

DRAFT

GREATER SHEPPARTON'S COMMUNITY STRATEGY FOR CHILDREN AND YOUNG PEOPLE 2018-2023

A STRATEGY FOR COLLECTIVE ACTION AND IMPACT

ONE VISION:
GREATER SHEPPARTON OFFERS ALL YOUNG PEOPLE THE CHANCE TO REALISE THEIR FULL POTENTIAL AND THRIVE.

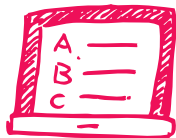
WHAT WE WILL DO

STRATEGIC OUTCOMES

1. All children have a good start to life and are healthy and ready for school
2. All children are learning and thriving in primary school
3. All children and young people are learning and thriving in secondary school
4. All young people are transitioning successfully to work or further study

THREE OBSESSIONS

1. Increase number of children and young people with basic needs met
2. Increase number of children and young people with access and opportunity to community, education and employment
3. Increase number and quality of community connections



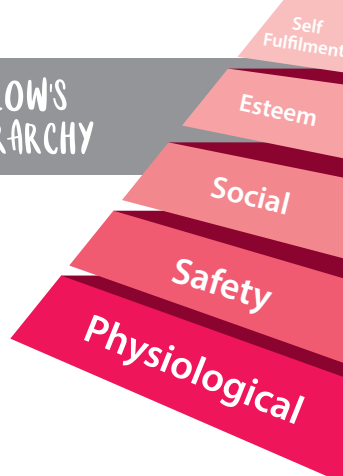
KEY PRIORITIES

- Enable community voice to be heard
- Provide opportunities for community to support children and young people through volunteering
- Support improved parenting in particular raising awareness of the importance of the first 1000 days of life
- Improve social, emotional and mental health of children and young people



- Support participation and engagement in community (including music, sport and art), education, and employment
- Improve attendance and engagement of school students
- Build capacity and strength of families
- Review performance of relevant services against agreed outcomes for children and young people and advocate for system change where required
- Develop a kindness campaign to support young people and address bullying
- Provide safe spaces for young people to access basic needs and positive role models
- Ensure purposeful engagement of children and young people on a pathway to learn and earn
- Strengthen links between school curriculum and industry to ensure early exposure of students to local working environment
- Support transitions to tertiary education
- Raise community aspiration and positive image of Greater Shepparton

MASLOW'S HIERARCHY



FUNDAMENTAL PRECURSORS TO ACHIEVING IMPROVED OUTCOMES FOR ALL CHILDREN AND YOUNG PEOPLE IN GREATER SHEPPARTON

- Reducing social isolation and increasing inclusion and opportunity
- Improving family cohesion and function
- Improving mental health
- Improving access to transport
- Increasing secure housing
- Increasing food security
- Reducing family violence
- Improving community safety

HOW WE DO IT

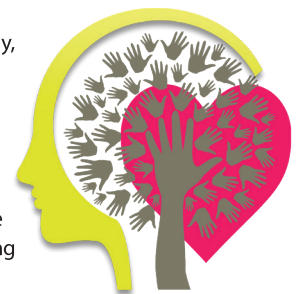


UNDER-PINNING BEHAVIOURS

HEAD: Using data and strategy to drive change

HEART: Listening deeply, using empathy and valuing relationships

HANDS: Responding to community need, collective action and being accountable



AT OUR CORE
DEEP LISTENING AND CONNECTIONS TO SUPPORT EVERY CHILD TO THRIVE

VALUES
EQUITY, ACCESS, INCLUSION, BELONGING, TRUST, RESPECT

STRATEGY SUMMARY

(FULL STRATEGY AND ACTIONS PLANS PROVIDE FURTHER DETAIL)



LEARNING AND THRIVING IN PRIMARY SCHOOL

- Average number of days absent from school
- Proportion of students reaching national standards in literacy and numeracy
- Proportion of students who report being bullied in school (at Years 4,5,6)
- Proportion of students who report feeling connected to school (at Years 4,5,6)
- Proportion of students engaged in extracurricular activities within the community

