VICTORIA State Government | Education and Training

School Focused Youth Service

Supporting vulnerable young people to remain connected to education

Guidelines 2016-17

Table of Contents

1. About these Guidelines

The Guidelines are the framework upon which School Focused Youth Service (SFYS) providers will plan and deliver high quality support local for young people aged 10-18 years who are attending government, Catholic and independent schools, but are vulnerable to, or showing signs of disengagement over 2016-17.

These guidelines set out service providers' requirements for the delivery of SFYS 2016-17 in accordance with their Service Agreement with the Department of Education and Training (the Department) and are incorporated into the Service Agreement (Schedule 1).

They build on the previous SFYS Guidelines 2013-15, and reflect the evolution of SFYS. They emphasise the strengths of the program and address the challenges identified through:

- consultations with service providers, schools and other key partners
- the outcomes of the *Evaluation of the Revised SFYS 2013-15.*

The guidelines include a clear line of sight between the Government's vision for an Education State and the objectives, deliverables and outcomes of SFYS. They include a more targeted focus on:

- improving support for students vulnerable to or showing signs of disengagement from school
- providing support for students across government, Catholic and independent schools, marked by shifting the alignment of SFYS from government Student Support Service networks to new Department Local Areas
- capitalising on the increased investment into regions and the introduction of new complementary programs (including the Navigator pilots).

2. A Vision for Victoria: Education State

2.1 Victoria as an Education State

The Victorian Government has a strong vision for an education system that produces excellence and reduces the impact of disadvantage.

This vision is articulated in the Education State, which underpins the Victorian Government's commitment to:

- implementing a range of newly funded initiatives (including the Navigator pilots)
- driving improvement and renewed directions within a range of existing services (including SFYS)
- implementing a new regional services model, which will provide increased support to schools and networks at the local level (outlined further in section 2.3 below).

The Education State agenda is backed by a set of ambitious, but achievable system-wide targets. The targets focus on:

- Learning for life
- Happy, healthy and resilient kids
- Breaking the link (between disadvantage and outcomes)
- Building pride and confidence in our schools.

2.2 SFYS' contribution to the Education State

SFYS has a critical role to play in supporting schools to achieve the ambitious targets set out in the Education State.

SFYS 2016-17 will contribute to *Breaking the Link (between disadvantage and outcomes)* by supporting Victorian students at risk of poor learning outcomes to reach their potential and stay engaged in education for better life opportunities.

This will be demonstrated through a contribution to the Education State targets, which will be measured over the next 10 years. These targets include:

- 50% reduction in the proportion of Victorian students who leave education early (between Years 9 and 12)
- A reduction in the impact of disadvantage on achievement.

2.3 Strengthened regional support

Strengthening regional services and support for schools is a key aspect of the Education State. An increased investment into the regions will see the Department employ approximately 150 new staff in its regional offices to enhance services and provide support to principals and school communities.

The increased investment has resulted in the creation of 17 new areas within the Department's current four regions. A key feature of the new areas is the establishment of multi-disciplinary teams, which give schools, learners and their families more local access to a range of experts – from executive leaders to curriculum and assessment expertise, and a dedicated health and wellbeing workforce. The new teams help relieve principals and teachers from operational and administrative burdens so they can focus on what matters most for Victoria's students.

3. An Integrated Approach

The needs of young people who are at risk of disengaging from school are often complex. Support from a range of disciplines is often needed to holistically meet their needs.

SFYS is one of a continuum programs and services that are available to support vulnerable young people to stay engaged in education.

When planning a service response, it is critical that SFYS providers consider how the response might interact with other disciplines and the continuum of available supports. Working collaboratively and avoiding service duplication is essential to best supporting vulnerable young people to stay engaged in education.

This section outlines this continuum of supports and provides further detail on the new Navigator pilots, Local Learning and Employment Networks (LLENs), the new LOOKOUT Education Support Centres and other key programs available to support vulnerable young people to stay engaged in education.

3.1 Continuum of Supports

Figure 3.1.1 illustrates the continuum of programs overseen by the Department of Education and Training that promote positive school engagement, address disengagement and target a range of the risk factors associated with vulnerable cohorts. SFYS is an important component of this continuum, along with a range of newly funded services including the Navigator pilots and LOOKOUT centres.

Figure 3.1.1 – Continuum of Supports
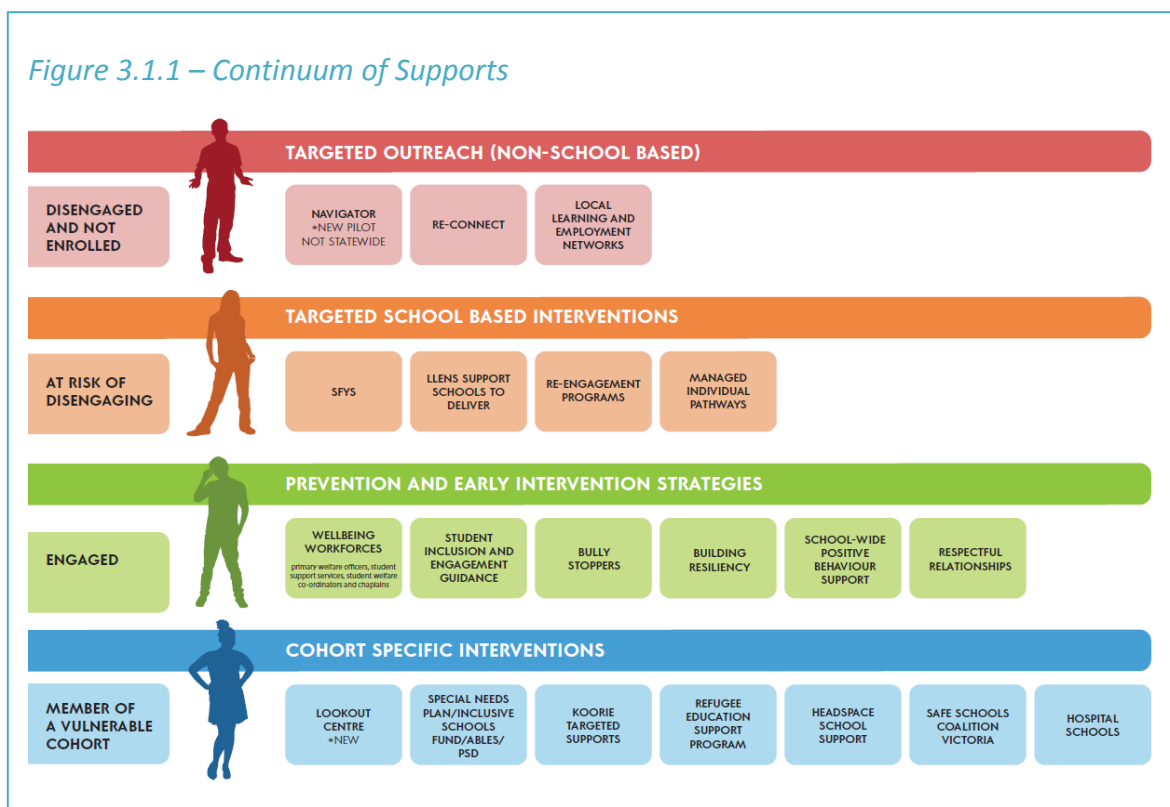
It is critical that all service providers are familiar with this continuum. Clear communication and referral pathways between services are also essential to best supporting young people. SFYS providers must ensure that their activities do not duplicate any of these existing programs.

More information on each of the programs included in Figure 3.1.1 is available on the Department's website.

3.2   The Navigator Pilots

The new Navigator pilots will commence operation across eight sites in early 2016. The program will target highly vulnerable young people aged 12-17 who are *disengaged and have not attended school for one term or more* by providing one-to-one support to enable them to successfully re-engage with an education or training pathway.

Within these pilot sites, SFYS providers will be required to work in partnership with the Navigator service providers to support children and young people who:

- are at school but vulnerable to or showing signs of disengaging (SFYS program)

- have completely disengaged and are no longer attending school (Navigator pilots).

3.3   Local Learning and Employment Networks

There are 31 Local Learning and Employment Networks (LLENs) in Victoria. The goal of each LLEN is to support young people, 10–19 years old, within its geographical boundaries by improving their participation, engagement, attainment and transition outcomes.

The core role of LLENs is the *creation and development of sustainable relationships, partnerships and brokerage of initiatives with and across local education providers, industry and community*.

LLENs are made up a range of groups and organisations, including education and training providers, business and industry, community agencies, and parent and family organisations.

3.4   LOOKOUT Education Support Centres

Throughout 2016 and 2017, a new LOOKOUT Education Support Centre will be established in each of the four Department regional areas. LOOKOUT Education Support Centre's will advocate and support all children and young people in out-of-home care within the education system. Each LOOKOUT centre will support the progress of upwards of 1,000 students.

