

City of Port Phillip

Happy, Healthy and Heard:

Youth & Middle Years
Commitments 2014-2019
Background Report



Acknowledgment of Country

We acknowledge our work in the community takes place on the traditional lands of the Yalukit Wilam Clan of the Boon Wurrung.

We recognise Aboriginal and Torres Strait Islander people's strong connection to country and community.

We offer our respect to the elders of these traditional lands, and through them to all Aboriginal and Torres Strait Islander people.

Disclaimer

This document has been developed by City of Port Phillip's Youth Services Team

Information contained in this document is based on available information at the time of writing. All figures and diagrams are indicative only and should be referred to as such.

This is a strategic document which deals with technical matters in a summary way only.

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Section 1

Glossary

We've put the glossary up the front of this document so that it can be easily referred to as you read through each chapter.

Term	At-A-Glance	Definition
Adolescence	Stage of life	Life stage following the onset of puberty during which a young person develops from a child into an adult. For the purpose of the Commitments, refers to young people 12-17 years old.
At risk	Descriptor	Young people who, through a combination of their stage of life, individual, family and community circumstances and barriers to participation are at risk of not realising their potential to achieve positive life outcomes. ¹
AYAC	Acronym	Australian Youth Affairs Coalition (AYAC) ; Australia's Youth Affairs Peak Body
CALD	Acronym	Acronym used to describe people from culturally and linguistically diverse (CALD) backgrounds
Children	Stage of life	Life stage between infancy and the middle years (synonymous with the 'early years'). For the purpose of our Commitments, refers to young people 0-8 years old.
City of Port Phillip	Location	Municipality in the inner-south of Melbourne that includes the suburbs; Albert Park, Balaclava, Elwood, Middle Park, Port Melbourne, Ripponlea, South Melbourne, St Kilda, St Kilda East, St Kilda West, St Kilda Road precinct and Fishermans Bend Urban Renewal Area (FBURA).
Code of Ethics (YACVic)	Guiding principles for youth work delivery	Code of ethical practice for Youth workers based on a human rights framework. Developed by YACVic in 2007 and used to guide Port Phillip's Youth work practice.
Co-located youth services	Youth service delivery model	When two or more organisations are based at the same location.
Commitments	Policy document	Port Phillip's 2014-2019 Youth Policy document; the <i>Youth and Middle Years Commitments</i> .
CoPP	Municipality	City of Port Phillip (CoPP)
Developmental Assets	Framework	The Commitments framework; developed by The Search Institute of Minnesota. Identifies a set of skills, experiences, relationships, and behaviours, categorised into 40 assets that enable young people to develop into successful and contributing adults. www.search.org
Early intervention	Youth work approach	Timely activity that aims to support young people who might be at risk. Focused on building assets, or protective factors in young people to promote positive health and well-being outcomes.
Early years	Stage of life	Time between infancy and the middle years (synonymous with childhood/children). For the purpose of our Commitments, refers to young people 0-8 years old.
EEP	Program	Education Engagement Partnership (EEP) Innovative local youth partnership model funded by the Cities of Port Phillip and Stonnington. Focuses on young people 10–19 years old, who are currently disengaged or at risk of disengaging from education across the LGAs of Port Phillip and Stonnington.

¹ [\(DHS, DPCD & DEECD, 2010\)](#)

Enumerated Population	Population measure	Enumerated population refers to the population counted in City of Port Phillip on Census night. Because it is impossible to account for everyone at home on one night, the Census counts people wherever they were sleeping that night. This might include people who usually live somewhere else but were staying in the area on business or holiday
Estimated Resident Population	Population measure	Estimated Resident Population (ERP) is the official ABS estimate of the Australian population. The ERP is based on results of the Census and is compiled as at 30 June of each Census year. It is updated between Censuses - quarterly for state and national figures, and annually for local government areas and provides a population figure between Censuses. The ERP is based on the usual residence population and includes adjustments for Census undercount, Australian residents who were temporarily overseas on Census night, and backdates the population to 30 June. Annual updates take into account births, deaths and both internal and overseas migration
Family	Source of support	“Family” means any person(s) who plays a significant role in an individual’s life. This may include a person(s) not legally related to the individual. A core component of family, irrespective of type, is that there is an adult or adults responsible for the care and protection of a young person or young people, although not necessarily tied to them by blood or kin. The family structure itself makes little difference to young person’s health and well-being. Rather, it is the way in which the family functions or the quality of family life that matters. ²
Generalist youth services	Approach	Youth-specific, universally available services that are flexible in approach and focused on building protective factors in young people. Includes primary/early interventions (e.g. Youth leadership and engagement, recreation activities, social education, community development).
GLBTIQ	Acronym	Gay, lesbian, bi-sexual, trans-gender, intersex, queer or questioning.
GM	Acronym	Greater Melbourne (GM)
High Density	Housing density classification	Includes flats and apartments in 3 storey and larger blocks.
Integrated youth services	Youth service delivery model	Integrated services provide young people with access to multiple youth service providers in one location. Integrated services seek to align multiple services, use resources effectively, avoid duplication, share information efficiently and provide transparent and seamless responses to the complex needs of individual service users. ³
LGA	Acronym	Local Government Area (LGA)
Medium density	Housing density classification	Includes all semi-detached, row, terrace, townhouses and villa units, plus flats and apartments in blocks of 1 or 2 storeys, and flats attached to houses.
Middle Years	Stage of life	Life stage between childhood and adolescence. For the purpose of our Commitments refers to young people that are 8-11 years old.
Neighbourhoods	Location	Communities within Port Phillip suburbs.
OfY	Acronym	Victorian Office for Youth (OfY)
Primary	Youth work	The broadest area of activity, relating to all young people that builds

² (CoPP, 2012)

³ (Bond, 2010)

intervention	approach	developmental assets and enhance protective factors.
Protective factors	Factors that encourage positive outcomes	Factors that enhance the likelihood of positive outcomes and lessen the likelihood of negative consequences from exposure to risk. ⁴
Risk factors	Factors associated with undesirable outcomes	Conditions or variables associated with a lower likelihood of positive outcomes and a higher likelihood of negative or socially undesirable outcomes. ⁵
SEIFA	Acronym	Socio Economic Index for Areas (SEIFA) score on the index of advantage / disadvantage
Secondary intervention	Youth work approach	Services that are designed to support young people who are at risk but not in need of acute care.
SSAGD	Acronym	Same-sex attracted and gender diverse (SSAGD)
Strength-based	Youth Development Approach	Programs, activities and services that are designed to create opportunities that complement and support the existing strengths of young people and build on their existing capabilities.
Tertiary intervention	Youth work approach	Services that are designed to support young people who are at high risk and in need of acute care.
YACVic	Acronym	Youth Affairs Council of Victoria (YACVic) – Victoria's Youth Affairs peak body.
Young adulthood	Stage of life	Life stage between adolescence and adulthood. For the purpose of our Commitments, refers to young people 18-25 years old.
Youth	Stage of life	Term used to describe the life stage between childhood and adulthood
Youth development	Youth work approach	Intentional efforts of others (including young people, adults, communities, government agencies, and schools) to provide opportunities for young people to enhance their interests, skills, and abilities.
Youth engagement	Process	Process that offers young people opportunities for meaningful participation in society. Refers to how actively involved young people are in a program or activities.
Youth friendly	Approach	When services, programs and activities are designed in such a way that they make young people feel comfortable and welcome and that their needs are met.
Youth participation	Process	Process that enables young people to be involved in decision making processes and issues that affect them. Youth participation should empower young people, be rewarding and develop their skills. ⁶
Young people	Group of people	People aged 8 to 25 (for the purpose of this document).
Youth Places	Physical places where young people spend time	Areas that young people can physically get to, or occupy. These are areas that can be seen, touched, smelt and accessed by young people. See alternative 'youth spaces'.
Youth Services	Services provided	Refers to the active engagement and active provision of services,

⁴ [\(WHO, 2014\)](#)

⁵ *Ibid*, 2014

⁶ [\(YACVic, 2004\)](#)

	to young people	programs and activities to young people by an organisation. For the purpose of this document, refers to the services provided to Young people by Port Phillip City Council.
Youth Spaces	Non-physical spaces that young people occupy	Areas that young people can get to by means <i>other</i> than physical, but can still exist in or occupy. This includes the emotional, intellectual, fluid areas of life (e.g., online spaces).
Usual Residence Population	Population measure	Usual Residence population refers to the population that usually lives in City of Port Phillip rather than the population that was counted there on Census night. Each person completing the Census is required to state their address of usual residence and this information is used to derive the Usual Residence population. To be counted as the usual residence, a person has to have lived or intend to live in the dwelling for six months or more of the year

Executive Summary

The City of Port Phillip is proud to have invested in the *Youth and Middle Years Commitments* development.

This document, the *Happy, Healthy and Heard: Background Report* contains the process and rationale for our two key policies relating to young people in the City of Port Phillip:

City of Port Phillip's Youth Commitment 2014-19

for young people 12 to 25 years who live, work, study, play or visit the municipality

City of Port Phillip's Middle Years Commitment 2014-19

for young people aged 8 to 11 years who live, study, play or visit the municipality

These two policies outline Council's commitments to young people – these are our clear statements that ensure we have intent in our actions and investments, and we are transparent and have integrity in our approach. It means that young people, the sector and the community know what we're about and what they can expect from us.

Key highlights in this report include:

- **A strong and ambitious vision for all young people**

Our vision is that all young people have the opportunity to be happy, healthy and heard. To achieve this, we must invest wisely and make well-informed, evidence based decisions. We know that in some cases, capturing these outcomes will be difficult – but that our intention is to make the best decisions possible in the best interest of young people.

- **Best practice and a strength-based youth development model**

In this background report, we discuss the youth development framework that underpins our approach to build resilient young people. This strength-based approach, the Developmental Assets Framework, provides the foundation to help *all* young people to achieve and be their best, regardless of their starting point.

- **Consultations and evidence-based decision making foundations**

In order to understand the needs of our local young people, we conducted the 'Your Top 3' *Youth & Community Consultation* in 2013. Over 1000 people participated in this and told us what they considered to be their top three likes, issues and items for action in the municipality. The feedback was powerful and has shaped the development of both the Youth and Middle Years Commitment. In addition, the existing work by Council, as well as the broader youth sector, has informed our policies and will guide our work during their lifespan.

- **Service Planning for Success**

Our actions and investments must be deliberate. Using best practice guides and our own Youth Services Program Logic Model, we've developed our approach to achieving success. Our outputs will be directed towards achieving outcomes, and both young people and the community will be able to see the product of our energies. Working with young people, the youth sector and the community will be our focus.

The City of Port Phillip values young people and is committed to ensuring the best outcomes for them, and with them. Our policy documents and our Commitments are evidence of this.

Introduction

Young people and the City of Port Phillip

The City of Port Phillip is an inner-metropolitan municipality in Melbourne, Victoria that has an estimated resident population of over 102,501⁷ and even more visitors each day. The suburbs within Port Phillip's boundaries include Albert Park, Balaclava, Elwood, Middle Park, Port Melbourne, Ripponlea, South Melbourne, St Kilda, St Kilda East, St Kilda West, the St Kilda Road Precinct and Fishermans Bend Urban Renewal Area, which is currently being developed (excluding Lorimer, which sits within the City of Melbourne).

Figure 1. Map of the City Port Phillip



*Area within the dotted line indicates the Fishermans Bend Urban Renewal Area

The coast that runs along our borders provides a fun and fresh backdrop for a council that prides itself on putting the community first and building a strong local area through place-making initiatives in local villages and neighbourhoods.

Young people make up approximately 16 per cent of the overall resident population. However, with attractions including Luna Park, the foreshore and youth-friendly recreation spaces such as the Marina Reserve, the transient youth population increases the daily population significantly.

⁷ *source: Profile id 2013

It's because we, as Council, value young people that we have invested in developing policies to ensure we can do the most for our young people to help them in their stages of life. Our Commitments to young people will be the basis of our decision making, ensuring that their developmental needs across all facets of their lives are the rationale for our work and investments.

Figure 2. City of Port Phillip's approach to young people.



The purpose of this report

The document you are reading is the Background Report that has informed the development of our two Commitments, which have been targeted at the two key cohorts that make up the “youth” in Port Phillip:

- Youth Commitment 2014-19: Focus group 12 to 25 year olds
- Middle Years Commitment 2014-19: Focus group 8 to 11 year olds

From this report you will find the relevant research and reviews that have identified the need for someone to step up and work on the service gap that currently exists for the “middle years” – or as sometimes called, the “tweenies”. What is evident across the children’s and youth sector is that there is a critical service gap and in order to prevent young people slipping through the gaps, local governments can play a vital role in supporting this group.

The City of Port Phillip has recognised this and subsequently as a result of this Background Report, has developed a Middle Years Commitment, in addition to our Youth Commitment.

Keeping it Simple

To focus our energies and to keep things simple and achievable we narrowed our priorities down to just three, or our “*Top 3*”. This concept was mirrored in the extensive Youth and Community Consultation we ran in late 2013 entitled “*Your Top 3*”.

The purpose of this document is to provide the detail behind the final policy statements – two simple accessible Commitments that outline our intentions to building resilient young people. For both we have the same Vision:

Happy - Healthy - Heard

Our intention is that *all* young people aged 8 to 25 years old, who work, study, live, play or visit the City of Port Phillip, have the opportunity to be all of these things.

Navigating this Report

This report will guide you through the journey to developing relevant policy for young people and the middle years, and not surprisingly, we’ve kept it in three main sections.

Section 1 provides the Executive Summary and Introduction to this Report, providing you with the context and purpose to the document before you. We’ve kept it short and sharp to entice you to enter the next section...

Section 2 provides the bulk of the information that informs our case for Commitments to young people:

- Where we are and how we got here
- The Strength-based framework (Developmental Assets)
- What we know and what we’ve been told – including our extensive youth consultation
- How we managed to refine our “Top 3” (Happy, Healthy and Heard)
- The Youth Commitments; and
- Middle Years Commitments.

There’s a lot in this section, but it’s there to help inform our rationale going forward so that we know why we’re investing in youth services and the outcomes for young people.

Section 3 is where you’ll find the references list and the attachments that are referred to throughout the document.

Section 2

CHAPTER 1

Where we are and how we got here

1.1 Political & Social Contexts

Our first chapter starts with an introduction to Youth Policy, as essentially this background report provides the Council's own policy stance on young people in the City of Port Phillip.

Further to this, Chapter 1.1 outlines the key global, national, state and local policies that have guided the development of and will be relevant to the implementation of Port Phillip's *Youth and Middle Years Commitments*. It also outlines some of the key social influences that are shaping the lives of young people at a global, national, state and local level.

Global Perspective



- Children and young people make up 25% of the world's population. Of the 1.8 billion people aged between 15-24 years, 90% live in developing countries.⁸
- There is a consistently high global youth unemployment rate (currently 12.6%). Often young people face slow transitions in to work and then jobs with low pay, long hours and few or no benefits or protections.^{9,10}
- Through technology and new media, and because of globalisation, young people are connected to each other like never before. They are driving social progress and directly influencing the sustainability and resilience of their communities and their nations.¹¹

United Nations (UN) Declaration on the Rights of the Child

At the broadest level, our response to the needs of children and young people is guided by the covenants and legislation outlined in the *United Nations (UN) Declaration on the Rights of the Child*.¹² The convention consists of 54 articles and is guided by four fundamental principles¹³:

1. Non-discrimination.
"Children should neither benefit nor suffer because of their race, colour, gender, language, religion, national, social or ethnic origin, or because of any political or other opinion; because of their caste, property or birth status; or because they are disabled."
2. The best interests of the child
"Laws and actions affecting children should put their best interests first and benefit them in the best possible way."
3. Survival, development and protection.
"The authorities in each country must protect children and help ensure their full development — physically, spiritually, morally and socially."
4. Participation.
"Children have a right to have their say in decisions that affect them and to have their opinions taken into account."

⁸ [\(Plan International Australia, 2013\)](#)

⁹ [\(International Labour Organisation, 2013\)](#)

¹⁰ [\(Microsoft, 2012\)](#)

¹¹ [\(UNFPA, 2014\)](#)

¹² [\(Unicef, 2011b\)](#)

¹³ [\(Unicef, 2013\)](#)

In a child friendly city, children are active agents; their voices and opinions are taken into consideration and influence decision making processes [\(UNICEF, 2013\)](#).¹

Child Friendly Cities Framework (CFC)

The Child Friendly Cities Framework (CFC) is a global initiative aimed at translating the UN Convention on the Rights of the Child into action at the local level. In practice this means that children's rights are reflected in our policies, laws, programmes, services and budgets.

Though Australia is not a signatory to the CFC framework, the City of Port Phillip use it to inform and guide practice and are actively involved with the *Victorian Child Friendly Cities in Communities*, which is a Victorian initiative auspiced by the Victorian Local Governance Association (VLGA).

So what?

Our Commitments align with the covenants and legislation outlined in the *United Nations (UN) Declaration on the Rights of the Child* and have been influenced by the Child Friendly Cities Framework.

The City of Port Phillip is committed to ensuring that young people are not discriminated against, that their best interests are put first, that they are safe and healthy and that they have opportunities to participate in civic life.



- One in five Australians is aged 12–24 years; 28% of all households include a young person.¹⁴
- The majority of young Australians (93%) rate their health as being 'good', 'very good' or 'excellent'.¹⁵
- Together, suicide and self-harm account for a considerable portion of the burden of disability and mortality among young Australians. In 2012, more than 10,000 instances of self-harm resulted in hospitalisation, with self-harm and suicide the leading causes of death in people aged 15 to 24.^{16,17}
- There are more Australian young people participating in education now than at any time in the past. The increase in educational participation has occurred across all three education sectors (schools, vocational education and training (VET) and higher education).¹⁸

Federal Government Youth Policy

The current state of Federal Youth policy is important as it reflects the Government's attitude and priorities relating to young people, their families and the sectors that support them. Further, it has a direct and significant impact on young people's access to finances, services and programs, education, skill development, leadership opportunities and long-term outcomes.

At present issues relating to young people sit with the Parliamentary Secretary for Education... and the National Children's Commissioner.

Federal Government

There is no Federal Office for Youth, although there has been a Minister for Youth Affairs in recent years. When the current Government was elected in September 2013 it was announced that there would no longer be a Minister for Youth Affairs.

At present issues relating to young people sit with the Parliamentary Secretary for Education, Senator Scott Ryan, as well as the National Children's Commissioner Megan Mitchell, who's role was introduced in legislation in 2012 and appointed in February 2013 by the then Labour Government.

Federal Government Youth-Specific Policy

The current Federal Government, elected in September 2013, is yet to announce their priorities relating to young people in the form of a youth-specific policy, such as the previous Federal Government's *National Strategy for Young Australians* (2010), which played a key role in informing youth policy and practice in recent years.

¹⁴(SPRC, 2009)

¹⁵(AIHW, 2011)

¹⁶(Headspace, 2013)

¹⁷(The Age, 2014)

¹⁸(FYA, 2013)

Recently released policy documents suggest that priorities may include online safety for children¹⁹, schools and education outcomes for young people²⁰ and mental health.²¹

National Peak Body for Youth Affairs - Australian Youth Affairs Coalition (AYAC)

The Australian Youth Affairs Coalition (AYAC) is Australia's non-government national youth affairs peak body. AYAC is responsible for a range of activities including;

- Research
- Policy development
- Youth sector development; and
- Youth engagement.

To the youth sector, AYAC provides a valuable collective national voice to protect the rights of young people through advocacy, advice and collaboration. To young people, AYAC provides opportunities for young people to have their voices heard, gain valuable experiences and to build on their skill set.

AYAC collaborates with state peak bodies (in Victoria this is the Youth Affairs Council of Victoria; see below), to represent the broader sector and the national collective. The youth sector rely on AYAC to advocate on the importance of our peak bodies, the funding and investment of youth services, access to such services and programs, sector relationships, impact of policy on young people, and the support and advocacy of the youth sector.

AYAC's recent projects include their response to the Australia Government's *2013-14 National Commission of Audit*²², their 2014 survey of young people's experience of the Australian welfare system²³, the *AYAC Young People Creating Change Toolkit*²⁴ and *Youth Participation Guides*.²⁵

In 2013 AYAC also published their *Definition of Youth Work in Australia*²⁶, which sought to provide a nationally agreed definition of youth work to address the absence of a national shared identity for, and appreciation of, youth workers.

¹⁹[\(Australian Liberal Party, 2013a\)](#)

²⁰[\(Australian Liberal Party, 2013b\)](#)

²¹[\(Australian Liberal Party, 2013c\)](#)

²²[\(National Commission of Audit, 2013\)](#)

²³[\(AYAC, 2014\)](#)

²⁴[\(AYAC, 2014b\)](#)

²⁵[\(AYAC, 2011\)](#)

²⁶[\(AYAC, last revised 2013\)](#)

So what?

For Port Phillip Youth Services, the current state of Federal Youth policy is important as it reflects the Government's attitude and priorities relating to young people, their families and the sectors that support them. Further, it has a direct and significant impact on young people's access to finances, services and programs, education, skill development, leadership opportunities and long-term outcomes.

Through the National Peak body, AYAC, City of Port Phillip can contribute to the collective voice and have advocacy at the national level on areas that affect local young people and sector.



- Over a million young people aged between 12 and 25 live in Victoria.²⁷
- In 2011 it was estimated that 9,767 young people under 25 were homeless; 3637 (37%) were under 12, 2283 (23.5%) were 12-18 and 3847 (39.5%) were 19-24.²⁸
- Over two thirds (67.9%) of young people surveyed in Victoria are happy with their lives.²⁹
- The issues that most concern young Victorians include coping with stress, school or study problems, body image, depression and family conflict.³⁰
- Volunteering Australia found that young people represented 9.4% of all people who had volunteered in 2010.³¹ YACVic found that young Victorians volunteer because they want to be involved in something that is meaningful, of benefit to the community, fun and will improve their employment opportunities.³²
- Youth unemployment is an ongoing issue in Victoria, with the current average youth unemployment rate sitting at 14%.³³

State Government Youth Policy

With a State Government election scheduled for November 2014, the future of Youth policy in Victoria may be subject to change in the near future. For Port Phillip Youth Services a change in Government may have an impact, either positive or negative, on the support and opportunities provided to young people through State funded services and programs. It may also influence the capacity of the Youth and Community sector to serve young people and families.

²⁷ [\(ABS, 2012 as cited in Victorian Government, 2012\)](#)

²⁸ (ABS, as cited by DHS 2014)

²⁹ [\(Mission Australia, 2013\)](#)

³⁰ *Ibid*, 2013

³¹ [\(Volunteering Australia, 2010\)](#)

³² [\(YACVic, 2011\)](#)

³³ [\(Brotherhood of St Laurence, as cited in The Age, 2014\)](#)

Victorian Office for Youth

The Victorian Office for Youth (OfY) is responsible for strategic planning relating to government policies, such as the *Engage, Involve, Create Youth Statement* (see below for details). They also provide policy advice, research and programs and service delivery for young Victorians aged 12 to 25.

OfY provides opportunities and channels for young people's opinions to be considered by government and to develop their skills, confidence and connections. Some of the programs supported by OfY include; FReeZA, National Youth Week, Youth Parliament and the Advance Schools Program.³⁴

In recent years there have been changes for the Office for Youth, both organisationally (movement [from former Department of Planning and Community Development] to the Department of Human Services) and structurally, with changes in personnel and areas of focus that have had impact on the local sectors. Of note, and attention for the future is the changes to the Regional Youth Affairs Networks ("RYAN"s), which have been disbanded in 2013 and are currently in review under the new DHS regional and local governance structures. The impact is not yet known.

Victorian Government Youth-Specific Policy

The *Engage, Involve, Create: Youth Statement*³⁵ outlines the Victorian Government's current vision and commitment to achieving better outcomes for all Victorian young people, whereby all young people have opportunities to;

- Be engaged in education and/or employment
- Be involved in their communities and decisions that affect them; and
- Create change, enterprise and culture.

The top three priorities listed in the Statement include;

- Getting young people involved
- Services that meet the needs of young people; and
- Creating new ideas and partnerships.

According to the Victorian Government, the Statement was to be supported by OfY's youth programs. A comprehensive list of these programs is listed on the OfY and Youth Central websites.³⁶³⁷

The Victorian Government are yet to publish a report outlining whether or not they have met the commitments outlined in the 2012 *Engage, Involve, Create: Youth Statement*.

Victorian Commissioner for Children and Young People

In late 2012 the Victorian Commissioners for Children and Young People were appointed; Bernie Geary OAM (Principal Commissioner)

"... that all young Victorians experience healthy, active and fulfilling lives and have the opportunity to achieve their full potential, participate in the workforce and be involved in their community."

Vision statement,
Engage, Involve, Create Youth
Statement, Victorian
Government, 2012

³⁴ (DHS, 2011)

³⁵ (Victorian Government, 2012)

³⁶ *ibid*, 2012

³⁷ *Ibid*, 2011

and Andrew Jackomos PSM (Commissioner for Aboriginal children and young people in out of home care).

The Commission replaces the Office of the Child Safety Commissioner (OCSC). Its role is to;

- Consider the needs and views of children and young people, parents, carers, professionals and the broader community
- Policy, research and communications
- Inquiries and systemic reform; and
- Monitoring programs and services.

The establishment of the *Commission for Children and Young People* in March 2013, was a key action of the *Victoria's vulnerable children – our shared responsibility directions paper*.³⁸ The Commission is independent and has its own powers; it is able to launch investigations into cases of vulnerable children and systemic problems in government and community service organisations that affect children's safety and well-being, and can table its findings in parliament.

The appointment of the Commissioner for Aboriginal Children and Young People is also consistent with the *Human Services Aboriginal Strategic Framework 2013-2015* which aims to improve outcomes for Aboriginal peoples in Victoria.

Having a Commissioner for Children and Young people is of benefit to all children and young people. However, it is also of particular interest in the area of Middle Years policy, as Commissioners in other Australian states, namely N.S.W and Western Australia, have helped to put the Middle Years on the policy agenda. This has been achieved by having Commissioners actively involved in policy development and awareness-raising exercises (such as the 2011 WA Middle Years Conference).³⁹⁴⁰

Victorian Peak Body for Youth Affairs - Youth Affairs Council of Victoria (YACVic)

The Youth Affairs Council of Victoria (YACVic) is the peak body and leading policy advocate on young people's issues in Victoria. YACVic's core funding comes through OfY.

YACVic auspices and supports youth projects, services and organisations including Youth Referral and Independent Person Project (YRIPP), the Victorian Student Representative Council (Vic SRC), the Victorian Rural Youth Services, the Koorie Youth Council, Youth Disability Advocacy Service (YDAS), Youth Participation Practice Network (YPPN), the Youth Workers Association and the Victorian Youth Mentoring Association.

YACVic's activities have focused on promoting and advancing their *Code of Ethical Practice – A First Step for the Victorian Youth Sector*⁴¹, which was first published in 2007. The Code is based on a

³⁸ [\(DHS, last revised 2014\)](#)

³⁹ [\(NCOSS, 2008\)](#)

⁴⁰ (Government of Western Australia and Commissioner for Children and Youth People Western Australia, 2011)

⁴¹ [\(YACVic, 2007\)](#)

human rights framework and articulates what ethical and effective Youth work practice looks like. It was reviewed in 2014.

As a follow up to the *“Who’s Carrying the Can?” Report* (2006), YACVic has recently developed the report entitled *Building the Scaffolding – Strengthening Support for Young People in Victoria*⁴² in partnership with the Victorian Council for Social Services (VCOSS). The report, which was launched in mid-2013, identifies current gaps in Youth services provision in Victoria, explores the impact that these gaps have on young people’s health and well-being and identifies possible changes to youth service policy and provision that may improve young people’s well-being.

The five key recommendations for system reform outlined in *Building the Scaffolding* report include;

1. Develop a life course approach to policy and program development
2. Develop more effective planning, development and governance arrangements
3. Strengthen early intervention support through effective partnerships
4. Align policy frameworks with funding models; and
5. Build the capacity of the workforce that support young people.

Other relevant work includes the *‘What Makes You Tweet?’*⁴³ report, which focuses on best practice for engaging young people through social media, and the *‘Yerp – Young People Making Change’*⁴⁴ project. *Yerp* is an online youth engagement toolkit that aims to use technology and social media to empower young people.

Further, YACVic regularly responds to emerging issues through various advocacy campaigns and research projects. They also contribute significantly to the Victorian Youth sector and young people through the programs and projects that they auspice and support.

Due to its local focus and relevancy, YACVic’s work has strongly influenced the development of Port Phillip’s Middle Years and Youth Commitments. As outlined in Chapter 3.3, YACVic’s *Code of Ethical Practice* has been used to guide Port Phillip’s work and to influence the work of the services that we support. Port Phillip’s policy has also been informed by, and incorporates the recommendations outlined in, the *Building the Scaffolding* and *What Makes you Tweet?* reports.

⁴² ([YACVic, 2013a](#))

⁴³ ([YACVic, 2013b](#))

⁴⁴ ([YACVic, 2014](#))

So what?

Regardless of the outcome of elections during the life of the Youth Commitment and Middle Years Commitment, the City of Port Phillip must continue to advocate at all levels of Government for services, programs and appropriate investment to support outcomes for young people.

City of Port Phillip's membership with peak bodies, primarily YACVic, provides the best opportunity for contribution to the collective sector voice on key issues.



Young people are valued community members in the City of Port Phillip and through the strong support of Council (as well as other organisations) are provided with local support services, and opportunities to help them thrive. In 2011, the City of Port Phillip had around 14,744 young people, which is forecast to increase by 8,757 young people to 23,501 by 2036.

Local Government Youth Policy

The development of the Youth and Middle Years Commitments is not determined in isolation from the broader scope of Council work. Ultimately, these two Commitments/policies are part of a broader context within Council. The key policies are provided in summary below:

Plan/ Policy	Overview	Key outcomes/ goals:
Council Plan (2013-2017) ⁴⁵	Port Phillip City Council's Plan (2013-17) sets out Council's vision for the municipality and the key deliverables for the period between 2013-2017	Engaged: A well governed city Healthy: A healthy, creative and inclusive city Resilient: A resilient city Vibrant: A vibrant city
Social Justice Charter (2011) ⁴⁶	Adopted by Council in 2011, seeks to make sure that the rights of people in our community are considered in a fair and equal way.	<ol style="list-style-type: none"> 1. All people can have the opportunity to become involved in political and civic processes 2. All people are treated with respect and in turn treat others with respect 3. All people have access to the resources and services they need 4. That while our community has changed a lot in the last 20 years, all people living side by side continue to have the right to be an equal part of our City
Municipal Health and Well-being Plan (2013-17) ⁴⁷	The vision is for an active, safe and inclusive community where all people are able to connect and access the places, activities and services required to support positive health and well-being.	Nine priority areas: <ol style="list-style-type: none"> 1. Social inclusion and connectedness 2. Social and cultural diversity 3. Vibrant and changing communities 4. Responsive and coordinated services. 5. Sustainability 6. Transport and mobility 7. Access and affordability 8. Housing and homelessness 9. Safety
Family Youth and Children Strategy (2014-2019) ⁴⁸	A Community where all families, young people and children achieve their full potential	Three goals: <ol style="list-style-type: none"> 1. Integrated service response 2. Positively influence health and well-being outcomes for families, young people and children 3. Address inequality, affordability and accessibility issues for families, young people and children
Other policies	Multiple other policies across Council	Attachment 1: provides an overview of other policies that have direct outcomes for young people

⁴⁵ (City of Port Phillip, 2013)

⁴⁶ (City of Port Phillip, last revised 2014)

⁴⁷ Ibid, 2014

⁴⁸ (City of Port Phillip, last revised 2014)

The FYC Strategic Plan guides the Council's work with the following cohorts:



Other policies

Coming from the view that everyone has an important role to play in building the resilience of young people to support their development, it is essential that all Council policies are developed with young people in mind.

A full list with youth-relevant outcomes is provided as Attachment 1.

So what?

The City of Port Phillip's youth policy sits within the broader policy context of the Council and is a whole-of-organisation commitment to young people.

The Youth and Middle Years Commitments are underpinned by social justice principles and health and well-being outcomes for young people in the context of their family and the community.

1.2 Port Phillip Youth Demographics

This chapter highlights some key information about Port Phillip's current youth population. It includes a breakdown for each of our focus age groups and discusses relevant population trends for these groups.

The information is provided in four parts:

- Overview of the full youth population (ages 8 to 25 inclusive)

and is then provided as a breakdown for each of our focus groups:

- Middle Years young (8 to 11years)
- Adolescent young people (12 to 17 years); and
- Young adults (18 to 25 years).

Chapter 1.2 includes forecast information that describes what Port Phillip's youth population might look like into the future. It briefly explores the impact that future population changes may have on the City and the provision of Youth Services.

Considerations

The following demographic information is provided by ID Consultants based on 2011 Census information and interpreted through Council's Social Planning team.

It is worth noting that all information presented for the Fisherman's Bend Urban Renewal Area (FBURA) are dwelling assumptions based on estimates as to capacity and demand over the forecast period and are constantly under review as this precinct develops. Forecast data for FBURA should be treated as estimates only due to the developing and changing nature of this area.

City of Port Phillip SEIFA

Port Phillip's SEIFA (Socio Economic Index for Areas) score on the index of advantage/ disadvantage (1,076.8) makes it the 5th most advantaged Local Government Area (LGA) in Victoria. The average score for Australia is roughly 1,000 (this is how the SEIFA index is defined).

The most advantaged suburb is Middle Park (1116.3), while the most disadvantaged is South Melbourne (1049.3) – still above the Australian average.

Disadvantage does exist, however, and on the same scale there is a huge amount of variability. Pockets of low income and disadvantage remain in public housing areas, particularly parts of South Melbourne, Port Melbourne and St Kilda as well as smaller pockets of community housing spread throughout the city.

The lowest scores at the SA1 (statistical area) level are associated with pockets of public housing. The most disadvantaged place in Port Phillip is around Dorcas and Coventry Streets in South Melbourne with a score of 679 on the advantage /disadvantage scale making it one of the most disadvantaged places in Victoria.

Please note: SEIFA scores refer to the population as a whole and therefore cannot be drilled down to specific age groups.

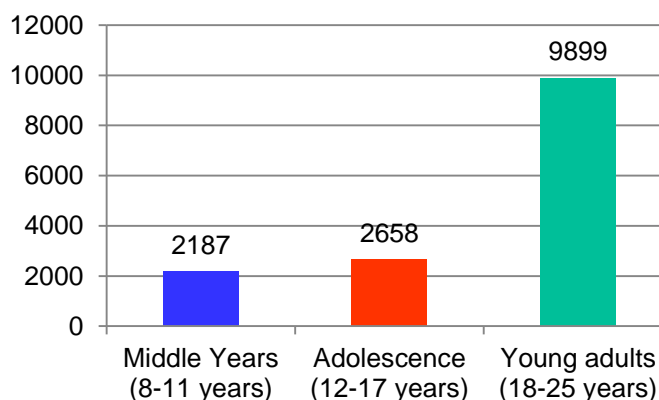
Young people in the City of Port Phillip

Overview

Young people represent 16.1% of Port Phillip's overall population.

On the night of the 2011 Census it was estimated that the City of Port Phillip had a population of 91,373 people.⁴⁹ Within this, Port Phillip's youth population (aged 8 to 25 years old) is around 14,744 or (16.1%) of the city's population.

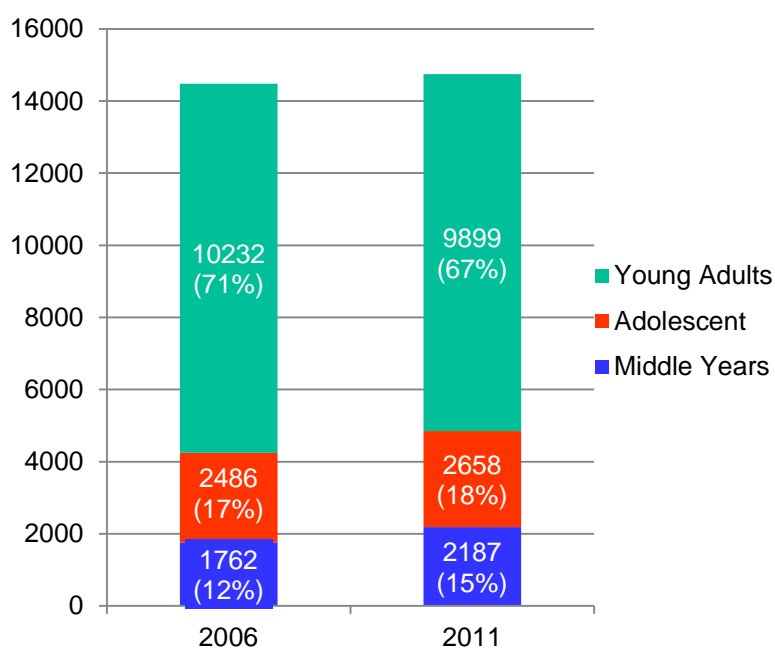
Figure 3. Young people living in the City of Port Phillip (Census, 2011)



As outlined above, Port Phillip's youth population consists of;

- 2,187 (2.4%) young people in their middle years (8 to 11 years old)
- 2,658 (2.9%) adolescents (12 to 17 years old)
- 9,899 (10.8%) young adults (18 to 25 years old)

Figure 4. Age structure of 8 to 25 year old living in Port Phillip 2006-2011



⁴⁹ Enumerated population based on 2011 Census data

As outlined above there were some significant changes observed in Port Phillip's Youth population between 2006-2011. Notably, the number of 8 to 11 year olds and 12 to 17 year olds increased (by 24.1% and 6.9% respectively), whilst the number of 19 to 25 year olds decreased (by 3.3%). These trends and their potential impact on the City and the provision of Youth services will be discussed further for each age group within chapter 1.2.

Census Information by population group

The following part of this chapter includes further Census information about young people in Port Phillip. We have broken the groups into the three cohorts, above, and explore the demographics using the following areas:

- | | |
|-----------------------------------|---|
| • Ages & stages | Population information by age bracket |
| • Home and family | Details about households and families |
| • Access and affordability | Including financial, physical and space access |
| • Education and Employment | Where relevant based on the age group (for example, our 8 to 11year olds don't have jobs) |
| • Culture and language | Background, culture and birthplace information |

Demographic information about the Middle Years young people (8 to 11 years old)

Ages and Stages

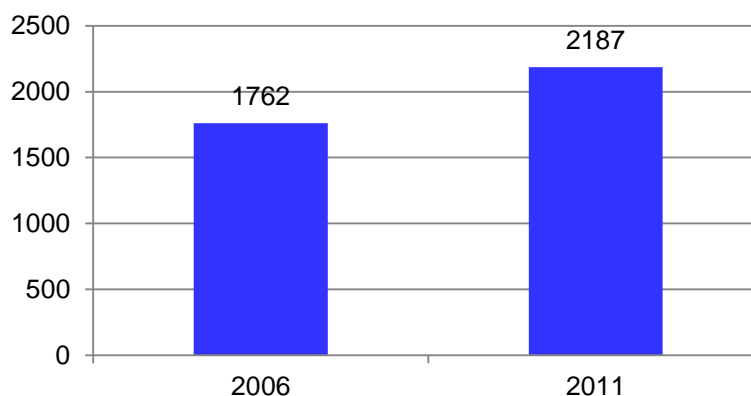
Children aged 8 to 11 are predominantly at primary school. Information about this group is needed for the planning of schools, and also services, libraries, health and community development.

Numbers of young people

In 2011, there were 2,187 children aged 8 to 11 in the City of Port Phillip, or 2.4% of the population, almost half the Greater Melbourne average of 4.7%. Whilst Port Phillip observed an overall population increase of 7.4%, the population of children aged 8 to 11 grew by or 24.1% (425 people) between 2006 and 2011.

Between 2006 & 2011
the population of
children aged 8 to 11
grew by 425 people.

Figure 5. Increase in number of 8 to 11 year olds in the City of Port Phillip (2006-2011)



Population by Neighbourhood

Children aged 8 to 11 have typically been a small population group in Port Phillip, as families have tended to move out of the area either once they have children or once those children reach school age. Whilst the percentage is low, this too is changing.

All seven neighbourhoods observed increases amongst children aged 8 to 11, some greater than others.

In percentage terms, the highest proportions of school age children were found in the Middle Park-Albert Park Neighbourhood (3.8% of the total population for this neighbourhood) – an increase of 38.9% in five years, Elwood-Ripponlea (3.1%) – an increase of 23% and South Melbourne (3.1%) – an increase of 20.5%.

The lowest proportion was in St Kilda Road (1.2%). Despite this, this area doubled its number of 8 to 11 year olds in five years from 45 to 102 people.

Home and Family

In 2011 there were 108 8 to 11 year olds living in social housing in Port Phillip

Housing tenure

Of the households with 8 to 11 year olds, 20% lived in fully owned dwellings, which is slightly higher than Greater Melbourne (16%). The largest tenure type was ownership with a mortgage ('being purchased'), at 42.1%, below the greater Melbourne average of 56.4%.

There was also a high proportion of families living in rented dwellings, with 4.9% (or 108 8 to 11 year olds) occupying social housing and 24.4% private rentals (compared to 14.9% across Greater Melbourne).

Housing density type

Compared to Greater Melbourne, Port Phillip had a higher proportion of children living in medium (41.2% to 9.5%) and high density housing (15.5% to 1.4%).

However the greatest increase in children aged 8 to 11 was observed in those living in separate houses, up by 210 (29.5%) since 2006.

Family composition

Children aged 8 to 11 in Port Phillip were more likely to be in a single parent family than the Greater Melbourne average (20.3% to 17.4%).

The number in single parent families has increased marginally over 5 years (34), although the number in couples has increased significantly (416 or 36.2%) between 2006 and 2011.

Access & Affordability

The number of children aged 8 to 11 who require assistance for core activities whilst small has doubled since 2006

Income

Children aged 8 to 11 don't have any income of their own, so there is no information on individual income for this group. In 2011, 9.3% of children aged 8 to 11 were living in households with a weekly income of \$600 or less, classified as low income; 23.7% in this age group lived in households with a weekly income between \$601 to \$2,000 and 49.6% with a weekly income of more than \$2,001 per week.

Internet

In households with 8 to 11 year olds, there was high proportion of broadband connectivity in 2011 (84.5%, similar to Greater Melbourne 84.7%); this was up by 754 (68.2%) since 2006.

There was some variation found in internet connectivity between age groups. It is likely that this variation was due to households not filling in this information on the Census. Some young people and families may also access the internet using smart phones, at schools or at their local libraries due to issues of access or convenience.

Disability

The number of children aged 8 to 11 who require assistance for core activities (48 or 2.2%) has doubled since 2006.

It is important to note that disability is a subjective measure. The information given here should not be viewed as the total population with a disability, as many people with a disability do not require assistance, and would therefore likely answer "no" to this question on the Census.

Education & Employment

Education

Census information found that almost all (87.3%) of the 8 to 11 year olds in Port Phillip were attending primary school in 2011 (the remainder did not answer the question on the Census form).

Table 1. (below) shows how many 8 to 11 year olds were attending government, catholic and independent schools in Port Phillip in 2011.

It is worth noting that some students from LGAs outside Port Philip attend schools within the region – primarily independent schools. This will tend to boost the student population within Port Phillip, but cannot be quantified given the lack of appropriate information.

Table 1. Number of 8 to 11 year olds attending government, catholic and independent schools in Port Phillip, 2011

Type of educational institution attending	Number	%
- Primary - Government	1174	53.6%
- Primary - Catholic	235	10.7%
- Primary - Independent	503	23.0%
Total Primary School	1912	87.3%

**Source: 2011 and 2006 Census of Population and Housing*

As shown above the majority (53.6%) of our 8 to 11 year olds were enrolled in government schools in 2011. The remainder were enrolled in Catholic schools (10.7%) and Independent (23%) schools.

Table 2. (below) shows how many 5 to 11 year olds were enrolled in Port Phillip's government schools between 1997-2013.

Table 2. Enrolments for Government-funded State Primary Schools within Port Phillip 1997-2013

Primary School	1997	2002	2007	2012	2013	Change 1997 to 2013
Albert Park	250	310	382	401	442	192 (43%)
Elwood	371	352	459	720	742	371 (50%)
Port Melbourne	138	126	398	526	605	497 (360%)
Middle Park	337	411	235	424	437	100 (29%)
St Kilda Park	252	306	317	313	326	74 (29%)
St Kilda	212	298	342	450	485	273 (128%)
Port Phillip Specialist School	75	75	75	70	71	-4 (-5%)
Primary Total	1,635	1,878	2,208	2,904	3,108	1503 (92%)

* Source: ACARA My Schools Website. Information related to students all primary school students (aged 5 to 11 years old)

As outlined above there was a significant increase in primary school enrolments across the municipality from 1997-2013; primary school enrolments have increased by 40% in the past six years. Elwood Primary observed the greatest enrolments, which is a reflection of the growth in this age group in the Elwood Neighbourhood. Table 3. (below) displays population forecasts for our primary school age population.

Table 3. Forecast Demand for Public Primary School Places in Port Phillip based on Student Yield Rates

Neighbourhood	2036 Total forecast Population increase	Potential number public education places required
East St Kilda	66	41
Elwood/ Ripponlea	26	16
Fishermans Bend	267	167
Middle Park/ Albert Park	3	2
Port Melbourne	105	66
South Melbourne	102	64
St Kilda	140	88
St Kilda Road	176	110
Total: 885		Total: 554

*Source ForecastID, 2013

The information in Table 3. (above) does not relate only to the middle years population. However, it could have implications for this group.

Overall, this information tells us that the City of Port Phillip is expected to require 554 Public Primary Education places over the next 25 years based on current student yield rate percentages. However, given that household size and families with school age children are both on the increase in Port Phillip; this could mean that forecast demand numbers may be greater.

As discussed further in Chapter 1.3, there is an increasing need for age-appropriate services provision, particularly for young people in Grades 5 and 6.

Based on this information and the population forecast above, we need to ensure that Council are working alongside our schools to ensure that they have the capacity to accommodate the projected population growth, ensuring that all young people in the municipality have access to a high quality, public education.

Council also need to ensure that services outside of schools that cater to our middle years cohort are resourced and equipped to respond to any population growth that eventuates.

Culture and Language

There are several ways at looking at cultural diversity using Census information. The three which are presented in this report are *migration, country of birth and language spoken at home*.

Migration

In 2011, over half (56.9%) of Port Phillip's 8 to 11 year olds were living in the same place as they were five years earlier. Trends suggest that more families with children 8-11 years old are staying in the municipality. It is likely that where there is movement out of the area it would be to access more affordable family housing.

According to the Department of Immigration and Border Protection, of the 8 to 11 year olds that migrated to Port Phillip between 2007 and 2011, two came on humanitarian visas, 147 came on family and skilled migration visas.

Birthplace

As highlighted in Table 4. (below) 82.7% of the young people aged 8 to 11 residing in Port Phillip in 2011 were born in Australia; the diversity of this age group in Port Phillip is comparable to Greater Melbourne.