LEARNING AND THRIVING IN SECONDARY SCHOOL



- Average number of days absent from school
- Proportion of students reaching national standards in literacy and numeracy
- Proportion of young people (aged 10-17) who report having a trusted adult
- Proportion of adolescents (aged 10-17) with high levels of psychological distress
- Average wait time for accessing mental health services
- Proportion of students who report being bullied in school (at Years 5,8,11)
- Proportion of students who report feeling connected to school (at Years 5,8,11)
- Proportion of students engaged in extracurricular activities within the community



TRANSITIONING SUCCESSFULLY TO WORK OR FURTHER STUDY

- Proportion of students completing Year 12 or equivalent (including ratio of VCE:VCAL)
- Proportion of students transitioning to tertiary study
- Proportion of students completing tertiary study
- Proportion of students transitioning to work
- Proportion of students undertaking work experience and structured workplace learning
- Proportion of students with part-time work

ABOUT GREATER SHEPPARTON

- **Total population: 65,076*** as at 2016 including **20,605 children and young people (0-24)**
- **48 different languages** spoken at home (Language at home other than English 15% of population)
- **Aboriginal and Torres Strait Islander population 3.4%** (largest outside of Melbourne)
- **Major industries:** Health care and social services, retail trade, manufacturing, agriculture, forestry and fishing, education and training, and construction.
- **35 Kindergartens**
- **39 Primary schools**
- **7 Secondary schools**
- **10 Alternative education settings**
- **2 Universities**
- **1 TAFE**
- **Range of Registered Training Organisations**



Children and young people in Greater Shepparton are often well below the State average in school readiness, wellbeing, literacy and numeracy levels at school, and transitions to work or further study.

WORKING TOGETHER FOR COMMUNITY



Greater Shepparton Lighthouse Project is a place-based community organisation that was established in 2014 in direct response to community concern that children and young people in Greater Shepparton were not faring as well as they could be.

Lighthouse is driving improved wellbeing and educational outcomes for children and young people from conception to career. We are leading this change by activating the whole community to wrap around and support our young people. Our role is to strengthen connections throughout our community, listen deeply to all voices, use data to drive change, advocate, lobby, identify and align resources, and partner and deliver initiatives.

BACKBONE ORGANISATION:

- Core group of passionate staff who coordinate community, business and cross-sectoral involvement and delivery of strategic initiatives (conception to career)
- A 'container for change' that builds a common agenda and community aspiration, shared measurement and strategic learning, high-leverage activities, and inclusive community engagement
- Board of community directors
- Four Collaborative Leadership Tables (of community members who want to be part of the change) to help plan and deliver strategic initiatives
- Youth Empowerment Leaders Group
- Cross-government Advisory Group

WAY OF WORKING

Bold, disruptive, enabling, catalytic, innovative, collaborative



- Using social capital to influence processes and outcomes
- Community setting own agenda and success measures, owning and understanding data and seeking accountability for government and service delivery
- Activating and nurturing community leaders to support transformational change
- More early intervention than crisis-driven service delivery

HOW WE WILL KNOW IF WE ARE MAKING A DIFFERENCE



HEALTHY AND READY FOR SCHOOL

- Proportion of children who are physically well (meeting dietary, sleep and physical activity guidelines)
- Proportion of children who are developmentally on-track, vulnerable or at-risk in the early years
- Proportion of children in out of home care
- Proportion children with child protection orders
- Reported cases of perinatal and maternal health concerns and conditions
- Maternal and child health appointment attendance
- Kindergarten participation
- Supported playgroup and pre-kinder participation

FIND
OUT
MORE

Executive Officer: Lisa McKenzie
E: lmckenzie@gslp.com.au T: 0427 212 651
www.gslp.com.au



LighthouseProject
GREATER SHEPPARTON

COMMUNITY SNAPSHOT 2018



FOREWORD

2018 has been a year of amazing growth for Greater Shepparton Lighthouse.