Centres will work in partnership with schools to enrol young people living in out-of-home care in school, monitor and evaluate their educational progress, set targets, and co-ordinate resources and activities to support the child's education both at school and at home, in order to improve their school attendance, engagement and achievement.

3.5   Reconnect

The Reconnect program forms part of the *Back to Work Scheme* and has been developed in response to a decline in the number of early school leavers enrolling in vocational education and training programs, and in particular Foundation Skills training

It includes an investment of $14 million over two years to Registered Training Organisations (RTOs) who provide Foundation Skills training and are on the Foundation Skills Approved Provider List for 2016.

This investment will enable eligible RTOs to:

- provide outreach to engage young people aged 15-24 who are not in education, training or full time employment and who left school without Year 12
- assess their learning and non-learning needs and career goals, and develop an agreed learning plan
- provide support services that will help them start and stay in training
- arrange supervised workplace experience to increase employability
- assist students in transitioning to employment or further training.

RTOs will form partnerships with Learn Local Organisations and other community based organisations to engage young people and provide them with the supports they need.

Reconnect is part of a broader program which is also providing an additional $6 million in subsidy loadings of 10 per cent for early school leavers aged 15-19 in any VCAL course.

3.6   Managed Individual Pathways (MIPs)

Managed Individual Pathways (MIPs) funding supports Victorian Government schools' careers and transition programs, ensuring all students aged 15 years and over in government schools are provided with an individual Career Action Plan (MIPs/pathways plan) and associated support to make a successful transition through the senior secondary years of education to further education, training or full-time employment.

Schools are also funded through MIPs to provide additional support to students at risk of disengaging or not making a successful transition to further education, training or secure employment.

4. Service Delivery Framework

A concise and logical service delivery framework, which communicates a clear line of sight from the program objective through to its activities and outcomes, is crucial to effective service delivery.

Figure 4.0.1 provides a high-level summary of the SFYS 2016-17 Service Delivery Framework.

> It is important to note that while the majority of work undertaken by SFYS providers under the previous SFYS Guidelines 2013-15 will be captured by the Service Delivery Framework outlined below, some of that work will fall outside of scope and will not be able to be continued in 2016-17.

4.1 Program Objective

Through SFYS, schools and community organisations work together to support young people aged 10-18 years who are attending school, but are vulnerable to or showing signs of disengagement from school, to remain connected to education.

SFYS works with Victorian young people across government, Catholic and independent schools.

4.2 Need

SFYS plays a critical role in addressing school disengagement and helping young people to reach their potential. The individual, economic and social costs of school disengagement are well documented. We know that school disengagement has significant impacts on the health, wellbeing, future employment opportunities and trajectory of a young person's life. This is why the Government is investing in SFYS and the broader continuum of supports.

4.3 Target Group

The target group for SFYS is 10-18 year olds who are at school but vulnerable to or showing signs of disengagement from school.

As illustrated in **Figure 4.3.1**, approximately:

- 15% of young people will experience issues such as disconnection and isolation, challenging family settings, mental health issues or homelessness, making them at risk of early school leaving

- 5% will demonstrate highly complex barriers to school engagement and require targeted/individualised support to remain engaged in school.

Figure 4.3.1- Target Cohort

The most vulnerable students (≈5%) ——— SFYS target cohort

At-risk students (≈15%) ———

Universal prevention for all students (≈80%) ——— Universal prevention supports are provided through a range of programs and services and are outside of scope for SFYS

Source: DEECD Principles for Health and Wellbeing
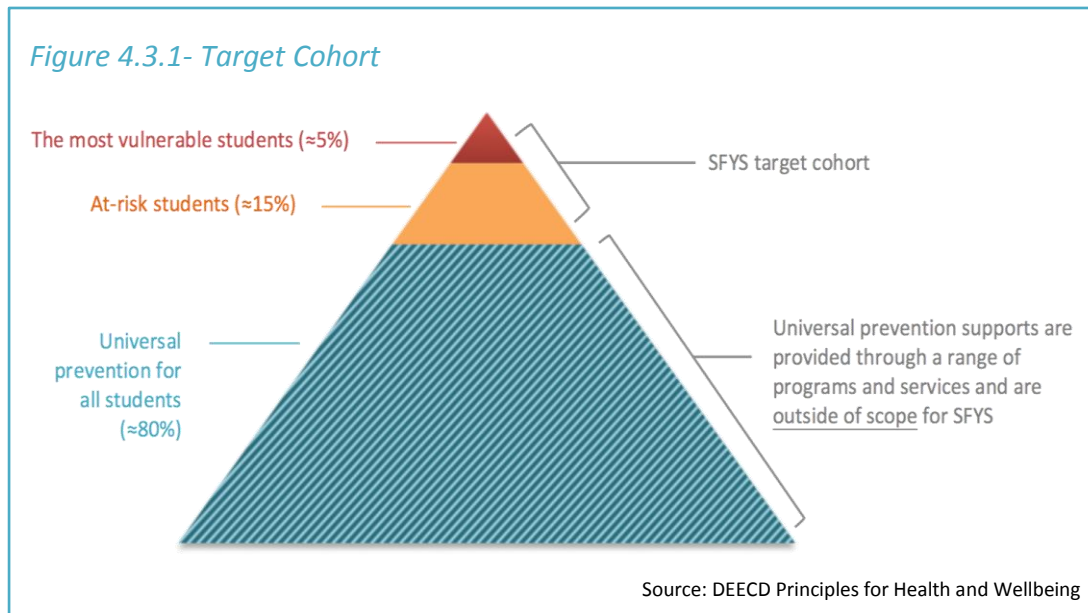
SFYS will focus on focus on supporting 10-18 year olds who fall within this 20 percent and are:

- attending government, Catholic and independent schools
- from vulnerable cohorts with increased risk of school disengagement (e.g. Aboriginal and Torres Strait Islander young people, young parents and carers, young people with a disability, young people from a refugee background, etc.)

Providers will work with schools and partners using evidence to identify the location and needs of young people within the target group.

Providers will also work with families (where appropriate), with the understanding that engaging, supporting and upskilling families is often critical to a young person's successful engagement in education.

SFYS does **not** address the engagement needs of the remaining 80% of students. A range of school based universal prevention strategies (e.g. Bully Stoppers and School-Wide Positive Behaviour Support) are in place to support these students.

For more information see **Data Sets** and **Indicators of Disengagement**, in Appendices A & B.

Figure 4.0.1- Service Delivery Framework

Program Objective: Through School Focused Youth Service (SFYS) schools and community organisations work together to support young people aged 10-18 years who are attending school, but are vulnerable to or showing signs of disengaging from school, to remain connected to education.

Service Areas	Deliverables	Program Outcomes	Education State
SFYS delivers services across three key service areas:	All deliverables are designed to support young people vulnerable to or showing signs of disengagement from school to remain connected to education. They fall into the following categories:	All deliverables should contribute to a reduction of school disengagement. Success will be identified through the following measurable/attributable outcomes:	The *Education State*:

Need

SFYS plays a critical role in stemming school disengagement and helping young people to reach their potential.

We know that school disengagement has significant impacts on the health, wellbeing, future employment and trajectory of a young person's life.

Target Group

SFYS will support Victorian young people aged 10-18 who are at school, but are vulnerable to or showing signs of disengagement from school, and require intervention.

Up to 15% of young people will experience issues such as disconnection and isolation, challenging family settings, mental health issues or homelessness, making them at risk of early school leaving.

A further 5% will demonstrate highly complex barriers to school engagement and will require targeted/individualised support to remain engaged.

1. Governance, Planning & Accountability

- Convene and participate in set **governance** structures to ensure that:
  - planning is responsive to, and informed by local issues
  - partners collaborate, sharing resources and undertaking shared problem-solving, and delivering shared solutions
- Complete **planning and reporting** requirements to enable outcomes to be met and measured and to inform future planning

- **Governance** structures support the development of collaborative (across sectors), responsive and innovative models of service delivery for young people vulnerable to or showing signs of disengaging from school
- Statewide **planning** for young people vulnerable to or showing signs of disengaging from school is informed by local and regional issues
- Completed **planning and reporting** cycles inform and demonstrate continuous improvement in meeting the needs of young people vulnerable to or showing signs of disengaging from school

2. Capacity Building

- Coordinate support and/or training to **build the capacity of schools (teachers, school leaders, wellbeing workforce) and partners (agencies, families and the community)** to better meet the complex and identified needs of young people vulnerable to or showing signs of disengaging from school, including navigating the range of existing support services
- Help to **build sustainable pathways** between schools, community organisations and other key stakeholders that provide support for young people vulnerable to or showing signs of disengaging from school

- Schools and partners will demonstrate **increased capacity** to meet complex needs of young people vulnerable to or showing signs of disengaging from school
- Schools and partners will have **established sustainable pathways** for the coordination of support for young people vulnerable to or showing signs of disengaging from school

3. Target Group Interventions

- Support schools to deliver and/or access **evidence-based interventions** to improve support for identified cohorts, groups and individual young people vulnerable to or showing signs of disengaging from school.
- In partnership with schools and community agencies, develop and deliver **innovative local projects** to improve support for identified cohorts, groups and individual young people vulnerable to or showing signs of disengaging from school.