Table 4. Culture and Ethnicity of 8 to 11 year olds in Port Phillip, 2011

Culture and Ethnicity	n	%	Greater Melbourne
Aboriginal and Torres Strait Islander population	11	0.5%	1514
Australian born	1811	82.7%	158432
Speaks a language other than English at home	378	17.3%	44453

**Source: ABS Census of Population and Housing 2006 and 2011 (Usual Residence Data)*

Table 4. (above) also reveals that in 2011 there were eleven young people who identified as Aboriginal or Torres Strait Islander at the last Census, and that 378 8 to 11 year olds speak a language other than English at home.

The largest birthplace groups outside Australia for 8 to 11 year olds were England (51 people), USA (35 people) and China (20 people).

Language

As mentioned above, language spoken at home showed a high level of diversity among 8 to 11 year olds in 2011, where 378 middle years young people spoke a language other than English at home. The main languages other than English spoken were Greek (3.7%), French (1.4%), Mandarin (1.7%), Yiddish (1.1%) and Italian (1.0%).

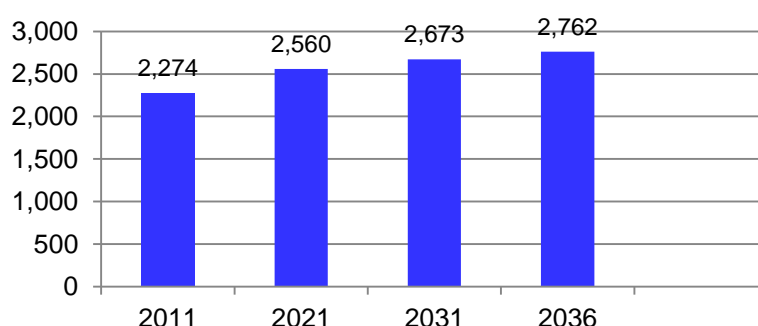
Forecast Information about the Middle Years

If current trends continue, by 2036, there may be an extra 488 8 to 11 year olds in Port Phillip.

Overview: 2011 to 2036 Changes

The population forecasts for Port Phillip show that it is expected to continue to have a relatively low proportion of school age children, but that the numbers will increase in line with population, as more families remain in the area.

Figure 6. Forecast population of 8 to 11 year olds (2011-2036)



By 2036, there could be 488 additional 8 to 11 year olds in Port Phillip⁵⁰ if the current trends continue. The availability of larger dwellings suitable for families will be a constraint on the population, as will access to schools.

By Neighbourhood

Table 5: Port Phillip Forecast for 8 to 11 year olds by Neighbourhood (2011-2036)

City of Port Phillip Neighbourhoods	2011 Population Forecast	2021 Population Forecast	2031 Population Forecast	2036 Population Forecast	Total Population Change
East St Kilda	338	359	366	368	+30
Elwood-Ripponlea	473	494	487	488	+15
Middle Park-Albert Park	407	441	432	432	+25
Port Melbourne	299	393	410	420	+121
South Melbourne	331	336	327	332	+1
St Kilda	328	377	395	398	+70
St Kilda Road	96	144	178	191	+95
Fishermens Bend	2	16	78	133	+131
Total	2,274	2,560	2,673	2,762	+488

* Source: Forecast ID, 2013. Includes forecast information for Fishermans Bend Urban Renewal Area and is an estimate only.

⁵⁰ Population forecast information is based on data from Forecast id which uses ERP, is revised regularly and includes numbers that were missing in the Census, whilst Profile uses Census.

So what?

Forecast data suggests that the proportion of 8 to 11 year olds in Port Phillip should remain relatively stable in the next 20 years. If current trends continue there could be an additional 488 8 to 11 year olds in Port Phillip in 2036. Whilst this growth is modest, it may have implications for the provision of youth services, housing and education.

In families with 8-11 year olds there appears to be an increasing trend towards two-parent families. Whilst low density houses are the most popular for families, high density dwellings (such as apartments and town houses) are increasingly popular.

Whilst the LGA is reasonably affluent compared to other areas, there are still significant pockets of disadvantage, with almost one in ten 8 to 11 year olds living in low income households.

Cultural diversity among 8 to 11 year olds is comparable with the rest of Greater Melbourne.

Demographic Information about Adolescent Young People (12 to 17 year olds)

Ages and Stages

Children aged 12 to 17 are predominantly at secondary school, though in the latter part of the age group some have entered the workforce. It is a time of transition and information about this group is quite pertinent to youth engagement policies, libraries and school planning, sport and recreation facilities, as well as economic development and employment planning.

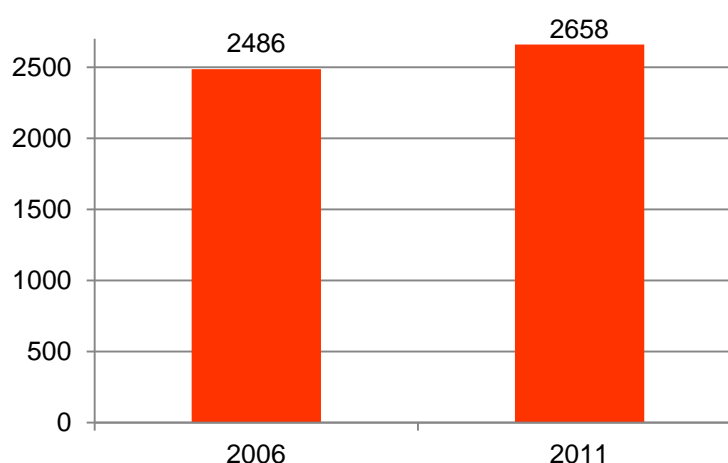
Numbers of young people

In 2011, there were 2,658 children aged 12 to 17 in the City of Port Phillip, or 2.9% of the population, less than half the Greater Melbourne average of 7.2%.

Whilst Port Phillip observed an overall population increase of 7.4%, the population of children aged 12 to 17 grew by only 172, or 6.9% between 2006 and 2011.

Between 2006 and 2011 the population of 12 to 17 year olds grew by 172 young people.

Figure 7. Increase in number of 12 to 17 year olds in the City of Port Phillip (2006-2011)



By Neighbourhood

Most of the seven neighbourhoods observed minimal increases amongst children aged 12 to 17, the exceptions being St Kilda and St Kilda Road neighbourhoods (17.2% & 13.6% respectively). *St Kilda Road started from a very small base.

It is thought that the low baseline for this age group is due in part to such factors as low birth rates in the 1990s across the country. While in the future, the growth of the younger groups is likely to spill over a little into their adolescent years, there is a significant migration drain outwards of families with adolescents, so it is unlikely to increase very much.

In 2011, children aged 12 to 17 in Port Phillip were more likely to be in a single parent family than the Greater Melbourne average

Housing type

Of the households with 12 to 17 year olds, almost 25% lived in fully owned dwellings in 2011. This was slightly higher when compared to Greater Melbourne (20.6%). The largest tenure type was ownership with a mortgage ('being purchased'), at 37.2%, below the greater Melbourne average of 53%. Port Phillip has a higher proportion of rented dwellings and the tenure of adolescents mirrors this, with 7.7% occupying social housing and 28.3% private rentals (compared to 20.8% across Greater Melbourne).

In 2011 there were 208 12 to 17 year olds living in social housing in Port Phillip. The percentage in social housing is greater than that in the 8 to 11 year age group. This can be explained in part by the fact that, whilst families with 12 to 17 year olds may migrate to other areas, those in public housing tend to stay in situ.

Housing Density

Compared to Greater Melbourne, Port Phillip had a higher proportion of children living in medium (39.0% to 8.7%) and high density housing (20.4% to 1.5%). Separate housing (37.4%) is comparable to medium density. However the growth in separate housing since 2006 of 16.8% by far exceeds that of either medium density (1.9%) or high density (1.1%). This suggests that families with children in this age group are showing far more interest in separate housing. This has implications for planning policy where emphasis appears to be on medium and high density.

Family composition

In 2011, children aged 12 to 17 in Port Phillip were more likely to be in a single parent family than the Greater Melbourne average (25.9% to 21.1%). The number in single parent families has increased marginally over 5 years (52), although the number in couples has increased at a greater rate (261 or 18.7%) between 2006 and 2011.

Access & Affordability

Port Phillip has a high proportion (82.4%) of broadband connectivity

Income

Young people under 14 don't have income recorded in Census, so information on individual income for the 12 to 17 age group is limited. Therefore it is more meaningful to look at the income of the household for which they were counted.

The 2011 Census information shows us that 10.7% of children aged 12 to 17 were living in households with a weekly income of \$600 or less and therefore classified as low income. 23.9% in this age group lived in households with a weekly income between \$601 to \$2,000 and 38.3% with a weekly income of more than \$2,001 per week.

Internet

For 12 to 17 year olds there was a high proportion of broadband connectivity in Port Phillip in 2011 (82.4%, similar to Greater Melbourne 85.9%); this was up by 627 (38.8%) since 2006.

There was some variation found in internet connectivity between age groups. It is likely that this variation was due to households not filling in this information on the Census.

It is also possible that some young people in this age bracket access the internet using smart phones or other devices. They may also access the internet at school, work, at Port Phillip's public libraries or using free wireless hotspots. This may be related to reasons of affordability or convenience.

Disability

The number of children aged 12 to 17 who require assistance for core activities did not change (33 or 1.3%) from 2006 to 2011.

It is important to note that disability is a subjective measure. The information given here should not be viewed as the total population with a disability, as many people with a disability do not require assistance, and would therefore likely answer "no" to this question.

Education & Employment

Education

For 12 to 17 year olds the majority were attending secondary school (78%) in 2011. Additionally, 8% were still attending primary school (the 12 year olds) and 1.4% were attending TAFE or university.

It is likely that the remaining 12.6% belonged to families that did not fill in the Census or, or were working instead of attending school. Some young people may have also disengaged from education; education disengagement in Port Phillip will be discussed further in Chapter 1.3.

Table 6. (below) shows the proportion of 12 to 17 year olds attending government, catholic and independent schools within Port Phillip in 2011.

It is important to note that some young people who reside in Port Phillip access education or training outside the municipality, and that some people who live outside the municipality travel to Port Phillip for the same reason.

Table 6. Number of 12 to 17 year olds attending government, catholic and independent schools in Port Phillip, 2011

Total Secondary School	Number	%
Secondary - Government	605	22.8%
Secondary - Catholic	435	16.4%
Secondary - Independent	1035	38.9%

Of the 12 to 17 year olds that were enrolled at Port Phillip's Secondary Schools, 22.8% were enrolled at Government schools, 16.4% at Catholic schools and 38.9% were at independent schools.

Table 7. (below) displays the numbers of young people enrolled in Government-funded State Secondary Schools within Port Phillip between 1997-2013. We have not included information for independent and catholic school enrolments as we do not currently have access to this information.

Table 7. Numbers of young people enrolled in Government-funded State Secondary Schools within Port Phillip 2012-2013

Secondary School	1997	2002	2006	2007	2011	2012	2013	Change 1997 -2013	Change %
Elwood	592	419	514	548	601	520	517	-75	-14%
Albert Park	364	353	206	0	150	329	487	123	25%
Mac Robertson Girls (select entry)	832	924	938	946	925	936	942	110	12%
Secondary Total	1,788	1,696	1658	1494	1676	1785	1946	158	8%

* Source: ACARA My Schools Website

As shown above, there has been moderate growth in secondary school enrolments in Port Phillip in recent years.

Most of the growth in enrolments has been seen at Albert Park College, which re-opened in 2011 after closing in 2007. The college opened to grade 7s in 2011 and is now open to grades 7-10. The decline in enrolments at Elwood College may be due to the increased capacity and intake of students at Albert Park College.

As with the middle years population, it is projected that the population of 12 to 17 year olds will grow as people move to the area and our children and middle years population grow into adolescents.

The following table shows forecast information by suburb for our secondary school population for the next 22 years.

Table 8. Forecast Demand for Public Secondary School Places in Port Phillip based on Student Yield Rates

Neighbourhood	2036 Total Forecast Population increase	Potential number public education places required
East St Kilda	89	26
Elwood/ Ripponlea	116	34
Fishermans Bend	688	203
Middle Park/ Albert Park	118	35
Port Melbourne	148	44
South Melbourne	123	36
St Kilda	224	66
St Kilda Road	322	95
Total: 1828	Total: 539	

*Source: ForecastID, 2013

Table 8. (above) shows that, if forecast information is correct, there could be an additional 539 12 to 17 year olds requiring access to our local government-funded schools in 2036. It is also worth noting that the estimates for the growth area of Fishermans Bend are conservative and the actual demand for secondary school places could be greater.

As Port Phillip's population of 12 to 17 year olds grows Council must continue advocacy on behalf of local schools, young people and families to ensure that there are enough places in government-

funded secondary schools to ensure that all young people in the municipality have access to a high quality, public education.

Local services that cater to the adolescent population must be resourced and equipped to cater to any population growth that eventuates to support young people that may be at risk of disengaging from education.

Culture & Language

The diversity
of Port Phillip
is comparable
to Greater
Melbourne.

There are several ways at looking at cultural diversity using Census information. The three which are presented in this report are *migration, country of birth and language spoken at home*.

Migration

Over half (62.4%) of adolescents aged 12 to 17 were living in the same place as they were five years earlier in 2011. Trends suggest that more families with children 12 to 17 years old are staying in the municipality. It is likely that where there is movement out of the area it would be to access more affordable family housing.

According to the Department of Immigration and Border Protection, of the 12 to 17 year olds that migrated to Port Phillip between 2007 and 2011, 1 came on humanitarian visas, 89 came on family and skilled migration visas.

Birthplace

Table 9. Culture and Ethnicity of 12 to 17 year olds in Port Phillip, 2011

Culture and Ethnicity	Number
Aboriginal and Torres Strait Islander population	16
Australian born	2152
Speaks a language other than English at home	509

As illustrated in Table 9. (above) the majority (80.8%) of young people 12 to 17 years old in Port Phillip were born in Australia. There were 16 young people that identified as Aboriginal or Torres Strait Islander and 509 spoke a language other than English at home. The diversity of Port Phillip is comparable to Greater Melbourne.

Generally, the proportion of people born in Australia decreases with age, so among the younger age groups, most people were born here. The largest birthplace groups outside Australia for 12 to 17 year olds were China (45 people), England (33 people), USA (26 people), New Zealand (25 people) and Israel (15 people).

Language

As mentioned above, language spoken at home showed a high level of diversity among 12 to 17 year olds in 2011, where 509 young people spoke a language other than English at home. The main languages other than English spoken were Greek (3.2%), Mandarin (2.1%) and Russian (1.5%).

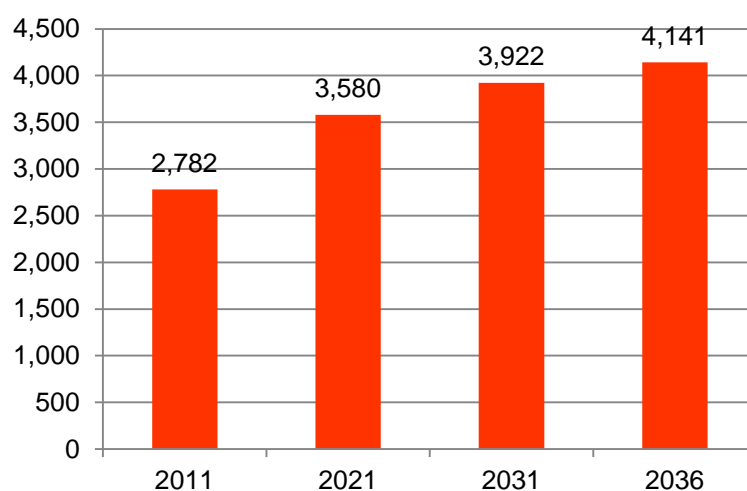
Forecast Information about Adolescent Young People

Given the development of Fishermens Bend, by 2036, there may be an extra 1,359 12 to 17 year olds in Port Phillip.

Overview: 2011 to 2036 Changes

The population forecasts for Port Phillip for 12 to 17 year olds predict growth of 48% by 2036.⁵¹ This does however include almost 500 adolescents living in the Fishermans Bend precinct. Excluding these figures growth in this age group would be closer to 30% (or 835 young people).

Figure 8. Forecast population of 12 to 17 year olds (2011-2036)



If current trends continue, there may be an additional 1,359 12 to 17 year olds in the municipality in 2036, who will comprise about 3.2% of the population. The availability of larger format apartments suitable for families will be a constraint on the population, as will access to schools.

By Neighbourhood

Table 10. (below) lists forecast information by neighbourhood for 12 to 17 year olds for the 2011-2036 period.

Table 10. Port Phillip Forecast for 12 to 17 year olds by Neighbourhood (2011-2036)

City of Port Phillip Neighbourhood	2011 Population Forecast	2021 Population Forecast	2031 Population Forecast	2036 Population Forecast	Total Population Change
East St Kilda	428	459	478	480	52
Elwood-Ripponlea	483	577	578	577	94
Middle Park-Albert Park	446	563	553	553	107
Port Melbourne	395	510	553	566	171
South Melbourne	380	446	423	427	47
St Kilda	473	613	632	636	163
St Kilda Road	176	327	395	424	248
Fishermens Bend	1	85	310	478	477
Total	2,782	3,580	3,922	4,141	1,359

* This includes forecast information for Fishermens Bend Urban Renewal Area and is an estimate only.

⁵¹ Population forecast information is based on data from Forecast id which uses ERP, is revised regularly and includes numbers that were missing in the Census, whilst Profile uses Census.

So what?

Forecast data suggests that the proportion of 12 to 17 year olds Port Phillip could grow by as much as 25% (or 1,359 young people) in the next 20 years. This will have implications for the provision of youth services, housing and education.

There has been moderate growth in secondary school enrolments in Port Phillip in recent years. If the adolescent population does grow as projected there could be an additional 539 12-17 year olds requiring access to our local government schools in 2036.

Whilst the LGA is reasonably affluent compared to other areas, there are still significant pockets of disadvantage with over one in ten 12 to 17 year olds living in low income households.

Cultural diversity within, and migration into, Port Philip is largely comparable with the rest of Greater Melbourne.

Demographic information about Young Adults (18 to 25 years old)

Ages and Stages

Young people aged 18 to 25 are generally in a period of transition as they move from secondary school to tertiary education and/or the workforce.

The young adult population is often transient, as it is a time when many leave home in large numbers and/or travel within Australia or overseas.

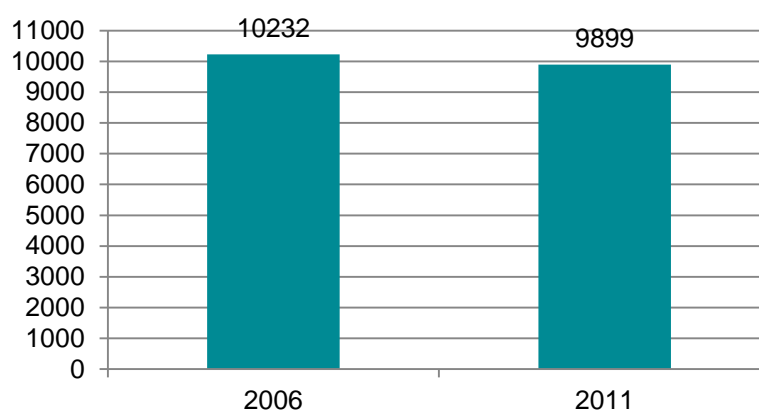
Numbers of young people

There were 9,899 young people aged 18 to 25 in the City of Port Phillip, or 10.8% of the population

In 2011, there were 9,899 young people aged 18 to 25 in the City of Port Phillip, or 10.8% of the population (currently lower than the Greater Melbourne average of 11.7%).

Whilst Port Phillip observed an overall population increase of 7.4%, the population of young people aged 18 to 25 declined significantly (by 333, or -3.3%) between 2006 and 2011. This is the largest population decline of any age group in the 5 years from 2006 to 2011.

Figure 9: Change in number of 18 to 25 year olds living in Port Phillip 2006-2011



Population by Neighbourhood

There is a great deal of variation in the 18 to 25 year old population between the neighbourhoods of Port Phillip, with the highest percentages being in St Kilda (28.3%), East St Kilda (20.1%), and St Kilda Road (15.4%, which has a large student population).

The 2011 Census information shows that young adults are moving into Port Phillip a little later in life than they were 10 years ago, so the numbers of 18 to 25 year olds are declining. It is unknown if this will be replicated in the 2016 Census.

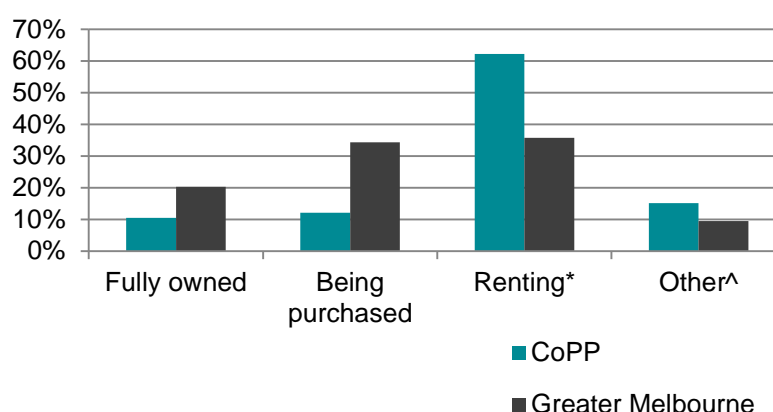
Housing tenure

Tenure type shows that relative to rest of the Port Phillip population, a high percentage (62.2%) of 18 to 25 year olds live in rented accommodation. This is almost double the greater Melbourne average of 35.8%.

Property ownership is unknown; however it is assumed that the majority of those living in fully owned or mortgaged dwellings are young people living in the family home. This is due to young people being unlikely to be able to take on sizeable financial commitments.

18 to 25 year olds in Port Phillip were among the largest groups found in rented accommodation (62.2%) almost double the greater Melbourne average of 35.8%.

Figure 10. Tenure type City of Port Phillip and Greater Melbourne comparison (2011)



*Includes those renting from Government (CoPP 2.7%; GM 2.4%)

^Includes tenure type unstated (CoPP 14.8%; GM 9.1%)

Housing density type

Higher density housing was popular among 18 to 25 year olds in 2011, with 80.5% reportedly living in multi-dwelling developments such as apartments and town houses. However, there was a decline in 18 to 25 year olds occupying medium density (down by 6.5%) and high density housing (down by 5.3%). As previously mentioned this may be due to lack of housing affordability and home leavers delaying leaving the family home until well into their 20's.

Independent living

A significant proportion of 18 to 25 year olds in Port Phillip were living independently in 2011, either as group households (26.9%), single-person households (10.7%) or couples without children (19.9%). The trend toward independent was greater than for greater Melbourne, whereby 12.9% lived in share households, 4.7% in single-person households and 15.6% in couples without children.

Single-parent families

18 to 25 year olds are in a transitional life stage. As shown in Table 11. (below) there was a mixture of household types and living arrangements in this group in Port Phillip in 2011.

Table 11. Port Phillip Household and Family Types for 18 to 25 year olds 2011

Household / Family Composition	Number	%
Couples with children	1,442	13.4%
Couples without children	2,134	19.9%
One parent families	791	7.4%
Other families	678	6.3%
Group household	2,895	26.9%
Lone person	1,147	10.7%
Other non-classifiable household	702	6.5%
Visitors only household	278	2.6%
Not applicable household	673	6.3%
Total households	10,743	100.0%

Separate Census information revealed that there were 125 babies and children with mothers under 25 in Port Phillip 2011. It is possible that the remaining young people in the 'couples with children' and 'one parent families' list above were still living in the family home.

Access & Affordability

In 2011,
37.3% of 18 to
25 year olds
had individual
incomes under
\$400 per
week

Income

As 18 to 25 year olds are generally in education or just starting out in the workforce, their incomes are generally lower than the average for the population. In 2011, 37.3% of 18 to 25 year olds had individual incomes under \$400 per week, compared to 51.3% for Greater Melbourne.

Household incomes for 18 to 25 year olds were quite widely distributed due to the range of household types they lived in. Census information shows that 11.4% of this group were living in households with a weekly income of \$600 or less and therefore classified as low income. 35.5% in this age group lived in households with a weekly income between \$601 to \$2,000 and 29.7% with a weekly income of more than \$2,001 per week. This correlated closely with Greater Melbourne figures (10.5%, 35.3% and 34.8% respectively).

Internet

In 2011 there was a high proportion of broadband connectivity in the 18 to 25 year old age group (66.4%, similar to Greater Melbourne 78.3%); this was up by 2,072 (41%) since 2006.

As with our 8 to 11 and 12 to 17 year olds, there was some variation found in internet connectivity between age groups. It is likely that this variation was due to households not filling in this information on the Census.

It is also possible that some young people in this age bracket access the internet using smart phones or other devices. They may also access the internet at school, university, work, at Port Phillip's public libraries or using free wireless hotspots. This may be related to reasons of affordability or convenience.

Disability

The number of young people aged 18 to 25 who require assistance for core activities changed slightly between 2006 and 2011 from 59 to 63 people

(remaining at 0.6% of the population).

It is important to note that disability is a subjective measure. The information given here should not be viewed as the total population with a disability, as many people with a disability do not require assistance, and would therefore likely answer "no" to this question.

Education & Employment

Education

In 2011
24.6% of 18
to 25 year
olds were
employed
part-time
work and
34% were in
tertiary
education

In Port Phillip in 2011, 28% of 18 to 25 year olds were attending university, and another 6% were attending TAFE. The figures for Greater Melbourne were 30.4% and 9.4% respectively, so Port Phillip was broadly similar to Greater Melbourne in this respect.

The City of Port Phillip has been investing in the Education Engagement Partnership program (EEP) and further information about young people's engagement in education is provided in Chapter 1.3.

Employment

Local labour force trends reveal that overall the number of employed 18 to 25 year olds increased between 2006 and 2011.

In 2011, the number of unemployed 18 to 25 year olds (596, or 6%) was 4.3% less than the current average youth unemployment rate for the inner south region of Melbourne (10.3%).⁵² With youth unemployment on the rise nationally, it is possible that our 2011 information does not reflect the current employment trends.

It is also important to note that in 2011 24.6% of 18 to 25 year olds were employed part-time and that there are also a small number of young people living outside municipal boundaries who access employment within the area.

Table 12. (below) lists Port Phillip labour force trends for 18 to 25 year olds between 2006-2011.

Table 12: Port Phillip Labour force status trends for 18 to 25 years 2006-2011

Labour Force Status	2011		2006		Change 2006 to 2011
	Number	%	Number	%	
Employed total	6783	68.50%	6562	64.10%	221
Employed, worked full-time	3996	40.40%	3924	38.40%	72
Employed, worked part-time	2439	24.60%	2268	22.20%	171
Hours worked not stated	348	3.50%	370	3.60%	-22
Unemployed total	596	6.00%	583	5.70%	13
Looking for full-time work	270	2.70%	283	2.80%	-13
Looking for part-time work	326	3.30%	300	2.90%	26
Total Labour Force	7379	74.60%	7145	69.80%	234
Not in the labour force	1724	17.40%	1642	16.00%	82
Not stated	794	8.00%	1445	14.10%	-651
Total	9897	100.00%	10232	100.00%	-335

**based on usual place of residence*

⁵² ([Brotherhood of St Laurence, 2014](#))

Culture & language

There are several ways at looking at cultural diversity using Census information. The three which are presented in this report are *migration*, *country of birth* and *language spoken at home*.

Migration

Roughly one fifth (18%) of young people aged 18 to 25 are living in the same place as they were five years earlier. Again this suggests that people in this age group are tending to leave the family home.

Of the young adults that moved into Port Phillip from overseas between 2007 to 2011, 36 came into the municipality on family visas, 18 came on humanitarian visas and 79 came in on skilled migrant visas.

Birthplace

As outlined in Table 13. (below) for young people aged 18 to 25, 58.4% were born in Australia. This is similar to Greater Melbourne. There were also 36 young adults in the municipality that identified as Aboriginal or Torres Strait Islander.

Table 13. Culture and Ethnicity of 18 to 25 year olds in Port Phillip, 2011

Culture and Ethnicity	Number	%
Aboriginal and Torres Strait Islander population	36	0.4%
Australian born	5782	58.4%
Speaks a language other than English at home	2967	30.0%

The largest birthplace groups outside Australia for 18 to 25 year olds were New Zealand (444 people), China (342), India (341), Ireland (287) and England (286). In this group, many we believe are entering the country on either tourist or student visas.

Language

Language spoken at home shows the high level of diversity in Port Phillip for our 18 to 25 year olds, with a significant proportion (30%) speaking a language other English at home. This percentage is much greater than that recorded for the total population (19.7%) and could be explained in part by the fact that many in this group are tertiary students from countries where English is not the primary language.

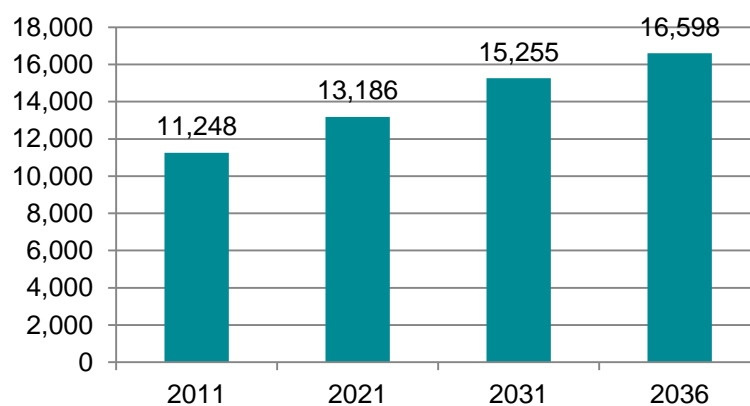
Forecast Information about our Young Adults

If current trends continue, by 2036 there will be an extra 5,350 18 to 25 year olds in Port Phillip...there may be an additional 2000 young adults in Port Phillip in the next 10 years.

Overview: 2011 to 2036 Changes

Forecast information suggests that there could be an additional 5,350 18 to 25 year olds in Port Phillip in 2036.⁵³

Figure 11. Forecast population of 18 to 25 year olds (2011-2036)



*Source: Forecast.id

The forecast growth is mainly due to the relatively high birth rates in the last 5 years. As shown above, and in Table 14. (below) there may be an additional 2000 young adults in Port Phillip in the next 10 years.

⁵³ Population forecast information is based on data from Forecast id which uses ERP, is revised regularly and includes numbers that were missing in the Census, whilst Profile uses Census.

By Neighbourhood

Table 14: Forecast Information by Neighbourhood (2011-2036)

City of Port Phillip Neighbourhoods	2011 Population Forecast	2021 Population Forecast	2031 Population Forecast	2036 Population Forecast	Total Population Change
East St Kilda	2,215	2,361	2,393	2,405	190
Elwood-Ripponlea	1,474	1,538	1,563	1,569	95
Middle Park-Albert Park	913	1,000	1,022	1,020	107
Port Melbourne	1,113	1,395	1,469	1,510	397
South Melbourne	787	810	832	838	51
St Kilda	3,012	3,329	3,349	3,399	387
St Kilda Road	1,727	2,063	2,431	2,620	893
Fishermens Bend	15	697	2,202	3,239	3,224
Total	11,253	13,193	15,261	16,598	5,344

** This includes forecast information for Fishermens Bend Urban Renewal Area and is an estimate only.*

So what?

Forecast data suggests that the proportion of 18 to 25 year olds may grow by as much as 35% (or 4007 young people) in the next 20 years.

In 2011 the majority of young adults in Port Phillip were employed part-time, full-time or attending University or TAFE.

Areas of disadvantage seem to be less pronounced for this age group. However, in 2011 37.3% of 18 to 25 year olds in Port Phillip had individual incomes under \$400 per week, which is classified as a 'low income'. Housing affordability is an ongoing issue for this group and there is a trend toward staying in the family home for longer.

Cultural diversity within Port Philip is largely comparable with the rest of Greater Melbourne. Migration appears to be much more common for 18 to 25 year olds which is in part due to overseas visitors and students.

1.3 2008 CoPP Youth Strategy & its Review

The purpose of Chapter 1.3 is to explore and analyse recent information and research relating to the needs of young people and the provision of Youth Services and programs in the City of Port Phillip.

This includes the review of Council's last strategic document, the 2008 Youth Development Strategy, current youth service and program attendance trends, Education Engagement Partnership (EEP) findings (2010-2013) and other research and planning initiatives.

2008 Youth Development Strategy

In 2013 there was a review of The City of Port Phillip's *2008 Youth Development Strategy*. This review set out to evaluate the strengths and limitations of the 2008 Strategy and to provide a basic evaluation of its implementation. Further, the review provided a chance to reflect on the current opportunities, issues and challenges faced by young people in Port Phillip.

The key findings of the 2008 Strategy Review were that;

"[there is]...a very evident need for the City to remain timely and progressive, and therefore utilise technology and systems in both the delivery of, and administration of, Youth Services..."

- Current services are accessible and meeting the needs of young people experiencing vulnerabilities across the municipality
- Port Phillip Council has built strong alliances with young people, the youth sector and other members of the local community to build the capacity of all stakeholders
- Council-funded programs and services have helped make learning environments accessible, relevant and engaging
- There are (limited) opportunities for young people to have a voice and develop their leadership skills, and connect to other young people
- The diversity of service delivery (across providers) presents both achievements and challenges that are unique to the City; and
- The small group of young people experiencing disadvantage or disengagement are well serviced through existing activities.

The review also identified some limitations of the *2008 Youth Development Strategy* as well as areas and opportunities for improvement. This included:

- That the City of Port Phillip requires a framework for youth services, specifying a clear approach and outcomes for provision of services, and also investment, partnership and decision-making rationale
- That the development and implementation of a clear framework will enable the implementation of an evaluation framework and system based on best-practice within the sector, capturing both quantitative *and* qualitative information to demonstrate outcomes (and where relevant, the lack of)

- A very evident need for the City to remain timely and progressive, and therefore utilise technology and systems in both the delivery of, and administration of, Youth Services; and
- An investment commitment (of energy, time and financial contributions) to addressing the needs of “Middle Years” residents as a specific demographic requiring targeted services.

The review captured the essence of youth services throughout the period 2008-2012 and showed that a strong foundation has been laid within this sector. However, the review also emphasised that the development of the current *Youth and Middle Years Commitments*, and associated Action Plans must consider and address;

- Changes in demographics to the municipality
- The changes within youth culture and lifestyle, specifically relating to new concepts of Community (for example, online communities) and engagement (with an emphasis on technology); and
- Opportunities for the City to be leaders within the youth sector and remain ahead of the game, in an ever-evolving sector that is imperative to the City’s future residential make up.

So what?

Port Phillip’s current service models are accessible and have been meeting the needs of the municipality’s vulnerable young people well. However, the Commitments represent an opportunity to modify Council’s service delivery model to address the needs of all young people.

The Middle Years require specific resourcing to provide appropriate and targeted service to this age group.

Council’s partnerships and alliances with young people, the youth sector and the community enable best outcomes.

A strength-based Youth Development Framework with an evaluation framework, will enable the demonstration of impact and outcomes of investment in Youth Services.

Service and Program Attendance Trends

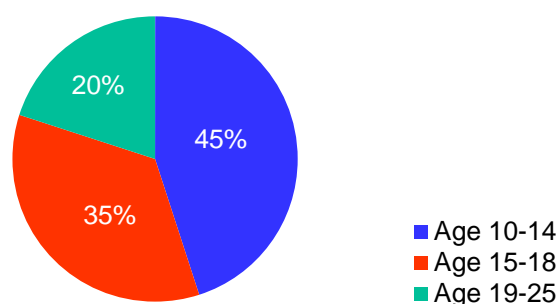
To inform the development of the Commitments a brief analysis of recent service and program attendance information was undertaken in early 2014 for the period between July 2012 and December 2013.

This information was gathered from five external agencies that receive funding from Port Phillip Council to deliver youth programs and services.

One limitation of the information currently collected by Youth Services is that it categorises young people into the following age groups; 10-14, 15-18 and 19 to 25 years old. As a result, there is not a complete picture of needs of young people in their middle years.

Whilst the information gathered does not provide information about our 8-9 year olds, it does reveal some relevant information, which is illustrated in Figure 12. (below).

Figure 12. Participation rates amongst 10-25 year olds at External, Port Phillip-funded Youth Services and Programs (July 2012 to December 2013)



Forty five per cent of the young people that accessed the programs and services delivered by external agencies were in the 10 to 14 year old age group. Otherwise, 35% of the young people attending services were 15 to 18 years old and the remaining 20% were 19 to 25 year olds.

These figures show that there is a demand for youth services and programs across all age groups. As youth service providers, it is recognised that young people in their middle years, adolescents and young adults require very different responses and services due to their social, economic and developmental needs.

Recent participation rates reinforce the need for targeted services and programs for young people in their middle years. What the figures also suggest that there is a need to update service provision models to ensure that they are appropriate for and relevant to 12 to 17 and 19 to 25 year old groups.

Considering that in the 2011 Census, 18 to 25 year olds made up 10.8% of the community, there is an opportunity for Council to consider additional service provision to engage this demographic as local, active and engaged citizens (for example, through volunteering, or skill/education and engagement programs). However, while there is opportunity with this group, any future service provision for this group would require additional resources beyond the existing investment in youth services.

So what?

Port Phillip's service program and attendance information shows that there is a demand for youth services and programs across all age groups. The existing service model does not allow for the provision of relevant, age-appropriate services to each group individually.

There is a need for resources to fill the gap in appropriate service provision to young people in their middle years. Additional resources to support Port Phillip's 18 to 25 year olds would enable engagement of local young adults in a relevant and engaging way to encourage their participation in the community.

It is well established that successful completion of secondary school significantly improves the life chances of children and young people leading to greater employment opportunities, economic and social prosperity, community inclusion and participation, and positive health and well-being.⁵⁴

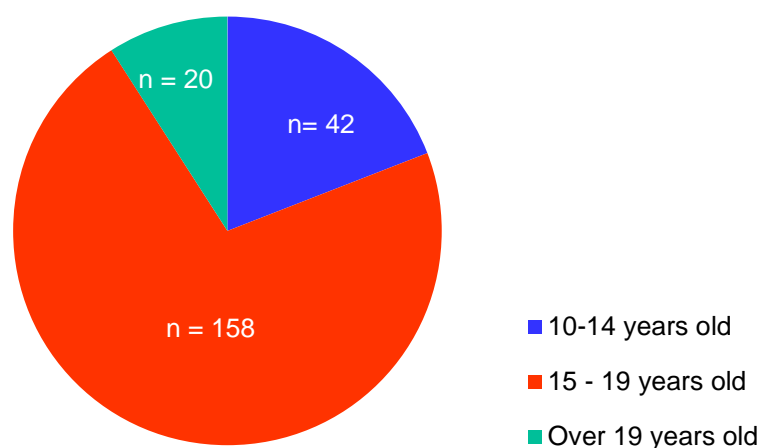
Conversely, the costs of disengaging from education are high, both for the individual and the community, creating disadvantage and barriers to achieving optimum choice and outcomes in life.⁵⁵

The Education and Engagement Partnership (EEP) is a partnership, co-funded by the Cities of Port Phillip and Stonnington, which was established in 2010. More information about the partnership is provided in Attachment 2.

The information collected by EEP provides Council with a picture of how many young people are disengaging from education within Port Phillip and Stonnington, and some of the common factors that lead local young people to disengage from education or training.

Since EEP started collecting information in 2010 there have been 224 (30.4%) young people residing in the City of Port Phillip involved with the partnership. Of these 224 young people, 81 were completely disengaged from education for an extended period of time (1-12+ months) and 108 were considered to be at a medium to high risk of disengaging (attending 50% of classes or less).

Figure 13. Young people from Port Phillip involved with EEP 2011-2013



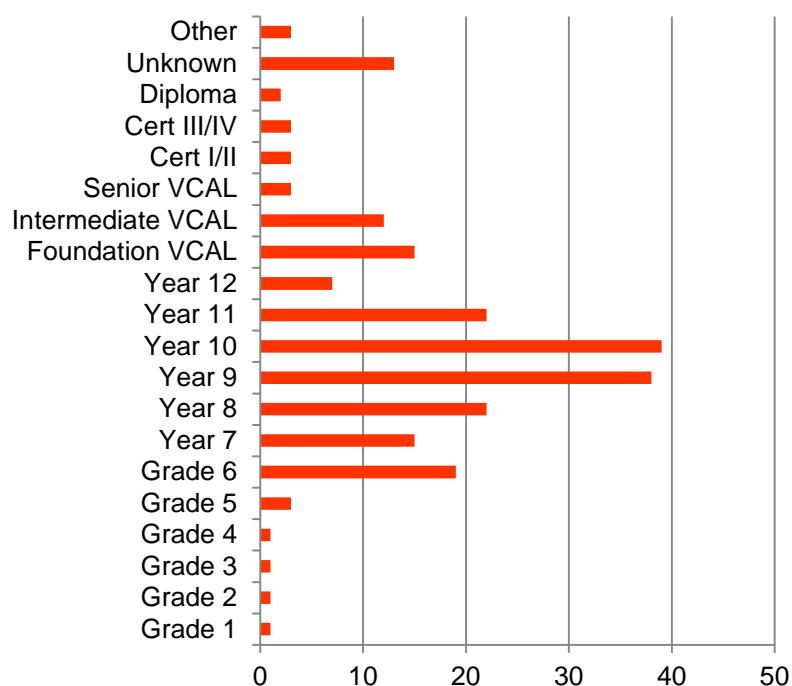
⁵⁴ (EEP, 2013)

⁵⁵ *Ibid*, 2013

As outlined above, the majority of young people from Port Phillip involved with EEP between 2010-2013 were 15-19 years old. There were slightly more males (53.4%) than females involved with the partnership.

Figure 14. (below) shows the last level of education completed by the young people involved with the partnership.

Figure 14. Last level of education completed by young people in Port Phillip involved with EEP 2011-2013



As outlined above, the majority of young people sampled disengaged from education in grades 9 and 10. However, there were also a high number of young people that disengaged in primary school, especially in grade 6. This shows that it is particularly important to support young people at during these times to prevent early education disengagement.

Some of factors relating to disengagement that came through the EEP information were;

- Family breakdown
- Mental health
- Physical health
- Housing
- Seeking alternative education
- Literacy and numeracy issues
- Pregnancy
- Involvement with the youth justice system
- Drugs and alcohol
- Trauma; and
- Financial hardship.

Finally, the information shows that young people who disengage from education in Port Phillip have complex lives and can face many challenges, such as family breakdown, mental and/or physical ill health and financial hardship.

So what?

Education Engagement Partnership (EEP) is a valuable program for measuring disengagement trends and contributing to Council's local knowledge base.

Information gathered through EEP enables relevant and timely responses to support young people to stay at school or in training particularly during their middle years (especially grades 5 to 7) and mid adolescence (Years 9 to 10).

Family breakdown, literacy and numeracy issues and health all impact a young person's engagement in education. In addressing engagement, a holistic support and program model must be implemented.

CHAPTER 2

From Strength to Strength:

A Youth Development Framework

2.1 About Young People: Generations Y and Z... and Alpha

As outlined earlier in Chapter 1.1, one quarter of the world's population (1.8 billion people) are under 24.

This demographic pattern has come to be known as the 'youth bulge'. It is often seen as a negative issue; large numbers of young people have been associated with civil unrest, high levels of unemployment, homelessness and health issues such as HIV and teen pregnancy.⁵⁶

It is true that being young isn't always easy and the world's current generation of young people, and the next generation to come face significant challenges. However, on the other side of this perspective is that of opportunity: with so many well-educated, creative young people, what can we achieve and what is possible?

This chapter discusses some of the challenges facing young people today, but will also highlight some of the exciting opportunities that exist for young people to contribute to making a better Port Phillip, a better future and ultimately a better world.

2.1.1 About Young People Today

The factors that influence a young person's transitions, out of childhood and into adulthood are biological, social and political. In order to know how we can best support Port Phillip's young people it is essential that we understand the important influences that shape their lives.

Young people's transitions in to adulthood are generally influenced by the transitions associated with their age and stage of life, their developmental milestones, health and well-being issues, relationships and how they spend their time. Other influential factors include a young person's social, political and physical environment, access and affordability, education and employment, culture and language.

Ages, Stages and Transitions

The time when young people transition from being regarded as children to being regarded as adults is time that is complex, fluid and difficult to define. By and large a young person's transition from childhood to adulthood can be seen as a process of movement from one state (a dependent child) to another state (an independent, 'grown up' adult).

Normally we would say that a young person's transition from childhood to adulthood is a success when they have become an adult who is happy, healthy, fully engaged in employment or study, financially independent and making a contribution to the economy

⁵⁶ [\(Plan, 2013\)](#)

Ages and stages have a profound influence on a young person's health, wellbeing and opportunities to participate in the community

and broader society.⁵⁷ However, there is a great deal of variation between how individual young people experience the ambiguous period known as 'youth'.

Table 15. (below) lists some of the general stages and important transitions that are typically associated with the ages and stages of youth; the middle years, adolescence and young adulthood. It is important to understand these ages and stages as they can have a profound influence on a young person's health, well-being and opportunities to participate in society and be heard.

Table 15. Typical ages, stages, processes and transitions experienced from childhood into adulthood

Age	Stage	Common processes and transitions
8 to 11 years	Middle years	<ul style="list-style-type: none"> • Most of time spent at school • Transition from primary to secondary school • High parental oversight of activities • Limited but increasing independent mobility • Friendships become increasingly important • Financial dependence; and • Forming personal and sexual identity.
12 to 17 years	Adolescence	<ul style="list-style-type: none"> • Most of time spent at school or in training • Increasing freedom from parental constraints • Increasing independent mobility (may start to learn to drive at 16 and apply for provisional licence at 18) • Transition in to paid work and subsequent increase in financial independence • Forming personal and sexual identity • Leaving home (for some); and • Sexual experimentation and legally able to consent to sexual relationships (at 16).
18 to 25 years	Young adulthood	<ul style="list-style-type: none"> • Eligibility to vote and join the armed forces (at 18) • Transition from secondary education into tertiary education, training or the workforce • Permitted to drink alcohol and enter licence premises (at 18) • Travelling • Volunteering • Increasing responsibility • Financial independence; and • Becoming a parent.

**Source: Adapted from Karmel & Liu (2011) & Valentine (2010)*

Often it is assumed that young people's experiences of childhood and adolescence are similar; that childhood is a time of innocence and freedom from the responsibilities of adulthood. It is also assumed that people become more competent and responsible as they get older.

Whilst these assumptions are true for some, they are not true for everyone; some young people must take on adult roles and responsibilities and many children and young people also demonstrate great competence and maturity at a very young age.⁵⁸

⁵⁷ (Karmel & Liu, 2011)

⁵⁸ ([Valentine, 2010](#))

Young people are leaving home, becoming financially independent and buying their own homes later in life than in previous generations....

... However, many young people are experiencing the things normally associated with older adolescence at a younger age

It is also often assumed that transitions from childhood to adulthood are linear as young people move from school, to work, leave the parental home and so forth. However, sometimes young people might start work and move out of home and then lose their job and move back home. They may experience independence for a time but then go back to taking on dependant 'child-like' roles.⁵⁹

As discussed further in Chapter 2.2, there is evidence that young people are increasingly exposed to challenges beginning their transition to adulthood younger and younger. For example, research suggests that many young people are experiencing the things normally associated with older adolescence or adulthood at a younger age (e.g. age of first sexual relationship, experimentation with drugs and alcohol etc.).