We accepted \$1 million from the Department of Education and Training in December 2017 and at the end of January inducted more than fifty community leaders on to our new collaborative leadership tables.

They are leaders from across the community who are helping drive our collective decision-making and action. We have also established a youth leadership table to inform all of our work and lead their own action plans.

To ensure we stay on track in leading the change our community wants to see, we also went back out and spoke to 1,000 people about their hopes and dreams for young people in Greater Shepparton and fed that back into our strategy, table decision-making and action plans.

The community is at the heart of everything we do and are helping lead the change. To date this year we have engaged 447 volunteers in 21 settings including nine pre-schools, seven primary schools, four secondary schools, and three alternative settings.

We have been amazed at the way our partnerships large and small continue to grow. We have partnered with 79 businesses, organisations and funders this year and that's been everything from Higgins Bakery supplying excess food to the Haven, to a local couple quietly donating \$10,000 and the Rotary Club of Shepparton Central who are delivering a fantastic school mentoring and life skills program at Gowrie St Primary School.

Our staff has grown significantly this year. Their job is to lead, facilitate, enable, and draw people together around projects and ideas. They facilitate discussions, track and monitor change and broker new opportunities. Staff and volunteers have engaged with 198 kids at the Haven where we have provided 2403 hot cooked meals. They have also written and delivered school curriculum and provided access to work experience and run programs building life skills and resilience. They have written policy papers, advocated for change and informed government decision-making.

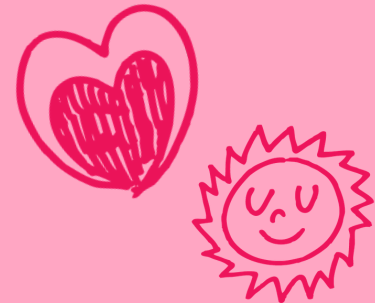
We have been scaling up for some time and we are now fully operational, with the funds and resources in place to fully lead the change we want to see. Our theory of change shows connections will drive the change and we thank you for your interest in our work to date and hope you will continue on the journey with us.



Adam Furphy,
Lighthouse Chair



Lisa McKenzie,
Executive Officer



Deep Listening

Our community drives our work and we ensure this by listening carefully and responding to their priorities.

1000
CONVERSATIONS 2018

Held with people from all walks of life across the Greater Shepparton community. Conversations were around kitchen tables, work places, schools, clubs and kinders to name a few. Our community welcomed the opportunity to delve deeply into the wellbeing of our kids.

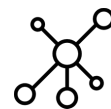
KEY THEMES:



TRANSPORT

SHEPP IMAGE

EDUCATION



SOCIAL
CONNECTION

DRUGS, ALCOHOL
& SEX

EMPLOYMENT

BASIC NEEDS



MENTAL
HEALTH

PARENTING

Building the Movement

Leaders from across the community are driving the change they want to see...

5 COLLABORATIVE LEADERSHIP TABLES

- Early Years & Primary Table
- Secondary & Transitions to work/further study
- Youth Empowerment Leaders



447 VOLUNTEERS WORKING WITH 1230 YOUNG PEOPLE IN OUR COMMUNITY

38 business & organisation partnerships provide volunteers. 41 other business & organisational partnerships provide funding, resources and support.



All working towards the community vision that *Greater Shepparton offers all young people the chance to realise their full potential and thrive.* We will achieve this by focusing on...