- Young people identified as being vulnerable to or showing signs of disengaging from school will be **connected to and/or provided with support** to remain in school
- Support services will demonstrate success in **addressing disengagement** and **improving positive school engagement**

Education State:

The *Education State*:
- articulates Victoria's vision for an education system that produces excellence and reduces the impact of disadvantage.
- provides renewed direction for SFYS 2016-17.

SFYS will contribute to *breaking the link* of disadvantage, supporting Victorian students at risk of poor learning outcomes, to reach their potential and stay in education for better life opportunities.

This will be measured over the next 10 years through a :
- 50% fall in the proportion of students who leave education early (between Years 9 and 12)
- Reduction in the impact of disadvantage on achievement.

2

4.4　Service Areas

SFYS delivers services in three key areas:

A.　Governance, Planning and Accountability

B.　Capacity Building

C.　Target Group Interventions

The tables below identify the deliverables and outcomes associated with each service area.

Service providers must only undertake work that fits within these specified deliverables and contributes to the set program outcomes.

A. Governance, Planning and Accountability	
Deliverables	**Program Outcomes**
• Convene and participate in set governance structures to ensure: 　o planning is responsive to, and informed by, local issues 　o partners collaborate, sharing resources and undertaking shared problem solving, and delivering shared solutions • Complete planning and reporting requirements to enable outcomes to be measured and to inform future planning	• Governance structures support the development of collaborative, responsive and innovative models of service delivery for young people vulnerable to or showing signs of disengaging from school • Planning is responsive to and informed by local and regional issues • Completed planning and reporting cycles inform and demonstrate continuous improvement in meeting the needs of young people vulnerable to or showing signs of disengagement from school

B. Capacity Building

Deliverables

- Coordinate support and/or training to build the capacity of schools (teachers, school leaders, wellbeing workforce) and partners (agencies, families and the community) to better meet the identified needs of young people vulnerable to or showing signs of disengagement from school, including navigating the broad range of existing support services

- Help to build sustainable pathways between schools, community organisations and other key stakeholders that provide support for young people vulnerable to or showing signs of disengagement from school

Program Outcomes

- Schools and partners will demonstrate increased capacity to meet complex needs of young people vulnerable to or showing signs of disengagement from school

- Schools and partners will have established sustainable pathways for the coordination of support for young people vulnerable to or showing signs of disengagement from school

C. Target Group Interventions

Deliverables

- Support schools to deliver and/or access evidence-based interventions to improve support for identified cohorts, groups and individual young people vulnerable to or showing signs of disengagement from school

- In partnership with schools and community agencies, develop and deliver innovative local projects to improve support for identified cohorts, groups and individual young people vulnerable to or showing signs of disengagement from school

Program Outcomes

- Young people identified as vulnerable to or showing signs of disengagement from school will be connected to and/or provided with support to remain in school

- Support services will demonstrate success in addressing school disengagement, and improving positive school engagement

SFYS will be a key resource for schools in implementing the Education State reform agenda to improve student outcomes. In particular, SFYS 2016-17 will contribute to those targets aimed at *Breaking the Link (between disadvantage and outcomes)*, by supporting Victorian students at risk of poor learning outcomes to reach their potential and stay in education for better life opportunities.

5. The Service Delivery Cycle

Figure 5.0.1 outlines the service delivery cycle. This cycle can be applied on a macro (annual planning) and micro (individual service response) level.

Figure 5.0.1- Service Delivery Cycle
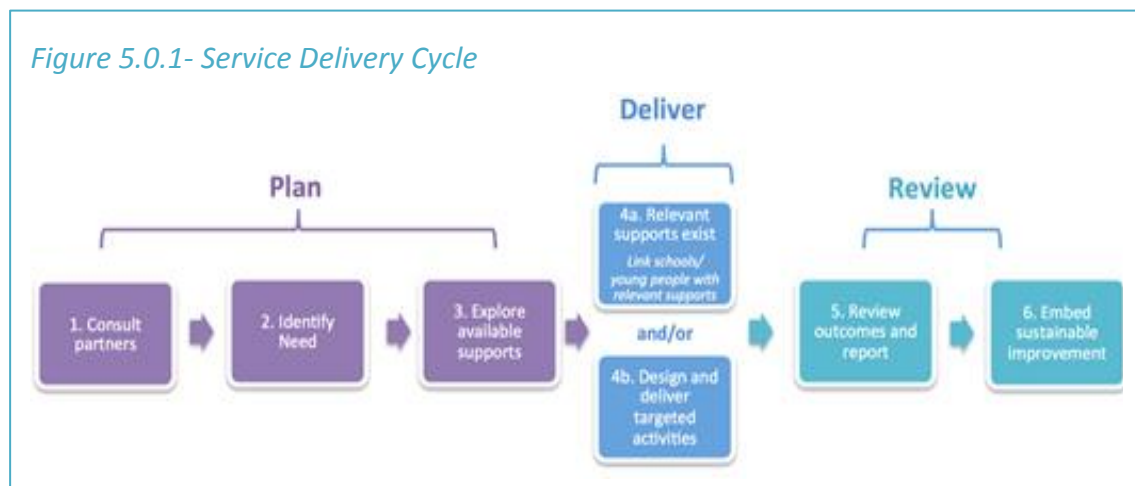
Further detail of the service delivery cycle is set out in the tables below.

Plan

Quality service provision relies on effective and agile service planning.

One of the first and most critical steps in planning for SFYS delivery is to work with partners to identify the target group and major issues impacting on school engagement within the service area.

Understanding the indicators of disengagement and accessing and interpreting state-wide and local data sets is central to this (see **Appendices A & B**).

SFYS providers' most important partnerships are with the schools within their local area.

1. Consult partners
Prior to planning service responses, it is critical to consult with governance groups, key partners and stakeholders to ensure: • planning is responsive to, and informed by, local and regional issues • partners collaborate, sharing resources, undertaking shared problem-solving, and delivering shared solutions.

2. Identify the need

Providers should work with partners to identify cohorts/individual young people aged between 10 and 18 who are vulnerable to, or showing signs of disengagement from school, and identify their needs.

See indicators of disengagement and information on available data sets, included in the **Appendices A & B**.

3. Explore available supports

Providers should explore what supports are already available within the system to meet these needs, exploring local supports and the government funded continuum of supports.

Deliver

4a. Relevant supports exist	4b. Design and deliver targeted activities
Link the school/young people to existing supports	Where relevant supports do not exist, providers should coordinate, build capacity or deliver target group interventions to meet this need. The focus of this step may differ in metropolitan areas, where there may be more existing support services, compared to rural and regional areas.

Review

5. Review outcomes and report

Providers should review progress towards the ideal outcome identified in Step 1. Continuous review should be undertaken over the course of the activity/intervention to ensure that it is still relevant and on track to meet the anticipated outcome/s.

Formal reporting to the Department will be on a bi-annual reporting cycle.

6. Embed sustainable improvement

Providers should share the learnings of SFYS activities/interventions. This will support the program to be continuously improved, with better outcomes for the

students. In instances where the activity/intervention:

- has been found to significantly reduce the risk of disengagement from school, providers should consider how to share and embed this practice – with other schools, agencies, and regions.

- hasn't worked as hoped, providers should review and share with colleagues to improve the outcome in the future.

6. Governance and Accountability

6.1 Roles and Responsibilities

The Department (central and regional offices) and SFYS providers have distinct roles and responsibilities in the delivery of a high quality SFYS program. These roles and responsibilities are outlined below, as well as the key contribution of schools.

Department of Education and Training will:

- oversee the delivery of SFYS Service Agreements

- develop and maintain SFYS guidelines

- review SFYS providers' planning and reporting and provide feedback

- ensure that schools (government, Catholic and independent) are aware of the services offered by SFYS

- respond to advice on service gaps, system performance issues and service development needs from SFYS providers

- provide regular advice to SFYS providers on Departmental priorities in program and policy development relating to education, student support and the wellbeing of young people

- provide opportunities to SFYS providers to participate and contribute to relevant meetings, consultations and events hosted by the Department in the areas of student support and the wellbeing of young people

- identify relevant data to support the identification of key trends in relation to young people vulnerable to disengagement from school.

SFYS providers will:

- deliver SFYS in accordance with these guidelines, within the area defined and subject to the terms and conditions of the Service Agreement*

- engage schools (government, Catholic and independent)

- undertake service planning and reporting on activities and outcomes through the Reporting and Accountability Framework

- share best practice with partners and within governance groups.

