☐	☐	☐	☐	☐	☐	☐	☐

Student has a disability	☐	☐	☐	☐	☐	☐	☐	☐
Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify]	☒	☐	☐	☐	☐	☐	☐	☐

Summary of services delivered				
Number of services	Targeted interventions for identified students		Capacity building for school staff and/or families	
	[*insert number*]		[*insert number*]	
Number of participating schools and partners	Government	Catholic	Independent	Partner agencies
	[*insert number*]	[*insert number*]	[*insert number*]	[*insert number*]
Number of participants	Students	School staff	Families/carers	Partner agency staff
	[*insert number*]	[*insert number*]	[*insert number*]	[*insert number*]

List of services assessed [add/delete rows as required]			
Name	**Template endorsed by SFYS Manager**	**Template endorsed by participating schools**	**Template attached**
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Report on achievements & areas for improvement	
Summary of improvements achieved through interventions	

Summary of achievements against key priority areas identified in Work Plan	
Reflections on what worked well	
Reflections on how interventions & impact could be improved	

Report on partnerships	
Reflections on relationships with participating school/s – strengths & areas for improvement	
Reflections on relationships with partner agencies – strengths & areas for improvement	

Reflections on operation of key network/s – strengths & areas for improvement	

Case studies

Annual highlights

Annual Financial Statement [add/delete rows as required]	
Income	
DET funding	
Other	
Sub-total	

SFYS Agency Costs	
Coordinator + on-costs	
Operational costs	
Management costs	
Sub-total	
Service Delivery	
Intervention no.1	
Intervention no.2	
Intervention no.3	
Sub-total	
Unspent funds	
Total	

Endorsement		
[SFYS Manager]	[signature]	[date]

ATTACHMENT D

SERVICE DELIVERY TEMPLATE

SFYS 2018-2019
Service Delivery

Key details	
Name of agency	
Name of intervention	
Intervention type	Choose an item.
Service to commence (by school term)	Choose an item. Choose an item.

Participating schools [add/delete rows as required]		
[name]	[primary/secondary]	Choose an item.
[name]	[primary/secondary]	Choose an item.
[name]	[primary/secondary]	Choose an item.

Number and profile of students identified for support								
	Grade/Year Level							
	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Total numbers of students								
Indicators of disengagement [mark all that apply]								
Low attendance	☐	☐	☐	☐	☐	☐	☐	☐
Behavioural issues	☐	☐	☐	☐	☐	☐	☐	☐
Low educational achievement or engagement	☐	☐	☐	☐	☐	☐	☐	☐
Contact with wellbeing team	☐	☐	☐	☐	☐	☐	☐	☐
Incidents of suspension or other disciplinary measures	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Barriers to engagement [mark all that apply]								
Personal issues (e.g. mental health, criminal behaviour, drug dependency)	☐	☐	☐	☐	☐	☐	☐	☐
Family factors (e.g. family breakdown and/or crisis, domestic violence)	☐	☐	☐	☐	☐	☐	☐	☐
School related issues (e.g. negative experiences)	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐

Vulnerable cohort [mark all that apply]								
Out-of-Home-Care	☐	☐	☐	☐	☐	☐	☐	☐
Aboriginal or Torres Strait Islander	☐	☐	☐	☐	☐	☐	☐	☐
Refugee or new arrival	☐	☐	☐	☐	☐	☐	☐	☐
Student has a disability	☐	☐	☐	☐	☐	☐	☐	☐
Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify]	☐	☐	☐	☐	☐	☐	☐	☐

Details of the service		
What will be delivered		
How will this address the indicators of disengagement and/or barriers to engagement identified above		
How will this complement strategies already in place in the participating school/s		
What are you aiming to achieve [mark all that apply]	**Targeted intervention** ☐ Improved attendance for identified students ☐ Improved behaviour for identified students ☐ Improvement in educational achievement or engagement for identified students ☐ Improved connection to school wellbeing team for identified students ☐ Lower incidents of suspension or other disciplinary measures for identified students ☐ Other [specify]	**Capacity building** ☐ Increased capacity of participants to respond to indicators of disengagement of identified students ☐ Increased knowledge of participants of barriers to engagement experience by identified students ☐ Increased capacity of participants to support identified students ☐ Other [specify]