There is also evidence that some transitions are delayed; young people are leaving home, becoming financially independent and buying their own homes later in life than in previous generations. They are also staying in tertiary education for longer.⁶⁰

Physical and emotional development

Adolescence is a time when young people experience major physiological growth and hormonal changes. These changes can have an impact on a young person's physical and mental well-being as well as their emotions and behaviours (discussed here in brief and in more detail in Chapter 4.1).

Adolescence is a time of significant neurological and cognitive development, where the capacity and functioning of the brain undergoes a major overhaul.⁶¹ These changes can influence a young person's drives, motivations, behaviours and ability to make decisions. Often these changes affect a young person's sleeping patterns.⁶²

Emotionally, adolescence is a time when young people seek to become more independent, to take on more responsibilities, to look for new experiences, question their identity and what's 'right' and 'wrong'. During this stage young people can show experience strong feelings and emotions, become more self-conscious as they navigate their identity.

Health and Well-being

Whilst the time between childhood and adulthood can be a very positive time, it can also be a time challenging time of heightened vulnerability with regard to a young person's physical, mental, social and spiritual health and well-being.

⁵⁹ *Ibid*, 2010

⁶⁰ [\(ABS, 2009\)](#)

⁶¹ [\(ARACY, 2011\)](#)

⁶² [\(NIMH, 2011\)](#)

"Today in Australia, one in four young people experience mental health difficulties ... only 29% seek help".

[\(Headspace, 2013\)](#)

The general health and well-being issues that relate to adolescents will be discussed further in chapter 4.1.

Young people in their middle years are experiencing health issues previously associated with older adolescence. This trend will be discussed further in Chapter 2.2.

What is important to note here is that all young people can be challenged during their adolescence and can become vulnerable; vulnerability is not just something that affects young people from disadvantaged backgrounds. For some young people the patterns and behaviours established during their adolescence can stick with them for life and have harmful long-term effects.⁶³

Home and Family

Relationships and Families

Relationships play an important role in the lives of young people. For many young people, their family provides their primary source of support, love and behaviour modelling.

However, during adolescence and early adulthood family dynamics change significantly as young people seek greater autonomy and independence from parental oversight. This can at times be a source of conflict within families; parents and young people often see the world differently. The differences between generations (see chapter 2.1.2) start to have a greater impact.

Peer relationships become increasingly important as young people try to establish their own social and personal identity.⁶⁴ Young people gain a sense of belonging, security and information.

Young people today are living in a very different world to the world that their parents grew up in. They are facing a time of economic change. They are also likely to spend more time alone or with peers as their parents spend more time at work.

Access & Affordability

The Service Gap

It is essential that young people have access to timely, appropriate supports during their transition from childhood to adulthood to help them through the challenges they face. When young people do not have access to supports it can compromise their ability to remain in education and training, their access to opportunities for recreation and creative pursuits, and their long-term outcomes.

⁶³ [\(NCOSS, 2008\)](#)

⁶⁴ [\(Raising Children Network, 2010\)](#)

Research consistently shows that between 95-97% of young people use social media daily

Table 24. in Chapter 5.2 lists some of the factors that influence a young person's capacity to access appropriate youth services. It lists both the factors that prevent young people's access to youth services, the barriers, and the conditions that facilitate and encourage access.

A recent report by YACVic entitled *Building the Scaffolding* (discussed in Chapter 1.1) set out to articulate how best to strengthen the supports available to young people in Victoria. The report highlighted some current gaps in the current system including;

- Specialist services (housing, flexible learning option, mental health and disability supports)
- Generalist youth support services; and
- Policies and services for the middle years.

Access to Technology and Digital Literacy

Today's young people are the most highly educated generation ever and have unprecedented access to information and technology. According to the Young & Well Cooperative Research Centre (known as Young & Well CRC) over 95% of Australia's young people are on the internet daily; a report released in 2013 reported that this figure may be even higher, with 97% of young people using social media daily⁶⁵⁶⁶.

Young people are often referred to as "Digital Natives". They are "native speakers" of the digital language of computers, video games and the Internet, unlike many of their parents and teachers, sometimes referred to as "Digital Immigrants", who have had to adapt new technologies and learn a new language.⁶⁷

As outlined earlier Port Phillip has a high proportion on broadband connectivity and technology was also not an issue that concerned young people in our "Your Top 3" Youth Consultation. This may be due to the fact that technology is so embedded in young people's lives that they take it for granted and many young people are able to access technology using smart phones, at school, in Community services, such as libraries, or at home.

⁶⁵ ([Young & Well CRC, 2012](#))

⁶⁶ ([Sensis, 2013](#))

⁶⁷ ([Prensky, 2001](#))

So what?

Adolescence and young adulthood is a time when young people are developing physically, psychologically and socially. It can be an exciting and stimulating time when young people try new roles, have new experiences and see their relationships with their friends and family evolve as they become increasingly independent.

Adolescence and young adulthood can also be very challenging for young people at various stages of their development. Young people may experience times of increased vulnerability.

It is essential that young people have access to relevant timely, appropriate services and supports and people that put their best interests first when they need it.

Having grown up in a world as 'Digital Natives', young people have integrated technology into almost every aspect of their lives. As a result, Youth Services must also be active and relevant in this space.

2.1.2 Young People and their Generational Characteristics

The term ‘generation’ describes a group of people born in the same era (approximately 15 year periods) whose lives have been shaped by the same times and influenced by the same social markers; a group united by their age, life stage, access to technology, events, conditions and experiences.⁶⁸

Generational demographics and characteristics help with understanding the ‘what, who, how and where’ of society. As with any theory, the theory of generational characteristics is not always generalisable to the entire population and these characteristics can vary greatly between societies and cultures. However, the theory does provide insight into some of the motivators and behaviours – ‘the why’ – of the population.⁶⁹ Table 16 (below) lists some of the events, markers and characteristics typically associated with Australia’s past and present generations.

Table 16. Generational characteristics “Builders” to “Generation Alpha” (1929-2010)

Generation	“Builders”	“Boomers”	“Gen X”	“Gen Y”	“Gen Z”	“Generation Alpha”
Born	1925-1945	1946-1964	1964-1979	1980-1994	1995-2010	after 2011
World population	2 billion	3 billion	4 billion	5 billion	7 billion	8.8 billion (when they are in their early 20s)
Motivated by	Being respected Security	Being valued Money	Removal of rules Time off	Working with other bright people Time off	Feedback Flexibility at work	As yet unknown
Iconic technology	Radio, 1923 Talking pictures	TV, 1956	Walkman, 1979 PC, 1981	Internet, Email, SMSing	Wireless technology Mp3 players Social media	As yet unknown
Australian Prime ministers	Menzies Curtain	Whitlam Fraser	Hawke Keating	Howard	Rudd Gillard Abbot	As yet unknown
Social markers and landmark events	Australia declares war on Germany, 1939	Vietnam War, 1965-1971 Neil Armstrong walks on the moon, 1969	Berlin Wall down, 1989	New Millennium, 2000 September 11, 2001	Julia Gillard elected as Australia’s first female prime minister, 2010	As yet unknown
Celebrities	Grace Kelly James Stewart	Jackie Kennedy	Princess Diana	Kate Moss Brad Pitt	Lady Gaga Kanye West	As yet unknown

*Source: Adapted from McCrindle 2010 a & b

⁶⁸ (McCrindle, 2010a)

⁶⁹ (McCrindle, 2010b)

The table above illustrates how the environments in which young people are growing up has changed in the last 5 decades. Port Phillip's current group of young people are made up of a mix of young people from Generation Y and Generation Z. In 2019, the final year of the lifespan of the Commitments, Port Phillip will also be servicing young people from the next Generation to come, "Generation Alpha".

Table 17. (below) illustrates where Port Phillip's young people will fit into the Generational classification system over the duration of the Commitments.

Table 17. Evolution of Port Phillip's young people over the lifespan of the Commitments

	Birth Year	Turning Age 2014	2015	2016	2017	2018	Turning age 2019
Generation Y (born 1980-1994)	1989	25	26	27	28	29	30
	1990	24	25	26	27	28	29
	1991	23	24	25	26	27	28
	1992	22	23	24	25	26	27
	1993	21	22	23	24	25	26
	1994	20	21	22	23	24	25
Generation Z (born 1995-2010)	1995	19	20	21	22	23	24
	1996	18	19	20	21	22	23
	1997	17	18	19	20	21	22
	1998	16	17	18	19	20	21
	1999	15	16	17	18	19	20
	2000	14	15	16	17	18	19
	2001	13	14	15	16	17	18
	2002	12	13	14	15	16	17
	2003	11	12	13	14	15	16
	2004	10	11	12	13	14	15
	2005	9	10	11	12	13	14
	2006	8	9	10	11	12	13
	2007	7	8	9	10	11	12
	2008	6	7	8	9	10	11
	2009	5	6	7	8	9	10
	2010	4	5	6	7	8	9
The next Generation (born 2011-)	2011	3	4	5	6	7	8

■ Middle Years (aged 8 to 11 years)
■ Adolescent Youth (aged 12 to 17 years)
■ Young Adults (aged 18 to 25 years)

The point of interest in the graph above shows that over the course of this policy, three distinct generations will be affected by the content and actions set out by the City of Port Phillip for young people. Children turning three years old in 2014 will be the "middle years" young people of 2019, and today's young adults will be potentially turning thirty in 2019.

Understanding Generation Y (born 1980-1994)

People born between 1980 and 1994 are often referred to as 'Generation Y'. They have also been referred to as 'Millennials', 'Digital Natives', 'Click 'n go kids', 'Generation whY', 'Dot.com Generation', 'generation 9/11', 'the houseless generation' and the KIPPERS (Kids in Parent's Pockets Eroding Retirement Savings').⁷⁰ These labels, though not always flattering, help to describe some of the characteristics of and events that define the lives of Port Phillip's current youth population. Table 18. (below) outlines some of the general characteristics and events associated with Generation Y's.

Table 18. Characteristics of Generation Y's (1980-1994)

	Commonalities	Implications
<i>Political environment</i>	Living through the crisis period post September 11 Global financial crisis Growing population and cultural diversity	High global youth unemployment rates Have low or no savings, 75% are in debt High rates of youth poverty and homelessness More young people staying at home for longer.
<i>Social, spiritual and political views</i>	Environmentally and politically conscious, civic minded Increasingly liberal attitudes regarding social and cultural issues Less likely to practice religion than previous generations	Increased number of young people voting for Greens party in Australia Support for same-sex marriage and legalisation of drugs
<i>Relationships</i>	High rates of divorce amongst Gen Y's parents so Gen –Y want to get it right and put off getting married. Organise work around life, not life around work	Average age of marriage; 28 for females and 30 for males Become parents later in life than previous generations.
<i>Housing</i>	High housing prices	Delay buying a house, high rates of rent
<i>Technology</i>	'Digital Natives' with 97% computer ownership. Use internet, instant messaging and social media daily	The video game industry is worth more globally than the film industry Most Gen-Y's use the internet as their primary news source
<i>Education and work</i>	Highly educated Decline in unionised, full-time, stable jobs	Are competitive and have high expectations from the workplace Switch jobs frequently

**Source: Adapted from McCrindle 2010 and Wikipedia, 2014⁷¹*

⁷⁰ (McCrindle, 2010a)

⁷¹ ([Wikipedia, 2014](http://en.wikipedia.org/wiki/Generation_Y))

Understanding Generation Z (born 1995- 2010)

People born between 1995-2010 are also known as 'Generation Z'. They have also been referred to as; the 'iGeneration', 'Gen Tech', 'Gen Wii', 'Net Gen', 'Digital Natives', 'Gen Next', 'Post Gen', 'post-Millennials', the 'Homeland Generation', '@generation', the 'Swipe Generation', the 'Tweennials', and 'Screeners'. Table 19. (below) outlines some of the general characteristics and events associated with Generation Z's.

Table 19. Characteristics of Generation Z's

	Commonalities among Generation Z's	Implications
<i>Political environment</i>	Born during crisis period post September 11 of terrorism and the global financial crisis.	Will spend young adult lives in a time of economic and social upheaval.
	First truly global generation	Increasingly driven by women where there is no majority race and no dominant media ⁷²
	Coming of age in a pluralistic society	
<i>Ages and stages</i>	Children are beginning puberty 3 months earlier every decade	Growing up faster
	Exposed to marketing earlier	
<i>Relationships</i>	Connected to peers through social media	<i>"They're growing up in a cocoon and everything is done for them".⁷³</i>
	Born to older parents and have few siblings	
	Highly organised lives with little freedom	
<i>Technology</i>	Lifelong use of communication and media technology	Internet savvy, able to multi-task
		Don't wear a wrist watch as they use smart phones to tell the time (and take photos, check the weather, surf the internet etc.)
<i>Education and work</i>	Most formally educated generation ever. Starting school earlier and staying longer.	Life-long instead of life-stage learning
		Will enter the workforce in an era of declining supply where there are more people exiting the work force than entering it.

*Source: Adapted from McCrindle 2010a&b and USA Today, 2012

⁷² (USA Today, 2012)

⁷³ Ibid, 2012

What is known is that Generation Z is the largest generation the world has ever seen. By 2034, the world's population will be 8.8 billion, double what it was when their parents were born. The population of Australia will have reached 32 million, and the population of Melbourne will be greater than the entire population of Victoria today. Generation Z will be technologically aware and highly educated. As a result they will be highly influential.

Understanding Generation Alpha (born after 2010)

To date there is little known about the future characteristics of Generation Alpha, those born after 2010.

So what?

Over the course of this policy, three distinct generations will be affected by the content and actions set out by the City of Port Phillip for young people. Children turning three years in 2014 will be the “middle years” young people of 2019.

Generations X, Y and Z have different characteristics, strengths and needs. To remain relevant, Port Phillip needs to stay tuned in and respond to these generational characteristics. Intergenerational awareness and opportunities may help strengthen interactions between other generations.

2.2 The “Middle Years” as an Emerging Need

Historically the Middle Years have received little attention as youth policy, programs and policy have focused primarily on the early years (0-8) and youth (12-25). In recent times however, there has been an increasing recognition from service providers, policy makers and researchers that the Middle Years mark a challenging developmental stage and a key intervention period for young people.⁷⁴

Through recent developments in the youth sector, this group of (essentially) children are exposed to a ‘gap’ in service provision, that is, too old for childrens services and not quite old enough for youth services. Through research such as the *“Building the Scaffolding”* report (2013)⁷⁵ the need for targeted, age-appropriate programs and services, as well as the need to build the capacity of workers to address the unique issues associated with this stage of life has become clear.

Why is there a need to recognise this age group?

Age-specific needs

“These ‘middle years’ are a time of great change...Children become stronger, fitter, faster and smarter. ... They begin to have a growing sense of who they are...but new health problems sometimes begin”

[Murdoch Children's Research Institute, \(2012\).](#)

Evidence suggests that people who have been encouraged and supported over the course of their life through childhood, the middle years, adolescence and into adulthood, have better long-term outcomes.⁷⁶

Research suggests that the needs of young people are changing. Whilst the majority of Australian young people are faring well⁷⁷ there are a number of young people in their middle years that are at risk.⁷⁸ Some of these young people have experienced significant trauma, are in out-of-home care, have been involved with the juvenile justice system.⁷⁹ In some ways, typical “youth issues” are presenting in children earlier in life and resulting in coping mechanisms and responses reflective of adolescent behaviour.

There are also some young people in their middle years that are experiencing health and well-being issues; the onset of puberty is beginning earlier and some are facing issues normally associated with older adolescence. Young people are also engaging in risk behaviours earlier, such as substance misuse and risky sexual behaviour, which puts their health and well-being at risk.⁸⁰

There is also evidence that significant numbers of young people are disengaging from education in their middle years. This can interrupt and compromises their learning, making it much harder to re-engage with education and employment later on.

⁷⁴ (VCOSS & YACVic, 2013)

⁷⁵ (VCOSS & YACVic, 2013)

⁷⁶ ([AIHW, 2012](#))

⁷⁷ ([AIHW, 2011](#))

⁷⁸ ([AIHW, 2012](#))

⁷⁹ (NCOSS, 2008)

⁸⁰ (Western Australian Commission for Children and Young People, 2011)

Service Gaps

Many Youth Service providers (including local providers in Port Phillip) have reported that the evolving needs of Middle Years young people have led to a change in the demand for services⁸¹. Some key service gaps for young people in their Middle Years include⁸²:

- Mental health (depression, anxiety, promotion of self-care)
- School engagement and learning (literacy and numeracy, transitions, school refusal, tutoring, learning difficulties)
- Recreation and events (vacation care, age-appropriate spaces and programs, decision-making opportunities)
- Gender and sexuality
- Tertiary services (for example, homelessness, substance use); and
- Disability (access to generalist services, vacation care, respite, accommodation).

Policy context for the Middle Years

There are no specific policies - or funding streams- to support young people in this group; the City of Port Phillip has a leadership opportunity in this area

The “Policy Gap”

To begin with, there are no Federal or State policies in Australia that recognise and address the Middle Years, or that articulate how young people between the ages of 8 to 11, who are not typically serviced by Children’s or Youth Services, should be supported.

There is recognition in the youth sector that there is a need for a targeted approach to addressing the Middle Years, and some organisations have developed or are in the process of developing their own Middle Years policies. However, this is not yet standard practice.

The City of Port Phillip acknowledges that the need exists and will invest in the Middle Years – and provide leadership in the development of Middle Years-specific policy, such as our *Middle Years Commitment 2014-19*.

Funding opportunities

Due to the lack of recognition of the Middle Years in Federal and State level policy, funding streams are not being directed to support this group. As a result, many organisations do not have the resources or capacity to work with the Middle Years. Some services are providing support even though this age range sits outside their service funding and core business and others have to turn young people away.⁸³ These service gaps mean that young people often miss out on timely, accessible support at a critical time in their life.

Further, many services that are working with young people in their middle years are not set up to deliver services that are age-appropriate. Young people in their middle years are sometimes lumped in with older adolescents who have very different needs and interests. This has legal implications and can have associated risks, such as having 8 year olds and 15 year olds in the same program.

⁸¹ (VCOSS & YACVic, 2013)

⁸² (ICRYAN, 2013)

⁸³ (YACVic, 2013)

The first step is the development of Middle Years policy...investment, funding, service and workforce development should follow.

The opportunities presented in the Middle Years include service and workforce development... but most importantly, recognition of the needs of this age group

Outcomes for young people

Work in the Middle Years is important in that it provides opportunities to build the developmental assets that young people need, laying the foundations for a healthy, happy and productive adult life. It also provides chances to build on young people's strengths, to recognise their contribution to the community and to have their voices heard. There is also evidence that there are better outcomes for families and Communities when young people are doing well.⁸⁴

Working with young people in their Middle Years also presents opportunities to identify individuals who are at risk and to intervene before negative patterns and behaviours become entrenched.⁸⁵ This has benefits for individuals and their families, but also for the community; lowering the potential burden of ill-health, addiction, education disengagement and anti-social behaviours.

Service development

When working with young people in their middle years, programs need to be tailored and age-appropriate. Services also need to be accessible, inclusive and available when young people need support; ie, with flexible opening hours that enable young people and their families to access supports outside of school hours.

Considerations for services should include:

- Age/developmental stage appropriate
- Outcomes focussed
- Working within the family context
- A whole-of-community approach
- Partnerships and transitions; and
- Legal implications.

Workforce development

The Youth Sector generally does not have workforce that is trained to address the unique needs of 8 to 11 year olds.⁸⁶

There is a distinct need for workforce development and training in this area, but the principles of this can be based on youth work principles, such as those outlined in the YACVic *Code of Ethical Practice*⁸⁷ and be taken into account in application to young people aged under twelve.

The emergence of services should be seen as a link between Children's and Youth Services, providing a joined-up service and support system from 0 to 25 years old.

⁸⁴ (Scales & Leffert, 1999)

⁸⁵ (VCOSS & YACVic, 2013)

⁸⁶ *Ibid*, 2013

⁸⁷ (YACVic, 2007)

So what?

Young people in their “middle years” have specific developmental needs, which are different from teenagers and young adults.

The middle years mark a time of transition and change in a young person’s life. If properly supported during this time, young people can experience positive health, well-being and educational outcomes, which can extend well into their adult life.

Currently in Port Phillip there is a gap in service delivery to young people in their middle years. As a result there are young people that are missing out on support and opportunities for prevention and early intervention.

Port Phillip’s Middle Years Commitment links Children’s and Youth Services to support young people in their middle years to improve long-term outcomes.

Crucial to the success of these Commitments will be to resource and train a workforce that has the capacity and training to respond to the unique needs of this group.

2.3 Developmental Assets: Youth Development Framework

A framework of Youth Development

Port Phillip's Youth Development methodology, the Developmental Assets Framework, sets out the key principles and kind of approach we want to take in order to build strong, resilient young people. Central to the framework is the following elements;

1. Strength-based - 2. Holistic - 3. Risk & Resilience

Strength based approach

A strength-based approach looks at the skills and capabilities a young person already has - and builds upon them to make them even stronger

Historically, policies and programs for and focused on young people have taken a deficit-based approach by naming and trying to prevent problem behaviours. The very essence of much youth work was centred on “fixing” young people in order for them to be strong contributing citizens. However, more recent research, and perhaps the capacity and attitude of our society, has consistently shown that this approach has a limited impact. Programs concentrating solely on preventing specific youth problems (without attention to social context) typically have been unable to document any long-term effects.

Institutions, including schools have more looked at strength-based curriculum and welfare support in order to identify opportunities to complement and support the existing strengths of young people and build on their existing capabilities – a clear shift from focusing on the young person and the problem as one⁸⁸.

“It takes a village...” A Holistic approach

A holistic approach enables us recognise the complexities of a young person's life and bring in positive forces to provide the best possible “wrap around” response and support

The youth sector has shifted towards a holistic model to support young people – exploring all facets of their lives and the “wrap around” service that can be provided to them. The Department of Human Services (DHS) have in recent years introduced “Services Connect” model⁸⁹, to lighten the burden on individuals and their families in having to connect with multiple agencies and tell their story multiple times.

The success of holistic approaches is evident through research which highlights that when families, schools and communities work together in positive and collaborative ways, a child's capacity to achieve their learning potential is significantly enhanced – and so are their general health, well-being, positive outlook and sense of purpose.

In addition, international research has found that a family-centred, strength-based approach is associated with increased service engagement, increased parenting competency and enhanced interaction among family members.⁹⁰

⁸⁸ [\(DEECD, 2012\).](#)

⁸⁹ [\(DHS, 2013\)](#)

⁹⁰ [\(Lerner & Benson, 2003\)](#)

Given that young people are more likely to engage in risk-taking behaviours... there is an opportunity to work with them to promote good decision making.

The importance of allowing young people to take “risks” and make choices is a key element to any strong youth development framework. In essence, young people are prone to risky behaviours, with some research suggesting that young people who highly value being popular are more likely to engage in risk-taking behaviours⁹¹, while research on brain development indicates that adolescence is linked to ability/capacity for young people to make logical and rational decisions and predict the consequence of their actions.

The key factor then for youth development approaches needs to consider that young people can be capable of making such decisions but that the predisposition in particular thought process needs to be considered when providing choices. We can't try to prevent every risk a young person will choose to engage in, but we can provide them with other assets to make the best possible decision.

The Developmental Assets framework provides some of these considerations, opportunities and a basis for building young people's capacity and resilience.

The Developmental Assets Framework

The City of Port Phillip uses the Developmental Assets Framework as its Youth Development approach to underpin our work. It aligns with our values and principles and supports the vision for all young people in the municipality.

The Framework

“Developmental assets are the positive relationships, opportunities, competencies, values, and self-perceptions that young people need to succeed”
(Search Institute, 1999)

Released in 1990, the Developmental Assets® framework (Figure 15) comes from the Search Institute in the USA, and is an accessible, everyday approach to building on the strengths of young people. The framework (Attachment 3) was released in 1990 and continues to be relevant to youth development today.⁹²

In essence, the framework of 40 assets identifies a set of skills, experiences, relationships, and behaviours that enable young people to develop into successful and contributing adults. Since its inception, the framework has been rigorously studied and is supported by over 20 years of research.

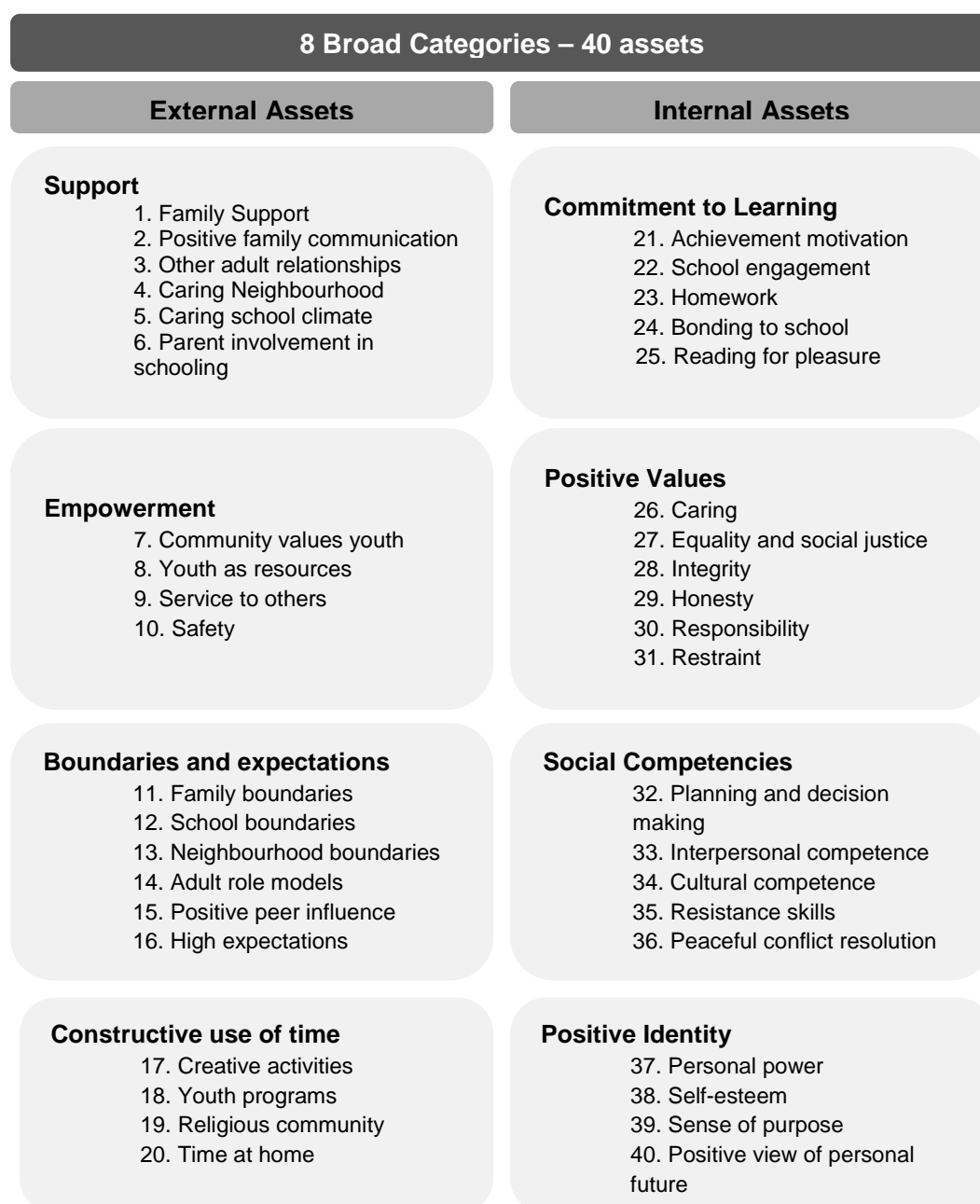
In essence, the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.

⁹¹ (Stein, Roeser & Markus, 1998)

⁹² ([The Search Institute, 2014](#))

To understand the concept of 40 Development Assets, consider the model as a form of “Building Blocks”, that is, an approach to adding additional blocks or “assets” to a young person to increase their resilience. The following figure lists the full framework.

Figure 15. Search Institute® 40 Developmental Assets®



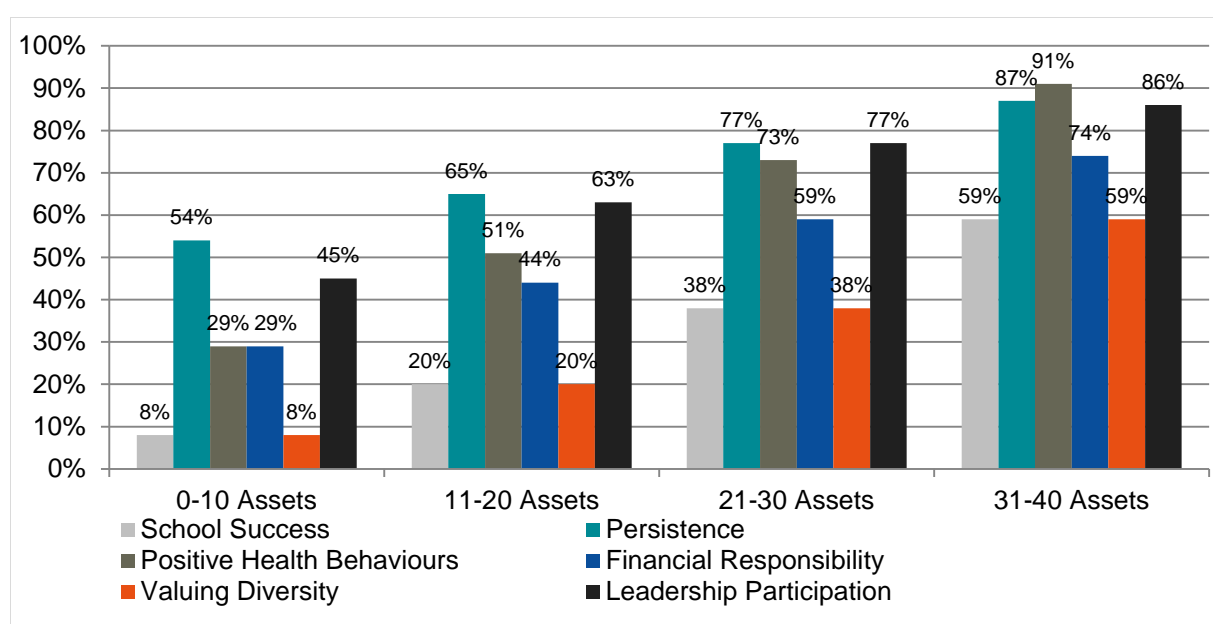
**Source: Adapted from Search Institute (2006)*

The 40 individual assets, as listed above, are divided into eight broad categories. Those on the left of the table are referred to as “external” assets – that is, assets provided to young people; those on the right side of the table are known as “internal” assets – these are the things built within a young person through actions and behaviours. Attachment 3 provides more information about the model and each of the 40 assets.

Through their research, the Search Institute aims to measure the important things in a young person's life. Many of these dimensions are hard to measure, such as personal strengths, skills, attitudes, and values, supports, relationships, non-cognitive skills and socio-emotional traits and personal passions and purpose. To measure these somewhat intangible dimensions, the Search Institute brings a variety of research methods to addressing core research questions, including both quantitative and qualitative approaches.⁹³

Although one of the limitations of the research is that studies are predominantly based on American young people in the 12 to 17 age category, the research in itself is thorough and compelling in demonstrating outcomes associated with having developmental assets.

Figure 16. The power of assets in promoting positive behaviours



(Source: Search Institute, 2013)

In essence, the above table shows that the more assets a young person has, the more likely they are to have positive outcomes in multiple facets of their life. Those reporting higher assets are more likely to:

- Do well in school⁹⁴
- Be persistent in times of challenge or adversity⁹⁵
- Take care of their own health⁹⁶
- Save money, rather than just spend it⁹⁷
- Value diversity in their peers⁹⁸
- Be involved in leadership roles in an organisation or group⁹⁹

⁹³ (Search Institute, as available May 2014)

⁹⁴ School success; defined by "getting mostly A's on their report card"

⁹⁵ Persistence; defined by young people reporting they "do not give up when things get difficult"

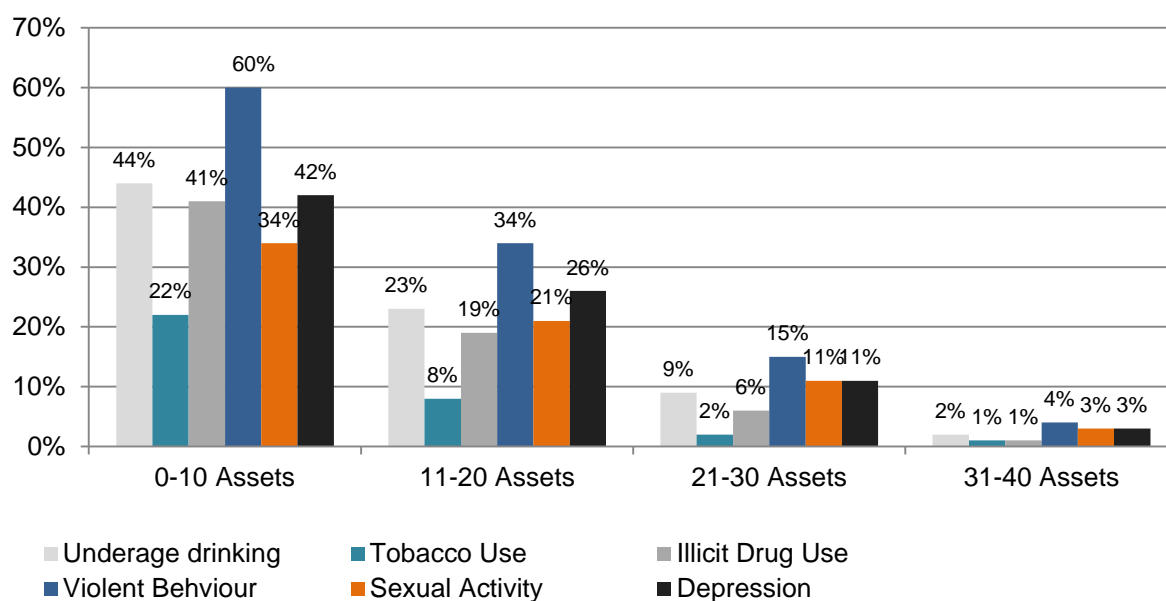
⁹⁶ Positive Health Behaviours; defined by "paying attention to healthy nutrition and exercise"

⁹⁷ Financial responsibility; defined by consciously saving money for special items and not "spending it straight away"

⁹⁸ Valuing diversity; by "getting to know people of other racial or ethnic groups"

⁹⁹ (Leadership participation; defined by specific leadership roles in the previous twelve months)

Figure 17. The Power of Assets to Protect



(Source: Search Institute, 2013)

The above shows that the more assets a young person has, the more likely they are to have positive outcomes in multiple facets of their life. Those reporting higher assets are less likely to:

- Engage in problem alcohol use¹⁰⁰
- Use tobacco/ smoke¹⁰¹
- Use illicit drugs¹⁰²
- Be involved in violent behaviours or situations¹⁰³
- Engage in sexual intercourse¹⁰⁴
- Report being depressed or having attempted suicide¹⁰⁵

The framework has been tested in diverse and cross- cultural settings. The research was done in the USA as well as several overseas countries.¹⁰⁶

Attachment 4 is a collection of research undertaken by Youth Services in 2013 to further support the Developmental Assets Framework. It includes the highlights of, and references to journal articles and other grey literature that address each of the 40 assets individually.

¹⁰⁰ Underage drinking; defined by using alcohol “three or more times in the past thirty days” or “have gotten drunk once or more in the past two weeks”

¹⁰¹ Tobacco Use; defined by “smoking one or more cigarettes per day” or “chewing tobacco frequently”

¹⁰² Illicit drug use; defined by “the use of illicit drugs such as marijuana, cocaine, LSD, PCP/ Angel Dust, heroin or other narcotics, amphetamines three or more times in the past twelve months”

¹⁰³ Violent behaviours; defined by involvement in three or more “acts of fighting, hitting, injuring a person, carrying/using a weapon or threatening physical harm” in the twelve months prior

¹⁰⁴ Sexual activity; defined by involvement in sexual intercourse three or more times in their lifetime

¹⁰⁵ Depression; frequent feelings of depression/ sadness and/or have attempted suicide even once in their lifetime.

¹⁰⁶ (Scales, 2011)

So what?

Port Phillip Youth Services use the Developmental Assets Framework, which is based on over 20 years of research, to frame our approach to Youth Development.

The Developmental Assets model builds on young people's strengths rather than deficits. It is also holistic and focused building resilience.

The Developmental Assets Framework can be used across all age groups and everyone in the community has a part to play in building on the assets of young people.

CHAPTER 3

What we know and what we've been told

3.1 Scoping the Neighbourhood and Youth Needs

The following Chapter outlines the City of Port Phillip *Youth Services Opportunity Analysis* to build the knowledge base for the Youth and Middle Year Commitments. Each piece of work is provided in summary in this Chapter of the report.

Defining Youth Places and Youth Spaces

There are multiple interpretations of "space" and "place" due to how different cultures view, experience and understand them. In early definitions, such as work by Yi-Fu Tuan (1977)¹⁰⁷, there is suggestion that "space" is freedom and "place" is safety. However, with the emergence of digital and virtual areas, this is no longer a rigid definition, and so in the context of working with young people today look to define the two as incorporating *both* elements of freedom and safety.

There needs to be clarity on the different areas young people enter and occupy, and awareness that these are diverse and sometimes unable to be occupied physically. For the purpose of the work in Youth Services, there need to be definition in the differences between "space" and "place" in terms of physical (or not) and tangible (or not) means. To have a full experience, young people must be in a space*, but this may or may not be in a particular place**.

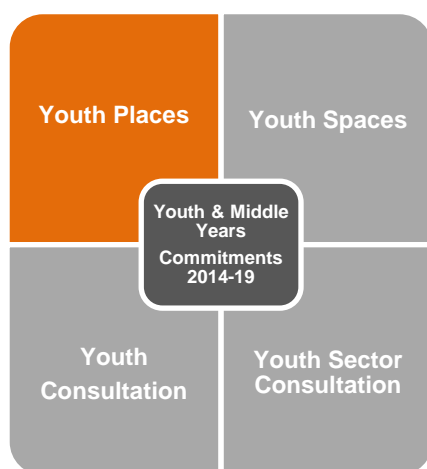
Table 20. Youth Places and Youth Spaces Definitions

Terminology	*Youth Spaces	**Youth Places
What we mean	Areas that young people can get to by means <i>other</i> than physical, but can still exist in or occupy. This includes the emotional, intellectual, fluid areas of life.	Areas that young people can physically get to, or occupy. These are areas that can be seen, touched, smelt and accessed by young people.
Simply put...	...young people can be in these spaces young people can be at these places .

City of Port Phillip Youth Services has developed these definitions to be able to explore the multiple areas of life that young people exist within. The following provides an overview of recent and current work within these areas.

3.1.1 Youth Places

Figure 18: Opportunity Analysis: Youth Places



Local knowledge on Youth Places commenced with a Report in 2008 and the evolution of changing needs since that point. Current understanding is being further explored in context of what young people have told Council in 2013/14.

The Youth Places information comes from:

- Youth Infrastructure Masterplan (2008)
- "My Hood" Youth Outreach Scoping Report (2013)
- Youth Places Report (2014)

¹⁰⁷ (Tuan,1977)

Understanding the Needs for Youth Places

In 2008 Youth Services commissioned a report entitled the *Youth Infrastructure Master Plan 2008* to map out the provision of Youth infrastructure in Port Phillip.

Many of the issues highlighted in the report are still relevant today. Some of the key opportunities identified were;

- The provision and adequacy of existing youth-specific places and spaces in Port Phillip
- The potential benefits of co-located Youth Services or ‘hubs’
- Education provision for young people in Port Phillip
- Information technology (IT) infrastructure and training
- Building and strengthening partnerships and relationships between Council, schools and Youth and Community services; and
- Youth housing and homelessness.

Places and spaces are key areas of investment to be able to engage with young people. Physical, visible spaces (such as Youth Centres) must be combined with digital spaces to ensure we engage with young people where they are, where they live.

Infrastructure investment can be seen across Victoria to contribute to the positive outcomes for young people, their families and the broader community.

Models such as co-located youth services, integrated services and externally managed facilities have all worked in different areas across the state and should be considered in any new developments as possible models for our local community.

Exciting developments, such as the skate space at Marina Reserve on St Kilda’s foreshore, as well as Council’s investment in service provision highlight a commitment to young people by Council.

“My Hood”: Youth Outreach & Engagement Report (2013)

The “My Hood”: *Youth Outreach and Engagement Report* (2013) asked young people and the local community “what do young people in the City of Port Phillip need?” through generalist outreach services and formal written surveys. The key recommendations included;

1. Recreation: more and easily accessible organised youth sports and activities;
2. Facilities: indoor, dedicated youth spaces across the municipality, including sports facilities and general “hang out” places;
3. Access: transport and affordability to organised activities and groups.

The report summary sheet is provided as Attachment 5.

“My Hood” 2013 Report Priority areas:

- Recreation
- Facilities
- Access

Port Phillip Youth Places Report (2014; current)

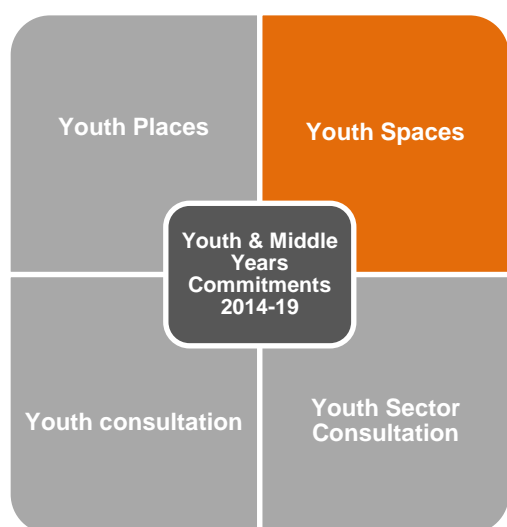
The *Youth Places Report* (2014) reviewed the 2008 Infrastructure Masterplan to determine future investment requirements for young people. It was conducted through infrastructure scoping and consultation. The key recommendations were based on benchmarking, consultation and scoping. The report summary sheet is provided as Attachment 6.

So what?

Infrastructure investment contributes to positive outcomes for young people. Youth places provide supervised and supported models of youth service delivery.

3.1.2. Youth Spaces

Figure 19. Opportunity Analysis: Youth Spaces



While it is easy to focus on the physical places for young people, there is also a need for the organisation to engage young people in their own spaces. For Generations Y, Z and Alpha this includes online arenas.

Understanding Our Needs for Digital Spaces

As outlined in Chapter 2.1, it is well established that young people are online more and more and are increasingly comfortable communicating, forming relationships and connecting over the internet.

Everyday communications tools, including smartphones, have the potential to make the connections that are relevant for young people – keeping in mind that the current day and future youth demographic have not existed in a world without this technology.

Council must be tech-savvy and exist comfortably in this space to be able to utilise this opportunity for connection with young people. However, it is critical that our practices are safe (for young people, staff and Council), empowering, purposeful and inclusive.¹⁰⁸

There is a great deal to be gained from a renewed and considered approach to how Youth Services we are engaging with young people online and through social media.

Port Phillip – Social Media for Youth Engagement Report (2013)

Dialogue Consulting's *Social Media for Youth Engagement Report* (2013) reviewed Council's online engagement effectiveness to determine the baseline work in this area. The key recommendations from Dialogue Consulting's report include:

- Port Phillip Council requires dedicated resources to effectively engage with young people via social media. This will ensure that the benefits associated with social media presences can be realised.
- A specific youth services presence online (rather than Council-generic) presence would be beneficial
- The development of a social media strategy to guide Page administrators in the use and moderation of the Facebook Page to manage risks and ensure consistent and sustained growth.
- Involvement of young people is necessary to make it relevant.

¹⁰⁸ [\(YACVic, 2013b\)](#)

Ultimately, it was Dialogue Consulting's strong recommendation that Port Phillip renew its social media activity on the back of a period of consultation with young people.

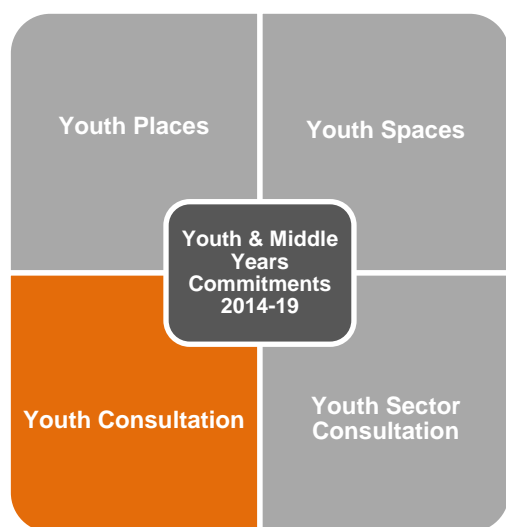
So what?

Young people spend significant amounts of time online and are increasingly comfortable communicating, forming relationships and connecting over the internet. Everyday communications tools, including smartphones, have the potential to make the connections that are relevant for young people.

Council must be tech-savvy and exist comfortably in this space to be able to utilise this opportunity for connection with young people. However, it is critical that practices are safe (for young people, staff and Council), empowering, purposeful and inclusive

3.2 Consultations with Young People

Figure 20. Opportunity Analysis: Youth Consultation



A key component of pulling together the Youth Commitment and Middle Years Commitment was engaging with young people and key stakeholders in their lives. This was to ensure Council's approach was meaningful and relevant to the primary audience: young people!

The "Your Top 3" Youth Consultations spoke to young people from across the municipality and included those who live, work, play, or visit the City of Port Phillip.

"Your Top Three" Consultations overview

Consultations were held over three months and we had feedback from over ONE THOUSAND young people (aged 8 to 25 years) and other stakeholders (over 26 years)

From September to December 2013 the "Your Top 3" Youth Consultation engaged with a large group of young people, youth sector professionals and community members through a range of mediums.

To feed in to the consultation and help identify the current and future needs of 8 to 25 year olds, Council engaged through workshops, roundtable discussions, interviews, focus groups, surveys, text-line, engagement via social media platforms, and online forums.