* *Where SFYS is delivered by a partnership or consortium the lead agency carries the overall responsibility for delivery of SFYS in accordance with the Service Agreement and these guidelines.*

- the foundation of the SFYS is a strong partnership between schools and SFYS providers

- SFYS providers are a resource for schools in building their capacity to:

    - identify students vulnerable to or showing signs of disengagement from school

    - ensure those students receive support, either via school-based resources (see Continuum of Supports), or by linking to relevant community resources

    - increase the engagement of those students in school.

6.2   Governance

The governance structure for SFYS 2016-17 includes three key levels:

- **The Statewide Coordination Group** is responsible for overseeing the statewide direction of the program, including identifying and providing a cross-sectorial response to issues impacting the engagement of vulnerable children and young people in school, driving system and program improvements, and overseeing statewide communication and capacity building.

- **Four Regional Advisory Groups** oversee the process of program implementation, and facilitate effective communication and collaboration between regional partners and stakeholders. These groups are also responsible for reporting to the Statewide Coordination Group.

- **Local Working Groups** are responsible for identifying local needs and emerging issues, and developing innovative strategies to address those needs, as well as monitoring and evaluating the effectiveness of strategies at the local level.

The relationships between the three levels of governance will support clear communication channels from SFYS Coordinators, through regions to a statewide level across the continuum of programs addressing school engagement and disengagement.

Terms of Reference for each governance group are included in **Appendix C**, including detail on the role of each governance group and its membership.

Given the close linkages between SFYS, the new Navigator pilots and existing Local Learning and Employment Networks (LLENs), representatives from these services will sit at each level of governance.

With the strengthened focus on ensuring services are available to students vulnerable to or showing signs of disengagement from school across all sectors, representatives from Catholic and independent schools will also be invited to sit on all levels of governance.

6.3 Reporting and Accountability Framework

The SFYS 2016-17 Reporting and Accountability Framework is included at **Appendix D**. The framework has been designed to reduce administrative burden, whilst improving the data gathered about the impact of service provision. It clearly aligns with the program objectives, service areas and outcomes.

New templates included in the Reporting and Accountability Framework include:

- Work Plan Template
- Supplementary Interventions Template
- Reporting Template
- Annual Financial Statement Template

Reporting Dates

SFYS provider Work Plans are to be submitted to the relevant Department regional office by the due dates set out below.

Report	Planning period	Due Date
2016 Work Plan	1 January 2016 – 30 June 2016	TBA
2016 Work Plan	1 July 2016 – 31 December 2016	30 June 2016
2017 Work Plan	1 January 2017 – 31 December 2017	31 January 2017

In some instances, SFYS providers may identify new and emerging needs for individuals and or groups/cohorts throughout the year, that have not been captured within their annual Work Plan.

These interventions must be documented within the *Supplementary Interventions Template*, and will effectively update the provider's Work Plan for that year. The completed *Supplementary Interventions Template* must be submitted for approval to the relevant Department regional office.

Reports against the Work Plan are to be submitted bi-annually, to the relevant Department regional office. Dates for submission are set out in the following table.

Report	Reporting period	Due Date
12-mth Report against Work Plan	1 January – 31 December 2016	31 January 2017
6-month Report against Work Plan	1 January – 30 June 2017	31 July 2017
6-month Report against Work Plan	1 July – 31 December 2017	31 January 2018

7. Funding

Funding for SFYS 2016-17 is based on a continuation of program funding levels under the earlier SFYS 2013-15.

This means that:

- service providers will receive the same amount of funding provided under the 2013-15 Service Agreement for the duration of the 2016-17 Service Agreement
- funding will be directed to individual service providers or consortium in accordance with previous arrangements
- the division of funding between *fixed funding* for operational costs (including the employment of a SFYS Coordinator) and *flexible funding* for the delivery of program activities (eg. target group interventions and/or the development and delivery of innovative local projects) will be maintained.

Providers are accountable for their funding, and are required to submit an annual financial statement to the Department.

Use of Funding

SFYS funding must be used in accordance with these guidelines, and specifically, the Service Delivery Framework outlined in section 4 above. That is, funding must be used:

- to support young people to remain connected to education, including those who are:
    - aged 10-18
    - attending school
    - vulnerable to or showing signs of disengagement from school
- to deliver services and contribute to the specified program deliverables and program outcomes in one or more of the three key service areas:
    - Governance, Planning and Accountability
    - Capacity Building
    - Target Group Interventions.

SFYS funding must not be used for any of the following:

- the provision of services that do not build pathways and partnerships between schools and community organisations, and/or are not delivered in partnership with schools and community agencies
- the provision of services that target the engagement needs of the 80% of students outside the target group
- universal service provision that targets an entire year level/age group of

students (or any other universal category)

- the provision of services that duplicate services offered by the Department or other government departments/agencies
- funding of any staff other than the SFYS Coordinator (employed either by the SFYS provider or any other organisation)
- funding of research activities
- the purchase of any infrastructure, either for the SFYS provider or any other organisations (eg. computers, office equipment, books, etc.)
- forums or financial contributions towards forums.

8. Appendices

A. Data Sets

B. Indicators of Disengagement

C. Governance Groups – Terms of Reference, including:

- Statewide Coordination Group

- Regional Advisory Groups

- Local Working Groups

D. Reporting and Accountability Framework

- Work Plan Template

- Supplementary Interventions Template

- Reporting Template

- Annual Financial Statement Template

E. SFYS Good Practice Examples

Appendix A: Data Sets

A range of data sets is available to support planning and the identification of the target group, including:

- **Annual State of Victoria's Children Reports**: provide a comprehensive picture of the health, wellbeing, learning, safety and development of Victoria's children and young people.

- **The Community Profile**: provides local level information on the health, learning, safety, development and wellbeing of Victorian children and young people. These resources are published to equip communities with the information required to identify the needs of children and families within their local area, and to support policy makers and program planners in prioritising where action is needed to improve outcomes for children and young people.

- **The Victorian Child and Adolescent Monitoring System**: provides interactive dashboards of data at state and local government level. The portal allows users to view and customise data to identify emerging issues, and to compare and monitor the progress of children, young people and their families.

- **Statistics for Victorian Schools**: provides the latest statistics on Victorian school education in a statistical brochure, flyer and a set of Excel data cubes. These documents are produced by the Data Collections and Services Unit, Performance and Evaluation Division, within the Department of Education and Training.

Appendix B: Indicators of Disengagement

A range of risk factors can lead to a young person becoming vulnerable and at risk of poor learning, development, health and wellbeing outcomes. Vulnerability is difficult to measure and describe because it often results from a combination of factors affecting a child, their family and their environment. Vulnerability is not static as children and their families can be more or less vulnerable at different times and as different life events occur. However, there are specific factors that can accumulate and make a child more vulnerable.

National and Victorian data shows that there are a range of **risk factors** that impact on a child or young persons' engagement in school, including (but not limited to):

- declining attendance and/or incidents of suspension and expulsion

- mental health issues (diagnosed and undiagnosed and including depression, anxiety, self-harm and psychotic behaviours)

- homelessness or risk of homelessness

- family violence

- family breakdown and/or a crisis

- drug and alcohol dependency

- criminal behaviour/contact with the juvenile justice system

- low educational achievement and negative educational experiences

- intergenerational unemployment.

Emerging risk factors may also warrant attention, such as on-line exploitation and radicalisation.

Both national and Victorian data shows that some **cohorts** of young people are at greater risk of disengagement from school, including (but not limited to) young people who:

- are in Out-of-Home Care

- are Aboriginal or Torres Strait Islanders

- are refugees or newly arrived

- are young parents and carers

- have low socio-economic status

- are residing in regional or remote areas.

Appendix C:
Statewide Coordination Group - Terms of Reference

Role

The Statewide Coordination Group will be chaired by the Executive Director, Wellbeing Health and Engagement Division, from the Department of Education and Training (DET), and will oversee the statewide direction of the School Focused Youth Service (SFYS).

The Statewide Coordination Group will:

- identify and provide cross sectorial responses to issues impacting the engagement of vulnerable children and young people in school

- drive system and program improvements based on program reporting and evaluation, and emerging issues and opportunities

- oversee statewide communication and capacity building

- receive and review reports from each Regional Advisory Group

Membership

The membership of the Statewide Coordination Group will consist of representatives from organisations and programs managing responses to vulnerable young people, including:

- DET central representatives – Wellbeing, Health and Engagement Division (Chair – Executive Director) and Regional Services Group

- DET regional office representatives

- Department of Health and Human Services (DHHS) representative

- Children and Youth Area Partnership (CYAP) representative

- SFYS provider representatives

- Catholic Education Commission of Victoria (CECV) representative

- Independent Schools Victoria (ISV) representative

- Youth Affairs Council of Victoria (YACVic) representative

- Co-opted experts where appropriate

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

Meetings

All meetings will be chaired by the Executive Director, Wellbeing Health and Engagement Division (DET) or their nominee. The Statewide Coordination Group will meet bi-annually. The Statewide Coordination Group may establish sub-committees or working groups as required.