<table>
<tr><td>What baseline & review data will you collect
[mark all that apply]</td><td colspan="2">Targeted intervention
☐ Attendance data for identified students
☐ Participant questionnaire developed by SFYS agency
☐ School staff observation questionnaire developed by SFYS agency
☐ Incidents of suspension or other disciplinary measures for identified students
☐ Other [specify]</td><td>Capacity building
☐ Attendance data for identified students
☐ Participant questionnaire developed by SFYS agency
☐ School staff observation questionnaire developed by SFYS agency
☐ Incidents of suspension or other disciplinary measures for identified students
☐ Other [specify]</td></tr>
<tr><td>Sustainability
[mark all that apply]</td><td colspan="3">☐ Participating school/s will fund the service in the future
☐ Participating school/s have committed to integrate service response into key school strategies to support disengaged students
(eg. establish or review relevant school policies, establish or review identified students' Individual Education Plan or Behaviour Support Plan)
☐ Identified students have been linked to further, ongoing support
☐ Other[specify]</td></tr>
<tr><td rowspan="5">Roles & Responsibilities
[add/delete rows as required]</td><td colspan="2">[SFYS agency]</td><td>[role & responsibility]</td></tr>
<tr><td colspan="2">[partner agency]</td><td>[role & responsibility]</td></tr>
<tr><td colspan="2">[school – key contact]</td><td>[role & responsibility]</td></tr>
<tr><td colspan="2">[school]</td><td>[role & responsibility]</td></tr>
<tr><td colspan="2">[school]</td><td>[role & responsibility]</td></tr>
<tr><td rowspan="4">Participants
[add/delete rows as required]</td><td colspan="2">Students</td><td>[number]</td></tr>
<tr><td colspan="2">School staff</td><td>[number]</td></tr>
<tr><td colspan="2">Families/carers</td><td>[number]</td></tr>
<tr><td colspan="2">Partner agencies</td><td>[number]</td></tr>
<tr><td>Timelines</td><td colspan="3"></td></tr>
<tr><td rowspan="4">Budget
[add/delete rows as required]</td><td colspan="2">[program/workshop cost]</td><td>[cost]</td></tr>
<tr><td colspan="2">[materials]</td><td>[cost]</td></tr>
<tr><td colspan="2">[other]</td><td>[cost]</td></tr>
<tr><td colspan="2">Total</td><td>[cost]</td></tr>
</table>

Endorsement [add/delete rows as required]		
[SFYS Manager]	[signature]	[date]
[DET Area Team]	[signature]	[date]
[School Principal]	[signature]	[date]
[School Principal]	[signature]	[date]

ATTACHMENT E

IMPACT OF SERVICE TEMPLATE

SFYS 2018-2019
Impact of Service

Key details	
Name of agency	
Name of intervention	
Intervention type	Choose an item.
Service completed (by school term)	Choose an item. Choose an item.

Participating schools [add/delete rows as required]		
[name]	[primary/secondary]	Choose an item.
[name]	[primary/secondary]	Choose an item.
[name]	[primary/secondary]	Choose an item.

Number and profile of students provided with support								
	Grade/Year Level							
	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Total numbers of students								
Indicators of disengagement [mark all that apply]								
Low attendance	☐	☐	☐	☐	☐	☐	☐	☐
Behavioural issues	☐	☐	☐	☐	☐	☐	☐	☐
Low educational achievement or engagement	☐	☐	☐	☐	☐	☐	☐	☐
Contact with wellbeing team	☐	☐	☐	☐	☐	☐	☐	☐
Incidents of suspension or other disciplinary measures	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐
Barriers to engagement [mark all that apply]								
Personal issues (e.g. mental health, criminal behaviour, drug dependency)	☐	☐	☐	☐	☐	☐	☐	☐
Family factors (e.g. family breakdown and/or crisis, domestic violence)	☐	☐	☐	☐	☐	☐	☐	☐
School related issues (e.g. negative experiences)	☐	☐	☐	☐	☐	☐	☐	☐
Other [specify]	☐	☐	☐	☐	☐	☐	☐	☐

Vulnerable cohort [mark all that apply]								
Out-of-Home-Care	☐	☐	☐	☐	☐	☐	☐	☐
Aboriginal or Torres Strait Islander	☐	☐	☐	☐	☐	☐	☐	☐
Refugee or new arrival	☐	☐	☐	☐	☐	☐	☐	☐
Student has a disability	☐	☐	☐	☐	☐	☐	☐	☐
Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify]	☐	☐	☐	☐	☐	☐	☐	☐

Impact of service		
What was delivered		
What review data did you collect [mark all that apply] [please attach]	**Targeted intervention** ☐ Attendance data for identified students ☐ Participant questionnaire developed by SFYS agency ☐ School staff observation questionnaire developed by SFYS agency ☐ Incidents of suspension or other disciplinary measures for identified students ☐ Other [specify]	**Capacity building** ☐ Attendance data for identified students ☐ Participant questionnaire developed by SFYS agency ☐ School staff observation questionnaire developed by SFYS agency ☐ Incidents of suspension or other disciplinary measures for identified students ☐ Other [specify]
Comparison of baseline & review data		