Our Three Obsessions

1 Increase number of children and young people with basic needs met.

2 Increase number of children & young people with access and opportunity to community, education and employment.

3 Increase number and quality of community connections.

Early & Primary Years

9 PRE-SCHOOLS
7 PRIMARY SCHOOLS

CONVERSATIONS WITH KIDS
READING WITH KIDS
BREAKFAST PROGRAM
HOMEWORK CLUB
YEAR 6 LEADERSHIP
BIKE PROGRAM
KNITTING CLUB
MENTORING &
LIFE SKILLS
SEAT - SIT, EAT AND TALK
CAREERS PROGRAM

The foundations for success are developed in the early years of life. Our volunteers see first hand the changes that are possible. Volunteers are boosting vocabulary and literacy through conversations and increasing capacity through life skills.



MENTORING & LIFE SKILLS with Central Rotary Club at Gowrie Street Primary school sees Year 6 students being exposed to local activities and career options. Rotary volunteers take students out and about every other Monday. Teachers have noticed a peak in attendance on these days and they have become affectionately known as "Lighthouse Days!".



SEAT - SIT, EAT AND TALK sees volunteers from different industries enjoying lunch with students and talking about what they want to be when they grow up. Lunch is prepared with the help of Berry Street School VCAL Students.

"It's a great program...students talking and connecting with adults, they were eating healthy food, learning about table etiquette, practicing social skills" - Bree, SEAT Volunteer

Secondary Years & Transition to Work or Further Study

4 SECONDARY
SCHOOLS

TUTORING
NUMERACY
INDUSTRY LINKS
YEAR 9 CAMPS
ALTERNATIVE PATHWAY PROGRAM
MALE LEADERSHIP/RESILIENCE
STRETCH
LITERACY



The secondary years are often where any poor foundations start to impact on a young persons ability to realise their full potential and thrive. It is also a time where young people need the life skills to navigate some significant transitions in their life.

The schools, involvement of local businesses and dedicated volunteers are providing a strong foundation for students to succeed by creating links and building aspirations.

INDUSTRY LINKS is linking school curriculum to local industry with 39 business & organisation partners connecting local students to local opportunities.

590 students have participated in over 30 industry linking activities. Students are recognising the benefits with 78% saying the activities have helped them better understand the people & industries in their local community.



LITERACY is fostering a love of reading with Year 7 students at Shepparton High school. Students are not only improving their literacy but also developing important social connections. The school has documented that this program is directly impacting student results.



"..if it was not for you I would still be reading picture books or not even reading." - Yr 7 student to Literacy mentor

THE HAVEN IS A SAFE SPACE TO:



GATHER & RELAX MEET POTENTIAL MENTORS & ROLE MODELS HAVE FUN!
MAKE NEW FRIENDS PARTICIAPTE IN RECREATIONAL ACTIVITIES ACCESS OPPORTUNITIES TO
LEARN NEW SKILLS ACCESS FOOD & OTHER NECESSITIES SUPPORT WELLBEING

Over 190 young people are using the Haven as their safe space to join in activities, meet new people and have a delicious hot meal.

Fifteen amazing volunteers and six dedicated staff love being with the young people and exposing them to opportunities and experiences in the local region and beyond. This year the Haven have been to St Kilda beach, Luna Park and the Melbourne Zoo. For some young people these have been their only experiences beyond the Goulburn Valley.

Many young people are gaining part time work, getting their Learner licences and even transitioning back to mainstream schooling as a result of their time at the Haven. The young people are giving back to their community and have volunteered their time:

- Planting over 300 trees in Nagambie with the Longwood Plains Conservation Management Network
- Collecting rubbish with RiverConnect; &
- Packing down Numurkah Foodbowl Festivities



2403 MEALS PROVIDED FOR YOUNG PEOPLE

"I feel like I have more friends & feel really safe" - 16 year old boy from the Haven



From the kids...

"I am going to miss reading with you... I wish I could stay in year 7 so I could read with you everyday"

- Yr 7 student at conclusion of Literacy Program



"It was cool and inspiring - I really liked it and helps me realise I'm not alone"

- Yr 10 student, Male Leadership/Resilience

"It has motivated me to study & work harder because it is really important"

- Yr 9 student on Industry Links presenter



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