Regional Advisory Group - Terms of Reference

Role

There will be four Regional Advisory Groups, one in each of the four Department of Education (DET) regions. Each Regional Advisory Group will be chaired by the relevant DET regional office, and will oversee the process of implementation of the School Focus Youth Service (SFYS) in that region.

The Regional Advisory Group will:

- facilitate effective communication and collaboration between regional partners and stakeholders
- identify regional issues
- support and advise SFYS providers
- promote the SFYS within and beyond the region
- report to the Statewide Coordination Group bi-annually

Membership

The membership of the Regional Advisory Group will consist of representatives from organisations and programs working with vulnerable young people in the region, including:

- DET regional Manager (Chair)
- SFYS Managers
- Local Learning and Employment Network (LLEN) representative
- Navigator representative
- Children and Youth Area Partnership (CYAP) representative
- Catholic Education Commission of Victoria (CECV) representative
- Independent Schools Victoria (ISV) representative

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

Meetings

All meetings will be chaired by the relevant DET regional Manager.

Meetings will be held at least four times per year, usually once per term.

The Regional Advisory Group may establish sub-committees or working groups as required.

Local Working Group - Terms of Reference

Role

A Local Working Group will be established to work in partnership with each School Focus Youth Service (SFYS) provider. Each Local Working Group will nominate a member to act as Chair. Local Working Groups will be responsible for supporting and overseeing the work of the SFYS provider, including identifying local needs and emerging issues, developing innovative strategies to address those needs, and monitoring and evaluating the effectiveness of strategies at the local level.

The Local Working Group will:

- facilitate program planning
- share good practice
- liaise with partner agencies
- provide oversight for program implementation
- monitor program outcomes
- be provided with copies of the agency's bi-annual reports

Membership

The membership of the Local Working Group will consist of representatives from organisations and programs providing responses to vulnerable young people in the local SFYS area, including:

- Chair – nominated by each Local Working Group
- SFYS Coordinators
- Local Learning and Employment Networks (LLENs) representative
- Navigator representative (in eight areas only)
- School representatives

Details of the membership must be included in the SFYS agency Work Plan, and approved by the relevant DET regional office. Regional DET representatives are available to attend Local Working Group meetings upon request.

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

Meetings

All meetings will be chaired by the nominated Chair. The Local Working Group will meet at least four times per year. Additional meetings may be necessary in the planning stages of SFYS delivery. The Local Working Group may establish sub-committees or working groups as required.

Appendix D: Reporting & Accountability Framework

The Reporting and Accountability Framework includes the following 4 templates:

- Work Plan Template
- Supplementary Interventions Template
- Reporting Template
- Annual Financial Statement Template

School Focus Youth Service 2016-17
[INSERT AGENCY NAME] *2016 Work Plan*

This Work Plan has been developed by [INSERT AGENCY/AGENCIES NAMES] for the delivery of School Focused Youth Service (SFYS) in [INSERT AREA].

This plan reflects our agency's commitment to partnering with schools and community organisations to provide support to young people aged 10-18 years who are attending school, but are vulnerable to or showing signs of disengagement from school, to remain connected to education, in accordance with the SFYS Guidelines 2016-17.

This plan outlines the oversight and SFYS activities that we intend to undertake during 2016 in order to fulfil this commitment and to meet our contractual obligations for the delivery of SFYS.

We acknowledge that new needs and opportunities may arise over the course of the year and this plan may need to be supplemented to reflect these, using the *Supplementary Interventions Template*. We also acknowledge that content within this plan will form the basis of our reporting requirements, which will be set out in the *Reporting Template*.

All planned interventions specified in this work plan correspond with the service delivery areas outlined in the SFYS Guidelines 2016-17 (and in Figure One below), and have been clearly mapped to the relevant deliverables and program outcomes.

Endorsement by Manager of lead SFYS provider	Signed…………………………………………. Name…………………………………………. Date………………………………………….
Endorsement by the relevant Department regional **office**	Signed…………………………………………. Name…………………………………………… Date…………………………………………………

Figure One: Service Delivery Framework

**Program Objective:** Through School Focused Youth Service (SFYS) schools and community organisations work together to support young people aged 10-18 years who are attending school, but are vulnerable to or showing signs of disengaging from school, to remain connected to education.

Service Areas

SFYS delivers services across three key service areas:

Deliverables

All deliverables are designed to support young people vulnerable to or showing signs of disengagement from school to remain connected to education. They fall into the following categories:

Program Outcomes

All deliverables should contribute to a reduction of school disengagement. Success will be identified through the following measurable/attributable outcomes:

Education State

The *Education State*:

- articulates Victoria's vision for an education system that produces excellence and reduces the impact of disadvantage.
- provides renewed direction for SFYS 2016-17.

SFYS will contribute to *breaking the link* of disadvantage, supporting Victorian students at risk of poor learning outcomes, to reach their potential and stay in education for better life opportunities.

This will be measured over the next 10 years through a :

- 50% fall in the proportion of students who leave education early (between Years 9 and 12)
- Reduction in the impact of disadvantage on achievement.

Need

SFYS plays a critical role in stemming school disengagement and helping young people to reach their potential.

We know that school disengagement has significant impacts on the health, wellbeing, future employment and trajectory of a young person's life.

Target Group

SFYS will support Victorian young people aged 10-18 who are at school, but are vulnerable to or showing signs of disengagement from school, and require intervention.

Up to 15% of young people will experience issues such as disconnection and isolation, challenging family settings, mental health issues or homelessness, making them at risk of early school leaving.

A further 5% will demonstrate highly complex barriers to school engagement and will require targeted/individualised support to remain engaged.

1. Governance, Planning & Accountability

- Convene and participate in set **governance** structures to ensure that:
  - planning is responsive to, and informed by local issues
  - partners collaborate, sharing resources and undertaking shared problem-solving, and delivering shared solutions
- Complete **planning and reporting** requirements to enable outcomes to be met and measured and to inform future planning

- **Governance** structures support the development of collaborative (across sectors), responsive and innovative models of service delivery for young people vulnerable to or showing signs of disengaging from school
- Statewide **planning** for young people vulnerable to or showing signs of disengaging from school is informed by local and regional issues
- Completed **planning and reporting** cycles inform and demonstrate continuous improvement in meeting the needs of young people vulnerable to or showing signs of disengaging from school

2. Capacity Building

- Coordinate support and/or training to **build the capacity of schools (teachers, school leaders, wellbeing workforce) and partners (agencies, families and the community)** to better meet the complex and identified needs of young people vulnerable to or showing signs of disengaging from school, including navigating the range of existing support services
- Help to **build sustainable pathways** between schools, community organisations and other key stakeholders that provide support for young people vulnerable to or showing signs of disengaging from school

- Schools and partners will demonstrate **increased capacity** to meet complex needs of young people vulnerable to or showing signs of disengaging from school
- Schools and partners will have **established sustainable pathways** for the coordination of support for young people vulnerable to or showing signs of disengaging from school

3. Target Group Interventions

- Support schools to deliver and/or access **evidence-based interventions** to improve support for identified cohorts, groups and individual young people vulnerable to or showing signs of disengaging from school.
- In partnership with schools and community agencies, develop and deliver **innovative local projects** to improve support for identified cohorts, groups and individual young people vulnerable to or showing signs of disengaging from school.

- Young people identified as being vulnerable to or showing signs of disengaging from school will be **connected to and/or provided with support** to remain in school
- Support services will demonstrate success in **addressing disengagement** and **improving positive school engagement**

31

The planning process

This Work Plan is based on a rigorous and collaborative planning process. This process is outlined in the SFYS Guidelines 2016-17 and summarised in Figure Two below.