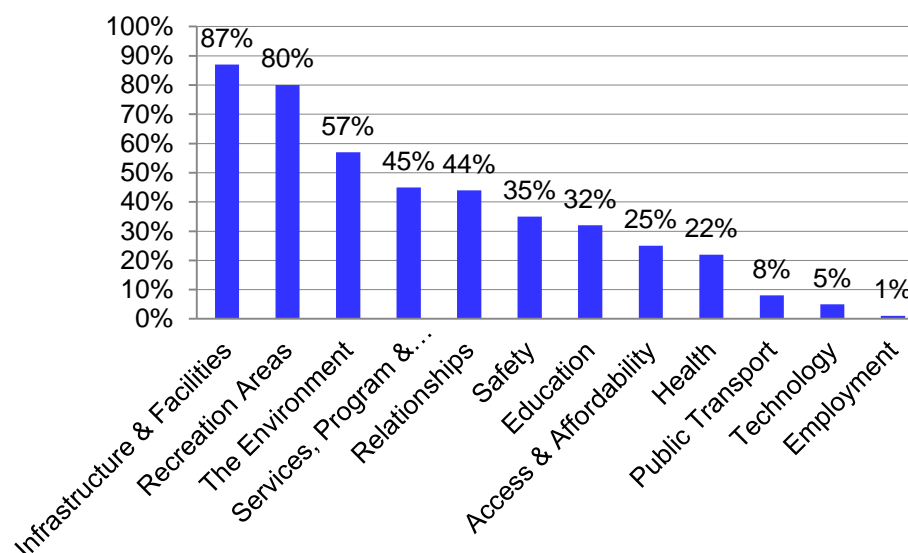
A full copy of the "Your Top 3: Youth Consultation Report 2014" is available as Attachment 7.



Figures 21. and 22. Posters and flyers/cards used in the consultation process

Young people: the Middle Years

Figure 23. Middle Years responses to "Your Top 3" Youth Consultations



"We need more parks and playgrounds for young people to hang out, play and enjoy themselves"

"No graffiti, no vandalism, less pollution!"

"[I like] places to hang out with friends"

Overall the top three topics for the 8-11 age bracket (as shown on the figure above below) were:

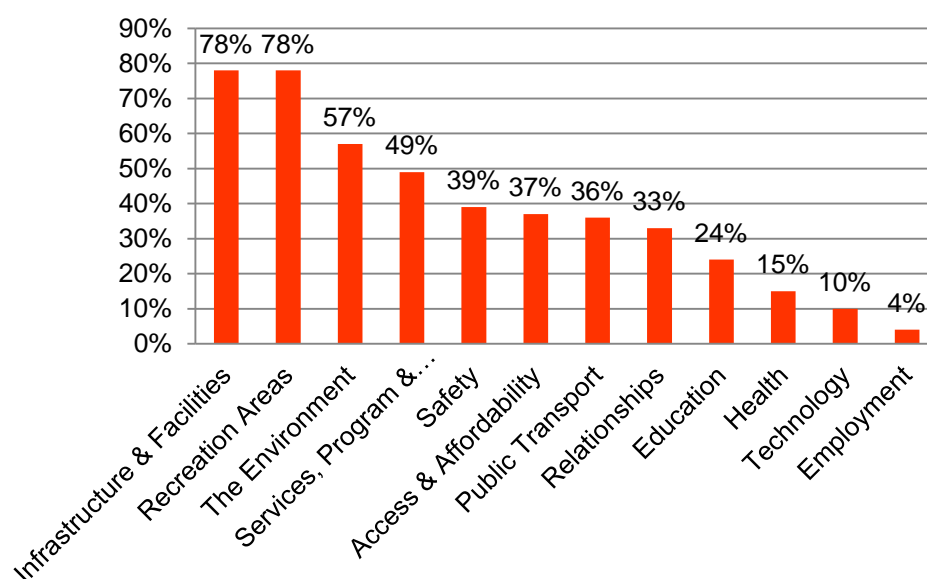
Infrastructure & Facilities Almost nine out of ten of respondents listed a response relating to the topic of Infrastructure & Facilities. Additionally it was the highest ranking topic in the 'Action' category and second highest in the 'Like' category across all topics in the 8-11 age bracket.

Recreation Areas Eight out of ten respondents listed topics relating to the topic of Recreation Areas. This was the highest ranking topic in the 'Like' category out of all topics in the 8-11 age bracket.

The Environment Over half of all respondents listed topics relating to the Environment. This was the highest ranking topic in the 'Issue' category out of all topics in the 8-11 age bracket.

Young people: Adolescents

Figure 24. Adolescent's responses to "Your Top 3" Youth Consultations



"Most parks only cater for little kids, not big kids"

"Lack of youth hang-outs"

"... Occasional clean-up days at the beach, working bees"

Overall the top three topics for the 12 to 17 age bracket were:

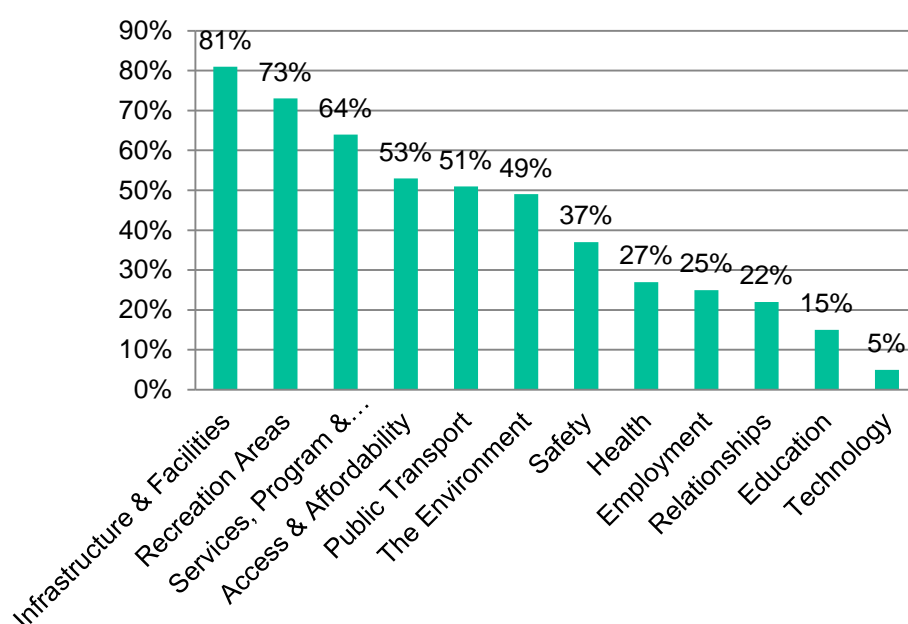
Infrastructure & Facilities Three out of four respondents listed a response relating to the topic of Infrastructure & Facilities. This topic received the highest number of responses in the 'Action' category.

Recreation Areas Almost eight out of ten respondents listed a response relating to the topic of Recreation Areas. This topic received the highest number of responses in the 'Like' category.

The Environment Over half of the respondents listed the environment in their 'top three' statements. This topic received the highest number of responses in the 'Issue' category.

Young people: Young Adults

Figure 25. Young Adults responses to “Your Top 3” Youth Consultations



Overall the top three topics for the 18 to 25 age bracket were:

"Better facilities for the community centre"

"More areas to hang out after dark"

"[I like that] there are a lot of cafes, parks, bars, etc... fun place to live"

Infrastructure & Facilities Four in five young people surveyed, and at 81% was the high response rate for the age bracket. This topic had high responses in both the 'action' and 'like' categories.

Recreation Areas Almost three out of four of respondents listed a response relating to the topic of recreation areas. This topic received the highest number of 'like' comments and references in all topics for this age group.

Services, Program & Recreational Activities had almost two out of every three young people 18 to 25 surveyed listing a response relating to Services, Program & Recreational Activities. This topic received the highest number of 'action' suggestions in all topics for this age group.

So what?

The City of Port Phillip's 2013 "Your Top 3" Youth and Community Consultation had over 1000 respondents. This feedback informed the development of the Youth and Middle Years Commitments.

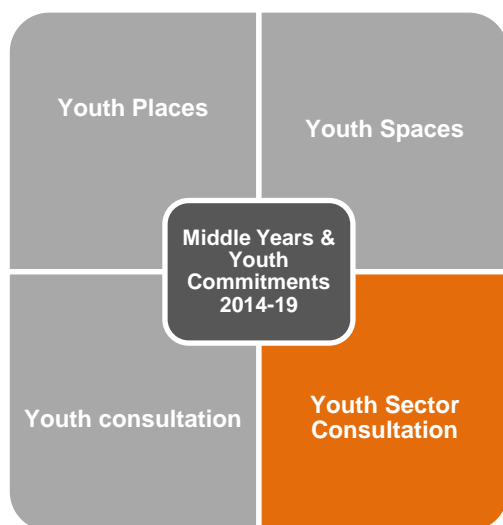
The top 3 topics for Middle Years were: Infrastructure and facilities, recreation areas and the environment.

The top 3 topics for Adolescents were: Infrastructure and facilities, recreation areas and the environment.

The top 3 topics for young adults were: Infrastructure and facilities, recreation areas and services, programs and recreational activities.

3.3 The Youth Services Sector

Figure 26. Opportunity Analysis: Youth Sector Consultation



The City of Port Phillip has a strong youth work sector, with multiple and diverse specialist providers across the municipality.

The sector provided feedback to the development of the new youth policies through the 2013 “Your Top Three” campaign, as well as through Council-facilitated Youth Network meetings.

The youth sector is made up of both youth-specific and community organisations, which are primarily not-for-profit organisations.

The Victorian Youth sector

Youth Workers in Victoria

Unlike Children’s Services or other human services, there are presently no formal regulations or registration required for Youth Workers nationally. Essentially this means that there are no pre-requisites for working with young people, beyond a standard Police Check or Working with Children Check (WWC Check). While this may change in the future, in 2014 and at the time of this document publication, no youth services/ workers required formal qualification or registration.

Victorian Youth Workers Association

In 2011, members of the Victorian Youth sector came together under the banner of the Victorian Youth Workers Association (VYWA) as a professional body to monitor and support the workforce of “qualified” youth workers. The aim of this association is the creation and ongoing improvement of professional standards in Youth Work, with an ultimate goal of improving outcomes for young people¹⁰⁹.

Membership of this group is limited to workers qualified under specifically identified Youth Work courses but is not a mandatory registration.

YACVic Code of Ethical Practice

As outlined in Chapter 1 The Youth Affairs Council of Victoria (YACVic) is the peak body and leading policy advocate on young people’s issues in Victoria.

Port Phillip Council Youth Services have adopted YACVic’s 2007 *Code of Ethical Practice*¹¹⁰ (referred to here as ‘the Code’) to guide the implementation of internally and externally delivered youth

¹⁰⁹ ([Victorian Youth Workers Association, viewed 12 March 2014](#))

¹¹⁰ (YACVic, 2007)

programs, activities and services. The Code has also been embedded in the development of the Youth and Middle Years Commitments.

The Code outlines a set of youth work principles and practice responsibilities for anyone working with young people. It was created, and continues to be developed, in consultation with the youth sector.

The principles outlined in the Code are based on a human rights framework aligning with the *UN Convention on the Rights of the Child*, *The UN Declaration of Human Rights* and *UN Rights of Indigenous Peoples* as well as the *Victorian Charter for Human Rights*.

The Code states that all Youth Workers (and others that work closely with young people) should work towards enabling and ensuring that young people are;

1. Empowered
2. Participating
3. Experience social justice
4. Safe
5. Respected and treated with dignity and worth
6. Connected to important people in their life, such as family and community
7. Have positive health and well-being outcomes; and
8. Experience positive transitions.

YACVic's code of Ethical Practice is based on a human rights framework. It is a voluntary code that articulates the principles and practice responsibilities of ethical youth work practice.

The Code also describes youth what ethical and effective Youth work practice looks like. It states that youth workers should adopt the following practice responsibilities;

- Young people as the primary consideration
- Recognition of indigenous peoples
- Duty of care
- Privacy and confidentiality; and
- Boundaries
- Transparency and honesty
- Acknowledgment of a young person's social context
- Anti-oppressive practice; non-discrimination, equity and self-awareness
- Cooperation and collaboration
- Knowledge, skills and self-care

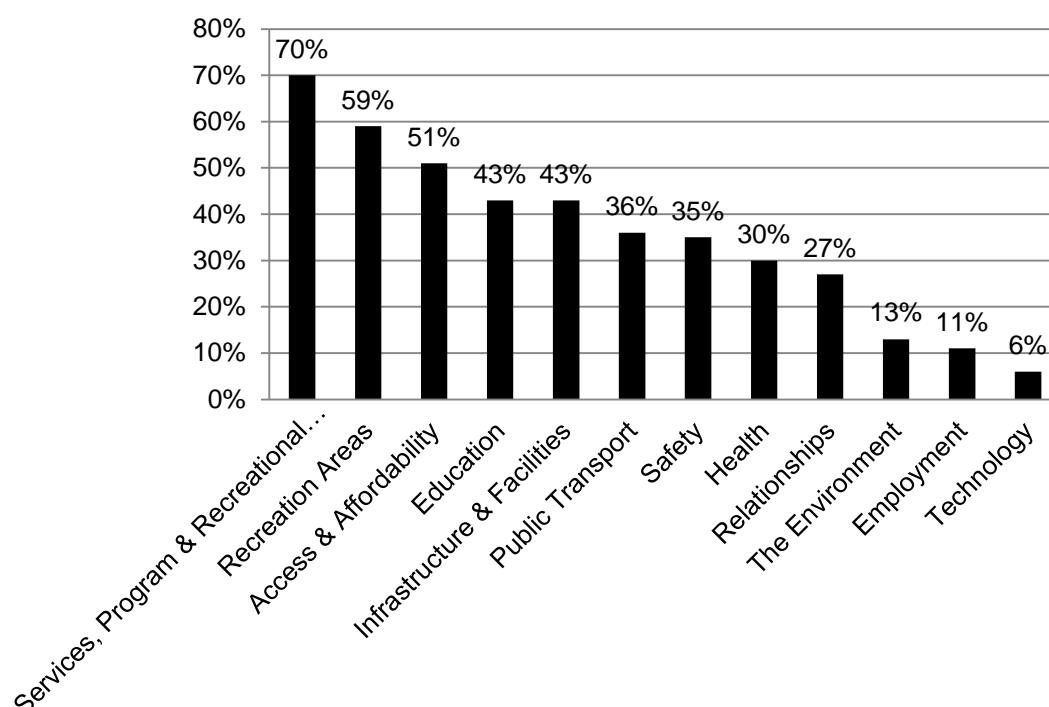
"Better promotion and communication to young people on the services and opportunities available to them"

Through the "Your Top 3" consultation responses from other stakeholders and particularly local services were collected.

"Your Top 3" Stakeholder consultations

Stakeholders who played a role in young people's lives were consulted on their Top Three for young people. "Stakeholders" included local youth sector representatives, parents, teachers, and general community members.

Figure 27. Stakeholder responses to "Your Top Three" Youth Consultations



"[Like] community space - parks, gardens, beach"

"more youth activity that is not just focussed on disadvantage"

Overall the top three topics for those who identified as 26+ years old in the consultation were:

Services, Programs & Recreational Activities was the strongest topic overall and was referred to by seventy per cent of people 26+ surveyed. This topic received the highest number of 'action' comments and references in all topics for this age group.

Recreation Areas received the second highest number of responses, with 59% of all respondents aged 26+ referring to this topic at least once. This topic received the highest number of 'like' comments and references in all topics for this age group.

Access & Affordability over half of all respondents mentioned this topic in their 'top three' at least once. This topic received the highest number of 'issue' comments and references in all topics for this age group.

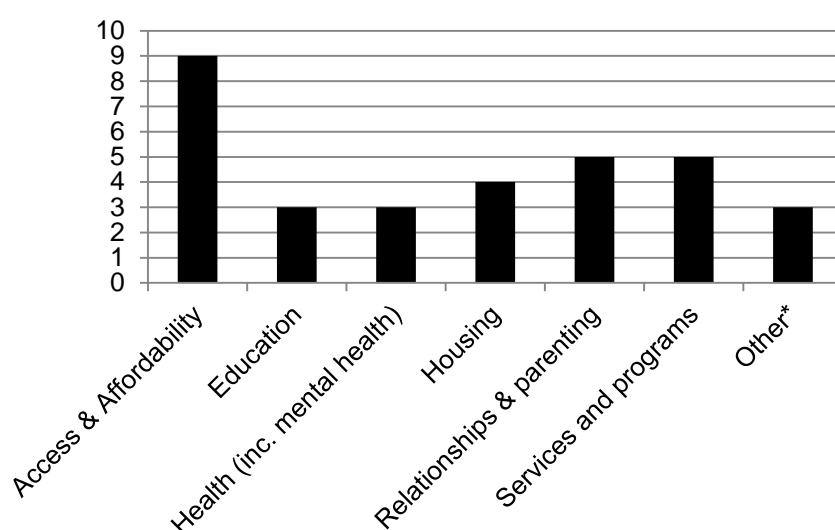
"Integrated service response (early years - middle years - youth - ongoing)"

Youth Network Feedback

Feedback from the sector about known gaps in the local area was collected in September 2013 as part of a City of Port Phillip Youth Network. The areas have been provided in the graph below.

While many responses were specific "youth issues", for example "Mental Health", others discussed the workforce, integration of local services and responsiveness of services.

Figure 28. 2013 Port Phillip Youth Network Consultation Priority Areas



"Links between support services and education to provide a holistic response to the child"

*** Other responses included:** "Volunteers for youth services", "Financial assistance", "High turnover of staff"

As with any feedback of this nature, there are limitations to it (only those who were present at the meeting and a single day in time), but the information provides a snapshot in time of key gaps identified by local professionals.

The information is reflected in our stakeholder feedback and general knowledge of the local youth sector.

So what?

The City of Port Phillip has a strong youth work sector, with multiple and diverse specialist providers across the municipality.

In 2013 youth sector stakeholders listed their top three priorities for young people as services, programs and recreational activities, recreational areas and access and affordability.

CHAPTER 4

Setting our Top 3

4.1 Setting the Vision – Our “Top 3”: Happy, Healthy & Heard

Our Vision

Our Vision: Happy, Healthy & Heard

Council's Vision is that all young people in the City of Port Phillip are Happy, Healthy and Heard,

Happy

By this we mean all young people:

- Have their basic needs met
- Are motivated to achieve their full potential
- Have good self-esteem
- Think positively and are optimistic about their future
- Have a sense of influence over what happens to them in their life
- Have profound intimate relationships
- Appreciate the little things in life
- Are engaged in activities where they use their strengths to do things that give them pleasure
- Have a sense that they are part of something bigger than themselves and are giving back to society; and
- Are resilient.

Healthy

By this we mean all young people are healthy:

- Physically
- Mentally
- Socially; and
- Spiritually.

Heard

By this we mean young people are:

- Empowered
- Consulted on the issues that affect them
- Have opportunities to build on their Leadership skills
- Are involved in decision making processes
- Are given useful roles in the Community; and
- Have their contribution to the Community recognised.

Our Vision: **Happy**, Healthy & Heard

What do we mean by “Happy”?

Happiness is a fuzzy term that can mean many things to different people. Whilst hard to define, happiness is considered so important that for millennia, philosophers, scientists, theologians and psychologists from all over the world have preoccupied themselves with trying to explain what it means and how it can be achieved.

When we talk about happiness in relation to Port Phillip’s young people, our vision is that all young people;

- have their basic needs met
- are motivated to achieve their full potential
- have good self-esteem
- think positively and are optimistic about their future
- have a sense of influence over what happens to them in their life
- have profound intimate relationships
- appreciate the little things in life
- are engaged in activities where they use their strengths to do things that give them pleasure
- have a sense that they are part of something bigger than themselves and are giving back to society;
- and are resilient

What factors influence happiness?

Our definition of happiness has been formed by drawing together some common themes, or determinants, that occur across happiness theories and research. These theories are explored below.

Maslow’s Hierachy of Needs

To begin with, Abraham Maslow’s *Hierarchy of Needs* (1954)¹¹¹ (depicted in Figure 29. below) states that all people have a basic desire to reach their full potential, or be self-actualised. According to Maslow there are common qualities that self-actualised people have; they are motivated to solve society’s problems rather than their own, they have a strong sense of privacy and autonomy, they have profound interpersonal relationships, they appreciate life and have managed to find their ‘true-self’.¹¹²

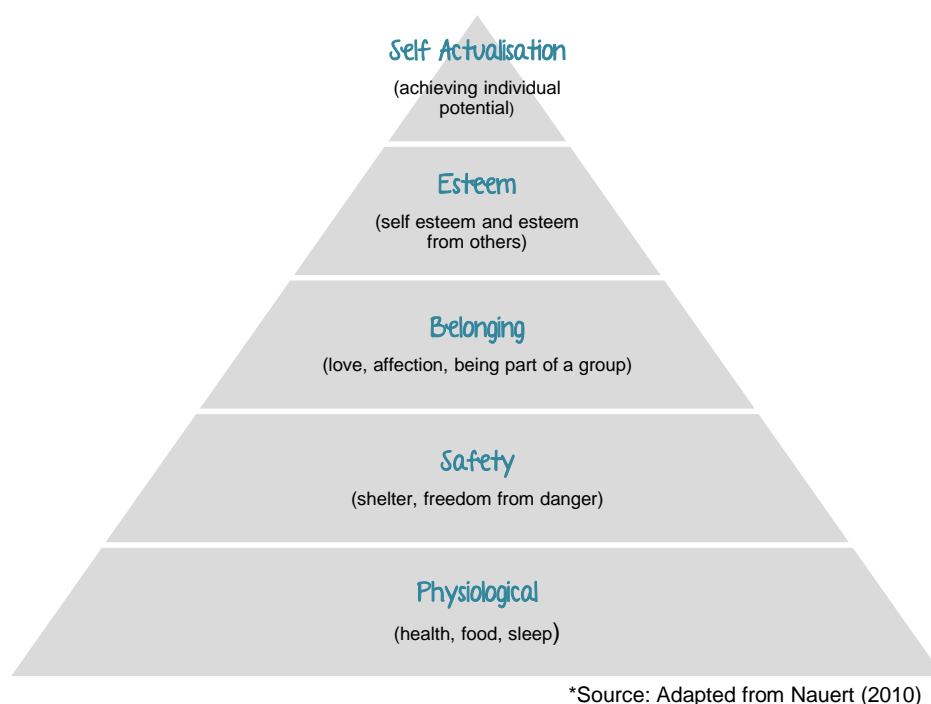
According to Maslow people have lower order needs that must be met before they reach self-actualisation. These lower order needs include; physiological needs (food, sleep), safety (shelter), belonging (love, friendship) and esteem.¹¹³

¹¹¹ ([Butler-Bowden, 2014](#))

¹¹² ([Cherry, 2014](#))

¹¹³ ([Nauert, 2010](#))

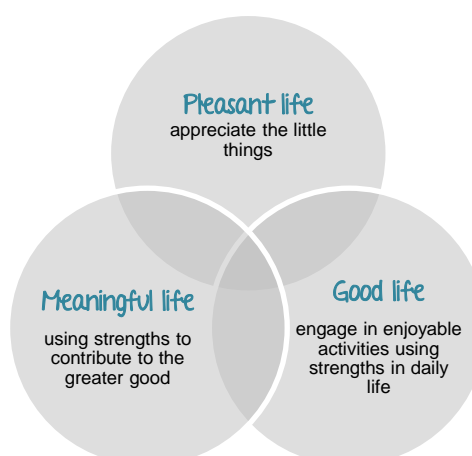
Figure 29. Maslow's Hierarchy of Needs



Seligman's Theory of Happiness

Our definition of happiness has also been informed by the work of happiness theorist Martin Seligman. According to Seligman (2002)¹¹⁴ happy people have a 'pleasant life' where they are able to appreciate life's basic pleasures. They also have a 'good life' and a 'meaningful life' where they use their 'signature strengths', or the things that they are good at and enjoy, to engage in daily life and to give back to their community.

Figure 30. Visual interpretation of Seligman's theory of Happiness



*Source: Adapted from Seligman (as available online March, 2014)

¹¹⁴ ([Seligman, as available online March 2014](#))

Another concept that has influenced our definition of happiness is *Gross National Happiness* (GNH).

The concept of GNH was developed in 1972 by Bhutan's then king, Jigme Singe Wangchuck, in an attempt to define a holistic measure of the nation's quality of life and social progress. The concept of GNP sought to look beyond economic measures of quality of life, such as Gross National Product (GDP).¹¹⁵

According to the Centre for Bhutan Studies and GNH Research¹¹⁶ there are four pillars of a happy society;

- Good governance,
- Sustainable socio-economic development,
- Cultural preservation; and
- Environmental conservation.

These four pillars have been further classified into nine domains, which include; psychological well-being, health, education, time use, resilience, cultural diversity, community vitality, good governance, ecological diversity and living standards.

Figure 40. Nine domains of Happiness; Visual interpretation of the Centre for Bhutan Studies and GNH Research's theory concept of Gross National Happiness



*Source: Adapted from The Centre for Bhutan Studies and GNH Research (as available online march 2014)

¹¹⁵ ([The Centre for Bhutan Studies and GNH Research, as available online March 2014](#))

¹¹⁶ *Ibid*, 2014

The concept of *resilience* also occurs frequently in happiness research. Generally speaking, describes a person's ability to function well and bounce back despite having been exposed to high levels of risk or adversity.

Resilience has been a popular buzz word in the Youth sector since the 1970s; originally it was thought that some children were invulnerable to disadvantage, however more recent theories recognise that all people can be vulnerable at various stages through their life. It is now understood that resilience is fostered through a complex process of balancing a person's exposure to risk and protective factors.¹¹⁷

Some 'protective factors', or things that appear to foster resilience and enable a person to "bungee jump through the pitfalls of life"¹¹⁸ include having self-respect, positive personal values and attitudes, an ability to interact socially and form healthy relationship, optimistic thinking and a sense confidence in one's ability to solve problems¹¹⁹.

Optimism looks at the way that a person thinks about the causes of events in their life, whether they see an event as permanent or temporary and their relationship to blame for the event.¹²⁰ Typically, optimists see negative events as temporary, they can take responsibility for their actions and believe that they have an important role to play in fixing a problem and they look at events as being one off, rather than their 'lot in life'.¹²¹

So what?

Port Phillip's vision is that all young people are happy; by this we mean that young people have a positive sense of self, healthy relationships, are giving back to society, are optimistic about their future and are resilient to life challenges.

To be happy young people need to have access to the right conditions. To begin with they need to have their basic needs met (such as food, freedom from danger, love and belonging). They also need to be well physically and mentally, to use their time constructively and to have access to a high quality education. Further, to be happy young people need to live in a well governed society that celebrates and preserves cultural diversity and protects the natural environment.

The Developmental Assets Framework, aligns with current happiness theory and provides a structure to create the right conditions, giving young people in Port Phillip the best opportunity to be happy.

¹¹⁷ ([Hunter, 2012](#))

¹¹⁸ (Fuller, 1998 as cited in Hunter, 2012)

¹¹⁹ ([Raising Children Network, 2014](#))

¹²⁰ (Seligman as cited in Grose, 1999)

¹²¹ (Grose, 1999)

Our Vision: Happy, Healthy & Heard

What do we mean by “Healthy”?

Like happiness, health is a complex concept that has different meanings for different people; it derives its meaning from our social and cultural contexts. However, what is universally clear is that being ‘healthy’, like being ‘happy’, is a desirable thing. Health is something that society takes very seriously and strives to achieve.

Historically when people have tried to defined health in Western society they have been primarily concerned with disease and the physical causes of sickness. This has largely been due to the great threats to people’s physical health, especially from infectious diseases, that have been major concerns in the modern era.

Increasingly, is becoming recognised that a healthy person is not just free from physical diseases; they have a healthy mind, a healthy body, a sense of social well-being and according to some, a healthy spirit.¹²²¹²³ Our definition of health draws from this holistic perspective, whereby healthy young people have a healthy body, healthy mind, healthy spirit and a sense of social well-being.

Health = physical + mental + social well-being

(VicHealth, 2014)¹²⁴

What are the determinants of health?

A person’s health and well-being is influenced by a number of factors, or determinants, including;

- Biological/hereditary factors (genes)
- Environmental factors (exposure to pathogens or pollutants in the air, water etc.)
- Social and economic factors (such as relationships, work or income)
- Individual behaviours (lifestyle)
- Health systems; and
- A person’s sense of spiritual well-being.

Determinants of physical health

Physically, genetics, or inheritance plays a part in important part in determining a person’s lifespan, healthiness and the likelihood of developing certain illnesses¹²⁵.

Personal behaviours or ‘lifestyle’ (balanced eating, physical activity smoking, drinking and coping skills or how we deal with life’s stresses and challenges) all affect health

Further, the physical environment is an important determinant of health. At certain levels of exposure, contaminants in our air, water, food and soil can cause a variety of adverse health effects, including

¹²² [\(WHO, as available online Jan 2014\)](#)

¹²³ [\(VicHealth, 2014\)](#)

¹²⁴ *Ibid*, 2014

¹²⁵ [\(WHO, 2014c\)](#)

cancer, birth defects, respiratory illness and gastrointestinal ailments.¹²⁶

In the built environment, factors related to housing, indoor air quality, and the design of communities and transportation systems can significantly influence our physical and psychological well-being.

Finally, a person's gender affects their health, as men and women suffer from different types of diseases at different ages.

What is also important to note is that there is a complex interplay between physical and mental health.

Determinants of Mental Health

"Mental health is an integral part of health, indeed there is no health without mental health".

(WHO, 2014d)

Often when a person is mentally unwell their physical health will suffer, and vice versa. Further, many of the determinants of physical health are also the determinants of mental health.

A person's mental health is influenced by social, psychological and biological factors.

Poor mental health is associated with ongoing economic pressures, poverty, rapid social change, stressful work conditions, lifestyle factors, exposure to violence and social exclusion. There are also specific psychological and personality factors that make people vulnerable to mental disorders. Finally, there are some biological causes of mental disorders including genetic factors and imbalances in chemicals in the brain.¹²⁷

On the flip side, good mental health is associated with having supportive family and social relationships, being socially included, having economic opportunities, feeling a sense of belonging and being part of something bigger than one self, having good physical health and fitness and many of the other factors discussed under happiness.

Social determinants of health

One in three Australian young people live in a household experiencing financial stress

(AIHW, 2011)

The *social determinants of health* is a theory that looks at the economic and social influences on health and their distribution among the population.¹²⁸ The social determinants are a significant feature in public policy today as many governmental and non-governmental organisations recognise their impact on individuals.

There is no single definition of the social determinants of health, but there are commonalities that are recognised to have an influence on health. Some of these widely accepted social determinants include the following in Figure 41;¹²⁹¹³⁰

¹²⁶ [\(Public Health Agency of Canada, 2011\)](#)

¹²⁷ [\(WHO, 2014d\)](#)

¹²⁸ [\(WHO, 2003\)](#)

¹²⁹ [\(WHO, 2003\)](#)

¹³⁰ [\(VicHealth, as available online Feb 2014\)](#)

Figure 41. Widely Accepted Social Determinants of Health



**Source: Adapted from WHO (2003) and VicHealth (as available online, Feb 2014)*

Determinants of spiritual health

Spirituality has many definitions. For the purpose of this document and the Commitments, spirituality refers to a person's connection with themselves and with others, the development of their personal value system, and their search for meaning in life.

Spirituality can take the form of religious observance, prayer, meditation, yoga or a belief in a higher power. For others, it can be found in nature, music, art or a secular community. Spirituality is different for everyone.¹³¹

According to the Developmental Assets Framework (discussed in Chapter 2.3), research has shown that young people who spend some of their time involved with religious organisations or doing activities that address their spiritual well-being have positive health and well-being outcomes.

Recent research supports this, whereby there are positive relationships between spirituality and health; spirituality is associated with feeling a sense of purpose and connection to the world, having a positive social network, stress relief and leading a healthy lifestyle.¹³²

People who have a healthy connection with their spiritual life have also been found to have improved coping skills and social support, optimism and hope, reduced feelings of depression and anxiety, and a sense of relaxation.¹³³

¹³¹ ([Mayo Clinic, as available online April 2014](#))

¹³² ([Mayo Clinic, as available online April 2014](#))

¹³³ ([University of Maryland, 2013](#))

What are the primary health issues of concern among young Australians?

There is some cause to celebrate when discussing the health and well-being of young Australians...

...however, it is not all good news...

...Some of the areas of concern include mental health, suicide, self-harm, diabetes, sexually transmissible infections...and family-related stress.

In 2011 the Australian Institute of Health and Welfare (AIHW) published a report entitled *The Health and Well-being of Young Australians* which provided information on how young people are faring according to a set of national indicators of health and well-being.

According to the 2011 AIHW report, there is some cause to celebrate when discussing the health and well-being of young Australians; deaths have fallen considerably in recent years (mainly due to declines in injury deaths) most young people are achieving national minimum standards for literacy and numeracy, are fully engaged in work or study and have access to a network of supports. There have also been some favourable trends in risk and protective factors, such as declines in smoking and illicit substance use.

However, the 2011 AIHW report shows that it is not all good news when it comes to young people's health and well-being in Australia. Some of the areas of concern listed in the report include mental health, suicide, self-harm, diabetes, sexually transmissible infections (STIs), deaths from road traffic accidents, nutrition-related diseases, obesity, alcohol and drug-related harms and family-related stress.

Table 21. (below) lists some of the health issues and associated determinants of health highlighted in the AIHW 2011 report that are relevant to young people in Australia.

Table 21. Adolescent health in Australia: Determinants, challenges and potential implications.

	Determinants of health	For young people this might mean...	What we know...
Physical and sexual health	Early life	Obesity or underweight	Over 1/3 of young people are overweight or obese.
	Hormonal changes	Nutritional deficiencies (e.g., Iron)	
	Nutrition	Acne	Less than half meet physical activity guidelines and 95% do not consume recommended amounts of fruit and vegetables.
	Physical activity	Tiredness	
	Built and natural environment	Learning and behavioural issues	
	Oral health	Dental caries and gum disease	Incidence of insulin-dependent diabetes is increasing.
	Consumption of alcohol, tobacco and/or illicit drugs	Addiction Alcohol-related harms	Whilst considerable proportions of young people are drinking alcohol at risky levels (42%) there is an increasing number of young people (33%) that are choosing to abstain for drinking alcohol ¹³⁴ .
	Risk taking behaviour	Injury and poisoning	
	Sexual activity	Sexually transmitted infections Pregnancy	
	Communicable diseases	Hepatitis (A, B, C)	Notifications of STIs have increased fourfold, mostly due to chlamydia notifications; most teenagers are not practicing safe sex. ¹³⁵
Mental health	Hormonal changes	Depression	One in four young Australians lives with a mental health difficulty ¹³⁶ and one in five live with a parent with a mental illness.
	Identity (e.g., gender, culture, relationships)	Mood swings	
	Stress	Anxiety	
	Resilience and coping	Disturbed sleep	
	Support	Self-esteem or body image concerns	
	Exposure to violence	Eating disorders	
Social well-being	Education	Marginalisation	Youth unemployment is an ongoing issue.
	Income	Stigma	
	Employment status	Conflict with family or friends	
	Social inclusion	Bullying	One in three young people live in a family experiencing financial stress
	Access	Cyber-bullying	
	Relationships	Contact with youth justice system	
	Housing and homelessness	Social exclusion and isolation	On census night in 2011, it was estimated that 9767 young people under 25 in Victoria were homeless; 3637 (37%) were under 12, 2283 (23.5%) were 12-18 and 3847 (39.5%) were 19-24. ¹³⁷
	Community participation		

*Source: Primarily adapted from AIHW (2011)¹³⁸ other sources referenced where relevant.

¹³⁴ (Hermant & Branley, 2014)

¹³⁵ (Victorian Government, last updated April 2014)

¹³⁶ (Inspire Foundation, 2014)

¹³⁷ (ABS, as cited by DHS 2014)

¹³⁸ (AIHW, 2011)

Young people can face several challenges to their health and well-being throughout their adolescence and young adulthood. Table 21. (above) list some of the main issues that challenges the health and well-being in Australia today; another way of looking at this list of issues is to see a list of opportunities.

By addressing some of the social determinants of health through the implementation of our Commitments and by partnering with other Council departments and local Youth Service providers and Community health organisations, we have the power to have a positive influence of the health and well-being outcomes of young people.

So what?

Port Phillip's vision is that all young people are healthy; by this we mean that they are healthy physically, mentally, socially and spiritually.

The current Generations of young people (Ys, Zs and Alphas) face several challenges to their health and wellbeing. Port Phillip's Commitments present an opportunity to work alongside our partners to have a positive influence on the long-term health and well-being of young people.

The determinants of health are biological, environmental, social, economic and behavioural. To make a meaningful difference to the health and well-being our view of health and approach to health promotion needs to be holistic, addressing all of the determinants of health.

Our Vision: Happy, Healthy & Heard

What do we mean by “Heard”?

Young people are experts in their own lives and their own experiences. They provide a significant contribution to the community and can help to make better decisions about the issues that affect them and to deliver more relevant and inclusive services.

Young people have a right to have their voices heard and this should be respected and honoured through effective youth participation practice. Most importantly, young people should be provided the experience of being heard, which only comes from other listening and providing responses to the ideas they share.

At the core of this practice is respect, for young people's views and opinions, and this is supported by the *UN Convention of the Rights of the Child* through:

- The right to freedom of expression (Article 12), and
- The ‘freedom to seek, receive and impart information and ideas of all kind’ (Article 13).¹³⁹

Therefore when talking about young people being heard, it is necessary to talk about their full engagement and participation in the things that affect them. To further understand this, it is important to look at the ideas of “youth engagement” and “youth participation” below.

What do we mean by ‘Youth Engagement’?

The term ‘youth engagement’ is often confused with ‘youth participation’. It refers to activities in which children and young people undertake a public-spirited activity in pursuit of the common good. This can be through activities such as volunteering. There are three types of ‘youth engagement’;¹⁴⁰

- Engagement in something (such as education or training)
- Engagement at (taking part in an activity); and
- Engagement with (being involved with a group, collaboration or partnership)

What do we mean by ‘Youth Participation’?

Youth participation is the active engagement of young people in decision-making processes on issues that affect them.¹⁴¹ The term is often used as shorthand for youth participation in any many forms, including involvement in decision-making, youth-led research, planning or leading community activities and involvement in committees or reference groups.

Youth participation relates to ideas of citizenship, personal development and active involvement in society.¹⁴² In essence, youth participation is active, voluntary and informed – and most importantly, respected by those around them.¹⁴³

Youth participation is an approach that should ongoing and imbedded decision-making processes, not just something that is ticked off or done as a one-off project.¹⁴⁴

¹³⁹ (Kirby, 1999 as cited by CMY, 2007)

¹⁴⁰ (Nenga & Taft as cited by YACVic, 2014)

¹⁴¹ (YACVic, 2014)

¹⁴² *Ibid*, 2014

¹⁴³ (Commonwealth Youth Programme, 2006).

¹⁴⁴ (Holdsworth, 2001 as cited in YACVic, 2014)

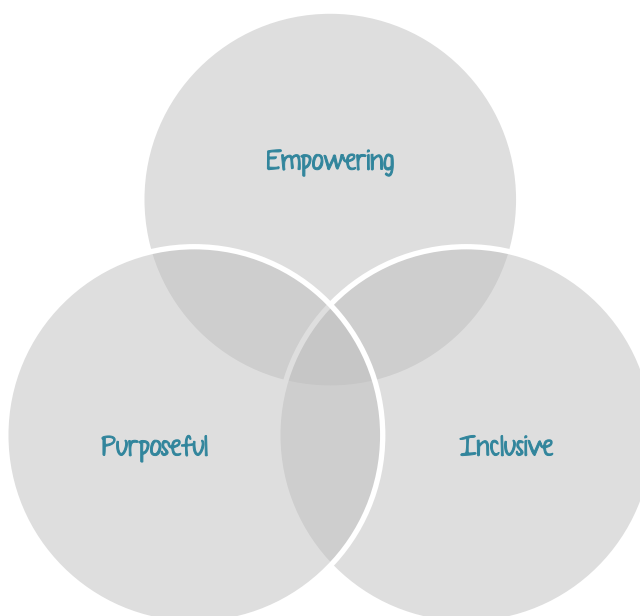
Principles of Youth Participation and Engagement

The principles underpinning youth participation as defined by YACVic (2014) are;

- Empowerment – giving young people greater control of their lives
- Purposeful engagement – young people taking on valued roles where they are address issues that are relevant to them to achieve real outcomes; and
- Inclusive practice – where all young people are able to participate

These principals are also relevant to youth engagement.

Figure 42. The Principles of Youth Participation



Knowing the benefits of young people participating

The benefits to young people

There is evidence that when young people have their voices heard and are involved in the community there are benefits for everyone. According to the YACVic (2014)¹⁴⁵ for young people their participation in society facilitates;

- Skill development (decision making, problem solving, collaboration, critical thinking),
- Opportunities (networking, aspirations, purpose and value),
- Knowledge (engagement in learning, social awareness); and
- Health and well-being (physical health, mental health and resilience).

¹⁴⁵ *Ibid*, 2014

According to Victoria's Centre for Multicultural Youth (CMY)¹⁴⁶ youth participation also provides opportunities for young people that may otherwise be marginalised (such as young people from refugee and migrant backgrounds) to;

- Participate
- Articulate their needs and aspirations
- Gain confidence in the consultation process
- Have their views translated into practice; and
- Increase their knowledge of the service system.

The benefits for the community

There are also benefits for older people and for the community in general. Youth participation can provide opportunities for everyone to improve their skills, opportunities, knowledge and well-being. Some (but not all) of the reported benefits include;¹⁴⁷

- Opportunities for the whole community to have fun
- Increased awareness of young people's strengths
- Social cohesion
- Celebration of diversity
- The passing on traditions and knowledge
- Opportunities to learn about new technologies; and
- Increased civic pride.

For service providers, when young people are heard it improves;^{148 149}

- Service design
- Results in better planning and decision making
- Increases the use of services by young people
- Improves customer service to the whole community; and
- And encourages more inclusive work practices.

Youth Participation Practice Models

Hart's Ladder of Youth Participation

The most commonly used model of youth participation is Roger Hart's 'Ladder of Participation' (1992).¹⁵⁰

Figure 43. below provides a visual representation of Hart's ladder, whereby a young person's level of decision making power is highest at the top of the ladder, and considered to be non-participation on the bottom three rungs.

¹⁴⁶ (CMY, 2007)

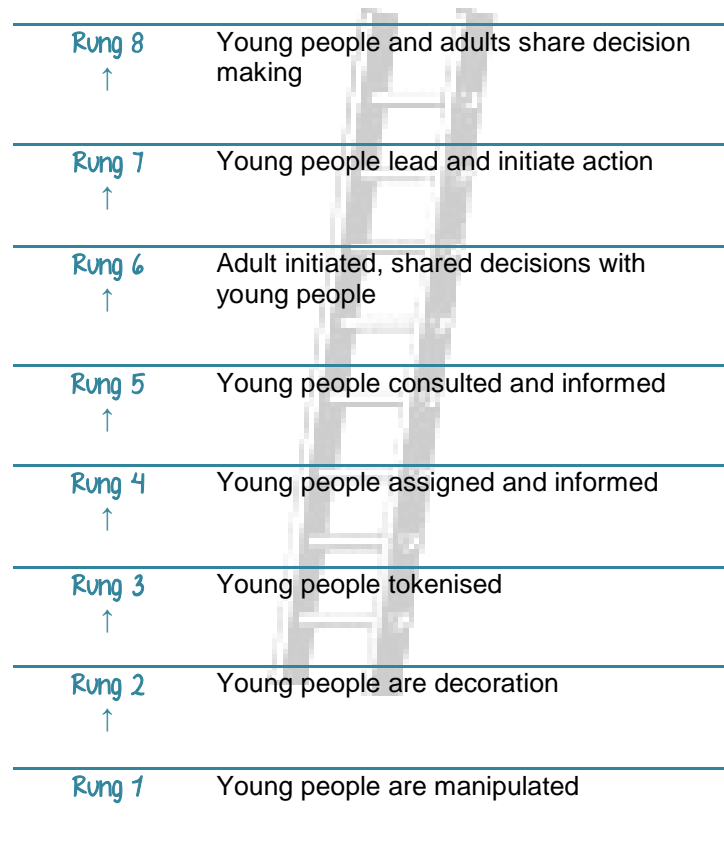
¹⁴⁷ (YACVic, 2014)

¹⁴⁸ *Ibid*, 2014

¹⁴⁹ *Ibid*, 2007

¹⁵⁰ (Hart, 1992 as cited by FYA, 2009)

Figure 43. Adaptation of Hart's Ladder of Participation



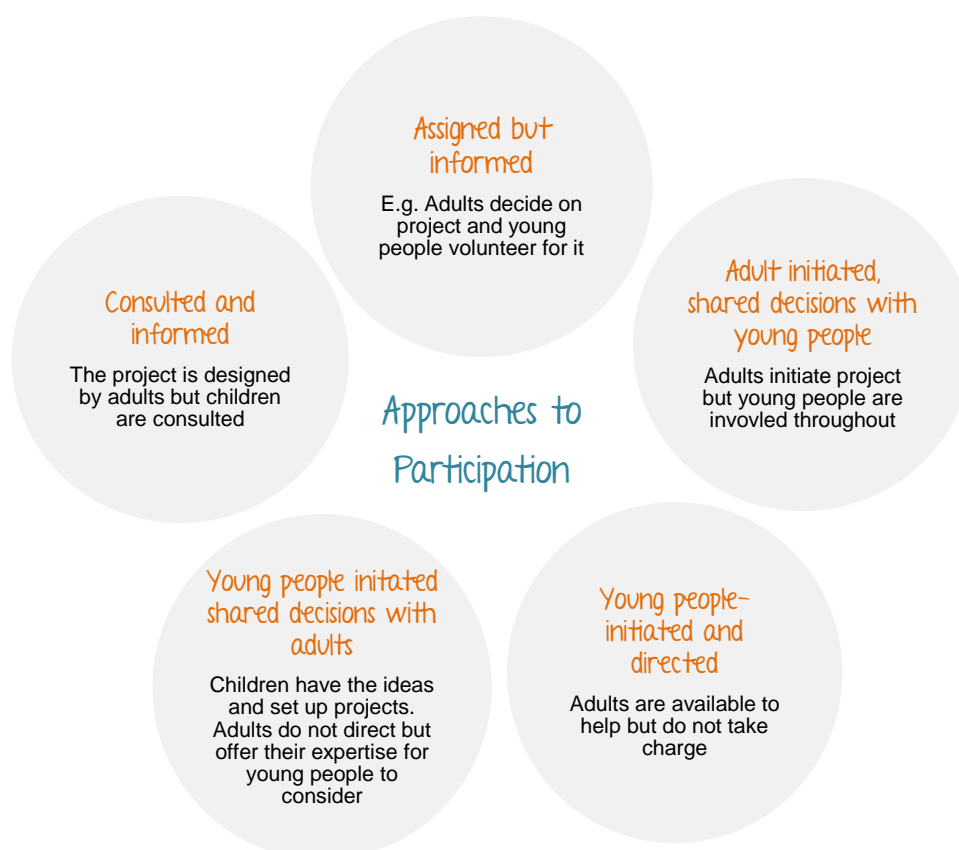
**Source: Adapted from Hart 1992 as cited by FYA (2009)*

An issue with youth participation is that it can be tokenistic as adults can listen and/or consult with young people and still choose to ignore them and exclude them from decision-making. Hart's ladder of participation attempts to quantify this.¹⁵¹

Others have criticised Hart's model for its hierarchical values and lack of acknowledgment of cultural context. Treseder (1997, as cited in Kellett 2011), re-arranged Hart's model to show that there are different, but equal forms of participation. Figure 44 (below) provides an adaptation of Treseder's model.

