



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.

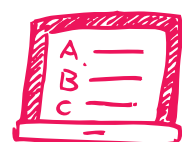
WHAT WE WILL DO

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



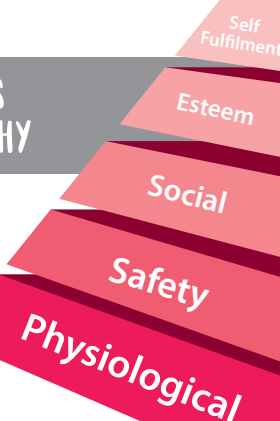
KEY PRIORITIES

- 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

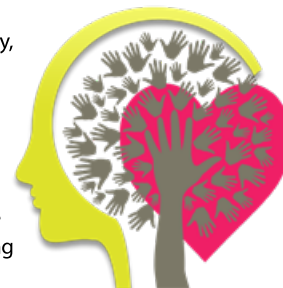
- Reducing social isolation and increasing inclusion and opportunity
- Improving family cohesion and function
- Improving mental health
- Improving access to transport
- Increasing secure housing
- Increasing food security
- Reducing family violence
- Improving community safety



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

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

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

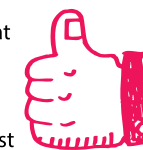


TRANSITIONING SUCCESSFULLY TO WORK OR FURTHER STUDY

- Proportion of students completing Year 12 or equivalent (including ratio of VCE:VICAL)
- 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