Figure Two: SFYS Planning Cycle
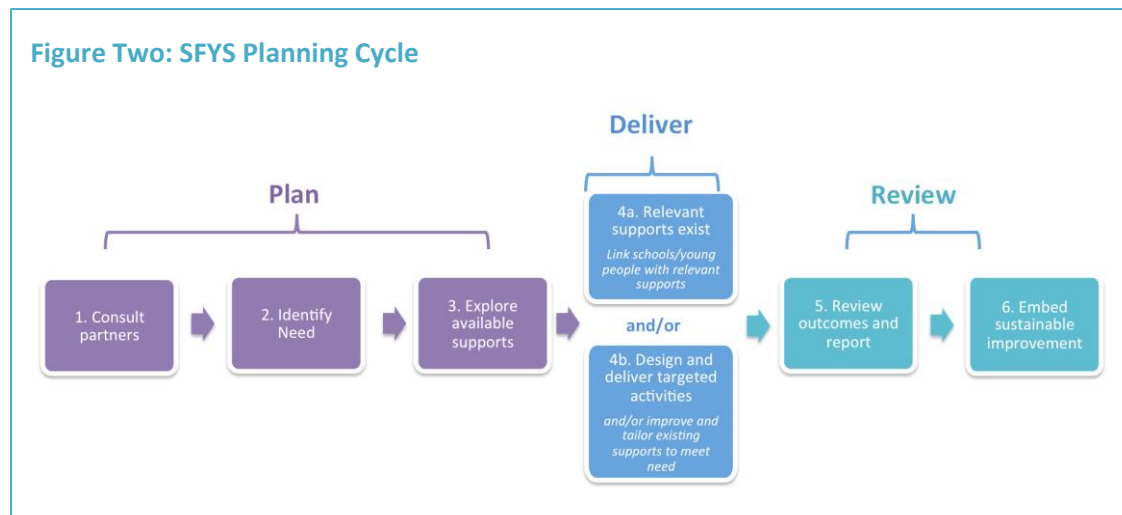
**Steps 1–4** of this planning cycle form the structure of this Work Plan.

Steps 5–6 of the planning cycle relate to the reporting requirements. Every SFYS provider will be required to report bi-annually on the delivery of their Work Plan. Reports will be completed using a separate *Reporting Template*, which focuses on whether planned and responsive interventions delivered the anticipated outcomes, and the sustainability of the interventions delivered.

New and responsive interventions

Over 2016-17, SFYS will have a strengthened focus on delivering targeted interventions for young people vulnerable to or showing signs of disengagement from school. In some instances this will require responsive support for identified individuals and or groups/cohorts as need arises. These interventions cannot be captured within this Work Plan and will need to be documented within the *Supplementary Interventions Template* and submitted for approval by the relevant DET regional office.

Step 1. Consult Partners
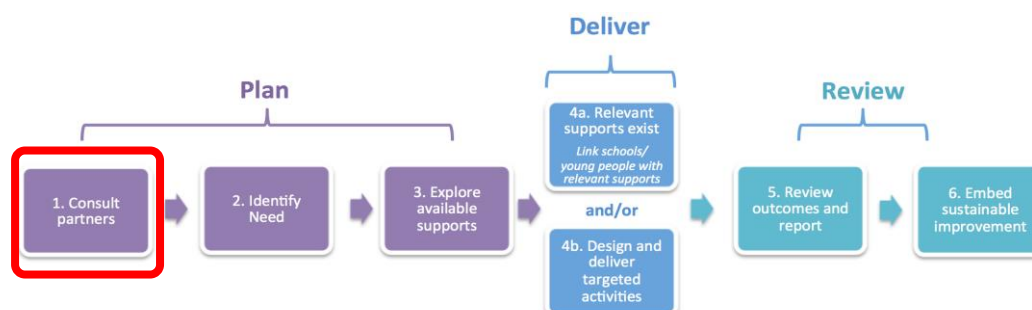
Prior to planning service responses it is critical to establish and consult with governance groups, key partners and stakeholders to ensure:

- planning is responsive to, and informed by local issues
- partners collaborate, sharing resources and undertaking shared problem solving, and delivering shared solutions.

<u>The following tables must be completed</u>, outlining Step 1 of the planning cycle for 2016.

Local Working Group	
Membership	*List the individuals and/or organisations included in your Local Working Group, including names, organisations, expertise, etc.* *Please note that providers will need to consult with the DET Regional Youth Programs Officer and the Local Working Group Terms of Reference in determining the membership of the Local Working Group.* *In some instances it may be appropriate to establish the Local Working Group within your new DET Local Area. This will be dependent on the fit of geographical boundaries and the maturity of your Local Area.*
Outcomes of planning discussions	*What service gaps and issues have been identified by the Local Working Group for young people who are vulnerable to or showing signs of disengagement from school in (INSERT AREA)?* *What is the evidence for this? Consider surveys, interviews, focus group discussions, LGA and school data, etc.*
Ongoing role of Local Working Group	*How will the Local Working Group:* - *support and monitor service delivery?* - *identify and embed best practice?* - *gain insight into emerging issues for the target group?*

Schools	
Schools	*List schools that you have consulted and the sector of each school (government, Catholic, independent)*
Outcomes of consultation	*What service gaps and issues have been identified by schools for young people who are vulnerable to or showing signs of disengagement from school in (INSERT AREA)?* *What is the evidence for this?*
Ongoing role for schools	*How will schools:* • *identify students vulnerable to or showing signs of disengagement from school?* • *support and monitor service delivery?* • *be supported to embed best practice?* • *provide advice on emerging issues for students vulnerable to or showing signs of disengagement from school?*

Additional stakeholders	
Stakeholders	*List additional stakeholders that you have consulted.*
Outcomes of consultation	*What service gaps and issues have been identified by stakeholders for young people who are vulnerable to or showing signs of disengagement from school in (INSERT AREA)?* *What is the evidence for this? Consider surveys, interviews, focus group discussions, LGA and school data, etc.*
Ongoing role for stakeholder/s	*How will each stakeholder* • *support and monitor service delivery?* • *support best practice?* • *provide advice on emerging issues for young people who are vulnerable to or showing signs of disengagement from school?*

Steps 2 – 4. Documenting your service response
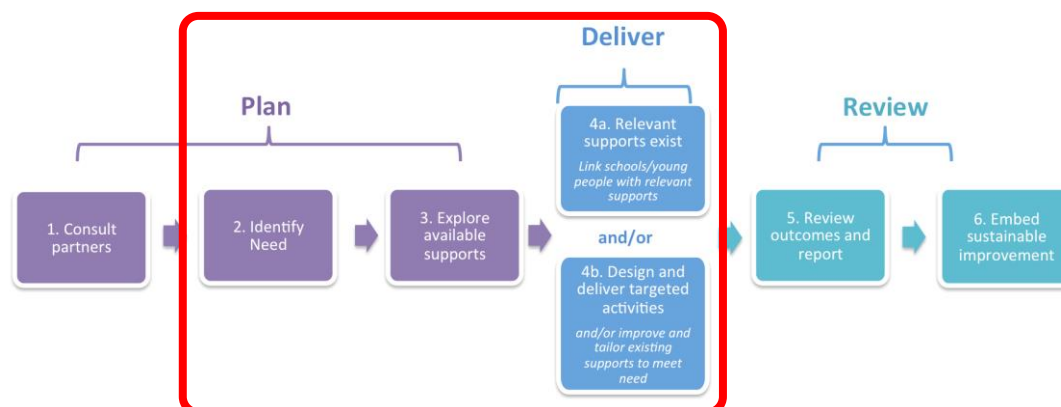
The following tables must be completed for each planned intervention, outlining Steps 2–4 of the planning cycle and planned interventions in 2016.

Planned Intervention: *Insert brief title*

Map to Service Delivery Framework

Service Area	*Identify the Service Area [Governance, Planning & Accountability/Capacity Building/Target Group Intervention]*
Deliverables	*Identify the Deliverable/s for the selected Service Area from the Service Delivery Framework*
Program Outcome	*Identify the anticipated Program Outcomes for the selected Service Area from the Service Delivery Framework*

Steps 2–4 of the planning cycle

Step Two Identify need	• *What are the identified need/s? What is the evidence for this need? Consider surveys, interviews, focus group discussions, LGA and school data, etc.* • *How does this need/s impact on the educational engagement of a young person/young people who are vulnerable to or showing signs of disengagement from school?*
Step Three Explore available supports	• *What existing supports (if any) are available to address this need?* • *Please refer to the continuum of supports to ensure you consider the full range of existing school-based supports. Please also consider families and other local community supports.*

Step Four A If relevant supports exist	If relevant supports exist: • How will you make use of these existing supports? • How will you collaborate with providers of these existing supports? • Will you need to modify/customise the supports in any way to improve school engagement for the particular target group identified?	
Step Four B Design and deliver support	If it is determined that SFYS will coordinate, build capacity or deliver targeted activity to meet an identified gap, document the planned intervention below.	
	OUTLINE:	What is the planned intervention?
	TIMELINE:	When and over what period will the planned intervention be delivered?
	PARTNERS:	Who are the partners involved in the delivery of the intervention?
	ROLES:	What is the role of SFYS? What is the role of each partner?
	OUTCOME:	What is the intended outcome of the intervention (linking to Program Outcome identified above)? How will this intervention improve the educational engagement of a young person/young people who are vulnerable to or showing signs of disengagement from school?
	SUCCESS MEASURES:	How will success be measured (at a minimum this will need to include follow-up with the school/s involved)?
	RISK MANAGEMENT:	What are the risks in delivering this intervention? What are the mitigation strategies to address these?
	ALLOCATED BUDGET:	What is the allocated budget for the intervention?