¹⁵¹ ([Kellett, 2011](#))

Figure 44. Adaptation of Treseder's Youth Participation Model



**Source: Adapted from Treseder (1997) as cited in Kellett (2011)*

Both Hart and Treseder's models of youth participation are useful for informing Council's youth participation and engagement practices. Hart's model emphasises that youth participation must not be tokenistic. Treseder's model acknowledges that there are many ways to involve young people in decision making, and can all be useful in different cultural contexts.

So what?

Port Phillip's vision is that all young people are heard; by this we mean they are engaged and have meaningful opportunities to participate.

There are many benefits to youth participation for young people, organisations and the Community as a whole. Youth participation and engagement practice should never be tokenistic. It should be purposeful, empowering and inclusive.

Council has an obligation to acknowledge that young people are experts in their own lives and that they have a right to be involved in making decisions that affect them. As a result young people need opportunities to have their voices heard, and to be listened to.

Our Vision: Happy, Healthy & Heard Our Role

Our Role

Port Phillip City Council generally, and Youth Services specifically, have many and varied roles in relation to young people.

Working in partnership our focus as a local Council is to provide the following:

Leadership

By this we mean:

- Innovation through policy and practice
- Role modelling
- Advocacy; and
- Development.

Resourcing

By this we mean:

- Support for young people and the Youth service sector
- Information
- Capacity building; and
- Facilitation.

Engagement

By this we mean:

- Create opportunities for young people's voice to be heard
- Empower young people through purposeful, inclusive engagement practice
- Direct support; and
- Prevention and early intervention.

4.2 Youth Commitment (Young people aged 12 to 25 years)

Council's Vision is that all young people in the City of Port Phillip are Happy, Healthy and Heard. To achieve this we have eight Youth Commitments that determine our actions and decision making.

Council's Youth Commitments (young people aged 12 to 25 years)

We commit to...

- | | | |
|----|------------------------------------|---|
| #1 | Support | ... Strengthen the links for young people to their friendship networks and build stronger connections to family, school and community. |
| #2 | Empowerment | ... Provide opportunities that enable young people's leadership to shine through programs and services with an emphasis on active participation in the community. |
| #3 | Boundaries and expectations | ... Facilitate the development of programs and services, and youth places and spaces that have positive role models and encourage young people to have high expectations of themselves. |
| #4 | Constructive use of Time | ... Implement programs and services that young people want to do – activities that are interesting, engaging and are fun. |
| #5 | Commitment to Learning | ... Invest in settings and environments (or programs) where learning occurs, both formal and informal settings. Work with others to promote these opportunities. |
| #6 | Positive Values | ... Facilitate opportunities for young people to be proactive in their communities. Support them to care about the world around them and the people in it. |
| #7 | Social Competencies | ... Provide services and programs that enable young people to come together and build their friendships, and promote safe online relationships between young people. |
| #8 | Positive Identity | ... Create safe programs and spaces that allow young people to be themselves, to explore and be supported – and celebrate them! |

Commitment 1: Support

What do we mean by 'Support'?

Support refers to being loved and cared for and having access to material basics and positive feedback that strengthens identity.

What does support look like?

Supported young people are;

- Provided with high levels of love and support from their family
- Experience positive family communication and feel like they can seek advice from their parents/carers
- Have three or more other positive adult relationships in their life
- Live in a caring neighbourhood
- Are provided with care and encouragement at school; and
- Have parents that are actively involved in their schooling.

What has the research told us?

Young people that are supported have better health and wellbeing outcomes. They are confident, have a strong sense of self identify, high self-esteem and are resilient to life's challenges. They have access to positive adult role models or mentors in their life and can form secure attachments and strong connections with their family, peers and other members of their community.

What have young people told us?

Almost one third of the 12 to 25 year olds consulted in Port Phillip identified relationships as being central in their lives.

"I've got good mates who'll stand by me through thick and thin"

"my friends are the best"

They place strong emphasis on the importance of friends, family and community in their lives.

"the sense of community is vibrant in Port Phillip"

Our Commitment to young people

Youth Commitment #1

Strengthen the links for young people to their friendship networks and build stronger connections to family, school and community.

This may include:

- Programs and services that link young people to strong adult role models
- Encourage activities that get young people involved in their local neighbourhood
- Promote friendships and social interactions in our program and service investments
- Encourage parents to get involved with their children's learning and school

Commitment 2: Empowerment

What do we mean by 'Empowerment'?

Empowerment refers to process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes.

What does Empowerment look like?

Young people that are empowered;

- Are valued by their community
- Have useful roles in their community
- Contribute to their society
- Feel free of threats to their safety
- Have critical analysis skills; and
- Opportunities to speak out.

What has the research told us?

Young people who are empowered and given useful roles in their community have better health and well-being outcomes. They are also more likely to feel positive about the future, have healthy relationships and positive education and employment outcomes. Finally, young people who are empowered feel valued and safe in their community and are more likely to be active citizens. Young people are empowered when organisational processes consider their needs and value their voices.

What have young people told us?

More than one-third of the 12 to 25 year olds consulted stated that access and affordability were issues of importance to them.

There was a particularly strong emphasis on empowerment and leadership opportunities, with young people drawing on social justice principles as a basis for their ideas.

"We need more inclusion of all young people on decision making within our community"

"We should all be trying to inspire more social justice... I know I am"

"Would it ever be possible to have a student in the local council?"

Our Commitment to young people

Youth Commitment #2

Provide opportunities that enable young people's leadership to shine through programs and services with an emphasis on active participation in the community.

This may include:

- Volunteering opportunities
- Leadership & Development programs
- Access to programs by lead youth bodies
- Engagement with schools and education institutions
- Activities that support young people's independent mobility (such as cycling or using public transport)

Commitment 3: Boundaries & Expectations

What do we mean by 'Boundaries and Expectations'?

Boundaries and expectations refer to rules, standards, norms and aspirations relating to behaviour.

What do Boundaries and Expectations look like?

When young people have clear boundaries and expectations they are provided with;

- A clear sense of the rules and limits in the settings in which they interact (family setting, school and neighbourhood)
- Have a strong sense of “what’s right” and what’s not
- Have access to positive peer and adult role models; and
- Are expected to do well.

What has the research told us?

Young people who have been provided with clear boundaries and expectations have better relationships, self-esteem and health and well-being outcomes. Clear boundaries and expectations also encourage and help young people to develop their autonomy, enabling them to make good decisions and as a result, less likely to engage in risky behaviours.

What have young people told us?

The young people we spoke to emphasised the need for safe, affordable and accessible youth spaces and places to hang out with peers.

They also mentioned their need to be able to access information and services from skilled, knowledgeable people when they need support.

“more places to hang out that are for young people”

“that are safe, don't cost money, that can be accessed all year round including after dark”

“where we can access info and talk with people who know their stuff”.

Our Commitment to young people

Youth Commitment #3

Support the development of programs and services, and youth places and spaces that have positive role models and encourage young people to have high expectations of themselves.

This may include:

- Youth places and spaces directly focussed on positive youth outcomes, such as youth facilities
- Investment in youth services and programs that enable young people to explore relationships and behaviours and be responsible for peer interactions
- Engagement with schools and other educational institutions
- Parent and other adult support, information and education investment
- Activities that support young people to take risks in a safe and supportive environment

Commitment 4: Constructive Use of Time

What do we mean by 'Constructive Use of Time'?

Constructive use of time refers to how young people are engaged with life beyond home and traditional learning environments. It also refers to how young people use their personal and recreation time.

What does Constructive Use of Time look like?

Young people who use their time constructively are engaged in;

- Creative activities, such as music, dance or art lessons
- Youth programs, sports or clubs
- Religious or spiritual communities; and
- Spend some free time at home doing un-structured activities; and
- Volunteering.

What has the research told us?

When young people use their time constructively they have access to a network of positive influences and activities that stimulate their personal growth. They also have opportunities to develop positive social supports and skills and to gain an informal education.

Young people who are constructively engaged and participating are less likely to use their free, idle time taking risks. They have better health and wellbeing outcomes and do better at school and work. Further, they have opportunities to gain skills and experiences.

What have young people told us?

Over 50% of the 12 to 25 year olds consulted told us that services, programs and recreational activities were important to them.

Whilst there was support for existing programs, the majority of responses were centred on advocating for more services, programs and activities that would support constructive use of time.

"I'd like to see more youth services across the whole place"

"We should be providing opportunities for social interconnectedness and support"

"What about targeting events that are inclusive to all cultural backgrounds and promoting the interconnectedness of these".

Our Commitment to young people

Youth Commitment #4

Invest in programs and services that young people want to do – activities that keep them interested, engaged and are fun.

This may include:

- Youth services and programs that have a recreational nature
- Youth programs and services that young people tell us they'd like to participate in (such as Leadership and Development programs)
- Exploring innovative programs and opportunities
- Programs that encourage physical activity and interactions with the natural environment

Commitment 5: Commitment to Learning

What do we mean by 'Commitment to Learning'?

Commitment to learning looks at how motivated a young person is to learn and how engaged they are with their learning. It is a combination of personal beliefs, values and skills and a young person's ability to regulate their internal process, such as goal setting.

What does Commitment to Learning look like?

Young people that are committed to their learning are;

- Motivated to do well at school
- Actively engaged with their learning
- Feel connected to their school
- Often read for pleasure; and
- Do homework every school day.

What has the research told us?

Education (in its many forms and settings) opens up life pathways and helps young people to reach their full potential. Young people who are committed to learning are less likely to engage in risky behaviours and have positive mental and physical health and well-being outcomes. They are also more likely to do well academically and get a good job that they like.

What have young people told us?

One in five young people aged 12 to 25 consulted listed education in their Top 3 priorities. Responses suggested that young people value supportive educational environments and teachers, as well as those opportunities that extend beyond the classroom and traditional educational settings.

They enjoy environments where they have access to other positive role models, such as netball coaches and teachers in recreational settings and are looking for opportunities to take on part-time work.

"Supportive schools and teachers that help and support me and my other class mates make it [learning] really great",

"Create more part-time jobs and work experience opportunities for young people"

"There needs to be more support for kids who disengage from school and community".

Our Commitment to young people

Youth Commitment #5

Support settings and environments (and programs) where learning occurs, both formal and informal. Work with others to promote these opportunities.

This may include:

- Volunteering opportunities or Leadership & Development programs
- Engagement with schools and education institutions
- Working with other groups to encourage informal learning and engagement
- Raising awareness of education options and employment pathways

Commitment 6: Positive Values

What do we mean by 'Positive Values'?

Positive values refer to the social principles, goals or standards held by individuals or society. Values become internally deep commitments that consistency guide how one thinks and behaves.

What do Positive Values look like?

Young people with positive values;

- Care about others
- Have integrity
- Promote equity and social justice in the community
- Are honest and responsible; and
- Are restrained in their behaviours.

What has the research told us?

For adolescents, who are gaining a sense of their emerging identity, exploring and developing values constitute a critical part of their development.

Young people with positive values are more likely to have better health and wellbeing outcomes are to be resilient through times of adversity. They are also likely to have effective problem solving skills, high self-esteem and a sense of optimism about the future. Further, they are more likely to do well academically and subsequently have better employment outcomes.

What have young people told us?

More than 50% of all young people aged 12 to 25 surveyed clearly articulated a concern for their community and the impact that it is having on the environment.

Social justice issues were also of concern, with many aware of those less fortunate, and the opportunity they had as young people to help others in need.

"Global warming, climate change, sustainability are the issues we face now and in the future"

"Make sure everyone has a fair share"

"... [We'd like] more inclusion on decisions..."

Our Commitment to young people

Youth Commitment #6

Encourage young people to be proactive in their communities and support them to care about the world around them and the people in it.

This may include:

- Volunteering opportunities or Leadership & Development programs
- Engagement with schools and other institutions and agencies
- Programs and services investment that encourages environmental and/or social justice-focussed outcomes led by young people

Commitment 7: Social Competencies

What do we mean by 'Social Competencies'?

Social competence refers to how young people make decisions, solve problems, plan for the future and interact with others in such a way that is skilful, socially and culturally appropriate and appreciative of other's unique qualities.

What do Social Competencies look like?

Socially competent young people;

- Possess sound judgement, can plan effectively and make good decisions
- Are culturally competent, can relate to their peers and make friends easily
- Resist engaging in risky behaviours; and
- Can resolve conflict peacefully.

What has the research told us?

Young people learn social competencies through their relationships with their family, peers and other adult role models in the community. Ultimately, research shows that young people with social competencies have healthy relationships, good self-esteem and a sense of self-efficacy and have better health and wellbeing outcomes.

What have young people told us?

Over 40% of young people aged 12 to 25 years old listed issues of access and affordability in their Top 3, with a real awareness and concern for others.

Responses about their social interactions were focussed on both those in the community (teachers, friends, people they didn't know), and also the important people in their lives – mostly their friends and family.

"I like hanging out with my friends"

"[I like] the inclusiveness of the community"

"I have a sense of belonging.."

"My friends are the most important thing to me,
and my brother"

Our Commitment to young people

Youth Commitment #7

Provide services and programs that allow young people to come together and build their friendships, and promote safe online relationships.

This may include:

- Volunteering opportunities or Recreational or Leadership & Development programs
- Programs that build the capacity and awareness of positive interactions, both online and in person
- Programs that give young people opportunities to celebrate the community's diversity, share their culture and learn about others
- Activities that encourage young people to take responsibility for their actions, make sound decisions and resolve conflict peacefully.

Commitment 8: Positive Identity

What do we mean by 'Positive Identity'?

The term 'identity' relates to a person's relationship to where they come from, what they believe in, who they relate to, their feelings of belonging, their behaviour and their role in society.

What does 'Positive Identity' look like?

Young people with a positive sense of identity have a healthy relationship with their;

- Gender and sexuality
- Culture and linguistic diversity
- Family relationships and situation
- Religious and political beliefs
- Relationships with friends
- Economic, employment and community status
- Community networks and support
- Abilities and experiences of achievement
- Physical characteristics
- Mental and physical health status
- Intellect and learning styles; and
- Geography and natural environment.

What has the research told us?

The process of identity exploration is an essential task that occurs over the course of childhood, through adolescence and into adulthood. People with a positive sense of identity have better health and well-being outcomes and are more resilient. They are also more likely to have a sense of purpose and feel like they belong in society. They have good self-esteem, a positive view of their future and can develop healthy intimate relationships

What have young people told us?

Identity was a theme that came through throughout the consultation. Young people spoke of their awareness of the multicultural city they live in, and the need to express, celebrate and embrace differences in others.

"There are always interesting activities to do for all ages and interests, and you are never bored because of different cultural festivals and activities"

"Lack of esteem building programs specifically tailored for females and males"

"Make everything religiously, sexually and politically unbiased".

Our Commitment to young people

Youth Commitment #8

Create safe programs and spaces that allow young people to be themselves, to explore and be supported – and celebrate them!

This may include:

- National Youth week events, and other opportunities to celebrate young people
- Programs and services to support young people during their adolescence, including programs with a specific focus on supporting young people that may be experiencing issues related to elements of their identity, such as cultural and linguistic diversity, or gender and sexuality
- Education and support programs for parents, families and other community members
- Engaging with schools and other education bodies to promote equality.

4.3 Middle Years Youth Commitment (Young people aged 8 to 11 years)

Council's Vision is that all young people in the City of Port Phillip are Happy, Healthy and Heard. To achieve this we have eight Middle Years Commitments that determine our actions and decision making.

Council's Middle Years Commitments (young people 8 to 11 years)

We commit to...

- | | | |
|----|------------------------------------|--|
| #1 | Support | ... Facilitate the connections between family, school and other important adults who can help middle years young people through challenges. |
| #2 | Empowerment | ... Work with middle years young people to promote safety and empowerment within the community through programs and places. |
| #3 | Boundaries and expectations | ... Build middle years young people's understanding of the expectations and boundaries relevant to of their environment (and community). Promote their value and contributions. |
| #4 | Constructive use of Time | ... Facilitate opportunities for middle years young people to engage with in their passions and abilities and provide programs and service that enable them to flourish. |
| #5 | Commitment to Learning | ... Support middle years young people to make successful transitions from primary school to secondary school, and to engage in activities outside the formal learning environment. |
| #6 | Positive Values | ... Facilitate opportunities for middle years young people to show kindness and care for their families and school environments through supporting community projects and initiatives. |
| #7 | Social Competencies | ... Provide programs and services that grow friendships and create opportunities for families to get involved. |
| #8 | Positive Identity | ... Create safe programs and spaces for middle years young people to gain a positive sense of self-worth as they transition into adolescence. |

Commitment 1: Support

What do we mean by 'Support'?

Support refers to the provision of material basics, feedback that strengthens identity and being loved and cared for.

What does support look like?

Supported young people are;

- Provided with high levels of love and support from their family
- Experience positive family communication and feel like they can seek advice from their parents/carers
- Have three or more other positive adult relationships in their life
- Live in a caring neighbourhood
- Are provided with care and encouragement at school; and
- Have parents that are actively involved in their schooling.

What has the research told us?

Young people that are supported have better health and wellbeing outcomes. They are confident, have a strong sense of self identity, high self-esteem and are resilient to life's challenges. They have access to positive adult role models or mentors in their life and can form secure attachments and strong connections with their family, peers and other members of their community.

What have young people told us?

44% of all young people aged 8 to 11 consulted identified relationships as being important to them. Almost 90% of them identified their friends, family or community as important, positive influences in their life.

"All the people in my neighbourhood are really kind and caring"

"I really like just spending time and playing games with my mum and dad".

Our Commitment to the Middle Years

Middle Years Commitment #1

Promote the connections between family, teachers and other important adults who can help middle years young people through challenges.

This may include:

- Programs and services that link young people to their family and other strong adult role models
- Encourage activities that give young people opportunities to speak out and get young people involved in their local neighbourhood
- Promote friendships and social interactions in our program and service investments

Commitment 2: Empowerment

What do we mean by 'Empowerment'?

Empowerment refers to process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes.

What does Empowerment look like?

Empowered young people are;

- Are valued by and given useful roles in their community and can contribute to their society
- Feel free of threats to their safety
- Have critical analysis skills; and
- Have opportunities to speak out.

What has the research told us?

Young people who are empowered and given useful roles in their community have better health and well-being outcomes. They are also more likely to feel positive about the future, have healthy relationships and positive education and employment outcomes. Finally, young people who are empowered feel valued and safe in their community and are more likely to be active citizens. Young people are empowered when organisational processes consider their needs and value their voices. Council can create opportunities for young people empowered by increasing their access to opportunities to have their voice heard and to build on their skill set.

What have young people told us?

More than one third of all young people aged 8 to 11 surveyed listed a safety related issue in their Top 3, many identifying barriers to empowerment.

Young people in this age group spoke of other safety issues as being important to them, highlighting young peoples' desire to feel safe and as independent as possible within the City of Port Phillip.

"we need less bullies"

"I want to stop racism"

"there needs to be more ways to join in activities for boys and girls".

"there are not enough crossings, some kids want to walk to school by themselves but can't because it's not safe"

Our Commitment to the Middle Years

Middle Years Commitment #2

Work with middle years young people to promote safety and empowerment within the community through programs and places.

This may include:

- Programs and activities that enable young people to contribute their strengths to the community
- Involving middle years young people in decision making and leadership programs
- Engagement with schools

Commitment 3: Boundaries & Expectations

What do we mean by 'Boundaries and Expectations'?

Boundaries and expectations refer to rules, standards, norms and aspirations relating to behaviour.

What do Boundaries and Expectations look like?

When young people have clear boundaries and expectations have;

- a clear sense of the rules and limits in the setting in which they interact (family setting, school and neighbourhood)
- have access to positive peer and adult role models;
- and are expected to do well.

What has the research told us?

Young people who have been provided with clear boundaries and expectations have better relationships, self-esteem and health and well-being outcomes. Clear boundaries and expectations also encourage and help young people to develop their autonomy, enabling them to make good decisions and less likely to engage in risky behaviours.

What did young people tell us?

45% of all 8 to 11 year olds we spoke to list a service, program or recreational activity in their Top 3.

The majority of responses focused on programs and services that work to build and strengthen positive relationships between young people and family members, peers and other adult role models.

"The youth program I go to... is very fun and I really look up to and respect the staff"

"I'd like to see more family-based holiday programs".

Our Commitment to the Middle Years

Middle Years Commitment #3

Promote middle years young people's understanding and positive behaviour within the boundaries of their environment (and community) and to value their contributions.

This may include:

- Collaborating across organisations and agencies to clearly articulate expectations
- Promoting the inclusiveness of young people as contributing community members
- Investment in programs and services that encourage peer interactions, including inter-generational opportunities
- Parent and other adult support information and education investment
- Activities that support young people to take risks in a safe and supportive environment

Commitment 4: Constructive Use of Time

What do we mean by 'Constructive Use of Time'?

Constructive use of time refers to how young people are engaged with life beyond home and traditional learning environments. It also refers to how young people use their personal and recreation time.

What does Constructive Use of Time look like?

Young people who use their time constructively are engaged in;

- Creative activities, such as music, dance or art lessons
- Youth programs, sports or clubs
- Religious or spiritual communities; and
- Spend some free time at home doing un-structured activities.

What has the research told us?

When young people use their time constructively they have access to a network of positive influences and activities that stimulate their personal growth. They also have opportunities to develop positive social supports and skills and to gain an informal education.

Young people who are constructively engaged and participating are less likely to use their free time taking risks. They have better health and wellbeing outcomes and do better at school and work. Further, they have opportunities to gain skills and experiences.

What have young people told us?

80% of all young people aged 8 to 11 we spoke to listed recreation areas and spaces other than home and school in their Top 3, with more than one third also identifying services and activities that they would like see expanded so they can increase their access to and participation in them.

"I'd like more after school hours clubs for kids like my Homework Club"

"What about more fun stuff that's free ... because I can't get to one from where I live".

Our Commitment to the Middle Years

Middle Years Commitment #4

Encourage middle years young people in their passions and abilities and provide programs and service that enable them to flourish.

This may include:

- Recreation programs and services, and/or increasing access to these
- Generalist youth programs and activities that encourage young people to get involved and appeal to their interests (such as arts and culture)
- Programs that encourage physical activity and interactions with the natural environment

Commitment 5: Commitment to Learning

What do we mean by 'Commitment to Learning'?

Commitment to learning looks at how motivated a young person is to learn and how engaged they are with their learning. It is a combination of personal beliefs, values and skills and a young person's ability to regulate their internal process, such as goal setting.

What does Commitment to Learning look like?

Young people that are committed to their learning are;

- Motivated to do well at school
- Actively engaged with their learning,
- Feel connected to their school
- Often read for pleasure; and
- Do homework every school day.

What has the research told us?

Education (in its many forms and settings) opens up life pathways and helps young people to reach their full potential. Young people who are committed to learning are less likely to engage in risky behaviours and have positive mental and physical health and well-being outcomes. They are also more likely to do well academically and get a good job that they like.

What have young people told us?

Access to learning environments and the importance of education was highlighted by this age group, with one in three young people aged 8 to 11 surveyed listing education in their Top 3.

"We need another primary school nearby and more alternative education centres so we can all learn"

"The school I go to is great because my teacher really cares about me!"

Our Commitment to the Middle Years

Middle Years Commitment #5

Support middle years young people to make successful transitions from primary school to secondary school, and to engage in activities outside the formal learning environment.

This may include:

- Engagement with schools – both primary and secondary – to support transitions
- Activities that expand the knowledge of middle years young people and foster their interest in broader learning
- Innovative programming that enables middle years young people to embrace learning across settings
- Raising awareness of education options and pathways

Commitment 6: Positive Values

What do we mean by 'Positive Values'?

Positive values refer to the social principles, goals or standards held by individuals or society. Values become internally deep commitments that consistency guide how one thinks and behaves.

What do Positive Values look like?

Young people with positive values;

- Care about others
- Have integrity
- Promote equity and social justice in the community
- Are honest and responsible; and
- Are restrained in their behaviours.

What has the research told us?

For adolescents, who are gaining a sense of their emerging identity, exploring and developing values constitute a critical part of their development.

Young people with positive values are more likely to have better health and wellbeing outcomes and are to be resilient through times of adversity. They are also likely to have effective problem solving skills, high self-esteem and a sense of optimism about the future. Further, they are more likely to do well academically and subsequently have better employment outcomes.

What have young people told us?

25% of all young people aged 8 to 11 surveyed clearly articulated concern for the welfare of others and a strong awareness of social justice issues impacting others in their community.

Suggested actions of how they would like to help or see others helped focused heavily on homelessness and social inclusion.

"I'd like for you to make more homeless shelters because everyone needs a place to sleep at night"

"I would like to do more to help the poor and see more respect [given] to Asylum Seekers"
"I like to help mum out in the garden".

Our Commitment to the Middle Years

Middle Years Commitment #6

Encourage middle years young people to show kindness and care for their families and school environments through supporting community projects and initiatives.

This may include:

- Recognition of middle years young people
- Activities and opportunities for young people to get involved in contributing to their community
- Programs and services that directly address the development of positive values

Commitment 7: Social Competencies

What do we mean by 'Social Competencies'?

Social competence refers to how young people make decisions, solve problems, plan for the future and interact with others in such a way that is skilful, socially and culturally appropriate and appreciative of other's unique qualities.

What do Social Competencies look like?

Socially competent young people;

- Possess sound judgement, can plan effectively and make good decisions
- Are culturally competent, can relate to their peers and make friends easily
- resist engaging in risky behaviours;
- and can resolve conflict peacefully.

What has the research told us?

Young people learn social competencies through their relationships with their family, peers and other adult role models in the community. Ultimately, research shows that young people with social competencies have healthy relationships, good self-esteem and a sense of self-efficacy and have better health and wellbeing outcomes.

What have young people told us?

Almost half of all young people aged 8 to 11 surveyed listed their friends, family or community in their Top 3, identifying relationships as the second most important issue (after the environment) with the sense of support within the local community being articulated in responses.

"Nearly everyone knows each other and all the people are kind and caring"

"Great and nice community where I am near all my friends and ... everywhere you look there are smiles".

Our Commitment to the Middle Years

Middle Years Commitment #7

Provide programs and services that promote friendships and opportunities for families to get involved.

This may include:

- Creating places and spaces for young people to build friendships, supervised by positive adult role models
- Services and activities that build relationships within families and neighbourhoods
- Education and awareness programs for middle years young people and their parents on positive interactions in the school yard and online
- Programs that give young people opportunities to celebrate the community's diversity, share their culture and learn about others

Commitment 8: Positive Identity

What do we mean by 'Positive Identity'?

The term 'identity' relates to a person's relationship to where they come from, what they believe in, who they relate to, their feelings of belonging, their behaviour and their role in society.

What does 'Positive Identity' look like?

Young people with a positive sense of identity have a healthy relationship with their;

- Gender and sexuality
- Culture and linguistic diversity
- Family relationships and situation
- Religious and political beliefs
- Relationships with friends
- Economic, employment and community status
- Community networks and support
- Abilities and experiences of achievement
- Physical characteristics
- Mental and physical health status
- Intellect and learning styles; and
- Geography and natural environment.

What has the research told us?

The process of identity exploration is an essential task that occurs over the course of childhood, through adolescence and into adulthood. It enables people to define themselves on a number of fronts and consolidate those definitions into an integrated whole. People with a positive sense of identity have better health and well-being outcomes and are more resilient. They are also more likely to have a sense of purpose and feel like they belong in society. They have good self-esteem, a positive view of their future and can develop healthy intimate relationships

What have young people told us?

Over half of all young people aged 8 to 11 surveyed listed the environment and health as concerns. There was a strong focus on increasing non-smoking areas.

"I don't like it when people disrespect the environment and I think we should try to be more of an environmentally friendly community"

"People should not smoke outside the school, around playground or kids in general. We need more no smoking areas".

Our Commitment to the Middle Years

Middle Years Commitment #8

Create safe programs and spaces for middle years young people to gain a positive sense of self-worth as they transition into adolescence.

This may include:

- Celebrating middle years young people as contributing community members
- Programs and services to support the developmental needs of middle years young people
- Engaging with schools to promote positive outcomes for middle years young people and their families
- Programs with a specific focus on supporting young people that may be experiencing issues related to elements of their identity, such as cultural and linguistic diversity or gender and sexuality.

CHAPTER 5

Our Top 3 and the Next 5 Years

5.1 What Success Looks Like

Success will be achieving the vision that all young people are happy, healthy and heard. In order to achieve this success, Port Phillip Council, led by the Youth Services team, will implement the relevant strategies and actions to achieving positive outcomes for young people.

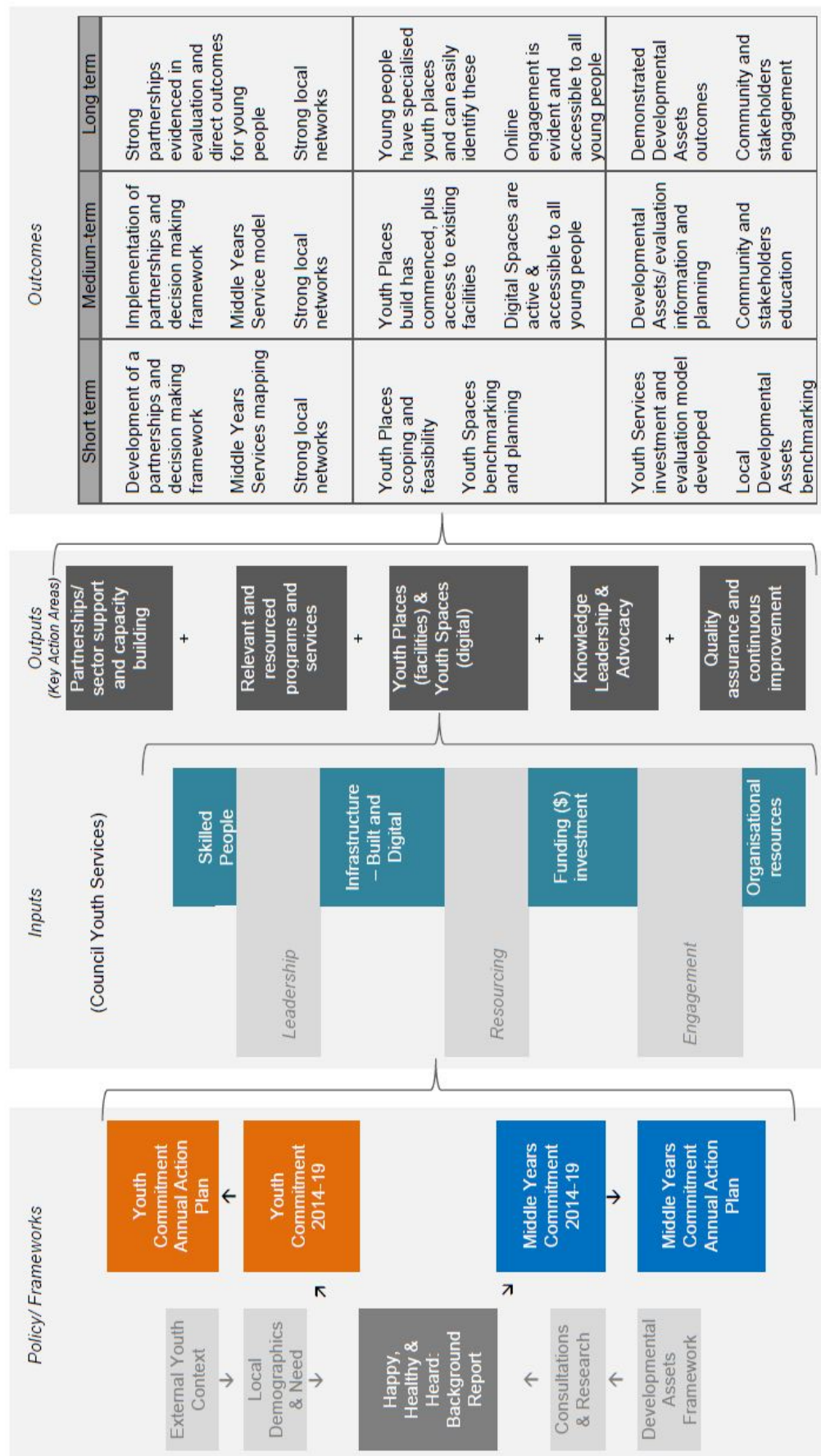
Our logic model for implementing the Commitments (Figure 45. next page), has been based on the research and the contextual considerations explored in chapters 1-4. The linkages between the elements of our logic model are listed in Table 22. (below) and the logic model outlined in Figure 45.

Table 22. Elements of Port Phillip Youth Services Youth and Middle Years Commitments 2014-2019 Logic Model

Element of logic model	
Situation	Framework, policy, demographics and external influences
Inputs	Council's investment in young people
Outputs	What we do and how we reach our audience
Intended outcomes	Short-term outcomes (changes in knowledge, skills, attitudes, motivations and awareness)
	Medium-term outcomes (changes in behaviours, practices, and procedures)
	Long-term outcomes (changes in environment, social conditions, economic conditions and political conditions)

Figure 45. Port Phillip Youth Services Program Logic Model 2014-2019

City of Port Phillip Youth and Middle Years Commitments 2014-19 Logic Model



So What?

City of Port Philip's Youth Services operates on a program logic model to ensure transparency and integrity for local young people, the sector and the community.

Council's role in Youth Services is leadership, resourcing and engagement. These three pillars focus our outputs (what we do) to enable us to achieve our intended short, medium and long-term outcomes.

The Youth Commitment 2014-19 (and yearly action plan) informs Council's work with young people aged 12 to 25 years.

The Middle Years Commitment (and yearly action plan) informs Council's work with young people aged 8 to 11 years.

5.2 Service Planning for the Future

The City of Port Phillip's focus is to strengthen the service system for young people at a local level. Chapter 5.2 outlines how we will do this.

Service Planning

Port Phillip's Youth Service planning approach aligns with five key recommendations for system reform outlined in YACVic's 2013 *Building the Scaffolding* report. The recommendations were;

1. Develop a life course approach to policy and program development
2. Develop more effective planning, development and governance arrangements
3. Strengthen early intervention support through effective partnerships
4. Align policy frameworks with funding models; and
5. Build the capacity of the workforce that support young people.

The service planning approach has also been informed by the report by Professor Peter Shergold, published by the Victorian Council of Social Services (VCOSS) and Department of Human Services (DHS) in 2013.

Shergold's report entitled *Service Sector Reform: A roadmap for community and human services reform*^{152 153} explores how government and non-government services should work together to improve outcomes for Victorians.

Shergold's key recommendations for an effective service system are outlined in Table 23. Whilst these recommendations are targeted at the Community as a whole, the recommendations are relevant to the service system that supports young people.

¹⁵² ([Shergold, 2013a](#))

¹⁵³ ([Shergold, 2013b](#))

Table 23. Shergold's Service Planning Recommendations/ Principles (2013):

Service Planning Recommendations/ Principles:	
Achieve the best outcomes for clients	Service delivery maximises community value and improves the quality of life of the people who use them
Holistic approach	Services need to be 'joined-up' and 'wrapped-around' the individual or family in need
Partnership	Respectful and collaborative relationships with a shared recognition of common purpose
Shared governance	Service providers should be regarded as 'co-producers' of government services, jointly contributing to service design and sharing responsibility for program delivery
Provider choice	The diversity of organisations should be recognised as strength and harnessed to provide the public with a greater choice of high-quality programs and a range of providers able to deliver services in different ways
Program flexibility	Services should be evidence-based and responsive to the distinctive needs and circumstances faced by the community
Citizen control	Services should empower individuals and families to live a full and independent life
Public accountability	Focus on long-term social outcomes and emphasis on effective use of funding
Early intervention	Support people in times of crisis but also acknowledge there should be a progressive move towards increased investment in crisis prevention through early intervention; and
Facilitation	Facilitate cross-sectoral collaboration or 'system stewardship'.

**Source: Adapted from Shergold (2013a)*

Youth-Specific Planning and Service Delivery Principles

In addition to the elements listed above the following assumptions are also made when planning and delivering Port Phillip's Youth Services;

- Every effort is made to minimise risk and harm
- Work is underpinned by the Youth Affairs Council of Victoria's (YACVic) Code of Ethical Practice (discussed in Chapter 3.3)
- Staff are suitably qualified, trained and supported and have a current Working with Children Check (WWCC) and are appropriately Police Checked
- Youth-participation is integrated into all our work
- Evaluation is embedded; and
- Youth Services must adapt and evolve to both cultural and legislative changes as they emerge.

Further, as outlined in VCOSS & YACVic's 2013 *Building the Scaffolding Report*, it is essential that Youth Services are visible, welcoming, inclusive and easily accessible.

Table 24. (below) lists some of the facilitators and barriers that affect a young person's access to services and support. The list of factors that facilitate young people's access to support may be used as a service planning checklist to ensure that our existing and future services are visible, welcoming, inclusive and accessible.

Table 24. Factors that influence Youth Service access:

Factors influencing access to youth services	Barriers to access	Facilitators to access
Service location and transport	Lack of public transport Inconvenient location	Accessible location that is close to public transport
Service availability	Inconvenient opening hours	Convenient opening hours Waiting time not excessive Outreach services available
Service appropriateness	Services not relevant to needs Services are not 'youth friendly' Services are piecemeal – focusing only on one issue Services are not age-appropriate	Services are age-appropriate Generalist youth support available Services align with needs Youth input/feedback into operations Referrals available Comfortable 'youth friendly' setting Investment in online publicity and/or online services
Knowledge of services	Young people are not aware of services available to them	Signage Publicity that informs and reassures young people Services are connected to schools and health and community services
Individual and relational factors	Young people are not aware that they require help or do not feel comfortable and to ready to seek help Young person prefers to rely on themselves Young person experiencing mental health issues, addictions, trauma Negative past experience Young person does not feel comfortable meeting with a worker face-to-face	Services involved in health promotion activities Educational materials available Young people can access supports where they feel comfortable Young people are supported by friends, family, peers and community to seek help Services work in the family context
Confidentiality, trust, stigma	Embarrassment or fears about violations of trust and stigmatisation	Privacy and confidentiality ensured
Cost	Cost of services or programs is prohibitive	Affordable, no-cost or low-cost services and programs
Inclusiveness	Service is not welcoming to all young people Service does not provide physical access to all young people	Service is welcoming and accessible to all young people (accounting for all genders, cultural and linguistic groups and abilities)
Staff	Staff are not professional, skilled, capable, engaging, knowledgeable or helpful.	Staff adhere to <i>YACVic Code of Ethical Practice</i> (chapter 3.3)

*Source: Adapted from UNFPA¹⁵⁴ (as available 2014), Moore (as available 2014)¹⁵⁵ & ReachOut (as available 2014)¹⁵⁶

¹⁵⁴ ([UNFPA, as available 2014](#))

¹⁵⁵ ([Moore, as available 2014](#))

¹⁵⁶ ([ReachOut, as available 2014](#))

Working in Partnership

'Collective Impact' suggests that by working in partnership with other organisations and/or sectors can be better achieved and success more likely.

The word 'partnership' describes when; *"two or more organisations make a commitment to work together on something that concerns them both, develop a shared sense of purpose and agenda, and generate joint actions toward agreed targets"*.¹⁵⁷ It implies the sharing of decision making, risks, benefits, burdens and power¹⁵⁸.

The *Collective Impact Framework*¹⁵⁹ has been developed in recognition that no single organisation or sector, however innovative or powerful, can accomplish change on their own.¹⁶⁰ Collective impact is a structured framework for successful collaborations that has been shown to be particularly effective for addressing complex, place-based problems of a social nature.¹⁶¹

According to Glover (2013)¹⁶² the elements of the *Collective Impact Framework* include having;

- A common agenda, vision and approach that has been agreed upon.
- Shared measurement, evaluation and information management methods
- Mutually strengthening, coordinated activities
- Continuous, consistent and open communication; and
- Backbone support; partnerships are well resourced and coordinated.

According to VCROSS & YACVic (2013) collective impact requires three essential conditions to be successful;

1. The backing of an influential "champion" with decision-making power (such as CEO)
2. Adequate financial resources and coordination; and
3. A sense of urgency for change.

There are clear benefits for Port Phillip to be involved in different types of partnerships.¹⁶³ Some of these benefits may include;

- Improved service coordination
- Ability to uncover and address service gaps
- Bring together diverse knowledge and skill sets
- Pool resources
- Increase the efficiency of systems
- Develop a shared sense of responsibility
- Support
- Increased creativity; and
- Share power and decision making.

¹⁵⁷ ([Health Board of Scotland, as cited by The Institute of Public Health Ireland, 2007](#))

¹⁵⁸ (VCROSS & YACvic, 2013)

¹⁵⁹ ([Kania & Kramer, 2011](#))

¹⁶⁰ ([Glover, 2013](#))

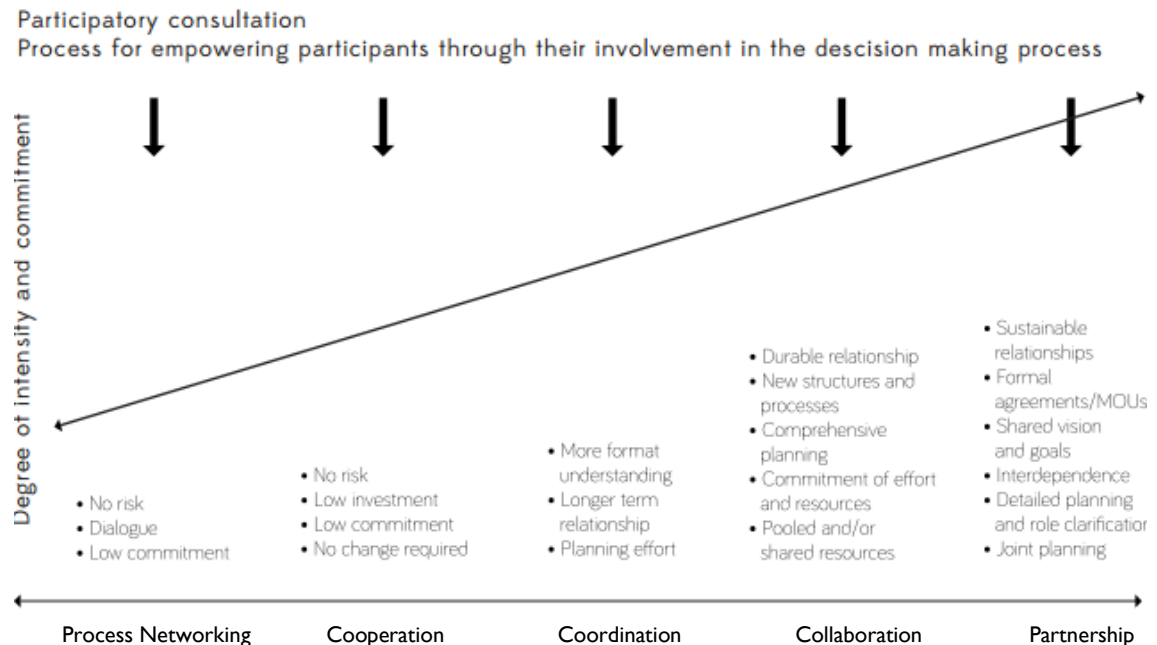
¹⁶¹ *Ibid*, 2013

¹⁶² *Ibid*, 2013

¹⁶³ ([VicHealth, 2011a](#))

The continuum of joint effort (pictured in Figure 46. below) describes the different forms that a partnership can take. Generally, the type of partnership depends on the desired outcomes.

Figure 46. The continuum of joint effort



**Source: Success Works 2002 as cited by VCROSS & YACVic, 2013*

As shown above the degree of intensity and commitment invested in a partnership, in the context of Youth Services, should be decided upon according to the outcomes desired. At times it may be necessary for partners to come together in a formal partnership, with structures and processes in place to help it run. In other circumstances it may be appropriate for partners to simply collaborate or cooperate.

Whilst beneficial, partnerships can also be challenging, requiring significant investments of time and resources. In acknowledgement of the benefits and challenges faced by organisations working in partnership, VicHealth (2011) developed a *Partnerships Analysis Tool*¹⁶⁴ and *Partnerships Analysis Checklist*¹⁶⁵ to help organisations;

- develop a clearer understanding of the range of purposes of collaborations
- reflect on the partnerships they have established; and
- focus on ways to strengthen new and existing partnerships by engaging in discussion about issues and ways forward.

The 2011 *VicHealth Partnerships Analysis Checklist* (Attachment 8) has been included in this report as an example of best practice.

¹⁶⁴ ([VicHealth, 2011a](#))

¹⁶⁵ ([VicHealth, 2011b](#))

Part of Council's role is to facilitate cross-sectoral partnerships and build the capacity of other organisations to support young people. Local Government is well placed to take a leading role building the capacity of local networks and services; it is generic, holistic, places a strong emphasis on community development, is locally accountable and has a resource base for this role.¹⁶⁶

In the context of Council's Youth Services, capacity building activities may involve;

- Leadership (technical expertise, learning opportunities, values, policy)
- Resources (financial resources, access to spaces, information)
- Facilitating partnerships and networks; and
- Advocacy.

Capacity building activities tap into the existing expertise and skills of organisations, individuals, communities or systems to increase involvement, decision making and ownership of issues. By working across sectors there is potential to empower organisations and create supportive environments.

Transparent Decision-making Processes

As a principle, Local Government generally, and Youth Services specifically, have a duty to act visibly, predictably and understandably when making decisions that affect young people and the community. As a rule, decision-making should be:¹⁶⁷

- Transparent
- Evidence-based
- Inclusive/participatory; and
- Follow a defined, consistent process.

Further, decision-makers should be accountable and have the leaderships skills required to facilitate effective decision-making. Evidence suggests that transparent decision-making processes promote;

- Public confidence and trust
- Consistency in decision-making
- Fairness; and
- Positive outcomes.

When decisions are made transparently the people affected by the decision are able to see the facts and reasoning that were the basis for the decision. They also have access to avenues to appeal the decision. When decision-makers are accountable there is more

Local Government is well placed to take a leading role building the capacity of local networks and services...

... and have a duty to act visibly, predictably and understandably when making decisions that affect young people and the community.

¹⁶⁶ (Hill, n.d)

¹⁶⁷ ([Centre for Disease Control and Prevention, n.d](#))

incentive to base decisions on facts and to meet legal requirements and standards.¹⁶⁸

Evidence-based decision making is a process for making decisions based on the best available contextual evidence, research evidence and evidence informed by experience in the field.¹⁶⁹

Figure 47. Framework for Evidence-based Decision Making.



*Source: Adapted from Centre for Disease Control (n.d)

The stages of the decision making process involve;¹⁷⁰

1. Gathering the evidence
 - a) contextual, research and experiential
 - b) expertise and knowledge of stakeholders
 - c) Validity of evidence
2. Interpreting the evidence
 - a) Strength of evidence
 - b) Preferences of stakeholders
 - c) Fit of proposed strategies in local context
3. Applying lessons learned
 - a) Consider all the types of evidence affecting decision

Having all of the characteristics of effective decision making represents a goal for optimal outcomes. However, in the context of Youth Services each decision making scenario will be unique and the degree to which these characteristics can be achieved will vary from situation to situation.