<table>
<tr><td>What was achieved
[mark all that apply]</td><td>Targeted intervention
☐ Improved attendance for identified students
☐ Improved behaviour for identified students
☐ Improvement in educational achievement or engagement for identified students
☐ Improved connection to school wellbeing team for identified students
☐ Lower incidents of suspension or other disciplinary measures for identified students
☐ Other [specify]</td><td>Capacity building
☐ Increased capacity of participants to respond to indicators of disengagement of identified students
☐ Increased knowledge of participants of barriers to engagement experience by identified students
☐ Increased capacity of participants to support identified students
☐ Other [specify]</td></tr>
<tr><td>Sustainability
[mark all that apply]</td><td colspan="2">☐ Participating school/s will fund the service in the future
☐ Participating school/s have committed to integrate service response into key school strategies to support disengaged students
(eg. establish or review relevant school policies, establish or review identified students' Individual Education Plan or Behaviour Support Plan)
☐ Identified students have been linked to further, ongoing support
☐ Other[specify]</td></tr>
<tr><td rowspan="4">Who participated
[add/delete rows as required]</td><td>[students]</td><td>[number]</td></tr>
<tr><td>[school staff]</td><td>[number]</td></tr>
<tr><td>[families]</td><td>[number]</td></tr>
<tr><td>[partner agencies]</td><td>[number]</td></tr>
<tr><td rowspan="4">What was the final cost
[add/delete rows as required]</td><td colspan="2">[program/workshop cost]</td></tr>
<tr><td colspan="2">[materials]</td></tr>
<tr><td colspan="2">[other]</td></tr>
<tr><td colspan="2">[total]</td></tr>
</table>

Endorsement [add/delete rows as required]		
[SFYS Manager]	[signature]	[date]
[School Principal]	[signature]	[date]
[School Principal]	[signature]	[date]

ATTACHMENT F

REGIONAL ADVISORY GROUPS TERMS OF REFERENCE

REGIONAL ADVISORY GROUP
TERMS OF REFERENCE

Purpose

The purpose of the Regional Advisory Groups (**RAG**) is to monitor the impact of the School Focused Youth Service (**SFYS**) across each region, and its impact on progressing key area priorities for disengaged students.

Each RAG will:

- monitor program impacts across the region
- oversee and discuss progress by SFYS agencies against key priorities areas across the region, including providing advice to SFYS agencies on other relevant local initiatives in place to support progress against key priorities
- oversee the consistency of the application of the guidelines within the region
- facilitate effective communication and collaboration between SFYS agencies and Department Area Teams within that region
- identify key issues to be raised with the Statewide Governance Group

Membership

The membership of each RAG will include a representative of each SFYS agency in the region and each Department Area Team.

In addition, each RAG may choose to invite additional members to participate, including:

- Catholic Education Commission of Victoria representative
- Independent Schools Victoria representative
- local school representatives
- Local Learning and Employment Network representative
- Children and Youth Area Partnership representative
- Navigator representative
- partner agency representatives

Where a member cannot attend a scheduled meeting, that member is encouraged to nominate a delegate.

Meetings

The meetings will be chaired by a Service Support Manager from the one of the participating Department Area teams.

Regions may choose to establish two RAGs, one to cover metropolitan Department Areas and one to cover regional/rural Department Areas.

Each RAG will meet at least twice per year.

ATTACHMENT G

STATEWIDE GOVERNANCE GROUP TERMS OF REFERENCE

Statewide Governance Group
Terms of Reference

Purpose

The purpose of the Statewide Governance group (**SGG**) is to oversee the statewide implementation of the School Focused Youth Service (**SFYS**) and monitor its overall impact.

The SGG will:

- oversee the impact of the program and its contribution to supporting disengaged students to remain in education
- identify emerging program issues and opportunities
- oversee system and program improvements based on program reporting and evaluation
- oversee statewide communication and capacity building
- receive feedback on key strategic issues from Regional Advisory Groups

Membership

The membership of the SGG will consist of representatives from the following organisations:

- Department representatives from Central Office and Area Teams
- SFYS agency representatives
- school representatives
- Children and Youth Area Partnership representative
- Catholic Education Commission of Victoria representative
- Independent Schools Victoria representative
- Youth Affairs Council of Victoria representative
- Victorian Council of Social Services representative
- Distance Education Commission of Victoria representative
- Municipal Council of Victoria representative

Where a member cannot attend a scheduled meeting, that member is encouraged to nominate a delegate.

Meetings

The SGG will be chaired by the Executive Director, Wellbeing Health and Engagement Division, from the Department (or their nominee).

The SGG will meet bi-annually.