Please cut and paste and complete table for each planned intervention.

Budget

The following tables must be completed, outlining the budget for [INSERT AGENCY] for 2016.

Income

Source of Income	Budget Allocation
Department of Education and Training	*$0.00 (incl. GST)*
Other source of funding (if applicable) *(add a new line for each separate source of other funding)*	*$0.00 (incl. GST)*
Overall annual income	*$0.00 (incl. GST)*

Expenditure

Fixed Funding	Budget Allocation
Coordinator Wages & On-Costs (including professional development, as detailed below)	*$0.00 (incl. GST)*
Management Costs	*$0.00 (incl. GST)*
Operational Costs	*$0.00 (incl. GST)*
Sub total	*$0.00 (incl. GST)*

Flexible Funding	Budget Allocation
Consultation Activities *(add a new line for each separate activity)*	*$0.00 (incl. GST)*
Planned Intervention *(add a new line for each planned intervention)*	*$0.00 (incl. GST)*
Flexible funding to support emerging needs	*$0.00 (incl. GST)*
Sub total	*$0.00 (incl. GST)*

Overall annual expenditure	*$0.00 (should equal overall annual income)*

Supporting and Building Staff Capacity

Ensuring that SFYS coordinators are well supported within their organisations and have access to quality and targeted professional development is key to effective service delivery. Budget for planned supports and professional development opportunities for SFYS Coordinators are to be included as part of SFYS Coordinator On-Costs (in the table above). The table below must be completed, outlining a breakdown of this allocation.

Planned Professional Development	*List planned professional development, including detail on the intended impact of this on delivery of this Work Plan* *(add a new line for each type of planned professional development)*	*$0.00 (incl. GST)*
Agency Support	*Include detail of any other support to be provided to the coordinator to execute this Work Plan and identify and address any emerging issues, and related expenses (if any)* *(add a new line for each type of planned professional development)*	*$0.00 (incl. GST)*

School Focus Youth Service 2016-17 [INSERT AGENCY NAME] *Supplementary Interventions*

One of the key strengths of School Focused Youth Service (SFYS) is the capacity to be responsive to emerging needs and local issues.

The [INSERT AGENCY/AGENCIES NAMES] SFYS Work Plan [INSERT YEAR] articulates the interventions that we planned with our partners at the start of [INSERT YEAR] within [INSERT AREA].

Over the course of the year we have consulted with our partners and identified new needs and opportunities. We have determined that we will coordinate/deliver a new intervention, which we've documented within this template.

We acknowledge this new intervention:

- corresponds with the service delivery areas outlined in the SFYS Guidelines 2016-17, and have been clearly mapped to the relevant deliverables and program outcomes

- will need to be reported on within the bi-annual reporting cycle.

Endorsement by Manager of lead SFYS provider	Signed………………………………………. Name…………………………………………. Date……………………………………………
Endorsement by the relevant Department regional office	Signed………………………………………. Name………………………………………… Date…………………………………………

Planned Intervention: *Insert brief title*

Map to Service Delivery Framework

Service Area	*Identify Service Area: Governance, Planning & Accountability/Capacity Building/Target Group Intervention*
Deliverables	*Identify the Deliverable/s for the selected Service Area from the Service Delivery Framework*
Program Outcome	*Identify the anticipated Program Outcomes for the selected Service Area from the Service Delivery Framework*

Steps 2–4 of the planning cycle

Step Two **Identify need**	• *What are the identified need/s? What is the evidence for this need? Consider surveys, interviews, focus group discussions, LGA and school data, etc.* • *How does this need/s impact on the educational engagement of a young person/young people who are vulnerable to or showing signs of disengagement from school?*
Step Three **Explore available supports**	• *What existing supports (if any) are available to address this need?* • *Please refer to the continuum of supports to ensure you consider the full range of existing school-based supports. Please also consider families and other local community supports.*

Step Four A **If relevant supports exist**	*If relevant supports exist:* • *How will you make use of these existing supports?* • *How will you collaborate with providers of these existing supports?* • *Will you need to modify/customise the supports in any way to improve school engagement for the particular target group identified?*	
Step Four B **Design and deliver support**	*If it is determined that SFYS will coordinate, build capacity or deliver targeted activity to meet an identified gap, document the planned intervention below.*	
	OUTLINE:	*What is the planned intervention?*
	TIMELINE:	*When and over what period will the planned intervention be delivered?*

	PARTNERS:	*Who are the partners involved in the delivery of the intervention?*
	ROLES:	*What is the role of SFYS?* *What is the role of each partner?*
	OUTCOME:	*What is the intended outcome of the intervention (linking to Program Outcome identified above)?* *How will this intervention improve the educational engagement of a young person/young people who are vulnerable to or showing signs of disengagement from school?*
	SUCCESS MEASURES:	*How will success be measured (at a minimum this will need to include follow-up with the school/s involved)?*
	RISK MANAGEMENT:	*What are the risks in delivering this intervention?* *What are the mitigation strategies to address these?*
	ALLOCATED BUDGET:	*What is the allocated budget for the intervention?*

School Focus Youth Service 2016-17 [INSERT AGENCY NAME] *Bi-Annual Report [INSERT DATE]*

This report has been completed by [INSERT AGENCY/AGENCIES NAMES] and provides an accurate reflection of the services and outcomes delivered through School Focused Youth Service (SFYS) in [INSERT AREA] over [INSERT REPORTING PERIOD], including a breakdown of all expenditure.

This report is a contractual requirement as part of obligations for the delivery of SFYS. Quality reporting provides the Department of Education and Training with critical information about the quality of service provision, what interventions work best, areas where schools and young people may need more support, and where to direct future investment.

This report is also central to future service planning for SFYS providers, providing an opportunity to document and reflect on the impact of service provision in order to:

- imbed best practice

- modify service provision where outcomes are not as anticipated.

Endorsement by Manager of lead SFYS provider	Signed…………………………………………. Name…………………………………………. Date………………………………………….

The reporting process

Bi-annual reporting follows on from a rigorous and collaborative planning process. This process is outlined in the SFYS Guidelines 2016-17 and summarised in **Figure One** below.

Figure One: SFYS Planning Cycle
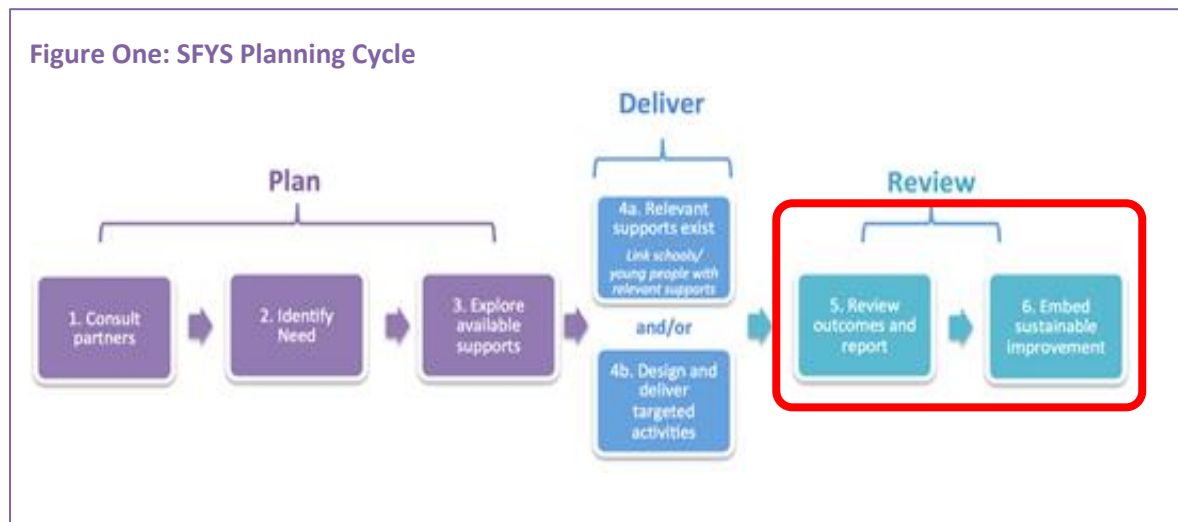
Steps 5–6 form the basis of this reporting document and provide the framework for agencies to meet their contractual requirements to report bi-annually on the delivery of their Work Plan (including any Supplementary Interventions).

This report outlines whether planned interventions delivered the anticipated outcomes, and the sustainability of the interventions delivered.

Report on Governance and Consultation

The delivery of sustainable, high quality service responses requires strong governance and consultation with key partners and stakeholders.

The Work Plan indicates the consultation required to ensure that:

- planning is responsive to, and informed by local issues

- partners collaborate, sharing resources and undertaking shared problem solving, and delivering shared solutions.