¹⁶⁸ (Ombudsman Western Australia, 2009)

¹⁶⁹ ([Centre for Disease Control, n.d](#))

¹⁷⁰ *Ibid, n.d*

Our Evidence Base: Measuring Outcomes

Generally speaking, monitoring and evaluating organisational practices are necessary to improve and enhance the quality of services. In the context of youth services, monitoring and evaluation processes help to;

- Contribute to the existing evidence base
- Create opportunities for young people to feed into Youth Service planning
- Assess whether or not existing services are meeting young people's needs
- Improving programs to make them more relevant to young people
- Uncover gaps in service delivery
- Establish whether programs, services and activities are cost effective
- Justify whether or not the program should receive future funding; and
- Demonstrate accountability and transparency of process.

As stated above, Council also require a high-quality evidence base to make effective decisions about matters that affect young people. Part of this evidence comes from information gathered through services and programs about young peoples' outcomes.

One of the challenges faced by Council and the Youth Sector generally is that it is notoriously difficult to quantify young people's outcomes. Sometimes the results of a program or service are not evident for several years. At other times young people may also use a service for a very short period of time.¹⁷¹

When measuring young people's outcomes they are often classified as 'soft' (intrinsic – occurring inside a young person) or 'hard' (extrinsic – things that a young person does) outcomes¹⁷²¹⁷³. The details of these classifications are listed in Table 25. below and can be likened to the Developmental Assets Framework, which is classified into internal assets (what is built inside young people) and external assets (what is provided to young people)

Table 25. Soft and Hard Outcomes Classified

Outcome type	Characteristics
'Soft' or 'Intrinsic' (Internal Developmental Assets)	Changes that occur on the 'inside' (E.g. self-esteem, skill development, better management of mental health issues).
'Hard' or 'Extrinsic' (External Developmental Assets)	Changes that can be observed on the 'outside' (e.g. finding a job, securing a tenancy, enrolling in a course)

**Source: Adapted from VCOSS & YACVIC (2013), The Search Institute (2006) and Young Foundation UK (2012)*

¹⁷¹(VCOSS & YACVic, 2013)

¹⁷²*Ibid*, 2013

¹⁷³[\(Young Foundation UK, 2012\)](#)

There are many models for measuring young people's outcomes available. Some of these include The Search Institute's *Developmental Assets Profile (DAP) Surveys*¹⁷⁴, the Young Foundation's *Outcome's Model* (2012)¹⁷⁵ and the *Outcomes Star Model* (as cited in VCOSS & YACVic, 2013 pg 116).

Regardless of the model used, VCOSS & YACVic (2013) have suggested that the following process, developed by the *Young Foundation UK*, be used to when measuring young people's outcomes.

Figure 48. Process for Measuring Outcomes in Young People¹⁷⁶



*Source: Adapted from Young Foundation UK (2012) and VCOSS & YACVic (2013)

As shown in Figure 48. (above) when collecting an evidence base the first step is to assess the needs of the target group (what needs to be achieved). Secondly it is important to determine the relevant outputs and outcomes (indicators) and then which clusters of stakeholder capabilities and service delivery methods will be most useful to achieve the desired outcomes. The next steps are to choose the best approach and tools to measure outcomes. Finally, outputs and outcomes are collected and measures to build the evidence base.¹⁷⁷

¹⁷⁴ [\(The Search Institute, as available online 2014\)](#)

¹⁷⁵ [\(Young Foundation, 2012\)](#)

¹⁷⁶ (VCOSS & YACVic, 2013)

¹⁷⁷ *Ibid*, 2012

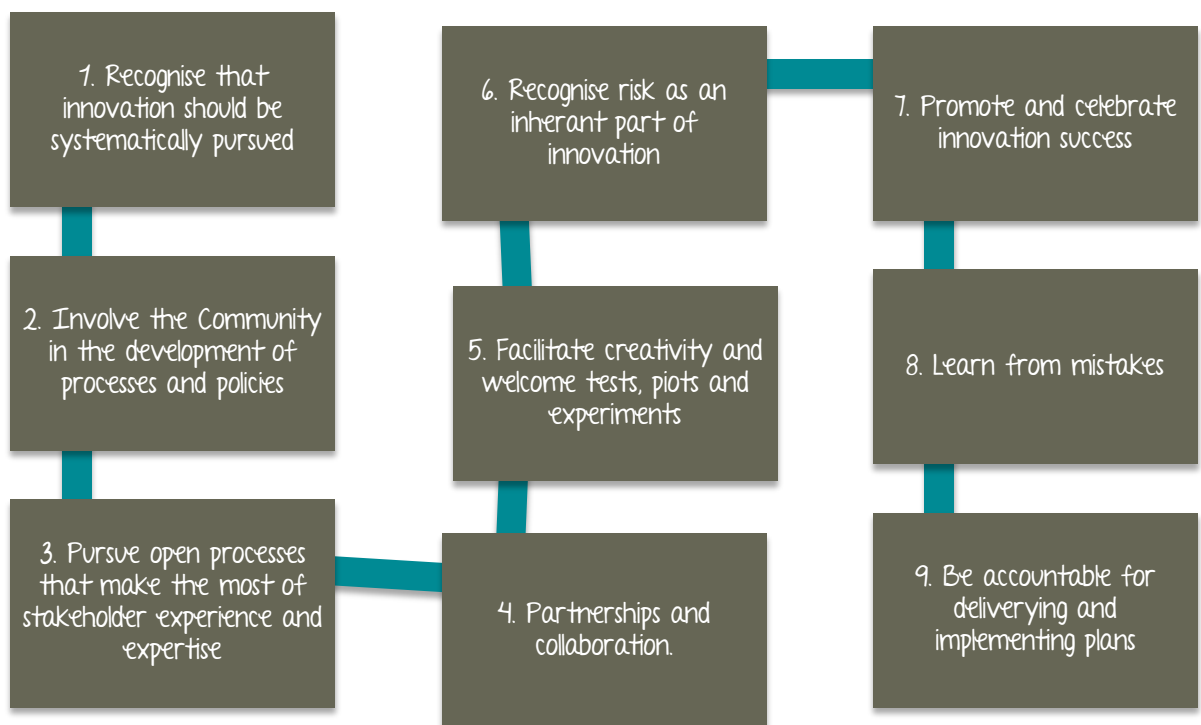
Innovation

To thrive in a changing municipality and environment, Port Phillip Council needs to show leadership to deliver innovative, evidence-based solutions to multi-dimensional issues.

The word *innovation* generally refers to changing, creating or renewing processes to do things more effectively.¹⁷⁸ For Youth Services, this could mean implementing new ideas, facilitating dynamic partnerships or improving existing services.

In their *Innovation Action Plan*¹⁷⁹ the Australian Public Service (APS) suggest that the following process be followed to encourage innovation;

Figure 49. Process of innovation



**Source: Adapted from APS, n.d, as available online May 2014*

This process of innovation to brings together many of the service planning considerations discussed above.

¹⁷⁸ [\(Australian Government, 2014\)](#)

¹⁷⁹ [\(APS, as available online May 2014\)](#)

So What?

Port Phillip's aim is to support young people and the sector that supports them to achieve positive outcomes. To achieve this aim it is essential to show leadership through innovative policies and best-practice service planning principles, with an emphasis on measuring outcomes, building strong partnerships and having clear and transparent decision-making processes.

When done well, service planning enables resources to be best utilised to achieve outcomes.

Key elements to a strong young services model include sector-relevant principles and practices, including access, flexibility, accountability and a holistic approach.

Council approach involves the engagement of strong partners who are committed to providing positive outcomes through transparent and innovative programs and services. Planning *and* evaluation are both core to this approach.

5.3 Considerations for Future Investment

The following provides a quick reference guide, taken from the 'so what?' boxes throughout this background report. This may be used as a summary of the key points.

1. Our Commitments align with the covenants and legislation outlined in the *United Nations (UN) Declaration on the Rights of the Child* and have been influenced by the Child Friendly Cities Framework.
2. The City of Port Phillip is committed to ensuring that young people are not discriminated against, that their best interests are put first, that they are safe and healthy and that they have opportunities to participate in civic life.
3. For Port Phillip Youth Services, the current state of Federal Youth policy is important as it reflects the Government's attitude and priorities relating to young people, their families and the sectors that support them. Further, it has a direct and significant impact on young people's access to finances, services and programs, education, skill development, leadership opportunities and long-term outcomes.
4. Through the National Peak body, AYAC, City of Port Phillip can contribute to the collective voice and have advocacy at the national level on areas that affect local young people and sector.
5. Regardless of the outcome of elections during the life of the Youth Commitment and Middle Years Commitment, the City of Port Phillip must continue to advocate at all levels of Government for services, programs and appropriate investment to support outcomes for young people
6. City of Port Phillip's membership with peak bodies, primarily YACVic, provides the best opportunity for contribution to the collective sector voice on key issues.
7. The City of Port Phillip's youth policy sits within the broader policy context of the Council and is a whole-of-organisation commitment to young people.
8. The Youth and Middle Years Commitments are underpinned by social justice principles and health and well-being outcomes for young people in the context of their family and the community.
9. Forecast data suggests that the proportion of 8 to 11 year olds in Port Phillip should remain relatively stable in the next 20 years. If current trends continue there could be an additional 488 8 to 11 year olds in Port Phillip in 2036. Whilst this growth is modest, it may have implications for the provision of youth services, housing and education.
10. In families with 8-11 year olds there appears to be an increasing trend towards two-parent families. Whilst low density houses are the most popular for families, high density dwellings (such as apartments and town houses) are increasingly popular.
11. Whilst the LGA is reasonably affluent compared to other areas, there are still significant pockets of disadvantage, with almost one in ten 8 to 11 year olds living in low income households.
12. Cultural diversity among 8 to 11 year olds is comparable with the rest of Greater Melbourne.
13. Forecast data suggests that the proportion of 12 to 17 year olds Port Phillip could grow by as much as 25% (or 1,359 young people) in the next 20 years. This will have implications for the provision of youth services, housing and education.
14. There has been moderate growth in secondary school enrolments in Port Phillip in recent years. If the adolescent population does grow as projected there could be an additional 539 12-17 year olds requiring access to our local government schools in 2036.

15. Whilst the LGA is reasonably affluent compared to other areas, there are still significant pockets of disadvantage with over one in ten 12 to 17 year olds living in low income households.
16. Cultural diversity within, and migration into, Port Philip is largely comparable with the rest of Greater Melbourne.
17. Forecast data suggests that the proportion of 18 to 25 year olds may grow by as much as 35% (or 4007 young people) in the next 20 years.
18. In 2011 the majority of young adults in Port Phillip were employed part-time, full-time or attending University or TAFE.
19. Areas of disadvantage seem to be less pronounced for this age group. However, in 2011 37.3% of 18 to 25 year olds in Port Phillip had individual incomes under \$400 per week, which is classified as a 'low income'. Housing affordability is an ongoing issue for this group and there is a trend toward staying in the family home for longer.
20. Cultural diversity within Port Philip is largely comparable with the rest of Greater Melbourne. Migration appears to be much more common for 18 to 25 year olds which is in part due to overseas visitors and students.
21. Port Phillip's current service models are accessible and have been meeting the needs of the municipality's vulnerable young people well. However, the Commitments represent an opportunity to modify Council's service delivery model to address the needs of all young people.
22. The Middle Years require specific resourcing to provide appropriate and targeted service to this age group.
23. Council's partnerships and alliances with young people, the youth sector and the community enable best outcomes.
24. A strength-based Youth Development Framework with an evaluation framework, will enable the demonstration of impact and outcomes of investment in Youth Services.
25. Port Phillip's service program and attendance information shows that there is a demand for youth services and programs across all age groups. The existing service model does not allow for the provision of relevant, age-appropriate services to each group individually.
26. There is a need for resources to fill the gap in appropriate service provision to young people in their middle years. Additional resources to support Port Phillip's 18 to 25 year olds would enable engagement of local young adults in a relevant and engaging way to encourage their participation in the community.
27. Education Engagement Partnership (EEP) a valuable program for measuring disengagement trends and contributing to Council's local knowledge base.
28. Information gathered through EEP enables relevant and timely responses to support young people to stay at school or in training particularly during their middle years (especially grades 5 to 7) and mid adolescence (grades 9 to 10).
29. Family breakdown, literacy and numeracy issues and health all impact a young person's engagement in education. In addressing engagement, a holistic support and program model must be implemented.
30. Adolescence and young adulthood is a time when young people are developing physically, psychologically and socially. It can be an exciting and stimulating time when young people try new roles, have new experiences and see their relationships with their friends and family evolve as they become increasingly independent.

31. Adolescence and young adulthood can also be very challenging for young people at various stages of their development. Young people may experience times of increased vulnerability.
32. It is essential that young people have access to relevant timely, appropriate services and supports and people that put their best interests first when they need it.
33. Having grown up in a world as 'Digital Natives', young people have integrated technology into almost every aspect of their lives. As a result, Youth Services must also be active and relevant in this space
34. Over the course of this policy, three distinct generations will be affected by the content and actions set out by the City of Port Phillip for young people. Children turning three years in 2014 will be the "middle years" young people of 2019.
35. Generations X, Y and Z have different characteristics, strengths and needs. To remain relevant, Port Phillip needs to stay tuned in and respond to these generational characteristics. Intergenerational awareness and opportunities may help strengthen interactions between other generations.
36. Young people in their "middle years" have specific developmental needs, which are different from teenagers and young adults.
37. The Middle Years mark a time of transition and change in a young person's life. If properly supported during this time, young people can experience positive health, well-being and educational outcomes, which can extend well into their adult life.
38. Currently in Port Phillip there is a gap in service delivery to young people in their middle years. As a result there are young people that are missing out on support and opportunities for prevention and early intervention.
39. Port Phillip's Middle Years Commitment links Children's and Youth Services to support young people in their middle years to improve long-term outcomes.
40. Crucial to the success of these Commitments will be to resource and train a workforce that has the capacity and training to respond to the unique needs of this group.
41. Port Phillip Youth Services use the Developmental Assets Framework, which is based on over 20 years of research, to frame our approach to Youth Development.
42. The Developmental Assets model builds on young people's strengths rather than deficits. It is also holistic and focused building resilience.
43. The Developmental Assets Framework can be used across all age groups and everyone in the community has a part to play in building on the assets of young people.
44. Infrastructure investment contributes to positive outcomes for young people. Youth places provide supervised and supported models of youth service delivery.
45. Young people spend significant amounts of time online and are increasingly comfortable communicating, forming relationships and connecting over the internet. Everyday communications tools, including smartphones, have the potential to make the connections that are relevant for young people.
46. Council must be tech-savvy and exist comfortably in this space to be able to utilise this opportunity for connection with young people. However, it is critical that practices are safe (for young people, staff and Council), empowering, purposeful and inclusive
47. The City of Port Phillip's 2013 "Your Top 3" Youth and Community Consultation had over 1000 respondents. This feedback informed the development of the Youth and Middle Years Commitments.

48. The top 3 topics for Middle Years were: Infrastructure and facilities, recreation areas and the environment.
49. The top 3 topics for Adolescents were: Infrastructure and facilities, recreation areas and the environment.
50. The top 3 topics for young adults were: Infrastructure and facilities, recreation areas and services, programs and recreational activities.
51. The City of Port Phillip has a strong youth work sector, with multiple and diverse specialist providers across the municipality.
52. In 2013 youth sector stakeholders listed their top three priorities for young people as services, programs and recreational activities, recreational areas and access and affordability.
53. Port Phillip's vision is that all young people are happy; by this we mean that young people have a positive sense of self, healthy relationships, are giving back to society, are optimistic about their future and are resilient to life challenges.
54. To be happy young people need to have access to the right conditions. To begin with they need to have their basic needs met (such as food, freedom from danger, love and belonging). They also need to be well physically and mentally, to use their time constructively and to have access to a high quality education. Further, to be happy young people need to live in a well governed society that celebrates and preserves cultural diversity and protects the natural environment.
55. The Developmental Assets Framework aligns with current happiness theory and provides a structure to create the right conditions, giving young people in Port Phillip the best opportunity to be happy.
56. Port Phillip's vision is that all young people are healthy; by this we mean that they are healthy physically, mentally, socially and spiritually.
57. The current Generations of young people (Ys, Zs and Alphas) face several challenges to their health and wellbeing. Port Phillip's Commitments present an opportunity to work alongside our partners to have a positive influence on the long-term health and well-being of young people.
58. The determinants of health are biological, environmental, social, economic and behavioural. To make a meaningful difference to the health and well-being our view of health and approach to health promotion needs to be holistic, addressing all of the determinants of health.
59. Port Phillip's vision is that all young people are heard; by this we mean they are engaged and have meaningful opportunities to participate.
60. There are many benefits to youth participation for young people, organisations and the Community as a whole. Youth participation and engagement practice should never be tokenistic. It should be purposeful, empowering and inclusive.
61. Council has an obligation to acknowledge that young people are experts in their own lives and that they have a right to be involved in making decisions that affect them. As a result young people need opportunities to have their voices heard, and to be listened to.
62. City of Port Philip's Youth Services operates on a program logic model to ensure transparency and integrity for local young people, the sector and the community.
63. Council's role in Youth Services is leadership, resourcing and engagement. These three pillars focus our outputs (what we do) to enable us to achieve our intended short, medium and long-term outcomes

64. The *Youth Commitment 2014-19* (and yearly action plan) informs Council's work with young people aged 12 to 25 years.
65. The *Middle Years Commitment* (and yearly action plan) informs Council's work with young people aged 8 to 11 years.
66. Port Phillip's aim is to support young people and the sector that supports them to achieve positive outcomes. To achieve this aim it is essential to show leadership through innovative policies and best-practice service planning principles, with an emphasis on measuring outcomes, building strong partnerships and having clear and transparent decision-making processes.
67. When done well, service planning enables resources to be best utilised to achieve outcomes.
68. Key elements to a strong young services model include sector-relevant principles and practices, including access, flexibility, accountability and a holistic approach.
69. Council approach involves the engagement of strong partners who are committed to providing positive outcomes through transparent and innovative programs and services. Planning *and* evaluation are both core to this approach.

Section 3

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Attachments

Attachment 1: Overview of current Port Phillip policies that have outcomes for young people

Attachment 2: Education Engagement Partnership Factsheet

Attachment 3: Search Institute Developmental Assets Framework

Attachment 4: City of Port Phillip Developmental Assets Research

Attachment 5: "My Hood" - Youth Outreach and Engagement (YOE) Report Summary Sheet

Attachment 6: Port Phillip Youth Places Report Summary Sheet (To be attached in June 2014)

Attachment 7: City of Port Phillip "Your Top 3" Youth and Community Consultation Report 2014

Attachment 8: VicHealth Partnerships Analysis Checklist

City of Port Phillip Youth Services

Key City of Port Philip policies impacting on young people February 2014

Division	Department	Document	Objective	Actions/ recommendations/ themes relating to young people in the document
Place strategy and Development	Place Making	City of Port Phillip Economic Development Strategy 2012-2016	The City of Port Phillip Economic Development Strategy 2012-2016 is a key strategic document that will deliver Council's Economic Vision over the next five years.	There are six strategic directions each of which is supported by a series of activities, these are: <ul style="list-style-type: none"> • Strategic Direction One: An integrated and inclusive local community • Strategic Direction Two: Sound environmental leadership • Strategic Direction Three: A first class tourism destination which balances visitation and amenity • Strategic Direction Four: Flourishing activity centers • Strategic Direction Five: Strong economic clusters • Strategic Direction Six: The creative city
	Sustainable Development	Towards Zero Emissions Strategy	Is a strategy document that provides clear objectives for all people living and working in the CoPP to reduce greenhouse emissions to zero by 2020.	Reduce Consumption Reduce Waste Reduce Energy Usage Reduce Pollution Reduce Car & Plane Usage Start Thinking about our future TAKE ACTION – DO SOMETHING Specific Target 50% reduction in greenhouse gas emissions by 2020 Specific Target 50% reduction in water usage by 2020 Specific Target 75% reduction in landfill waste by 2020
		Sustainable Transport Strategy A connected and liveable City	About: Increasing the priority, integration, safety, accessibility and profile of sustainable transport. Committed to reducing Greenhouse emissions. Commitment to making transport and parking decisions based on the road user hierarchy.	Vision for a connected and liveable city where residents, visitors and workers can live and travel car free by improving the convenience, safety, accessibility and range of sustainable travel choices across our City. Council is committed to making decisions based on a road user hierarchy that prioritises walking, bike riding and public transport above private car use. This hierarchy applies to all other policies: Road User Strategy, Walk and Bike plans.
		Road User Safety Strategy Safer streets	About: Improving the road safety of all road users on the transport network. To eliminate and reduce the risk of injury so that people of all ages and abilities can travel on our road network safely and that vulnerable road users have confident to travel freely within the City of Port Phillip.	<u>Goal 2: Improve the safety of vulnerable road users;</u> Objective 8: Improve the safety of younger people <u>Goal 3:Improve the safety perception of sustainable travel;</u> Objective 10: Educate young people around safe walking and bike riding practice and Objective 11: Develop community road user safety education programs.
		Walk Plan Feet First: Making pedestrians the priority	About: making walking the first and best way to get around Port Phillip with people of all ages choosing to walk more often and to more places by making it convenient, accessible, safe and enjoyable.	Actions are listed under the goals and strategies, specifically: <u>Goal 4: Build a culture of walking in Port Phillip;</u> Strategy 8: Advocate for walking improvements, Action 8.2 Strategy 10: Promote and raise the profile of walking, Action10.1. Strategy 11: Increasing walking through behaviour change, Actions 11.1 and 11.2
		Bike Plan Pedal Power: Making bike riding better	About: Carefully planning our biking infrastructure so riding is convenient, safe, efficient and enjoyable for all and to motivate more people of all ages and from all backgrounds to get on their bikes more often.	Actions are listed under the specific goals and strategies <u>Goal 2: Integrating bike riding:</u> Strategy 4: Provide for bike riding at origins and destinations, Action 4.1 <u>Goal 3: Changing Travel Behaviour:</u> Strategy 6: Educate the community around bike riding, Action 6.1, 6.2, 6.6 <u>Goal 4: Creating a bike riding culture:</u> Strategy 8: advocate and collaborate with key stakeholder for bike riding improvements, Action 8.3. Strategy 10: Promote and raise the profile of bike riding, Action 10.1, 10.3

		Public transport Advocacy Statement	States our role in local government is to advocate for improvement based on our intimate knowledge of the transport needs of residents and visitors.	A statement which identifies and advocates to Victorian Government and transport operators for key strategic improvements to local public transport networks. The ultimate goal is to make possible for residents to decide to live car-free, and for visitors to access our attractions by bike. Tram or train.
Infrastructure and amenity	Parks and Open Space	Open Space Strategy 2009		<p>Vision: “A city where public open spaces define the city’s character and respond to its people’s need for places to rest, recreate and be inspired.”</p> <p>Relevant principles:</p> <p>Principle 1: Optimum provision of open space (relevant points below)</p> <ul style="list-style-type: none"> - Strong design elements in the creation and renewal of open space to inspire people and develop parks that will respond to community needs. - Community benefit to underpin the use of open spaces. <p>Principle 4: Safe access to public open space</p> <p>Principle 5: Access for all</p> <p>Principle 6: Streetscapes as public open space</p> <p>Relevant key recommendations:</p> <ul style="list-style-type: none"> - Enhance existing open spaces to deliver greater diversity of activity especially for youth and young adults. - Continue to manage conflicting uses in open space particularly at popular destinations such as foreshore. - Increase capacity of sporting reserves to provide for junior and female sport by upgrading facilities and grounds. - Provide opportunity for casual sport at more locations across the city.
		Play space strategy 2012		<p>Vision: “ The City of Port Phillip will provide and maintain vibrant outdoor play spaces that create opportunities for fun, adventure and learning for all”</p> <p>Principles:</p> <ul style="list-style-type: none"> • Creating shared spaces for children, young people, carers and the local community to play, socialise and relax together. • Developing inspiring and well-designed play spaces that encourage physical, creative and inventive play, provide and appropriate level of challenge and promote a sense of adventure. • Providing a diversity of dynamic, adventurous and fun play spaces for all abilities, backgrounds and ages. • Integrating play spaces into the landscape through location, linkages, infrastructure, trees and landscaping. • Providing opportunities for contact with nature in combination with built play infrastructure. • Ensuring equitable distribution of play spaces throughout the municipality. • Ensuring an appropriate level of consultation and engagement with young people in the design, development or renovation of play spaces.
Community Development	Family, Youth and Children	FYC Strategy	The Family, Youth and Children strategy (FYC Strategy) is an internal document that will guide how the City of Port Phillip intends to create the best opportunities for families, young people and children in Port Phillip.	<ul style="list-style-type: none"> • Continuum of service • Integrated service response • Monitoring trends • Capacity building
		Early Years Plan 2015 – 2015	<ul style="list-style-type: none"> • Partnership • Participation • Health and wellbeing • Research 	<ul style="list-style-type: none"> • Improving health and wellbeing • Research and data • Listening to children
		Kids Plan	The Kids plan is linked to the Early Years Plan. It highlights the voice of children in CoPP.	<ul style="list-style-type: none"> • Listening to what children are talking about • Responding to children
		Youth Infrastructure Masterplan 2008	Review youth landscape in 2008	<ul style="list-style-type: none"> • Review infrastructure investment for young people in the CoPP
		Review: Youth Development Strategy	Review of 2008 Youth Strategy	Included in the Middle Years & Youth Commitments background report
		My Hood: Youth Outreach and Engagement Scoping Report 2013	Youth Services conducted a scoping activity to explore the needs of young people in the municipality. The “My Hood” Youth Outreach and Engagement Scoping Report was developed to explore the current delivery and potential opportunities for youth outreach services across the City	<p>Three common themes presented consistently as needs for young people in the community:</p> <p>Recreation - More and easily accessible organised youth sports and activities;</p> <p>Facilities - Indoor, dedicated youth spaces across the municipality, including sports facilities and general “hang out” places;</p> <p>Access - Transport and affordability to organised activities and groups</p> <p>Recommendations were made around:</p> <ul style="list-style-type: none"> • youth activities, • youth places and space and

			of Port Phillip.	<ul style="list-style-type: none">• access.
	Health and Wellbeing	Health and Wellbeing plan 2013 - 17	Active, safe and inclusive community where all people are able to connect and access the places, activities and services required to support positive health and wellbeing.	<p>The Plan is based on key themes which emerged from community feedback and research. These themes form the strategic framework and serve as the priorities upon which the Action Plan will be developed.</p> <p>The nine priorities are:</p> <ul style="list-style-type: none">• Social Inclusion and Connectedness• Social and Cultural Diversity• Vibrant and Changing Communities• Responsive and Co-ordinated Services• Sustainability• Transport and Mobility• Access and Affordability• Housing and Homelessness• Safety
		Building Connected Neighbourhoods: 10 Year Strategic Plan	<p>Purpose of Strategy: All people have access to the services, programs, spaces and opportunities for participation that meet the diversity of community needs.</p> <p>Key community places engage and nurture the communities around them, building healthy, inclusive, connected, vibrant and sustainable neighbourhoods.</p>	<p>Vision Statement: Port Phillip's neighbourhoods are vibrant, resilient and connected.</p> <p>Related Strategic Goals and Objectives:</p> <p>Strategic Goal 2: Accessible and Well Utilised Community Infrastructure: Integrated Framework for Facility/Service Planning and Delivery (this will include considering Youth Infrastructure needs)</p> <p>Strategic Goal 3: Strong Partnerships with Community and Government: Development of a Community Engagement and Partnership Strategy (Some of the partnerships will be youth service providers)</p> <p>Strategic Goal 5: Creative and Thriving Programming Vibrant and relevant mix of services, programs, activities, infrastructure and spaces across each Neighbourhood (Youth programs and activities are delivered across our Centres, and are they in the right places and do we have the right mix etc)</p>
		Homelessness Action Strategy 2008- 13		<p><u>Draft 2014-2019 Homelessness Action Strategy still subject to approval.</u></p> <p>The general draft objectives of the 2014-2019 Strategy are not too removed from the previous strategy</p> <ul style="list-style-type: none">• Understanding homelessness• Prevention & Early Intervention• Emerging needs• Partnerships and• Advocacy & Inclusion <p>Consultation Report Themes:</p> <ul style="list-style-type: none">• Young people are one of the groups that require better adaptation of services and programs that have historically targeted middle aged males to become more broadly focussed and inclusive.• There is a need to keep young people out of the homelessness service system to prevent them from becoming acclimatised to a system and stuck in a cycle of homelessness.• Supports referred to are not just 'homelessness' services but extend to more integrated and flexible case management, advocacy around legal and financial issues, health services and coordination, access to education and training, family support etc that help people to live more successful lives, re-enter the housing market and retain their housing.• Too often the only available crisis or transitional accommodation is in an area far from the person's current support, education or training links and the cycle starts again. <p>Other issues: from presentation, Role of Local Government in addressing homelessness (K Incerti, Feb 2014)</p> <ul style="list-style-type: none">• 80% Young people 15-24 years living below the poverty line• Impact of rapid gentrification and privatisation of public space• Definitions of homelessness are too narrow; people may look poor and live below the poverty line but not be homeless

				<ul style="list-style-type: none"> There is a shortage of affordable housing Many households in Port Phillip (16%) on low incomes may be at risk of homelessness or experiencing rental stress
		Reconciliation Action Plan 2012 – 2015	Council's guiding policy document on Aboriginal and Torres Strait Islander issues. Council's vision for strengthening its diverse and inclusive community.	Focus area: Consultation, participation, protocols, leadership Action 16: Make available a range of resources for children and young adults to educate them about Aboriginal and Torres Strait Islander culture and history. Resources would be appropriate to different stages of a child or young person's development. Each Council-run maternal and child health centre, child care centre and adventure playground makes resources available on Aboriginal and Torres Strait Islander culture and history.
		Social Justice Charter	Council's guiding policy document on ensuring social justice and equity across the municipality.	<ul style="list-style-type: none"> Partnership in decision making and Council processes Partnership with our indigenous community Access: equity of access to information, facilities and services Respect: valuing diversity Addressing the rising cost of living: reducing disadvantage Enjoying the City: being connected
	Recreation and Culture	Recreation Facilities 10 Year Strategy Plan 2013-23	The purpose of this project is to: 'develop a shared vision for Council and the community through the preparation of a robust Sport and Recreation Strategy to guide the current and future provision of facilities and services to meet the needs of the Port Phillip community over the next ten years.'	<ol style="list-style-type: none"> Sport Phillip - the vision, direction and promotion of sport and recreation in Port Phillip OUTCOME: Families and young people have greater awareness of the many sporting clubs and venues that are available in Port Phillip, resulting in increases in participation. Policies and procedures – the establishment of best practice principles in the management and delivery of sport and recreation services to the community OUTCOME: Services provided to young people are at a higher level and welcome increased participation in sport and recreation activities. Additionally, the management and provision of services will better reflect the priority of providing opportunities to young people (i.e. providing access to sporting grounds to junior teams at a cheaper rate than senior teams etc.) Places and spaces - the quality levels, maintenance, planning and provision of sport and recreation facilities in Port Phillip OUTCOMES: Families and young people have greater opportunities to participate in sport and recreation via the provision of adequate facilities. Additionally, participation by young people will be prioritised by the provision of sporting facilities to junior teams where appropriate. People and programs - the provision of programs and services to the Port Phillip community. OUTCOMES: Increased participation opportunities for young people and families in Port Phillip. Where possible, we are including a focus on providing additional opportunities to young people in the management of programs (i.e. including activities for young people in the Leisure and Lifestyle program). Partnerships - the ongoing facilitation of relationships with organisations to provide and manage a diverse range of sport and recreation facilities, programs and services for the Port Phillip community. OUTCOMES: Increased participation opportunities for young people and families in Port Phillip. We are looking to create partnerships with DEECD in the provision of sporting facilities at school grounds etc. and also with state sporting organisations in the promotion of junior sport participation programs (such as AusKick and junior competitions).
		Library strategy	<p>In development. Draft vision statement:</p> <p>Our Libraries are a doorway to a conversation, to a network of experiences that reference each other and engage the community in turn. This conversation might take place via face to face, online or a book, a web page, a movie, or a song. Our libraries speak to people's immediate needs but also recognise their capacity for wonder, their long term dreams, questions, and aspirations. Libraries are well-placed to spark this and to capture it. Everyone has the right to access this conversation, as well as to add to it.</p>	<p>Draft Guiding Principles: Facilitating connections in which individual experiences, ideas and feelings are shared through a range of technologies not only in the present via social media but also as a result of library users engaging with the broader network of experiences expressed within the resources of the collection. Fostering a sense of belonging in which the community has access to safe and welcoming spaces. Rather than just being a bricks and mortar issue our sense of belonging is a state of mind in which we create bonds through the recognition and the sharing of experience Empowering a diverse community the library “will support people to come together, look out for one another and embrace differences”. It wants to “enable a community that welcomes diversity and works to eliminate discrimination” Providing opportunities for engagement: The library will encourage and facilitate a high level of engagement by the community with its collection, programs, staff and services so as to foster a sense of ownership and participation in the wider conversation that frames the experiences of the individual. Responding to changing community need: The library will provide services and collections that are “relevant to community needs” and maintain and enhance mechanisms for feedback.</p>
		Event strategy	<i>In development</i>	Actions and themes to be developed. Launching in August 14
		Art and Culture strategy	This policy articulates Council's commitment to supporting a culturally vibrant city and outlines principles and objectives for Council's arts and cultural	<p>Port Phillip is an energetically creative place, welcoming and alive with activity, where all people can participate in and experience the arts and the cultural life of the city.</p> <ul style="list-style-type: none"> Access for all Festivals Cultural participation

			services, programs and facilities.	
	Access and Ageing	Access Plan 2013- 18	The Access Plan is Councils most current Disability Action Plan and provides the framework for Council to address disability and other access issues across all areas of the organisations operations and to support t in meeting its requirements under the <i>Disability Discrimination Act (DDA)</i> .	<p>The actions for the Access Plan have been developed in line with the previous Council Plan under the four Strategic Directions:</p> <ul style="list-style-type: none"> • Engaging and Governing the City • Taking Action on Climate Change • Strengthening our Diverse and Inclusive Community • Enhancing Liveability
		Multicultural Strategic Framework	<p>The Council undertakes to:</p> <ul style="list-style-type: none"> • encourage involvement in community life so that everyone who wants to can participate • improve its services to better respond to people's diverse cultural and linguistic needs • value and celebrate the contribution that cultural diversity provides our city • advocate on behalf of cultural and religious groups who experience discrimination and support their right to lead a full life where they can practice their cultural and religious traditions without vilification. 	<p>Based on the themes and rigorous analysis of the priorities, four clear areas for the framework emerged. These areas will enable a strategic approach to the future work of Council. They are:</p> <ul style="list-style-type: none"> • Valuing cultural, and religious diversity • Improving service delivery • Increasing participation • Advocacy
Governance and Culture	Governance	Council Plan		<p>Engaged: A well governed city</p> <p>1.1 Provide clear and open communication and engagement that is valued by the community</p> <ul style="list-style-type: none"> • Use more innovative approaches and new technologies to inform ns engage the community. <p>1.3 Build and facilitate a network of active and informed communities</p> <ul style="list-style-type: none"> • Facilitate community networks on local strengths and to keep people informed and connected • Promote and support a culture of active citizenship and caring for others <p>1.4 Build strategic relations with our partners</p> <ul style="list-style-type: none"> • Advocate to, and partner with, state federal governments on policy and programs • Forge partnerships and good working relationships with our neighbouring councils, government peak bodies and other stakeholders <p>1.5 Achieve a reputation for organisational and service excellence</p> <ul style="list-style-type: none"> • Improve awareness of Council 's services to ensure people can access what they need <p>Healthy: A healthy, creative and inclusive city</p> <p>2.1 Ensure our city is a welcoming a and safe place for all</p> <ul style="list-style-type: none"> • Pursue social justice for all people in the community • Promote and celebrate equal rights and opportunities for people who identify as gay, lesbian, bisexual, transgender and intersex • Support the delivery of affordable housing to meet community needs • Continue to pursue reconciliation with our indigenous community • Foster a community where people from diverse cultural and linguistic backgrounds feel supported and safe • Foster a city where people living with disability can participate in community life without barriers <p>2.2 Support our community to achieve improved health and wellbeing</p> <ul style="list-style-type: none"> • Promote a healthy and active lifestyle for our community • Enhance recreation and sporting activities that support people of all ages • Advocate to, and partner with others to address factors impacting on people's health and wellbeing • Ensure parks, open spaces and the built environment encourage actives for all ages <p>2.3 Ensure quality and accessible family, youth and children's services that meet the needs of our community</p>

	Community relations	Communications and engagement strategy	The goal and actions aim to build organisational capacity, improve our operations, create policy and evaluate our performance.	<p>The Strategy is an internal organisational strategy that reinforces Council's commitment to effective communications and engagement. The four strategic directions of the Council Plan 2009-2013 provide the foundation for all our communications and engagement practices. These are manifested in six goals:</p> <p>Goal 1: Build core competency in communications and engagement within the organisation</p> <p>Goal 2: Ensure effective communications and community engagement to inform Council decision-making</p> <p>Goal 3: Effectively communicate and engage with the City of Port Phillip's diverse community</p> <p>Goal 4: Ensure Council has an enhanced reputation (trustful, truthful, transparent, ethical, responsible, and informed decision-making)</p> <p>Goal 5: Establish clear, timely and meaningful communication for staff and Councillors</p> <p>Goal 6: Minimise our environmental footprint in communications and engagement</p>
		Online / digital content strategy	The online/digital content strategy will provide us a coordinated organisation-wide approach to communicating with and servicing our community through online channels.	<p>This strategy will seek to answer these questions:</p> <ul style="list-style-type: none"> • What do we want to achieve online? • Who are our audiences and what do they want? Where do they go online? • What will make our online presence a success? How will we measure it? • What's the relation between our websites and how we use social media sites, in particular Facebook and Twitter? • How should our online presence be managed? Who should do what? • What policies, procedures and guidelines do we need? How do we make sure they are complied with? • In developing the strategy actions which are relevant to Youth include: • Community research to determine their needs through interview, focus group or survey • From this we could consider developing 3-4 visitor personas to help define style for our different audiences • Consultation across the organisation to establish online communication needs through interviews, workshops, surveys. • Development of a web usability and accessibility consultation process. • Development of a better understanding about online service delivery process
		Have your say engagement strategy		<ul style="list-style-type: none"> • Staff training and awareness raising in online facilitation, engagement and using social media, with a focus on moving from moderation towards facilitation. • Create sustained and ongoing engagement through the use of multimedia feedback tools, real time chat, more video (young people may be more likely to participate)
Infrastructure & Amenity	Property Services	Graffiti Management Plan 2013-2018		<p>The Graffiti Management Plan recommends more actively engaging with and developing partnerships with external stakeholders, to develop a broader approach to the management and removal of graffiti across the municipality. More specifically, the Plan recommends that a Graham Street Precinct Project be developed to assist in the prevention of graffiti and vandalism of the facility. The Plan also recommends that Council develop social media initiatives or communication tools, such as an anti-graffiti video, to educate students and the broader community on the issues and dangers associated with graffiti and illegal tagging, as well as the opportunities for legal street art work in the area.</p> <p>Recommendations listed in the Plan that require leadership, input or advice from Youth Services are;</p> <ul style="list-style-type: none"> • Develop and promote social media initiatives (such as an anti-graffiti video etc) • Actively engage with and develop partnerships with a range of external stakeholders to develop a broader approach to graffiti removal and prevention • Develop the Graham Street Precinct Project • Identify opportunities to work in collaboration with respected local street artists to develop legal street art projects and programs in areas where graffiti is an issue • Engage with stakeholders to construct or create positive precincts and spaces for the public to legally practice street art • Develop a creative strategy to be implemented in local schools to educate students about the issues of graffiti

EDUCATION ENGAGEMENT PARTNERSHIP

Across Cities of Port Phillip & Stonnington



V1. September 2013

What is the EEP?

The Education Engagement Partnership (EEP) is a partnership of fifteen agencies including local government, schools, youth services and community health.

EEP supports services who work with young people aged 10 – 19, who are currently disengaged or at risk of disengaging from education, employment or training, across the local government areas (LGA's) of Stonnington and Port Phillip.

The partnership adds value to education and youth services by providing data collection and analysis, cross agency and evidence based responses to enhance the engagement and retention of vulnerable young people in meaningful education or work.

We work together to achieve positive outcomes for children and young people at risk of disengaging from education and welcome the knowledge, vision and practice wisdom that senior education leaders bring to this collaborative partnership.

EEP Data Collection

Data is gathered via seven agencies (the Action Team) who submit de-identified data regularly or on a monthly basis with all quantitative data stored on the EEP database. Information is gathered about each young person at the time they make contact with the Action Team worker. Qualitative data in the form of individual and group case studies of vulnerable young people has also been submitted by Action Team workers and is stored on the EEP database.

Data use and access

- Data is owned by the partnership
- Partnership agencies are encouraged to employ the data in any way they deem useful.
- Direct access to aggregate (de-identified) data including case studies, reports and emerging analysis is available to all partnership agencies

Data analysis

- Ongoing analysis of current and future data
- Data Analysis Working Group (DAWG) reports back to the EEP Steering Committee on emerging trends and opportunities.
- Data collected since 2009 identifies strong trends, themes and gaps

EEP Database

The EEP online database holds all data submitted by Action Team members. Action Team agencies have the ability to log-on with their own password and download reports on their own agency's data as well as Total Data Reports. Steering Committee members whose agencies are not represented on the Action Team can also download Total Data Reports. The database has the capacity to breakdown data into Local Government Area's (LGA) and Age Groups in correlation with *Reasons for Disengagement* and *Length of Disengagement*.

For further information about the EEP please contact the EEP Project Officer
Jessica Lawrence, phone: 8290 7026 or email: jlawrenc@stonnington.vic.gov.au

External Assets

- | | |
|--------------------------------------|---|
| Support | <p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. Other adult relationships—Young person receives support from three or more nonparent adults.</p> <p>4. Caring neighborhood—Young person experiences caring neighbors.</p> <p>5. Caring school climate—School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.</p> |
| Empowerment | <p>7. Community values youth—Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources—Young people are given useful roles in the community.</p> <p>9. Service to others—Young person serves in the community one hour or more per week.</p> <p>10. Safety—Young person feels safe at home, school, and in the neighborhood.</p> |
| Boundaries & Expectations | <p>11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. School Boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. Adult role models—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer influence—Young person's best friends model responsible behavior.</p> <p>16. High expectations—Both parent(s) and teachers encourage the young person to do well.</p> |
| Constructive Use of Time | <p>17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p> |

Internal Assets

- | | |
|-------------------------------|---|
| Commitment to Learning | <p>21. Achievement Motivation—Young person is motivated to do well in school.</p> <p>22. School Engagement—Young person is actively engaged in learning.</p> <p>23. Homework—Young person reports doing at least one hour of homework every school day.</p> <p>24. Bonding to school—Young person cares about her or his school.</p> <p>25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.</p> |
| Positive Values | <p>26. Caring—Young person places high value on helping other people.</p> <p>27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty—Young person "tells the truth even when it is not easy."</p> <p>30. Responsibility—Young person accepts and takes personal responsibility.</p> <p>31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p> |
| Social Competencies | <p>32. Planning and decision making—Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.</p> |
| Positive Identity | <p>37. Personal power—Young person feels he or she has control over "things that happen to me."</p> <p>38. Self-esteem—Young person reports having a high self-esteem.</p> <p>39. Sense of purpose—Young person reports that "my life has a purpose."</p> <p>40. Positive view of personal future—Young person is optimistic about her or his personal future.</p> |

CITY OF PORT PHILLIP

DEVELOPMENTAL ASSETS RESEARCH

Happy, Healthy & Heard Background Report
2014-2019



Positive identity
Boundaries & Expectations

Support

Empowerment

Positive values
Social Competencies

Constructive use of time

Commitment to learning

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Introduction

The City of Port Phillip uses the Developmental Assets Framework to underpin our work with young people. This approach aligns with our values and principles, and helps us achieve our vision for young people. The following literature review brings together research undertaken in late 2013 to support the Developmental Assets Framework.

The review has been formatted following the structure of the Developmental Assets (as set out in Table 1 below). The 40 Developmental Assets are split into *external* assets and *internal* assets, and research supports each of the individual assets.

The review is primarily based on research by Scales & Leffert by, which was published by The Search Institute in 1999:

Scales PC & Leffert N 1999, *Developmental Assets: a Synthesis of the Scientific Research and Adolescent Development*, Search Institute, Minneapolis, MN

It is reinforced by journal articles and other informally published written material. Where possible we have referred to articles from the last 5 years that are relevant to the Australian youth work context. All articles (as available online in 2013) have been cited in text and are included in the endnotes section.

Table 1: Search Institute® 40 Developmental Assets®

8 Broad Categories – 40 assets	
External Assets	Internal Assets
Support <ol style="list-style-type: none"> 1. Family Support 2. Positive family communication 3. Other adult relationships 4. Caring Neighbourhood 5. Caring school climate 6. Parent involvement in schooling 	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure
Empowerment <ol style="list-style-type: none"> 7. Community values youth 8. Youth as resources 9. Service to others 10. Safety 	Positive Values <ol style="list-style-type: none"> 26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint
Boundaries and expectations <ol style="list-style-type: none"> 11. Family boundaries 12. School boundaries 13. Neighbourhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations 	Social Competencies <ol style="list-style-type: none"> 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution
Constructive use of time <ol style="list-style-type: none"> 17. Creative activities 18. Youth programs 19. Religious community 20. Time at home 	Positive Identity <ol style="list-style-type: none"> 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

External Assets

External Assets

Support

Defining Support: (Scales & Leffert, 1999)

- Every child needs love, affirmation and acceptance
- Support defined as provision of material benefits (aid), feedback that strengthens identity (affirmation) and caring or nurturance (affect)
- Support is essential to the healthy, positive development of young people
- Young people who feel supported feel that they are connected to people they value and that adults know them and care for them. They also feel that they have people to turn to when they need extra support.
- Support is critical in adolescence when young people are starting to exert more independence

1. Family support: family life provides high levels of love and support

What is the research telling us?

According to Scales and Leffert (1999) parental support has been associated with positive outcomes such as:

- Lower levels of substance abuse, delinquency, and early sexual intercourse,
- Higher levels of academic performance , and
- Better mental health.
- Children and youth who are loved and safe and confident, have a strong sense of self identify and have high self-esteem. They form secure attachments, have pro-social peer connections and positive adult role models or mentors in their life. Children and youth who are loved and safe are resilient; they can withstand life challenges, and respond constructively to setbacks and unanticipated events. ([ARACY, 2013](#))¹
- Supportive family environment is a key protective factor for reducing incidence of child abuse and neglect ([Counts et al., 2010](#))²
- Parental support is conceptualised as having a number of dimensions: warmth, firmness and democracy

According to Scales and Leffert (1999) the ideal parenting style is Supportive (Authoritarian):

- Emotionally close with their children,
- Communication openly with them,
- Engage in demographic discussions and
- Provide clear but sometimes negotiated norms and boundaries.
- Developmental outcomes for children were lower than those for children in families working more than 21 hours. Joblessness and short part-time hours contributed to these poor outcomes for children through the effect of financial stress on parents. ([Baxter et al., 2012](#))³

- Parenting style affects children's confidence and character, family structure affects children's caring, and the environment affects children's confidence. One's family structure, parenting style, and environment significantly affect Positive Youth Development and later well-being. [\(Estevez, 2013\)](#)⁴
- Time is an important factor to provide support – parents are working more.
 - Across all men and women, experience of time pressure is most likely for employed parents with children aged under 15 years at home. [\(Baxter, 2013\)](#)⁵
- Context has a major influence.
 - In some studies, support has been found to be more important for some young people than others (influenced by cultural, disadvantage and gender). Eg: Dubois et al (1994) found that high levels of schools support were related to better grades and lower alcohol use only among youth with multiple disadvantages.
- Chavkin and Gonzalez (1995) concluded that parent involvement was twice as predictive of academic learning as socio-economic status.
- [ARACY report card 2013](#)⁶ found:
 - Conflict with family members is a strong concern for nearly one-quarter of young people. There is a general lack of data on positive family function.
 - 23% of 11 – 24 yrs extremely or very concerned about family conflict
 - The number of children in care is rising.
 - Typically, most young people appear to have essential connections and links with others. The majority of young people reported they have somewhere to turn to for advice or support. 67% of 18 – 24 yrs with 3 or more friends they can confide in
86% of 11 – 24 yrs turn to friends for advice or support. 75% turn to parents for advice or support.
- [Mission Australia, 2012](#)⁷
 - *Friendships and family relationships* were ranked as the second most highly valued items by both males and females,
 - Over one in five respondents were either *extremely concerned* or *very concerned* about *family conflict*
- [VCOSS & YACVic, 2013](#)⁸ :
 - Increased family stress where services are not available or accessible to address family issues eg: respite.
 - There is a demand for mentors, both to support young people in education and learning and other programs such as L2P, and young parents.
 - There is a lack of family services or specific supports for young people who are victims or perpetrators of family violence,
- [Sector reform road map DHS, 2013](#)⁹: creating an integrated service system
 - This will enable a more seamless service system targeting the most vulnerable families.
- Children are more likely to have better health and educational outcomes when the family environment is nurturing, stimulating and safe (McCain & Mustard, 2002 as cited in AIHW, 2013)
- ARACY report card on housing (2012):
 - Housing affordability is one of the biggest social issues facing Australia is a major factor in the number of families and children who are homeless or living in poverty.

- Children and youth who are homeless experience significant social and health consequences including disrupted schooling, high rates of mental health problems, and engagement in risk taking behaviours. They also have a significantly increased risk of long term homelessness.
 - Young people per 10,000 aged -0 – 24 who are homeless (63) or in marginal dwelling (53)
- A high proportion of low income households spend more than 30% of their income on rent (42%). This creates a large demand for financial assistance (1.2 million receiving Commonwealth Rent Assistance) and social housing dwellings (over 200,000 on waiting lists). ([AIHW, 2013](#))¹⁰
- [VCOSS & YACVIC, \(2013\)](#) In the consultation with 213 responses from the sector, access to crisis accommodation (61%) and transitional housing (52%) are the most critical gaps. Services stated the following reasons why housing is an issue for young people:
 - income support levels are insufficient,
 - young people are trapped in crisis housing due to high cost of private rental
 - young people may be discriminated against because of their age and lack of rental experience.
- ([Bexley et al. 2013](#))¹¹ :
 - Young people need stable and decent living conditions in order to complete their education.
 - Housing affordability is a major problem, particularly for students who have the least income of all.
 - The majority of students live below the poverty line

2. Positive family communication: young person and their parent(s) communicate positively and young person is willing to seek advice and council from parents

What is research telling us?

- According to Scales and Leffert (1999) positive family communication has been associated with positive outcomes such as:
 - Lower levels of substance abuse, delinquency, and early sexual intercourse,
 - Higher levels of academic performance, and
 - Better mental health.
- Young people who see their parents airing disagreements with a basic air of connectedness are aided in their own identity formation.
- Open communication enables young people to talk and express opinions. This elaboration of ideas may be an important way adolescents develop their identity and personal competencies. Parenting style and the quality of relations between parents (and families) and children may affect the likelihood of children becoming involved in bully/victim problems at school and suffering serious socio-emotional consequences. ([AIFS, 2013](#))¹²
- Young people in families in conflict tend to have more depression, anxiety, delinquency and aggressiveness (Scales & Leffert, 1999)

3. Other adult relationships: young person receives support from three or more nonparent adults

What is research telling us?

- According to Scales and Leffert (1999) other adult relationships has been associated with positive outcomes such as:
 - Lower adolescent's substance use and exposure to violence,
 - strengthen their connection to school,
 - academic performance
 - helping behaviours
 - more pro-social behaviours and fewer behaviour problems
 - fewer feelings of loneliness, anxiety or depression
 - greater self-esteem, hopes for the future and cheerfulness
- having access to a 'significant other' builds resilience
- Important for young people who lack family support
- Opportunity to develop passions and broader world view from family experience
- On some issues, nonparental adults can be a preferred source of advice such as school concerns or sexual issues
- Mentoring: ([Cavell et al., 2009](#))¹³
 - Young people who lack a strong relationship with a caring adult while growing up are much more vulnerable to a host of difficulties from academic failure to serious risk behaviour. Research finds resilient youth are consistently distinguished by the presence of a caring adult in their lives.
 - Mentoring is capable to making a positive difference:

- Improvements in self esteem
- Better relationships with parents / peers
- Improved academic performance

4. **Caring neighbourhood:** young person experiences caring relationships

What is research telling us?

According to Scales and Leffert (1999) caring neighbourhoods has been associated with positive outcomes such as:

- Lower adolescent's substance use and exposure to violence,
 - strengthen their connection to school,
 - academic performance
 - helping behaviours
 - more pro-social behaviours and fewer behaviour problems
 - fewer feelings of loneliness, anxiety or depression
 - greater self-esteem, hopes for the future and cheerfulness
 - less exposure to violence or negative behaviour
- Having a 'significant other' builds resilience
 - Social support from other adults interacts with adolescent self-perceptions to contribute to positive outcomes
 - Neighbours can offer a caring and friendly environment, as well as holding high expectations for behaviour
 - Vulnerable youth in the healthiest communities had better outcomes than vulnerable youth in the least healthy community – related to other factors such as constructive after-hour activities, a caring school environment (Blyth & Leffert, 1995 as cited in Scales 1999)
 - Collective efficacy can reduce negative behaviour in a neighbourhood, but is not very common amongst neighbourhoods. There is a relationship between neighbourhood control and neighbourhood support. Research showed that neighbourhood social support can also help to promote resiliency among adolescents ([Fagan, 2013](#))¹⁴

5. **Caring school climate:** School provides a caring, encouraging environment

What is research telling us?

- According to Scales and Leffert (1999) support provided by teachers and the school environment has been associated with:
 - Higher grades, engagement and attendance
 - Higher self esteem
 - Less anxiety and depression
 - Less substance use
- Young people's ability to relate to their teachers can affect their confidence to do their academic work.
- A supportive school climate is caring and friendly, as well as holding high expectations for youth's behaviour
- A supportive teacher:
 - Is one with high expectations for students' success
 - Is considered fair in dealing with a variety of students

- Is friendly and approachable
- Shows care and concern about student as a person

These teachers can create a climate in which students feel:

- Respected
 - Valued
 - Belonging in the school
- Student perceptions of teacher support and school connectedness are associated with better emotional health. ([Kidger et al., 2012](#))¹⁵
 - Attendance can be improved when students feel heard by school personnel, and when students are given opportunities to establish supportive relationships with caring adults in and out of the classroom, where schools are intentional about creating a welcoming climate that is supportive and academically stimulating. ([Bryant et al., 2013](#))¹⁶

6. Parental Involvement in schooling: parents are actively involved in helping young people in school

What is research telling us?

- According to Scales and Leffert (1999) parental involvement in schooling has been associated with positive outcomes such as:
 - Lower levels of substance abuse, delinquency, and early sexual intercourse
 - Higher levels of academic performance
- Better mental health. Children with highly involved parents had enhanced social functioning and fewer behaviour problems. ([Votruba-Dizal et al., 2010](#))¹⁷
- Some parents experience barriers: Minority immigrant parents, compared with native-born parents, reported more barriers to participation and were subsequently less likely to be involved at school ([Turney & Kzo, 2009](#))¹⁸

Empowerment

Defining Empowerment:

Young people are empowered to the extent that they are:

- seen by others as resources
- make contributions to society
- feel free of threats to their safety
- feel they can make a difference

Empowerment has high correlation with other assets areas such as positive identity, social competencies, constructive use of time

7. Community values youth: young people perceives that adults in the community value youth

What is the research telling us?

According to Scales and Leffert (1999) young people who feel valued and useful show many positive outcomes including:

- Better mental health
- Higher levels of moral reasoning
- More involvement in the community
- Reduced substance abuse, violence and delinquency
- Higher self esteem
- Greater sense of personal control and optimism about the future
- Greater achievement of self-actualisation
- Greater social and personal responsibility
- Decreased school failure, school suspensions
- More effective parent-child relationships, more complex relationships
- Greater participation in community activities

Adolescences are at a crossroads where the relative powerlessness of childhood intersects with the relative freedom of adulthood.

Adolescences are attempting to construct an understanding of themselves and their role in the world.

Heightened importance for believing one can make a meaningful contribution and have a place in society.

It is a challenge for adults to explicitly communicate their belief in the value of young people. Too often adults assume that young people know adult value them.

All adults have a role to play in empowering young people.

Adults need to provide opportunities for youth leadership and participation in school and community life that are truly young people's to direct.

Asset building is less about programs than it is about community members mobilising to 'build sustained, informal, positive relationships with young people. Empowerment is built.

How adults view young people's capacities can be a major obstacle to youth empowerment. May stem from negative portrayal in the media.

ARACY (2012) report on the wellbeing of young people:

- Many young people don't feel they are able to have their say within the community all of the time. 21% of 18 – 24 yrs feel able to have a say within community on important issues all or most of the time.
- 85% of 18 – 24 year old feel able to have a say among family and friends on important issues all or most of the time.
- Not all eligible young people are enrolled to vote.
- 73% of 18- 25 yrs are enrolled to vote. ([ARACY, 2012](#))¹⁹

Vulnerable youth in the healthiest communities had better outcomes than vulnerable youth in the least healthy community – related to other factors such as constructive after-hour activities, a caring school environment (Blyth & Leffert, 1995 as cited in Scales & Leffert, 1999)

Collective efficacy can reduce negative behaviour in a neighbourhood, but is not very common amongst neighbourhoods. There is a relationship between neighbourhood control and neighbourhood support. Research showed that neighbourhood social support can also help to promote resiliency among adolescents ([Fagan, 2013](#))²⁰

8. Youth as resources: young people are given useful roles in community

What is research telling us?

According to Scales and Leffert (1999) benefits of employment for young people has been associated with :

- Increased positive emotional tone in family
- Higher self-esteem and self-resilience
- Higher internal orientation
- Less problem social behaviour
- Greater life satisfaction
- Less drug and alcohol use
- Higher perceived wellbeing

Work has positive and negative effects: the great majority of studies report that working more than 20 hours per week while studying clearly have negative effects.

Vulnerable youth in healthy communities are less likely to engage in risky behaviours than are equally vulnerable youth in unhealthy communities.

[FYA: How are young people fairing,\(2012\)](#)²¹

While education attainment and achievement has been increasing so have youth unemployment, underemployment, labour underutilisation and rates of casual employment.

- Once young people pass the 'youth transition period' they tend to concentrate in better jobs.
- Young people who have obtained a post-school qualification have a strong chance of getting a 'good' job compared with the rest of the workforce.
- Young people without post school qualifications are likely to find the labour market more difficult.

- Life transitions are being delayed with increased participation levels in education and decreased levels of full time work.
- Skills needed for the workplace is changing: there is a growing need for interpersonal and communication skills, critical reasoning and analytical skills.
- At the same time as full-time educational participation has been increasing, full-time employment has been decreasing, with the GFC having an impact on young people's employment. The decreasing rates of full-time employment have not only affected young people with school only or vet qualifications. Full-time employment rates for recent higher education graduates have also decreased since the GFC, even though this came from a higher starting point. There has also been an increase in the rate of casual employment among young people not in fulltime education and an increase in unemployment rates. There also continues to be a significant proportion of young people not fully engaged in employment, education or training, although there are those in this group that are undertaking other activities such as home duties, raising children (mainly females), or on holidays/travelling.
- Young people's life transitions have been getting longer, which is consistent with trends in increased full-time education and decreased full-time employment. Young Australians are leaving home and buying a home later, and are less likely to be married and have children than in the past. It is instructive, therefore, to look at the distribution of jobs for young people aged 25–29 years (after they get through the transition period).
- That analysis indicated that the labour market is quite 'friendly' to those who have employment, females more so than males. This means that young people are not vulnerable in terms of jobs that they did in the past disappearing. This, however, is in the context of increasing levels of education, meaning that those with lower levels of education may find the labour market more difficult. The challenge for young people is to make increases in their level of education beneficial in their occupation. Apart from getting a 'good' qualification, an aspect of this challenge is to develop and maintain the skills which employers want. In addition to technical skills for job, employers want a broader range of what could be termed more 'generic skills', such as interpersonal skills, critical thinking skills and analytical skills.
- [\(ARACY, 2012\)²²](#)
 - The unemployment rate for young Australians is increasing at more than double the overall rate.
 - 12% of 15 – 24 yrs unemployed (2012)
 - Many young people don't feel they are able to have their say within the community all of the time. 21% of 18 – 24 yrs feel able to have a say within community on important issues all or most of the time.
 - 85% of 18 – 24 year old feel able to have a say among family and friends on important issues all or most of the time.
- Workforce participation and income, along with educational attainment, are important and interrelated contributors to health and wellbeing for individuals and their families [\(AIHW 2011\)²³](#)

- For young males, entering the workforce as casual or part-time employees, trainees or apprentices provides the opportunity to gain financial independence, broaden their social and support networks, enrich their skill base—including financial management, responsibility and socialisation—and enhance their future employability. Risks to health and wellbeing arise when workforce participation is a necessity to supplement family income, or support independent living, and takes precedence over education and longer-term opportunities for financial stability, health and wellbeing (Skattebol et al. 2012).
 - Full-time, secure employment that is meaningful and offers fair financial recompense provides the most benefit in terms of health and wellbeing for males and their dependants. The 2007–08 National Health Survey showed that males aged 15–24 who were employed were more likely to rate their health as excellent or very good (69%) than males who were unemployed (58%).
 - Overemployment is known to impinge on family and leisure time and result in poor mental and physical health resulting from stress, isolation and relationship breakdown (ABS 2011). In 2007, about 7% of males aged 15–24 were overemployed (ABS 2011a).
 - Precarious employment (insecure, casual, temporary), underemployment (insufficient hours or below skill level) and unemployment pose serious risks to health and wellbeing through financial insecurity, increased risk of poverty, social exclusion and isolation, increased stress and diminished self-worth (Brunner 1997; Artazcoz et al. 2004).
 - Unemployment of parents, particularly fathers, may also be detrimental to the health and wellbeing of children and adolescents (Sleskova et al. 2006). In 2007–08, 4% of males aged 15–24 had experienced personal stress in the previous 12 months as a result of not being able to find a job or from involuntarily losing their job. About 9% rated their health as fair or poor, compared with 5% of employed males of the same age.
 - Low income may affect nutritional status, access to health care, levels of stress in the family, the quality and stability of care, and the provision of housing, heating and clothing (Adler & Newman 2002). Children living in families
 - Without adequate income are at greater risk of poor health and poor educational outcomes (Barnett 2008). In 2007–08, there were an estimated 500,400 low-income households with children aged 0–12 (AIHW 2011)
 - There are also flow-on effects of low family income for education and employment among young males (and females), which include reduced educational opportunities, both in a formal education setting (the cost of school uniforms, books and materials) and in informal or extracurricular activities (enrolment fees, transport and equipment costs and pressure for young people to work to supplement family income or to fund their own educational opportunities (Skattebol et al. 2012).
- Australia's education system is failing to prepare young people for life in the 21st Century workplace. Young people from right across the country are leaving school without the skills and attributes they need to compete for work and build successful careers for themselves. Today's young people are likely to have 15-20 jobs in their lifetime. Many of those jobs do not even exist yet. [\(FYA, 2013\)](#)²⁴
 - Several evaluations indicate that participation increases young participants 'confidence'...Taking part in decisions can help to make young people feel that their views are important, that they are listened to and can change things in their lives and their communities" [\(Kirby & Bryson, 2002\)](#)²⁵

9. **Services to others:** young people serves in the community one hour or more per week

What is research telling us?

According to Scales and Leffert (1999) community service, volunteering and service- learning have been associated with:

- Decreased school failure
 - Decreased behaviour problems at school
 - Reduced teenage pregnancy
 - High levels of parents talking with young adolescents about schools
 - Increased sense of developmental opportunities at school
 - Increased self-concept, self-esteem, self-efficacy
 - Reduced violent delinquency
 - Less depression
 - Increased pro-social reasoning
 - More positive attitudes towards parents
 - Increased problem solving skills
 - Increased community involvement as adults
 - Increased personal and social responsibility
 - Increases concern for others.
-
- Young people who are more involved with social institutions are less likely to violate social norms. Their social connection thus has a positive effect for both the young person and their communities.
 - Young people volunteer to take action about an issue that was important to them, they want to be useful and feel valued.
 - Surprisingly, healthy communities (with lower levels of youth engagement in risky behaviours) are only marginally more likely to have youth engaged in such pro-social behaviours as community services. The reason seems to be that few communities of any kind do a good job of engaging young people's energies and idealism – of activating their potential as community resources. (Blyth & Leffert, 1995 as cited in Scales & Leffert 1999)
 - Adolescents who have role models of service and community connection are more likely to contribute service.
 - Successful support programs for youth provide opportunities for growth and mastery, specifically through roles and activities that encourage active participation and that provide opportunities to learn new skills in a predictable environment.
-
- Parental encouragement is the most important factor whether adolescents participated in extracurricular activities (Csikszentmihalyi and Henshaw, 1997 as cited in Scales & Leffert 1999).
 - Participation includes involvement with peers and community, being able to have a say on matters and increasingly access to technology for social connections. In practice participation means children and youth are listened to, are supported in expressing their views, their views are taken into account and they are involved in decision making processes that affect them. (ARACY, 2012)²⁶
 - Young people are involved in sporting activities at higher rates than involvement in cultural activities.
 - 60% of 5 – 14 yrs are involved in sporting and 25% in cultural activities in 200
 - 60% of 18 – 24 yrs participate in social groups, 32% participate in community, 11 participate in civic activities in 2008.

- Youth volunteering ([YACVic, 2011](#))²⁷

As volunteers young people are able to strengthen their connection to community, improve skills and extend relationships as well as develop a genuine long lasting commitment to community.

 - Young people were volunteering in 'youth specific 'areas, alongside peers, identifying volunteering areas that overlap with the activities of youth participation.
 - Young people volunteer because they want to be involved in something that is meaningful, of benefit to the community, fun and will improve their employment opportunities.
 - A 'community of volunteering', characterised by a community in which people volunteer, talk about volunteering and invite young people to volunteer, had a key role in young people taking on volunteer roles. Young people were unlikely to be exposed to volunteering in their school community (language schools, secondary schools or tertiary institutions).
 - Volunteering is a process whereby volunteers start in standard-cause service roles, which are opportunities that expose young people to volunteering but do not challenge their belief systems. As their confidence and experience with volunteering builds young people are begin to take on social-cause service roles, exposing them to people with different values, public issues and pushing them out of their comfort zone.
 - Standard-cause volunteering developed the personal and professional skills of young people. Social-cause volunteering strengthened their connection to community. Both are important in the volunteering journey.
 - Young people's volunteering was shaped by their age and stage, gender, whether they had a disability, where they live and their cultural background.
 - There was a lack of youth friendly information informing young people about volunteering, particularly for young people who were not part of a community of volunteering.
- Eley (2003) as cited in YACVic, 2011 asserts that youth volunteering is most effective when it supports:
 - the development of positive attitudes towards community engagement;
 - a sense of commitment and a deeper understanding of social issues; and
 - the development of lifelong learning skills and skills for community action
- National survey of young people ([AYAC, 2013](#))²⁸

Top 5 youth issues:

 - Housing affordability and availability
 - Youth unemployment
 - High cost of tertiary education
 - Improving the quality of primary and secondary education
 - Binge drinking and alcohol fuelled violence

Issues young people would like to see politicians taking action on:

 - Improving health care, disability and mental health access
 - Government spending
 - Marriage equality
 - Immigration policy
 - Economic growth & development
 - Gender equality and the rights of women

10. Safety: young person feels safe at home, school and in the neighbourhood

According to Scales and Leffert (1999) young people who felt unsafe suffer emotionally and academically, in addition to physical harm they may suffer . Being victimized or feeling unsafe has been associated with:

- More skipping of school
 - Lower academic achievement
 - More bringing weapons to school
 - More violence
 - Having fewer friends
 - Less happy at school
- Safety is the most basic human need once adequate food, water and shelter has been acquired (Maslow, 1962)
- Scales and Leffert (1999)
 - Variations: gender, age, school environment, work environment, vulnerable youth
 - Lack of safety in early in life has profound consequences later on
 - Unlike other assets, sense of safety increases with age. Younger ages feel more confident in peaceful conflict resolution skills.
- When students have fears about personal safety at school, or on the way to and from school, they may miss days of class. Perpetrators and victims of school violence are more likely to experience health problems, social and emotional difficulties, and/or poorer academic performance. Moderate to high levels of school violence diminish the likelihood that students will graduate from high school. [\(Child Trends, 2013\)](#)²⁹
- Marginated young people who frequented public space regularly were extremely concerned that they were likely to be victims of violence. They expressed considerable frustration that the media, police and public often viewed them as the perpetrators. This lead to a heightened sense of vulnerability and a perception of being targeted and criminalised in public spaces. [\(Wilson et al., 2010\)](#)³⁰
- Being bullied is a common experience for many young people. Victimisation is related to depression and, to a lesser extent, anxiety, loneliness, and general self-esteem. A history of victimisation predicts the onset of anxiety or depression, especially in adolescent girls. Previous recurrent emotional problems are not significantly related to future victimisation. Reduction in bullying in schools could have a substantial impact on the emotional wellbeing of young people. [\(Bond et al., 2001\)](#)³¹
- The number of children and young people going in to care from abuse and neglect is rising. 37,648 children and young people were in out-of-home care at June 30, 2011. That represented a 33 per cent increase between 2007 and 2011, a rate of increase of more than 7 per cent each year. [\(McDowall, 2013\)](#)³²
- Neighbourhoods which are perceived as safe foster community participation and connectedness, encourage physical activity, and contribute to the health and wellbeing of local residents and visitors(CoPP Health and Wellbeing Plan, 2013)³³
- Young people who feel safe in their community play more often with their peers, both indoors and outdoors... In terms of cognitive development, independent mobility helps children to learn mapping and to navigate within their neighbourhood. From an emotional point of view, it also helps them to build social relationships beyond their immediate family and with the natural environment [\(Carver et al., 2012\)](#).³⁴

Boundaries and Expectations

Defining *Boundaries and Expectations*:

- Boundaries and expectations are the rules, standards and norms pertaining to behaviour
- Young people need a clear sense of the rules and limits in the setting in which they interact; as they grow and mature these rules and limits change
- Although boundaries are important, the development of autonomy is equally important for adolescents. Autonomy appears to develop best when adolescents are given gradually increasing opportunities to make decisions about their activities and responsibilities in environments that are both safe and emotionally supportive.
- Young people need adults who model healthy and constructive behaviours as they begin to “try on” adult roles themselves
- Young people need to interact with peers who also models positive behaviours
- Young people need adults who expect them to do their best
- Clear consistent boundaries complement and support empowerment
- Gender and cultural and linguistic diversity appear to influence boundaries and expectations (Scales and Leffert, 1999)

11. **Family Boundaries:** Family has clear rules and consequences and monitors the young person's whereabouts

What is research telling us?

- Young people need to learn boundaries for their safety; for example, strong personal boundaries teach children that others have no right to invade their personal space This may protect them from physical or sexual abuse
- Consistent boundaries and expectations enable young people to trust their parents and be able to predict the consequences of their behaviours
- Clear family boundaries and expectations encourage a dynamic of openness and clarity in the relationship
- Clear boundaries and expectations help young people to learn good judgement and decision making skills

According to Scales and Leffert (1999), family boundaries have been shown to be associated with;

- Higher self esteem
- Greater psychological competence and peer likability
- Higher school achievement
- Decreased risk taking behaviour, such a binge drinking, drug taking and early sexual behaviour;

Higher levels of family attachment, social support, involvement, and self- esteem were associated with lower levels of risk behaviours ([Peterson et al, 2010](#))³⁵.

In families from culturally and linguistically diverse backgrounds (CALD) the young person may feel torn between the expectations of the family and fitting in with friends. Often the lifestyle and culture of family is different to that of friends. Young people may feel that they need to be two different people depending on whom they are with at the time. Some young people adopt secret 'double' lives to minimise family conflict and that enable them to exist in both cultures. This often leads to a reduction

in parental awareness of any problems their son/daughter may be having and therefore precludes any offer of support. Intergenerational conflicts can be based on the clash of values between the new and old cultures. This can be particularly so with young women faced with contradictory attitudes towards gender roles ([Black Dog Institute, 2013](#))³⁶.

Decrease in bullying ([Vassallo et al, 2013](#))³⁷

When parents and youth have good communication, along with appropriate firmness, studies have shown youth report less depression and anxiety and more self-reliance and self-esteem. They also report older age of first intercourse and lower frequency of sex during adolescence than their peers ([Lagina, 2002](#))³⁸.

In a recent study, teens who benefited from perceived parental guidance and who reportedly had a “good talk” with parents in the last year about sex, birth control, and the dangers of STDs were two times more likely to use condoms at the last time they had sex than teens who did not talk to their parents as often ([Lagina, 2002](#)).

Risk factors for poor mental health and wellbeing ([Mind Matters, 2012](#))³⁹:

- Lack of family involvement with child
- Type of discipline style, eg harsh and punitive or inconsistent discipline style.

Young people are more likely to tell their parents about their whereabouts, friendships and activities if they share a close and warm relationship with their parents ([AIFS, 2004](#))⁴⁰.

Gender and cultural and linguistic diversity appear to influence boundaries and expectations (Scales & Leffert, 1999, pg82-83).

12. School boundaries: School provides clear rules and consequences

What is research telling us?

According to Scales and Leffert (1999);

- School boundaries provide clarity of rules and consequences.
- Schools provide a setting where young people have access to other adult role models that can reinforce positive behaviours set by parents, or provide them with role models if parents/carers do not set clear boundaries and make expectations clear
- Boundaries help promote and maintain respectful behaviour
- Keep students on task
- Good boundaries offer structure and limits while offering students certain freedoms and encouragement with that structure
- Effective boundaries can help teachers avoid the frustrations likely in more coercive, win-lose approaches

A whole school approach to supporting young people (where boundaries and expectations are set, communicated and enforced consistently) may enhance protective factors and mitigate risk factors for poor health and wellbeing ([Mind Matters, 2012](#))⁴¹.

According to Scales and Leffert (1999), clear school boundaries are associated with

- Higher academic orientation, motivation and achievement
- Reduced frequency of drinking to excess

Research shows that young people who attend schools with clear rules and consequences are;

- more likely to display positive behaviours and attitudes, rather than engage in risky behaviours ([City of Lethbridge, available 2013](#))

According to [Mind Matters \(2012\)](#)⁴² risk factors for poor mental health and wellbeing in the school context include;

- Lack of safety
- Attachments and connections not nurtured
- Inadequate behaviour management/education
- Poor absenteeism structures and processes
- Lack of consistent and positive behaviour education approaches.

Teachers can build boundaries and expectations by: ([Resilient Youth Australia, 2012](#))

- Delivering a message that every student can be successful. For example, “here everyone gets smart”.
- Expect that people can improve their performance and give opportunities for mastery learning where students get to see how they improve with practice.
- Give assessment autopsies where students complete an assessment. You give guidance about how they could improve. They are then given the same assessment a week later and that is their score.
- Be clear about your expectations.
- Let students know this is the way we do things here and that you will help them to get to handle it.
- Know that you get what you give: model positive behaviours.
- Differentiate instruction so that students can cater for their interests and strengths.
- Success is contagious and builds higher expectations.
- Young people believe what you tell them. Tell students that they are capable and clever and they will live up to it.

13. Neighbourhood boundaries: Neighbourhoods take responsibility for monitoring young people's behaviour

What is research telling us?

According to Scales & Leffert (1999), in neighbourhoods where young people have clear boundaries and expectations they have access to;

- Positive adult role models
- Economic resources
- Adult supervision
- Influence perceptions of norms relating violence or sexual behaviour
- Social support
- Respect for authority
- Effective networks between family and friends
- Disciplinary efforts are supported

Neighbourhood characteristics have been linked to healthy behaviour, including effective parenting behaviours. This may be partially explained through the neighbourhood's relation to parents' access to social support from friends and family ([Byrnes & Miller, 2012](#))⁴³.

According to Scales and Leffert (1999), neighbourhood boundaries are associated with;

- Higher levels of achievement
- Lower levels of early school leaving and higher levels of high school graduation
- Decreased teenage births and increased use of contraception
- Decreased crime and involvement with the juvenile justice system
- Social competence and positive friendships

Studies have suggested that neighbourhoods may influence factors such as school engagement in males more than females (Scales & Leffert, 1999, pg 83)

14. Adult role models: Parent(s) and other adults model positive, responsible behaviour

What is research telling us?

- The process of social learning includes imitation and observational learning, or modelling. Modelling may be an important part of learning how to interact with peers.
- A young person's expectations about their future life relating to education, work or family life is influenced by adult role models.
- Young people whose parents participate in society are more likely to be civically minded and participate in activities such as sports.

According to Scales and Leffert (1999), exposure to positive adult role models is associated with;

- Higher levels of self-esteem and self-efficacy
- Decreased risk-taking and problem behaviours; early sexual intercourse (females), smoking, alcohol and drug use, impulsivity and aggressive behaviour and conduct disorder

- Improved high school graduation rates
 - Higher levels of achievement and occupational aspirations and expectations
 - Increased involvement by females in competitive sports
- Fathers can become positive role models for their children and support the development of their physical, emotional and social skills. Fathers' behaviours and personal characteristics contribute (positively or negatively) to family income, family social status and stability, and opportunities for children to access health care and education. Good fathering has a positive impact on children, fathers and the broader family and community. It can also be intergenerational, in that good fathers become good role models for their sons to father the next generation ([AIHW, 2013](#))⁴⁴.

15. Positive peer influence: Young person's close friends model responsible behaviour

What is the research telling us?

According to Scales and Leffert (1999), positive peer relationships are associated with;

- Development of social maturity and increased altruism
- Increased self-efficacy, self-competence and self-esteem
- Higher academic achievement and educational aspiration
- Increased involvement in sport
- Increased self-assessed health behaviours
- A buffering effect on depressive symptoms
- Decreased stress
- Decreased alcohol use

Conversely, negative peer influence is associated with

- Increased problem behaviours; smoking, alcohol and drug use, increased early sexual behaviour and increased anti-social behaviour. Gardner and Steinberg ([2012](#))⁴⁵ found that adolescents made riskier decisions when in peer groups than alone and that peer effects on risk taking and risky decision making were stronger among adolescents and youths than adults.
- Decreased school/academic adjustment
- Lower self esteem

Extensive research, published in the last two decades, has shown definitely and beyond question that peer programs can have statistically significant effects on attitudes, norms, knowledge, behaviours, and health and achievement outcomes ([Hanson et al, 2007](#)).⁴⁶

A young person's peers have a powerful influence over their participation/non participation in extra-curricular activities ([Blomfield & Barber, 2010](#))⁴⁷.

Positive friendships may play an important part in promoting resilience ([AIFS, 2004](#))⁴⁸.

Peer-led programs/interventions may provide a way to reduce harms related to alcohol and drug use and sexual health ([Hanson et al, 2007](#)).⁴⁹

16. High expectations: Both parent(s) and teachers encourage the young person to do well

What is research telling us?

According to Scales and Leffert (1999), high expectations from parents and teachers are associated with;

- Positive academic performance and achievement
- Greater effort
- Increased beliefs about abilities
- Greater occupational aspirations and achievement
- Short-term improvement in grades and school achievement.

Faas et al. [\(2012\)](#)⁵⁰ found that family expectations were an important predictor of education outcomes. Neither socioeconomic resources nor success expectations directly predicted work outcomes or career satisfaction. Instead, education was the direct predictor of career satisfaction with work outcomes partially mediating.

According to [Mind Matters \(2012\)](#);

- low teacher expectations are associated with poor health and wellbeing

Constructive Use of Time

Defining *Constructive Use of Time*: (Scales and Leffert, 1999)

- The term constructive use of time refers to how young people are engaged with life beyond home and traditional learning.
- It also refers to how they are using their personal time and recreation.
- Can be structures activities offered by schools, community organisations, religious institutions or for-profit centres
- Can also include unstructured leisure time, but in moderation.

What is the research telling us?

Constructive use of time generally:

- Provide a network of positive influences
- Structured activities stimulate positive growth and also contribute to the development of other assets
- Prevents involvement in risk-taking behaviours during free, idle time.
- Assists young people in developing positive social supports and skills
- Provides informal education
- Research from the Melbourne Institute of Business and Economics ([2013](#)) has revealed that, generally speaking, extra-curricular activity participation is likely to lead to less engagement in risky behaviours.

Gender:

- Males and females use their time in different ways; typically young men are more drawn to sports, whilst young women are reported more typically drawn to vocational activities.
- Sport can provide a young women with opportunities to test roles outside traditional gender norms that they don't usually get to play. Conversely participation in sport can reinforce traditional male roles.

Ethnicity and culture:

- Unfortunately, ethnic minority youth, especially those living in low-income communities, participate in these activities at lower rates and less consistently than nonminority youth ([Fredericks & Simpkins, 2011](#)).⁵¹

Access to finances:

- The Brotherhood of St Laurence (2013) found that children's participation both at school and in their social life with friends was limited by parents' income. Children in low-income families often had much more limited contact with the world beyond school and family than those in more affluent families

17. Creative activities: young person spends three or more hours per week in lessons or practice in music, theatre or other arts

What is the research telling us?

Engagement with creative activities is associated with (Scales and Leffert, 1999);

- Higher self-esteem and self confidence
- Increased creativity, intrinsic motivation and long-term retention
- Higher achievement

As well as;

- Civic mindedness and
- Self-expression
- Coping
- Youth and family engagement
- Connection to community and community spaces and places

Arts generally;

“Participating in cultural activities can challenge children’s perceptions about their world and themselves and enhance their belief in what they can achieve. These activities can support the development of self-confidence, self-awareness, communication and social skills, particularly when they are done with others”. ([The Smith Family, 2013](#))⁵²

([Catterall & Dumais 2012](#))⁵³ found that:

- Teenagers and young adults of low SES who had high levels of arts engagement from kindergarten through elementary school showed better academic outcomes than those with less arts involvement. They earn better grades and demonstrate higher rates of university enrolment and attainment.
- Students with high levels of arts engagement are more likely to aspire to go to university.
- They are more likely to be civic minded
 - More likely to participate in clubs
 - More likely to volunteer

A study focusing on Australian data by [Le \(2013\)](#) found that:

- Participation in Arts weekly reduces drinking among males and marijuana use among females.

Art Play (City of Melbourne)

ArtPlay is a civic studio (run by the City of Melbourne) where families and children can be creative and express themselves in ArtPlay’s open and supportive environment. An evaluation of ArtPlay revealed that arts engagement is associated with ([Jeanneret & Brown, 2012](#))⁵⁴

- Self-expression
- Engagement with young people and families
- Relationship building
- Learning and positive educational outcomes

- Connection. Spaces, places and the Community
- Foster and strengthen of partnerships

Music therapy ([Tamplin, 2013](#))⁵⁵;

Music therapy is a research-based practice and profession in which music is used to actively support people as they strive to improve their health, functioning and wellbeing.

- Young people spend a significant amount of time engaging with music and vulnerable teenagers spend even more so. Music therapists in adolescent mental health use this strong connection that teens have with music as a resource in grappling with their emerging mental health problems.
- Music therapy provides an outlet for a child's emotional expression, increased awareness of the immediate environment and other people, and enhances self-confidence through active music making.
- It can also help improve a child's social skills and communication.
- Music therapy is frequently used in children's hospitals for pain and anxiety management during procedures and to engage children in a normalising activity that is unrelated to them being unwell. This provides an opportunity for choice and control in an environment where they have little control over everything else.
- Impacts are even more potent for group music-making, because shared, positive experiences also release oxytocin, a brain tool for building trust. In this way, musical relationships develop encouraging non-verbal and emotional expression and building self-esteem, motivation and confidence.

Photovoice

Photovoice is a process in which people – usually those with limited power due to poverty, language barriers, race, class, ethnicity, gender, culture, or other circumstances – use video and/or photo images capture aspects of their environment and experiences and share them with others. The pictures can then be used, usually with captions composed by the photographers, to bring the realities of the photographers' lives home to the public and policy makers and to spur change.

The five key concepts for Photovoice include:

- Images teach
- Pictures can influence policy
- Community members ought to participate in creating and defining the images that shape healthful public policy
- The process requires that from the outset planners bring policy makers and other influential people to the table to serve as an audience
- Photovoice emphasizes individual and community action

The Photovoice technique has been used in many countries with people including youth in difficult circumstances, people with disabilities and particular medical conditions (e.g., tuberculosis, HIV/AIDS), the very poor, groups subject to violence, and with many others whose experiences are unknown or seemingly ignored by the community and by those in power.

The main goal of Photovoice is to help people whose needs – and sometimes whose very existence – are often ignored gain some sense of control over their lives. We'll list some examples of both population groups and organizations that might be able to use Photovoice to their advantage. ([The Community Tool Box, available online 2013](#))

18. Youth Programs: Young person spends three or more hours per week in sports, clubs or organisations in the school and/or community

What is research telling us?

According to Scales & Leffert (1999), participation in youth programs is associated with:

- Increased self-esteem; popularity, sense of personal control, enhanced identity development
- Better development of life skills; leadership skills, public speaking, decision making, dependability and job readiness
- Better communication in the family
- Fewer psychosocial problems such as loneliness, shyness and hopelessness
- Increased involvement in constructive activities in young adulthood
- Decreased involvement in risk-taking behaviours
- Improved developmental outcomes
- Increased academic achievement
- Increased safety

“Some of the many benefits of sport participation for children include reduced risk of obesity, increased cardiovascular fitness...a greater ability to physically relax...improved sleep...mental health benefits, such as greater confidence and improved social skills” ([Victorian Government, 2014](#))⁵⁶

19. Religious community: young person spends one or more hours per week in activities in a religious institution

What is research telling us?

According to Scales & Leffert (1999) young people that spend one or more hours per week in activities in a religious institution experience;

- Increased sense of wellbeing
- Decreased risk taking behaviour
- Lower levels of depression

[Markstrom \(1999\)](#) found that young people who are involved with religious organisations develop ego strengths of;

- Hope
- Will
- Purpose
- Fidelity
- Self-esteem (relating to academic achievement)
- Love; and
- Care.

[Nonnemaker et al. \(2003\)](#) found that participation in religious youth group activities is protective for a number of adolescent health-related outcomes. It was found to be;

- Protective against cigarettes smoking, alcohol, and marijuana use

- Associated with a lower probability of having ever had sexual intercourse
- Associated with birth control use at first sexual intercourse
- Associated with lower emotional distress; and
- Associated with lower probability of having engaged in violence in the last year.

18. Time at home: Young person is out with friends “with nothing special to do” two or fewer nights per week.

Why is it important?

According to Scales and Leffert (1999) some young people (particularly those from affluent families) are ‘over programmed’, where every moment of their time outside school is taken up by structured activities. Young people also require unstructured down time where they are not under any pressure to perform and compete.

Time spent at home alone or with the families (where family life is harmonious) is associated with;

- Relaxation and stress relief
- Decreased alcohol and drug use, anti-social behaviour and contact with the youth justice system
- Decreased modelling of peer delinquent behaviour

Time spent just ‘hanging out’ with friends can also help young people

However, evidence suggests that having too much free time can be harmful, and as outlined above in section 17-19, there are many benefits for young people associated with being involved in structured activities.

Internal Assets

Internal Assets

Commitment to Learning

Defining Commitment to Learning : (Scales & Leffert, 1999)

- Achievement motivation is the extent to which students feel the intrinsic desire to succeed and earn good grades
- Academic 'self-regulation' includes motivational processes such as setting performance goals, holding positive beliefs about ability, valuing learning, and being proud of one's efforts
- It is a combination of personal beliefs, values and skills
- A young person's commitment to learn is strongly influenced by relationships with family, peers and others as well as by the school environment
- The importance of learning outside the school is underrepresented in the framework.

19. Achievement motivation: young person is motivated to do well at school

What is the research telling us?

According to Scales and Leffert (1999) achievement motivation has been associated with positive outcomes such as:

- Better attitude to school
- Greater efforts at schoolwork
- Higher grades
- Better mental health
- Better communication skills
- Lower levels of risky behaviours
- Less risk of dropping out of school
- Less likely to have a personality disorder
- Less likely to commit a crime
- Less adolescent pregnancy
- Less alcohol use

Beside home, school is where most adolescents spend the majority of their time. School is where they experiment numerous relationships with adults and peer and numerous opportunities for success or failure – can broadly and deeply affect most areas of functioning. Education enables young people to:

- reach their full potential
- maximise their outcomes
- open up life pathways
- access employment
- build their self-esteem and resilience
- reduce social isolation
- have positive health and wellbeing

Young people's education is also important to the wider community:

- investment in future leaders

- disengagement from education increases disadvantage
- the costs of disengagement are high for the individual, the community, and the economy

We must prepare young people for constant and rapid economic, social, cultural and environmental change in Australia and overseas. Our society needs young Australians to be confident, connected, enterprising, innovative, optimistic, generous and fulfilled. ([FYA, 2013](#))⁵⁷

Young people's positive engagement with school was influenced by school factors such as feeling they were doing well academically, having teachers they could talk to, having friends and participating in school sport and other activities. Problems included feeling they did not understand the work, bullying and feeling left out. Some low-income young people missed out on school activities such as camps because they were too expensive. This could in turn affect their academic work as well as their sense of belonging at school ([Brotherhood of St Laurence, 2013](#))⁵⁸.

Peer pressure around popularity can be an influence on achievement.

- Results suggested that above and beyond a variety of individual, familial, peer, and school characteristics that have previously been associated with academic outcomes, aspects of behavioural peer culture are associated with individual achievement while components of both relational and behavioural peer culture are related to school engagement. ([Doyle Lynch et al, 2013](#))⁵⁹

According to Scales and Leffert (1999)

- Students with the desire to master a subject or task tend to do better than students who learn mostly because they are striving for good grades
- Attempts to have an impact on young people's achievements that is too narrowly targeted may be ineffective at best and harmful at worst
- The interest parents show, the help and encouragement they offer, their expectations for success, and the capability they communicate to their children all have profound effects on children's readiness to learn. This is also true for the positive pressure of 'community' expectations – what happens at school becomes a more important part of young people's lives.
- Regardless of whether young people live in poverty, those who parents, friends and neighbours provide support can succeed in learning
- Parents and other adults can take a more active role in talking with young people about the role of education in preparing them for jobs and careers they want. It reinforces parent and community norms and expectations about the value of education.
- Students with social skills and social competence have higher self-esteem which in turn strengthened commitment to school and motivation.

According to [Horn & Ryan \(2014\)](#) aspirations have a large impact on educational outcomes. Generally speaking, the impact of aspirational outcomes is similar for young people from disadvantaged and those not from disadvantaged backgrounds.

[Nguyen & Blomberg \(2014\)](#) found that aspirations to complete Year 12 and post-school study plans are formed during high school. They are strong predictors of Year 12 completion and participation in further education and training. They also found that multiple factors interact to drive young people's educational aspirations. These factors include:

- attitudes towards school
- academic performance,
- parental expectations
- peer plans; and

- student background.

18. **School engagement:** young person is actively engaged in learning

What is research telling us?

According to Scales and Leffert (1999) school engagement has been associated with positive outcomes such as:

- Positive school outcomes
- Better school attendance
- Better mental health
- Better communication skills
- Lower levels of risky behaviours
 - Less adolescent pregnancy
 - Less alcohol and drug use

According to Scales and Leffert (1999): Personal and contextual variables can affect young people's commitment to learning:

- Gender: females overall have more positive attitudes to school than males, gender expectations from parents, how subjects are designed effects gender participation in subjects, females are more likely than males to have all the commitment to learning assets
- Socio-economic status
- Culture: students from some cultural backgrounds spend more time on homework, attended more school, higher achievement motivation and parent involvement
- Puberty timing: males who mature earlier get better grades. females – late maturers are advantaged
- Age and grade: middle high school is seen as a significant time where young people can lose interest in school
- School environment and efficacy of the teacher
- Students who learn mostly to get good grades tend, like disengaged students, to rely most on memorisation and other superficial study techniques.
- Evidence suggests that a focus on grades and on doing better at school can be a negative influence on self-esteem, interest in school and achievement. Students do best when parents / teachers focus on intrinsic rewards or learning.
- School engagement is at risk during the transition from primary to secondary school and middle secondary school. The decline should not be attributed to normal developmental processes. It is likely to come about because of a mismatch between young adolescences needs and school organisational and curriculum practices.
- Other assets work together to contribute to commitment to learning, such as family support. Home environment significantly affects their commitment to learning.
- Children who were read to, used a library, had restrictions on TV, had a book collection had a better attitude to the value of reading.
- When parents are involved in their children's schooling commitment to learning improved – asking about their schooling, knew what they were doing
- Parents assist with homework
- Encourage with their education and exerted tight control within the context of a close-knit family
- Parental monitoring and involvement increased time spent on homework

- Authoritative parenting environment facilitates academic success (warm, democratic, but firm)
- Low family support indirectly caused low engagement. It lowers self-perception of competence
- Family communication style is important: children involved in decision making and opinions sought have higher self-esteem, lower self-consciousness
- Parents aspirations for their children's education were 3 times more influential than family socioeconomic status in forming young person's own aspirations (Marjoribanks, 1996 as cited in Scales and Leffert, 1999)
- Community can have a role to play through collective efficacy – for example taking a stance if a young person is skipping school. This clearly expresses norms about what young people should be doing during the day. Employers can play a role in supporting study too.