The following tables must be completed, documenting details of the actual governance and stakeholder groups consulted *during the reporting period*. This should include how these governance arrangements and stakeholders have supported responsive planning, shared problem solving and service delivery. Providers should also reflect on the strengths of these arrangements during the reporting period and areas for improvement.

Local Working Group	
Membership	*Has the group's membership changed during the reporting period?* *Yes/No? List any change in membership. Why was this change made?*
Meetings	*Has this group continued to meet regularly during the reporting period?* *Yes/No? How often? What format? (i.e. regularly meetings, virtual, sub-groups)*
Role	*Describe the key activities of the group during the reporting period*
Identified emerging needs	*Have any additional service gaps and/or issues been identified by the group during the reporting period?* *If so what? How was this identified?*
Strengths and areas for improvement	*Describe the key success factors/activities of the group during the reporting period* *Has the group played a role in identifying and sharing best practice? If so, describe the practices identified and how this was shared* *Consider and describe any areas for improvement*

Schools	
Schools	*List the schools that have been engaged during the reporting period*
Role	*Describe any ongoing role of schools during the reporting period*

Identified emerging needs	*Have any additional service gaps and/or issues have been identified by any schools during the reporting period?* *If so what? How was this identified?*
Strengths and areas for improvement	*Describe the key success factors/activities of your partnership with schools during the reporting period* *Have any schools played a role in identifying and sharing best practice? If so, describe the practices identified and how this was shared* *Consider and describe any areas for improvement, including whether these schools adequately correlate with the population of young people who are vulnerable to or showing signs of disengagement from school in (INSERT AREA)*

Additional stakeholders	
Stakeholders	*List the stakeholders that have been engaged during the reporting period*
Role	*Describe any ongoing role of the stakeholders engaged during the reporting period*
Identified emerging needs	*Have any additional service gaps and/or issues have been identified by any stakeholders during the reporting period?* *If so what? How was this identified?*
Strengths and areas for improvement	*Describe the key success factors/activities of your partnerships with stakeholders during the reporting period* *Have any stakeholders played a role in identifying and sharing best practice? If so, describe the practices identified and how this was shared* *Consider and describe any areas for improvement*

Report on Planned Interventions

The following tables must be completed for each planned intervention that has been delivered (fully or partially) *during the reporting period*. Where the Planned Intervention has been fully delivered, this must include documenting the outcomes achieved (linking back to the Program Outcomes), as well as the sustainability of the intervention delivered. The reporting template also provides an opportunity to reflect on the strengths of service delivery during the reporting period and areas for improvement.

Insert Intervention title

Map to Service Delivery Framework

Service Area	*Identify the Service Area: Governance, Planning & Accountability/Capacity Building/Target Group Intervention*
Deliverables	*Identify the Deliverable/s for the selected Service Area from the Service Delivery Framework*
Program Outcome	*Identify the anticipated Program Outcomes for the selected Service Area from the Service Delivery Framework*

Describe the intervention (as delivered)

Outline	*What was the planned intervention?*
Timeline	*When and over what period was the planned intervention delivered?*
Partners	*Who were the partners involved in the delivery of the intervention?*
Roles	*What was the role of SFYS?* *What was the role of each partner?*

Describe the outcomes, lessons and next steps (steps 5–6 of the planning cycle)

Intervention Status	*Has the intervention been completed or is it still in progress?* *If the intervention is still in progress and you are unable to draw any conclusions about its impact yet, please briefly describe the status of the intervention and next steps.*

Outcomes	*If the intervention has been completed, did the intervention deliver the intended outcome?*
	Link these outcomes to the Program Outcome/s outlined above, stating how this intervention has impacted on the educational engagement a young person/young people who are vulnerable to or showing signs of disengagement from school
Success Measures	*If the intervention has been completed, how was success measured?*
Risk Mitigation	*Were all risks/risks to-date mitigated? Were additional risk mitigation strategies needed?*
	Reflect on the risk mitigation strategies included in the Work Plan and consider if these were adequate. List any new strategies needed.
Lessons	*What lessons were learned from/have been learned to-date from delivery of the intervention?*
	What worked well? What did not work?
	How could the planned intervention have been strengthened/modified to have improved the overall outcome/progress to-date?
Sustainability	*If the intervention has been completed, describe whether you think there is benefit in replicating the intervention and if you intend to do so.*
	If appropriate, describe what steps you've taken/or will take to share and embed this practice – with other schools, agencies, and regions.
Expenditure	*What was the total expenditure/to-date for the intervention?*
	Include a list of the major expenditure items

This table should be cut and paste and completed for each planned intervention captured within the:

- *Work Plan*
- *Supplementary Intervention Template*

School Focus Youth Service 2016-17 [INSERT AGENCY NAME] *Annual Financial Statement [INSERT DATE]*

The following tables must be completed, documenting income and expenditure for [INSERT AGENCY] for the period [INSERT REPORTING PERIOD].

Income

Source of Income	Amount
Department of Education and Training	*$0.00 (incl. GST)*
Other source of funding (if applicable) *(add a new line for each separate source of other funding)*	*$0.00 (incl. GST)*
Overall annual income	*$0.00 (incl. GST)*

Expenditure

Fixed Funding	Amount
Coordinator Wages & On-Costs (including professional development, as detailed below)	*$0.00 (incl. GST)*
Management Costs	*$0.00 (incl. GST)*
Operational Costs	*$0.00 (incl. GST)*
Flexible Funding	
Consultation Activities *(add a new line for each separate activity)*	*$0.00 (incl. GST)*
Planned Intervention *(add a new line for each planned intervention)*	*$0.00 (incl. GST)*
Flexible funding to support emerging needs	*$0.00 (incl. GST)*
Unspent Funds	
Unspent funds (if applicable)	*$0.00 (incl. GST)*
Overall annual expenditure	*$0.00 (should equal overall annual income)*

Appendix E: SFYS Good Practice Examples

School Focused Youth Service: Service Delivery Examples

The objective of the School Focused Youth Service (SFYS) is for schools and community organisations to work together to support young people aged 10-18 who are attending school but are vulnerable to or showing signs of disengagement, to remain connected to school.

SFYS providers deliver services across three key service areas: Governance, Planning & Accountability; Capacity Building; and Target Group Interventions.

	Service Delivery *Examples* Students at risk of disengagement from school (15%)	Service Delivery *Examples* Students most vulnerable to disengagement from school (5%)
Governance, Planning & Accountability	• local primary schools identify a number of students in Grade 6 at risk of not transitioning to secondary school • Local Working Group identifies high number of students in a cohort particularly vulnerable to disengagement from school in local area	• local secondary schools identify a number of students with high levels of absenteeism • development of an out-of-home care working group, to oversee development of training and resources for schools
Capacity Building	• SFYS provider works with Year 9 students to work as mentors to Grade 6 students at risk of not transitioning to secondary school • local secondary schools provided with support in completing referrals to Integrated Family Services (IFS), via one central contact with IFS	• delivery of training to school wellbeing staff to act as Learning Mentors for children and young people in out-of-home care (incl. providing written resources) • facilitating the establishment of networks across the secondary schools in the local area to identify and share best practice regarding supports to engage identified students experiencing high absenteeism
Target Group Activities	• Primary to Secondary Transition Program established • case coordination service developed for use by local secondary schools for students at risk of disengagement, providing a referral system for both individual students and/or their families • same sex attracted support group established at local secondary school	• School Re-engagement Program Pilot developed for students with high absenteeism, using a 'team around the learner' approach • programs targeted at supporting the engagement in education of cohorts particularly vulnerable to disengagement from school (incl. Aboriginal or Torres Strait Islanders, young parents and carers, young people in out-of-home care, etc.)

School Focused Youth Service: *activities outside the Service Delivery Framework*

School Focused Youth Service (SFYS) activities **must** target:

- young people aged 10-18; and
- that are attending school; and
- are vulnerable to or showing signs of disengagement from school

as provided by the SFYS Service Delivery Framework.

In addition, activities undertaken by SFYS providers **must** fall into one of the three key service areas of the program:

- Governance, Planning & Accountability;
- Capacity Building; or
- Target Group Activities.

SFYS funding **cannot** be used to fund any activities that are outside the SFYS Service Delivery Framework.

Specific **examples** of services/activities that are **outside** the SFYS Service Delivery Framework are listed below.

- the provision of services that do not build pathways and partnerships between schools and community organisations, and/or are not delivered in partnership with schools and community agencies
- the provision of services that target the engagement needs of the 80% of students outside the target group
- universal service provision that targets an entire year level/age group of students (or any other universal category)
- the provision of services that duplicate services offered by the Department or other government departments/agencies
- funding of any staff other than the SFYS Coordinator (employed either by the SFYS provider or any other organisation)
- funding of research activities
- the purchase of any infrastructure, either for the SFYS provider or any other organisations (eg. computers, office equipment, books, etc.)
- forums or financial contributions towards forums