A relationship between life satisfaction and cognitive engagement was found. The findings provide important evidence of the role of early adolescents' life satisfaction in their engagement in schooling during the important transition grades between primary to secondary school ([Ashley et al., 2011](#))⁶⁰

- ([ARACY, 2012](#)):⁶¹
 - A significant proportion of young people are not involved in education or employment. 16% of 15 – 24 yrs inactive from education or employment (2012)
 - The majority of Australian youth are participating in education. Australian rates are below those of many other OECD counties. 70% is the apparent retention rate Year 7/8 to Year 12
68% of 17 yrs old in school
80% of 15 – 19 yrs old enrolled in study for a qualification
- ([FYA, 2012](#))⁶²
 - While education attainment and achievement has been increasing so have youth unemployment, underemployment, labour underutilisation and rates of casual employment
 - Once young people pass the 'youth transition period' they tend to concentrate in better jobs
 - Young people who have obtained a post-school qualification have a strong chance of getting a 'good' job compared with the rest of the workforce
 - Young people without post school qualifications are likely to find the labour market more difficult
 - Life transitions are being delayed with increased participation levels in education and decreased levels of full time work
 - Skills needed for the workplace is changing: there is a growing need for interpersonal and communication skills, critical reasoning and analytical skills.
- ([COAG Reform Council, 2013](#))⁶³
 - More young people attain Year 12 but fewer are fully engaged in work or study after school
 - The portion of young people (17 – 24 yrs) fully engaged in work or study following school declined from 73.9% to 72.7% in 2011. This was due to a fall in full-time employment
 - Outcomes for students from lowest socio-economic backgrounds still poor
 - In 2011, after leaving school, 41.7% of young people from the lowest socio-economic backgrounds were not fully engaged in work or study compared to 17.4% for young people from the highest socio-economic backgrounds. This gap widened between 2006 – 2011

- In 2011, year 12 attainment for lowest socio-economic backgrounds was 73.7 compared to 93.3% for the highest socio-economic group.
- [The Youth Partnerships Effect: Now and into the Future \(Glover, 2012\)](#)⁶⁴
 - Education is central in all young people's lives
 - School retention is high, but little improvement over last 20 years
 - Large numbers of young people are not engaged in education or work
 - Persistent achievement gap remains for disadvantaged students
 - For those at school, low attendance suggests broader disengagement, especially among low SES
 - 'Collaborative action for collective impact'.

Right in the mix: Roles for Victorian councils in the delivery of services to vulnerable young people (MAV / DEECD, 2013)⁶⁵

- Formal agreements between schools and councils would benefit existing partnerships which target improved outcomes for at risk / disengaged young people
- University students finances in 2012, (Bexley et al., 2013)⁶⁶
 - In 2012, more than two-thirds of students reported being worried about their financial situation. 76.6% of low SES undergraduates indicated they were worried about finances
 - An average of 17% of students reported regularly going without food or other necessities because they were unable to afford them
 - Increased hours of work are affecting student's educational experience including regularly missing classes for work
 - Two thirds of full time domestic undergraduate students had incomes of less than \$20,000 a year, including 21% who had annual income of less than \$10,000.

19. Homework: young person reports doing at least one hour of homework every school day

What is research telling us?

According to Scales and Leffert (1999) time spent on homework has been associated with positive outcomes such as:

- School success
- Better mental health
- Less alcohol and drug use
- Improved scientific literacy
- Greater completion and accuracy of homework
- Positive relationship between time spent on homework and school success
- According to Scales and Leffert (1999) home environment significantly affects their commitment to learning:
- Parents assist with homework
- Encourage with their education and exerted tight control within the context of a close-knit family.

Parents' behaviour that supported children's psychological needs is positively related to the children's autonomous motivation for doing homework. Parents' need-supportive behaviour (– i.e., parents' identification with the importance of such involvement – with parents' competence beliefs, and with parents' positive attitudes towards the task of homework) is associated with parents' own autonomous motivation for involvement in helping with homework. This is an important insight for educators who aim to encourage parents' involvement with their children's education and homework. This

understanding is also important for other research seeking to identify meaningful parental characteristics that contribute to the family well-being. ([Katz et al., 2011](#))⁶⁷

20. Bonding to school: young person cares about their school

What is research telling us?

According to Scales and Leffert (1999) bonding to the school has been associated with positive outcomes such as:

- Positive school outcomes
- Better school attendance
- Better mental health
- Better communication skills
- Lower levels of risky behaviours
- Less adolescent pregnancy
- Less alcohol and drug use

According to Scales and Leffert (1999):

- The more adolescents felt their school had a caring climate, the more they cared about their school, the more interested they were in their schoolwork and the harder they tried.
- Family is an important factor. Young people who feel secure and supported by parents are more likely to have better relations with teachers
- The greater parents bonding to the school, the greater their young adolescents bonding
- Schools that nature positive relationships among students and students amongst teachers are more likely to realise the payoff of more engaged students achieving at higher levels.

Students' perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement - school participation, identification with school, and use of self-regulation strategies. ([Wang et al., 2010](#))⁶⁸

The fundamental component to reduce school bullying is to create a positive school climate that fosters caring behaviours. Eight characteristics that promote positive school cultures:

- positive expectations
- support for teacher
- excellence in teaching
- physical environment
- school values
- awareness of strengths and problems
- policies and accountabilities ([Orpinas et al., 2010](#))⁶⁹

21. Reading for Pleasure: young person reads for pleasure three or more hours per week

What is research telling us?

According to Scales and Leffert (1999) time spent reading for pleasure been associated with positive outcomes such as:

- Increased time on homework
- Increased reading achievement

- Increased overall academic achievement

Pleasure reading was found to fulfil three broad functions: it enhanced academic performance, social engagement and personal development. In their pleasure reading, teens gain significant insights into mature relationships, personal values, cultural identity, physical safety and security, aesthetic preferences, and understanding of the physical world, all of which aid teen readers in the transition from childhood to adulthood. ([Howard, 2011](#))⁷⁰

Positive values

Defining positive values: (Scales & Leffert, 1999)

- Social principles, goals or standards held by individuals or society
- Values become internally deep commitments that consistency guide how one thinks and behaves
- For adolescents, who are gaining a sense of their emerging identity, exploring and developing values constitute a critical part of their development
- This is not a comprehensive list of values. Some additions may be particularly important to some cultures.

22. Caring: young person places high value on helping other people

What is research telling us?

According to Scales and Leffert (1999) caring has been associated with positive outcomes such as:

- Higher levels of prosocial behaviour
- Better means-end problem solving
- Better formal reasoning skills
- Greater overall wellbeing
- Higher self esteem
- More hopeful
- Greater use of contraception
- Less affiliation with deviant friends
- Less drug use
- Higher grades

According to Scales and Leffert (1999):

- Early supportive parenting and multiple relationships with caring adults build a foundation for later success by promoting positive beliefs, capacities and identification with adults
- Variables:
 - Gender: females consistently are found to have higher levels of pro-social and personal character values. Female behaviour may be more deeply affected than male behaviour by their values.
 - Culture
 - Age: a value is not one concept that people learn at a certain age, but rather several related concepts that differ greatly in complexity
 - Religion: the impact of religiousness was much stronger on influencing positive outcomes (increasing altruistic attitudes and behaviour) than on influencing negative outcomes (avoiding risky behaviour)
 - Values and student achievement: students who behaved pro-socially had greater academic success from positive relationships with peers and teachers
- Growing evidence shows that certain strengths of character – for example, hope, **kindness**, social intelligence, self-control and perspective can buffer against the negative effects of stress and trauma, preventing or mitigating disorders in their wake. In addition, character strengths help youth thrive. Research consistently shows that strengths of the

'heart' that connect people together – like love and gratitude – are much more strongly associated with well-being than are strengths of the 'head' that are individual in nature - like creativity, critical thinking and aesthetic appreciation. ([Park, 2009](#))⁷¹

- Good character is associated with desired outcomes such as school success, leadership, tolerance, kindness, altruism, the valuing of diversity and the ability to delay gratification ([Scales et al., 2000](#))⁷²
- Youth volunteering ([YACVic, 2011](#))⁷³
As volunteers young people are able to strengthen their connection to community, improve skills and extend relationships as well as develop a genuine long lasting commitment to community.
 - Young people were volunteering in 'youth specific' areas, alongside peers, identifying volunteering areas that overlap with the activities of youth participation.
 - Young people volunteer because they want to be involved in something that is meaningful, of benefit to the community, fun and will improve their employment opportunities.
 - A 'community of volunteering', characterised by a community in which people volunteer, talk about volunteering and invite young people to volunteer, had a key role in young people taking on volunteer roles. Young people were unlikely to be exposed to volunteering in their school community (language schools, secondary schools or tertiary institutions).
 - Volunteering is a process whereby volunteers start in standard-cause service roles, which are opportunities that expose young people to volunteering but do not challenge their belief systems. As their confidence and experience with volunteering builds young people begin to take on social-cause service roles, exposing them to people with different values, public issues and pushing them out of their comfort zone.
 - Standard-cause volunteering developed the personal and professional skills of young people. Social-cause volunteering strengthened their connection to community. Both are important in the volunteering journey.
 - Young people's volunteering was shaped by their age and stage, gender, whether they had a disability, where they live and their cultural background.
 - There was a lack of youth friendly information informing young people about volunteering, particularly for young people who were not part of a community of volunteering.
- ([Eley, 2003 as cited in YACVic, 2011](#))⁷⁴ asserts that youth volunteering is most effective when it supports:
 - the development of positive attitudes towards community engagement;
 - a sense of commitment and a deeper understanding of social issues; and
 - the development of lifelong learning skills and skills for community action.
- YACVic recommendations about volunteering ([YACVic, 2011](#))⁷⁵
 - The development and use of a contemporary and relevant definition of volunteering that recognises the contributions of young people.
 - The continued development of resources (both print and online) that inform young people about volunteering.
 - The continued capacity building of community organisations and groups to be better able to create and identify meaningful volunteering opportunities for diverse groups of young people.
 - The strengthening of volunteering awareness programs and volunteering opportunities in educational institutions.

- The continued development of the capacity of the youth and community sector to use online media and social networks to engage with and support youth volunteering.
- The development and support of a community of young volunteers.
- The continued support and development of activities and campaigns that legitimise and raise awareness of youth volunteering in the community.
- The strengthening of support and resources for young people who are organising their own social action.
- The continued research into the role, experience and impact of volunteering on a young person and the community

23. Equity and social justice: young person places value on promoting equity and reducing hunger and poverty

What is research telling us?

According to Scales and Leffert (1999) equity has been associated with positive outcomes such as:

- Higher levels of pro-social behaviour
- Better means-end problem solving
- Better formal reasoning skills
- Greater overall wellbeing
- Higher self esteem
- More hopeful
- Greater use of contraception
- Less affiliation with deviant friends
- Less drug use
- Higher grades

According to Scales & Leffert (1999) adults role is key in the development of personal values:

- Adults need to ask young people explicitly to behave in ways that reflect the underlying values adult wish youth would develop.
 - Adults in the different parts of young people's lives (school, family, neighbourhood) need to be consistent in their collective expression of an explicit set of value expectations
 - When adults in young people's lives hold similar positive values, make them explicit and intentionally seek to promote them, they provide a solid guiding influence that helps youth navigate through their social world and internalise positive values.
- Volunteering is an opportunity to learn about and put in to practice this value. Equality and Social Justice is linked to active citizenship – supporting young people's participation in community development and local decision-making processes. Understanding youth have a voice on decisions that impact them and others. (Percy-Smith, 2006)⁷⁶
 - When young people have the opportunity for meaningful engagement, contribution and participation they engage in a discovery process about their own skills, talents and interests. They have the opportunity to problem-solve, make decisions and work with others. They learn to go from being a receiver of services to being a resource and provider of services. Acts of helping others fosters a sense of generosity, self-worth and the opportunity to overcome ego-centric thinking. (Wood & Hine, 2009)⁷⁷

- Social Justice, Vol, 29 (2002): We live in an increasingly diverse society. By reflecting on this and what social justice and equality means, young people can build outcomes across three levels of self, social and global. including:
 - Self: critique of stereotypes, active engagement in identity development, political awareness and actively engaged citizens, general emotional, spiritual, psychological wellness
 - Social: political education, youth exercising power in community institutions, innovative solutions to community and social problems, feeling a part of something meaningful and productive
 - Global: connection to others struggles, safe and health community, social wellbeing, sense of purpose, optimism about social justice⁷⁸

24. Integrity: young person acts on convictions and stands up for their beliefs

What is research telling us?

- According to Scales and Leffert (1999, p24) integrity has been associated with positive outcomes such as:
 - Higher levels of prosocial behaviour
 - Better means-end problem solving
 - Better formal reasoning skills
 - Greater overall wellbeing
 - Higher self esteem
 - More hopeful
 - Greater use of contraception
 - Less affiliation with deviant friends
 - Less drug use
- Higher grades
- Journal of Moral Education (1997): Importance of education in promoting adolescent self-identification with a coherent set of moral standards e.g. research shows that moral identity-in contrast to moral judgment or reflection alone plays a powerful role in mediating social conduct. This is about going past just teaching what is 'right or wrong' to enabling young people to explore what law, morals etc means for them.⁷⁹

25. Honesty: young person 'tells the truth even when it is not easy'

What is research telling us?

According to Scales and Leffert (1999) honesty has been associated with positive outcomes such as:

- Higher levels of prosocial behaviour
- Better means-end problem solving
- Better formal reasoning skills
- Greater overall wellbeing
- Higher self esteem
- More hopeful
- Greater use of contraception
- Less affiliation with deviant friends
- Less drug use
- Higher grades

Utilising the VIA Inventory of Strengths for Youth (VIA Youth) the character strengths of persistence, **honesty**, prudence and love were substantially related to fewer externalizing problems such as aggression. Character strengths of perseverance, fairness, love, gratitude, **honesty**, hope and perspective predicted end of year grade point average. Working on students character strengths is not a luxury but a necessity and it entails no trade-offs with traditional academic concerns. These strengths can be cultivated and strengthened by appropriate parenting, schooling, various youth development programs and healthy communities. [\(Park, 2009\)⁸⁰](#)

26. **Responsibility:** young person accepts and takes personal responsibility

What is research telling us?

According to Scales and Leffert (1999) responsibility has been associated with positive outcomes such as:

- Higher levels of pro-social behaviour
- Better means-end problem solving
- Better formal reasoning skills
- Greater overall wellbeing
- Higher self esteem
- More hopeful
- Greater use of contraception
- Less affiliation with deviant friends
- Less drug use
- Higher grades

Participation includes involvement with peers and community, being able to have a say on matters and increasingly access to technology for social connections. In practice participation means children and youth are listened to, are supported in expressing their views, their views are taken into account and they are involved in decision making processes that affect them (ARACY report card, 2013).

Research ensured adolescents taking responsibility for their quality-of-life issues by welcoming and enabling youth. Power was transferred to youth as responsibility for voicing, decision making, and action. This led to positive changes in youth development and their social integration into community(Cargo,et al, 2003)⁸¹

Journal of Common Practice, Vol 14 (2006): A participatory research study which identified key dimensions of critical youth empowerment:

- a welcoming, safe environment,
- meaningful participation and engagement,
- equitable power-sharing between youth and adults,
- engagement in critical reflection on interpersonal and sociopolitical processes,
- participation in sociopolitical processes to affect change, and
- integrated individual- and community-level empowerment.Youth control is manifest through youth taking responsibility, voicing their opinions, making decisions, and taking action to achieve their goals. It is about opportunities for youth to develop capacities in meaningful forum with youth responsibility and decision-making.⁸²

27. Restraint: young person believes it is important not to be sexually active or use alcohol or other drugs

What is research telling us?

According to Scales and Leffert (1999) restraint has been associated with positive outcomes such as:

- Higher levels of pro-social behaviour
- Better means-end problem solving
- Better formal reasoning skills
- Greater overall wellbeing
- Higher self esteem
- More hopeful
- Greater use of contraception
- Less affiliation with deviant friends
- Less drug use
- Higher grades
- Long term health and wellbeing
- Family planning

Programs that had a greater success used an 'age and experience appropriate' model: gradual and respectful acknowledgment of their increasing responsibility for their decisions consistent with their emerging personal values system (Scales & Leffert, 1999)

Situational characteristics, such as spontaneity, undermine students' sexual self-efficacy ([Downing-Matibag, 2009](#))⁸³

Access to social networking technology (e.g., the Internet, cellular telephones, and text messaging) may improve the sexual health of homeless young people (Rice, 2010)⁸⁴

High risk alcohol use and sexual behaviours peak in young adulthood and often occur in the same individuals. Alcohol use has been found to impair decision-making and contribute to high risk sexual activity. However, the association between alcohol use and risky sexual behaviour may also reflect enduring individual differences in risk taking, sociability, self-control, and related variables. Both behaviours can serve similar functions related to recreation, interpersonal connection, and the pursuit of excitement or pleasure. ([Griffin et al., 2011](#))⁸⁵

Growing evidence shows that certain strengths of character – for example, hope, kindness, social intelligence, **self-control** and perspective can buffer against the negative effects of stress and trauma, preventing or mitigating disorders in their wake. In addition, character strengths help youth thrive. ([Park, 2009](#))⁸⁶

Restraint from sexual activity is linked to positive family communication – where the quality of the parent-child relationship may be associated with a reduction in sexual risk behaviour. Such things as a parents attempt to understand the youth's point of view and youth's discussion of problems and issues with their parents. Other factors = Parental education, peer role models, and participation in organised sports associated with a lack in current sexual activity. (Oman et al., 2005)⁸⁷

School Community Journal (2001): Evidence for strengths-based approach rather than problem focus (e.g. sexual, drug or alcohol issues/problems). By only focusing on the elimination of problems associated with various risk conditions and behaviours (e.g. focusing on one particular behaviour such as drinking or using drugs); these programs that focus on preventing singular issues, unfortunately fall short of their objective of promoting the optimal development of youth.⁸⁸

Developmental Psychobiology, Vol 52 (2010): Adolescence is a time of heightened vulnerability to risky and reckless behaviour due to 'reward-seeking' behaviour. Not as present in childhood or adulthood. How do we develop positive 'reward-seeking' behaviour or valued goals? Link to motivation and school achievement here too. Early age initiation across all risk taking behaviours is where concern for the issue is. Early intervention through positive development of parental education and communication, positive relationships with peers (looking out for one another), and participation in organised programs (not getting bored and taking up risky behaviours) are positive development techniques for restraint.⁸⁹

The Australian Drug Foundation stands by the National Health and Medical Research Council's advice that young people under 15 should not drink alcohol. People who begin drinking under 15 years face a higher risk of regular drinking, binge drinking and involvement in antisocial activities. Early drinking may affect brain development and can result in alcohol-related problems in later life. Until adulthood, young people should avoid alcohol for as long as possible, in order to protect their physical and mental well-being. If older teenagers do drink, it should be under parental supervision, preferably with a meal, and limited to a maximum of two standard drinks per occasion. However, it is important that teenagers drink as little as possible and on as few occasions as possible. Parents, guardians and all other adults need to take some responsibility for changing the excessive drinking culture in Australia. We can start today by ensuring our own alcohol consumption is under control. Adults can help young people to avoid alcohol by demonstrating that they don't need alcohol to enjoy themselves. If adults can show that alcohol is not necessary to having a good time, our young people will feel less pressure to drink at a premature age. Then Australia can develop a low risk drinking culture, save lives and prevent harm. [\(ADF, 2013\)⁹⁰](#)

- Australian Guidelines to reduce health risks from drinking alcohol:
 - For children and young people under 18 years of age, not drinking alcohol is the safest option.
 - Parents and carers should be advised that children under 15 years of age are at the greatest risk of harm from drinking and that for this age group, not drinking alcohol is especially important.
 - For young people aged 15–17 years, the safest option is to delay the initiation of drinking for as long as possible. [\(ADF, 2013\)⁹¹](#)
- Ways to help protect young people from forming problems with drugs are:
 - Staying at school, enjoying school, succeeding at school
 - Positive relations with parents and other family members
 - Attachment to adult models outside home – e.g. teachers, sport coaches, youth leader
 - Development of future oriented recreational pursuits
 - Communities with amenity and amenities and are clear of drugs [\(ADF, 2013\)⁹²](#)
- 2009 Victorian Youth Alcohol and Drug Survey (VYADS) indicated that in the 12 months preceding the survey:
 - 26 per cent of young people aged between 16 and 24 years had used an illicit drug
 - 42 per cent of young people aged 16-24 had drunk 20 or more standard drinks on at least one day in the past year'.
- The 2010 NDSHS indicated that:
 - 21.8 per cent of Australian young people aged between 12 and 15 years drank at low risk levels (i.e. 'on average, had no more than 2 standard drinks per day')
 - 1.0 per cent of 12 to 15 year olds drank at 'risky' levels (i.e. 'on average had more than 2 standard drinks per day').

- Within the young people aged 16-17 year age ranges, 58.5 per cent were found to drink at low risk levels and 9.9 per cent drank at risky levels.
- 54.7 per cent of young people aged 18 or 19 years drank at low risk levels and 31.7 per cent at risky levels.

Such statistics reveal that many young people will consume alcohol, at least at low risk levels, and a smaller proportion may try cannabis or other drugs. Strategies aimed at reducing substance related harm and delaying the age of first use are important in order to mitigate against harm to young people due to alcohol and drug use. ([YACVic, 2011](#))⁹³

Social Competencies

Defining social competencies: (Scales & Leffert, 1999)

- *Social competencies* describes the personal skills that children and adolescents use to deal with the many choices, challenges and opportunities they face
- Young people who are socially competent “often possess sound judgement and the ability to manage circumstances to benefit themselves and others in social situations”
- Decision making is directly related to cognitive development; as such it is constrained by the developmental maturity of the individual
- Decision making is situational; young people are more likely to make mature decisions in familiar environments. They are more likely to find themselves in unfamiliar environments than adults, which means that they may be more likely to act impulsively in novel environments.
- Social competencies enable young people to confront new situations, face hard decisions through planning and practice, and interact with others in a manner that is skilful, socially appropriate and appreciative of other's unique qualities.
- Much of the literature pertaining to this asset category is general rather than specific.

28. Planning and decision making: Young person knows how to plan ahead and make choices

What is the research telling us?

“When you're willing and able to solve a problem you look at things from a completely different perspective – you're focused on what you can do, instead of on the things that are out of your control” ([ReachOut, 2013](#))⁹⁴.

Social competencies require the ability to solve problems and make decisions. Planning and decision making have been shown to influence (Scales & Leffert, 1999);

- How young people interact with their environment
- Self-esteem
- Engagement in risk-taking behaviours
- Learning
- Impaired decision making is associated with suicidal behaviour in adolescents ([Bridge et al, 2012](#))⁹⁵
- Aggressive people are often less competent at solving problems (Scales and Leffert, 1999)
- Participants who had larger decreases in self-management skills tended to have greater increases in substance use ([Lowe et al, 2012](#))⁹⁶
- Generally speaking, young people become more capable of making decisions as they get older; they have better coping strategies that involve logical analysis, guidance and support for others, positive thinking and direct action to solve problems. (Scales and Leffert, 1999)
- Research on the development of depression and anxiety suggests that internalizing disorders can be reduced, even prevented, by promoting more accurate cognitive styles, problem-solving skills, and supportive family relationships ([Reivich et al, 2013](#))⁹⁷

29. Interpersonal Competence: young person has empathy, sensitivity and friendship skills

What is research telling us?

Interpersonal competence is associated with (Scales & Leffert, 2013);

- Protection against adversity
- Positive self-esteem, school competence, perceived self-competence, improved peer competence, peer acceptance and ability to form friendships
- Increased problem solving ability
- Decreased loneliness and depression
- Decreased engagement in risky behaviours

30. Cultural Competence: Young person has knowledge of and comfort with people of different cultural, racial and ethnic backgrounds

What is research telling us?

Cultural competence is associated with (Scales & Leffert, 2013);

- Protection against adversity
- Positive self-esteem, school competence, perceived self-competence, improved peer competence, peer acceptance and ability to form friendships
- Increased problem solving ability
- Decreased loneliness and depression
- Decreased engagement in risky behaviours

From Scales and Leffert (1999)

- Young people must have a strong sense of self- acceptance as well as group identity. One aspect of this is to identify as a member of an ethnic or cultural group. Failure to develop and ethnic identity may have a negative impact on development.
- Acceptance and pride in one's own cultural heritage is an important aspect of identity and development competence.

31. Resistance skills: Young person can resist negative peer pressure and dangerous situations

What is research telling us?

Resistance skills relates to the ability to deal effectively with pressures to engage in a variety of risky behaviours and directly or indirectly associated with;

- Increased self-efficacy, autonomy and self-competence
- Decreases risk taking behaviours

Scales and Leffert (1999) reported that;

- Research suggests it is useful to teach young people about social sources of pressure to drink alcohol so that they can resist those pressures. Practicing of thinking about a situation may decrease the novelty of various situations.
- Young people are less likely to use resistance skills if they believe that behaviour is normative among their peers, e.g. drug taking.
- Self-efficacy is closely linked with resistance.

According to [Mind Matters \(2012\)](#);

Acceptance of high-risk behaviours including excessive use of alcohol, drugs and involvement with violence is risk factors for poor mental health and wellbeing.

32. Peaceful conflict resolution: Young person seeks to resolve conflict non-violently

What is research telling us?

Conflict resolution is associated with;

- Increased psychosocial health and adjustment
- Increased self-esteem
- Increased social support
- Increased academic achievement
- Decreased problem behaviours

School-related bullying

School-related bullying is the deliberate psychological, emotional and/or physical harassment of one person by another person (or group) at school or in the transition between school and home (Kids Helpline 2012). It may involve violence, threats of violence, intimidation or exclusion from peer groups.

The impact of bullying on children and young people (and their families) can be devastating (Weir 2001; Gini & Pozzoli 2009; AIHW 2011f). According to AIHW (2012) young people who are bullied may experience;

- higher levels of absenteeism,
- physical harm, anxiety,
- depression,
- alcohol,
- substance use
- and increased risk of suicide.

Males and females may express bullying behaviour in different ways. Males are more likely to engage in physical forms of bullying, while females are more likely to engage in verbal, emotional and social bullying ([Kids Helpline 2012, as cited in AIHW, 2013](#)).

Positive Identity

Defining Positive Identity : (Scales & Leffert, 1999)

- Positive Identity describes the process of defining oneself on a number of different fronts and consolidating those definitions in to an integrated whole
- This process is an essential task in adolescence
- The realization of a positive identity depends on an adolescents environment and opportunities
- The process of identity development will best occur if young people feel they have the ability to effect its outcome, feel good about themselves, have developing clarity about roles and purposes and possess the expectation of a positive future
- Positive identity develops gradually over the course of childhood and adolescence

According to [Mind Matters \(2012\)](#) 'Identity' includes:

- gender and sexuality
- community, cultural and linguistic backgrounds
- family relationships and situation
- religious and political beliefs
- relationships with friends
- economic, employment and community status
- community networks and support
- abilities and experiences of achievement
- physical characteristics, including body shape and size
- mental and physical health
- intellect and individual learning styles
- geographic location.

Why is it important?

According to [Mind Matters \(2012\)](#)⁹⁸.

"Our sense of identity is one of the basic contributors to our mental health and wellbeing. It impacts on our thoughts and behaviours, our feelings of connectedness and our resilience. We construct our identities according to such things as;

- where we come from,
- what we believe in,
- who we relate to,
- how we belong,
- how we behave
- and what we do.

Because identity is fundamentally about who we are and how we fit in, it is crucial to situate it in the context of community and culture.

The questions 'Who am I?' and 'How do I belong?' go to the very heart of our human existence. Most adolescents are acutely aware of issues around who they are (and who they are not), where they fit in, whether they are valued or liked by teachers and peers, and whether they are different from others. The ways in which they come to terms with these identity issues will be closely tied to their feelings of connectedness and resilience. In this way, identity

has a direct bearing on their mental health and wellbeing status.

A positive sense of cultural identity and heritage, especially if accompanied by strong community affiliations, can be a protective factor increasing the resilience of students. Conversely, confusion and insecurity about cultural identity, especially if accompanied by feelings of alienation and marginalisation from the dominant culture, can be a risk factor for mental illness. Significant psychological distress – related to war and conflict, the disruption of moving and leaving friends and family, and difficulties negotiating resettlement in a new country – may be present in migrant and refugee families and may affect the mental health and wellbeing of their young people ([AIHW 2008 as cited in Mind Matters, 2012](#))”.

Identity is fluid

“It is important to remember that identity is not static. Identity is shaped by our experiences and therefore changes as we develop and grow older. Identity for adolescents and young adults is also shaped by their stages of development, so that issues such as relationships with friends, explorations of sexuality and concerns with body image tend to become significant”. ([Mind Matters, 2012](#))

Belonging in a community teaches people about relationships and values, and this in turn enhances connectedness and resilience. In this sense, it is a protective factor for mental health and wellbeing. Feelings of connection to a community can help people to:

- achieve full intellectual potential
- attain cultural identity
- know the importance of family
- think logically
- develop a conscience
- become self-reliant
- cope with stress and frustration
- handle fear and worry
- develop future relationships.

33. Personal power: Young person feels he or she has control over “thing that happen to me”.

What is the research telling us?

Personal power relates to a young person’s sense of self-efficacy and locus of control. The term ‘locus of control’ describes a person’s beliefs around whether the things that happen in their life are consequences that they can effect (internal locus) or the result of external forces (external locus). It is associated with:

- Increased achievement, engagement in learning, increased life satisfaction;
- Increased problem solving ability, leadership, coping skills
- Decreased risk status
- Decreased problem behaviours; smoking, substance use,
- Decreased vulnerability to life stress and decreased depression.

According to [Mind Matters \(2012\)](#):

Aspects of different cultures such as differing levels of ‘power distance’ can also affect people’s attitudes and comfort levels with power and authority, which can in turn affect their mental health

interactions. Power distance has been defined as the 'extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally' (Bassett 2004, p. 5, citing Hofstede 1991).

People from a high power distance cultural background might, for example, show unexpected deference (or, conversely, superiority) to health professionals, teachers or counsellors. Or they may feel discomfort with informality or with expressing disagreement. Males may be unwilling to interact with female mental health workers (Turner 2008 as cited in Mind Matters, 2012). In lower power distance cultures (like Australia's) there is likely to be greater comfort with consultation, informality and debate. These are all factors which must be considered by a school in any discussions or interventions regarding the mental health of culturally diverse students.

34. Self-esteem: Young person reports having high self-esteem

What is research telling us?

Young people who are loved and safe are confident, have a strong sense of self identity and have high self-esteem ([ARACY, 2013](#))

Low self-esteem is associated (Scales & Leffert, 1999)

- decreased school adjustment
- Depression, suicidal tendencies, loneliness,
- Smoking

Positive or high self-esteem is associated with (Scales & Leffert, 1999)

- Positive emotional tone
- Positive relationships with peers and parents
- Positive adjustment to school during the transition to high school
- Increased satisfaction with life
- Increased academic achievement
- Decreased susceptibility to peer pressure
- Increased positive attitudes towards contraception and increased use .
- Decreased levels of adolescent sexual activity
- Improved treatment outcomes

The relationship between gender and self-esteem in adolescence, while modest, has been well established, with boys consistently showing higher self-esteem than girls ([Quatman & Mossman, 2001](#)).

35. Sense of purpose: Young person reports that "my life has purpose"

What is research telling us?

According to Scales & Leffert (1999)

- Improved parent-child relationships
- Increased self-esteem
- Decreased emotional or behavioural problems such as sexual risk taking
- Decreased emotional distress
- Reduced violence

36. Positive view of personal future: Young person is optimistic about his or her personal future

What is research telling us? (same as asset 39) (from Scales & Leffert, 1999)

- Improved parent-child relationships
- Increased self-esteem
- Decreased emotional or behavioural problems such as sexual risk taking
- Decreased emotional distress
- Reduced violence

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MY HOOD

Youth Outreach and Engagement (YOE) Scoping Report 2013

Summary Sheet



CITY OF PORT PHILLIP

What we did

The City of Port Phillip Youth Services conducted a scoping activity to explore the needs of young people in the municipality. In addition to providing generalist proactive outreach at the newly opened Marina Reserve Skate Space, the "My Hood" Youth Outreach and Engagement Scoping Report was developed to explore the current delivery and potential opportunities for youth outreach services across the City of Port Phillip.

How we did it

The Report was implemented through a multi-facet approach of generalist youth outreach work and formal surveys over the period of April-June 2013.

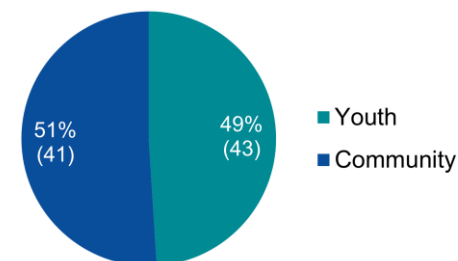
To gain feedback from the community two surveys were developed. One survey was targeted at young people between 8 and 25 years of age, and the other for those over 25 years. The two surveys were designed to determine the difference between what young people perceive is needed, and what the wider community perceives is needed for young people and youth services in the area. Both surveys were designed and implemented using Survey Monkey, and tested on a control group before the survey went public. Due to the limited timeframe of the project, a multi-tiered approach was taken to gather the data, these included: generalist outreach, foot patrols, attending local youth programs, advertisement i.e. via poster, and published on the City of Port Phillip's 'Have Your Say' website.

Why we did it

This scoping activity was undertaken

- To gain a better understanding of the needs of young people in the City of Port Phillip through outreach and consultation.
- Understand both young people's and the community's perception of youth services, and places and spaces for young people.
- Identify "Hot Spots" for young people across the municipality.
- Report on the use of Marina Reserve skate space.
- Provide recommendations for generalist youth outreach services going forward.

Who we spoke to



City of Port Phillip Youth Outreach and Engagement Officer collected information from the following locations including but not limited to:

- Graham Street Skate Space
- Middle Park Shops
- South Melbourne Market
- Park Towers Housing Commission
- Peanut Farm Reserve
- Balaclava Station
- Elwood Shops
- Carlisle Street

What we found

Young people and community both identified similar needs in the municipality. Three common themes presented consistently as needs for young people in the community:

Recreation -

More and easily accessible organised youth sports and activities;

Facilities -

Indoor, dedicated youth spaces across the municipality, including sports facilities and general “hang out” places;

Access -

Transport and affordability to organised activities and groups.

In addition to the key findings above, the *Youth Outreach and Engagement Scoping Report* reviewed the newly opened skate space at Marina Reserve. It was found that this exciting new space in the City of Port Phillip:

- Was being extremely well utilised every day, with particular high use by families and younger children on weekends
- Attracted Skaters as the most predominant Action Sport of choice by the majority of direct users (58%), followed by young people on Scooters (30%)
- Attracted non-direct users of the skate space, including parents and others who were there as Observers (55%) or Supporters (41%).
- Was an attraction on weekends, with many families, and groups of friends utilizing the space, not only from this municipality but also many others

City of Port Phillip

**My Hood: Youth Outreach and Engagement (YOE)
Scoping Report 2013**
Summary Sheet

12 Key Recommendations

The following recommendations are for consideration going forward with regard to youth outreach needs in the City of Port Phillip:

Marina Reserve

1. Investigate an external provider to manage the skate space.
2. Review signage at the skate space. Signage should be in regards to safety in the bowl and advertising local community events.
3. Develop a Skate Crew that is responsible for developing a skate team, parent information sessions on safety at the park, and designing competitions and events at the Graham Street Skate Space.

Youth Activities

4. Review the number of after-hours and weekend activities and programs for young people. These programs should be recreation based, and held at different neighbourhoods of the municipality to ensure access is not an issue.
5. Explore programs and events based around Action Sports at the Graham Street Skate Space.
6. Development of a Youth Community Calendar of events and programs that is published monthly and accessible, with the opportunity to later develop this into a mobile phone application.

Youth Places and Spaces

7. Conduct a scoping report around youth infrastructure to develop a youth centre/hub that has indoor facilities, sporting facilities, technology and low cost activities for young people.
8. Explore opportunities for outreach/activities at local parks within the municipality to promote youth engagement and pro-social behaviour.
9. Development of a ‘Stuff to Do’ flyer/postcard, with the opportunity to later develop this into a mobile phone application, with updated information on local parks, sporting grounds, and sporting clubs available in the community

Access

10. Council Outreach and Engagement Officer to aid in improving access and participation through youth mentoring, using existing community services and programs to link with and gain referrals from.
11. Investigate the need and viability for a community bus timetable that works with youth program times to provide access to programs throughout the municipality
12. Advocate for better education provision and education retention initiatives.

'Youth Places' Report 2014

Summary sheet



Images (top to bottom):
1. Marina Reserve Skate-space
2. Avidity Training Centre
3. Duke Street Youth Centre



What we did

In 2014 the City of Port Phillip Youth Services conducted a scoping study and needs analysis on youth-specific infrastructure within the municipality. This work included consideration of the current and future needs of young people aged 12–25 years who live, work, study and/or play within Port Phillip.

Port Phillip's definition of 'Youth Places' refers to physical areas young people can be *at* (i.e. physically attend), whilst 'Youth Spaces' refers to areas that young people can be *in* (i.e. digital spaces).

Why we did it

Across Victoria infrastructure investment contributes to positive outcomes for young people, their families and the broader community.

The City of Port Phillip currently has no purpose-built youth facilities.

This report builds on the following key documents:

- Youth Infrastructure Masterplan 2008
- 'My Hood' Outreach Scoping Report 2013
- 'Your Top Three' Youth and Community Consultation 2014*
- Youth Commitment 2014–19
- Middle Years Commitment 2014–19 and
- Happy, Healthy and Heard Background Report 2014

"Young people, more than many other population groups, are grounded in... the 'local'. Councils have a unique capacity to work from a 'place-based' perspective, holistically monitoring issues, identifying gaps and responding from a broad professional base."

- Nabben, 2004

*Young people in the City of Port Phillip were clear that *Infrastructure and Facilities* are needed to support their health and wellbeing, with 77% of all those surveyed mentioning this in consultations in 2014. This was followed by a request for additional *services, programs and recreational activities*, as an Action area for Council.

How we did it

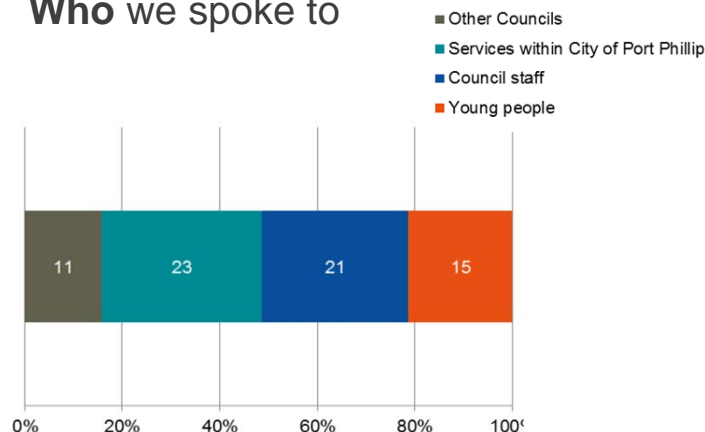
The Report was compiled through a multi-faceted approach of generalist youth outreach work and formal surveys over the period of April–June 2013.

To develop an understanding of what 'youth places' look like, research included a benchmarking study of youth facilities in other municipalities. The report involved:

- a literature review to develop an evidence base for recommendations
- a series of qualitative data collection activities through interviews, focus groups and workshops
- local site and service review investigations
- case studies of what other Councils are doing for young people.

The research built upon evidence already developed through key Council documents and youth consultations. Recommendations made through the 'Youth Places' 2014 Report align with the Council's 'Youth Commitments'.

Who we spoke to



Seventy individuals were consulted as a part of the 'Youth Places' research. Consultations included:

- 7 Councils (including visits to 6 youth centres/places)
- 13 Services
- City of Port Phillip Youth Services team including the Adventure Playgrounds team
- 9 internal divisions within Council
- 1 Youth Network meeting
- 2 targeted youth consultations.

'Youth places' need to be welcoming, usable and dynamic spaces. They need to be well designed—in a way that ensures flexibility to adapt—in order to meet a continuing and changing need, and they need to be appropriately staffed by a skilled and adequately resourced team.



What we found

This project found that within the City of Port Phillip there is limited infrastructure that caters specifically for young people.

The research found a strong need and desire for a youth facility that:

- can house co-located services
- provide a youth-friendly and inviting space
- provide a space for young people to access services, programs and to just be in
- provide the opportunity for young people to have a voice.

Overall, young people and members of the broader community and services were clear about what is needed: a dedicated Youth Centre within the City of Port Phillip.

Key themes about 'youth places' included:

- the need for youth-specific services and facilities
- the importance of places not in the public domain and not open to everyone else
- young people needing to feel a sense of 'ownership' over their place in order for it to be used and respected
- programming as an important engagement element, and for youth places to have multiple uses (including music gigs, exhibitions, groups and gatherings)
- access to the site as a fundamental consideration to choosing a location
- design elements are important so that young people and services can use the facility.

Themes specific to Council:

- the importance of engaging multiple Departments of Council in the development and implementation of youth-focused infrastructure
- the importance of parks and recreation areas for use by young people
- the need for better use of current Council-owned facilities through more youth-friendly programing and engagement.

12 Key Recommendations (Summary)

The following is an overview of the 12 recommendations made through the 'Youth Places' report. The 'Commitment' column indicates which Youth Commitment the corresponding recommendation aligns with.

	Recommendation (summary)	Commitment
1	That the primary focus of the Youth Place is for young people aged 12–25 years	#8
2	Location relating to open spaces be a consideration	#6
3	Existing Council facilities be supported to increase access for young people and youth services	#4
4	The service model within the Youth Place follow a co-location model, with scope to move to an integrated service model	#3
5	Partnerships and shared resources be considered in the planning and design of the Youth Place	#1
6	Operational expenses include staffing of management and administration	#3
7	Access, sustainable transport and design are key considerations	#7
8*	Feasibility studies into a dedicated Youth Centre within the St Kilda area of the City of Port Phillip be undertaken, and that the facility remains youth-specific for at least the first 5 years of operation	#3
9*	Feasibility studies be undertaken on the re-development of the Duke Street Youth Facility as the central Youth Centre for the City of Port Phillip. Further work be done to support the expansion of the existing local youth facilities to be the core youth recreational facility for the municipality	#3
10	South Melbourne, potentially Sol Green Community Centre, is supported to become a youth services precinct	#4
11	Young people's engagement and participation are a key part of all Youth Places developments	#2
12	Youth Places are considered in the development of Fishermans Bend	#5

*These items are for immediate action and inform the next stage of Youth Places.



City of Port Phillip Youth Services

Your Top 3: Youth Consultation Report 2014



Please note:

This report was completed in February 2014 as a youth consultation exercise by the City of Port Phillip, to determine the wants and current needs of the young people who live, study, work or play in the City of Port Phillip.

This document has been created to inform the development of the City of Port Phillip's *Youth Commitment* and *Middle Years Commitment* and subsequent action plans.

The results and findings in this report should be read in context to the *Happy, Healthy and Heard: Middle Years and Youth Commitments 2014-19 Background Report*. It is intended that this report is an attachment.

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Executive Summary

During September to December in 2013 the City of Port Phillip ran an extensive Youth Consultation titled “*Your Top 3*” to help inform the development of its Middle Years and Youth Commitments and shape the direction of its investments and partnerships to address the current and future needs of 8 to 25 year olds.

The process

The ‘*Your Top 3*’ Youth Consultation was designed to be accessible to participants, including online, in schools and youth services/programs, and in to the broader community through outreach to youth spaces and places, events and across all wards. The consultation included a range of activities such as surveys, workshops, roundtables discussions, youth forums and focus groups to capture both quantitative and qualitative data from young people and those working in the youth sector.

The Audience

To effectively inform the City of Port Phillip’s Middle Years and Youth Commitment, the information provided by the ‘*Your Top 3*’ Youth Consultation was collated and examined within the context of the following age brackets:

- The Middle Years, 8-11 year olds.
- Adolescents, 12-17 year olds.
- Young Adults, 18-25 year olds.
- Youth Stakeholders, 26+ year olds.

The Results

In total 1,004 surveys were completed by young people aged 8 to 25 who live, work, study, play sport or hang out in in the City of Port Phillip and by youth stakeholders such as parents, teachers, youth workers and community members. The number of surveys completed by young people 8-25 represented over 5% of the total population of young people living in the City of Port Phillip and all surveys completed provided the City of Port Phillip with more than 7,500 separate answers to the following questions:

1. What are the top 3 things that make the City of Port Phillip a good place for young people?*
2. What are the top 3 issues impacting on young people in the City of Port Phillip?*
3. What are the top 3 things we need in the City of Port Phillip to make it better for young people?*

The Findings

Key topics identified by respondents included *Access and Affordability, Education, Employment, Health, Public Transport, Relationships, Safety, The Environment, Technology, Recreation Areas, Infrastructure & Facilities, and Services, Program and Recreational Activities*, with the later three being those that attracted the most comment overall.

Responses were collated by age group, identified by topic and further categorised as a Like*, Issue** or an Action***. Below are the top three topics overall for each category listed in order:

Action: *Infrastructure & Facilities Services; Program & Recreational Activities; Recreation Areas.*

Issue: *The Environment; Safety; Relationships.*

Like: *Recreation Areas; Infrastructure & Facilities; Services, Program & Recreational Activities.*

The findings from this report has been used to inform the *Happy, Healthy and Heard: the Middle Years and Youth Commitments 2014-19 Background Report*.

Background

City of Port Phillip Youth Development Strategy 2008

The City of Port Phillip's 2008 Youth Development Strategy was reviewed in 2013. The review highlighted:

- The emergence of the 'middle years' (8 – 11 years old) as a separate target group to adolescence.
- The opportunity to build the *Developmental Assets Profile* (measurement tool) in to the strategy to provide a strength base framework and measure for evaluation.
- Youth Spaces - The opportunity for youth services to engage with young people 'where they are' through technology.
- Youth Places - The need for investment in community infrastructure to meet the changing needs of young people.

City of Port Phillip "My Hood" Youth Outreach Scoping Report

In 2013 the City of Port Phillip Youth Services conducted a scoping activity to explore the needs of young people in the municipality. In addition to providing generalist proactive outreach at the newly opened Marina Reserve Skate Space, the *"My Hood" Youth Outreach and Engagement Scoping Report* was developed to explore the current delivery and potential opportunities for youth outreach services across the City of Port Phillip.

In its findings, the *"My Hood" - Youth Outreach and Engagement (YOE) Scoping Report 2013* identified that young people and community both identified similar needs in the municipality. Three common themes presented consistently as needs for young people in the community:

- Recreation - More and easily accessible organised youth sports and activities;
- Facilities - Indoor, dedicated youth spaces across the municipality, including sports facilities and general "hang out" places;
- Access - Transport and affordability to organised activities and groups

Purpose:

In light of youth policy development best practice and the findings of both the above reviews, the City of Port Phillip committed to implementing extensive consultation to develop the Middle Years and Youth Commitments. The consultation was inclusive of young people, schools, parents and other stakeholders, ensuring thorough understanding that will shape the direction of our investments and partnerships with others to address the current and future needs of 8 to 25 year olds.

This project has contributed to the development of two policies, and the resulting Action Plans:

- Middle Years Commitment 2014-19 & Action Plan Year 1 (2014-15)
- Youth Commitment 2014-15 & Action Plan Year 1 (2014-15)

Why are we developing a Middle Years Commitment and a Youth Commitment?

The Youth and Middle Years strategic plans will be delivered as “Commitments”, in line with youth sector language around organisations and bodies engaging with young people as active citizens and aiming towards building trusting relationships with this cohort.

In line with growing evidence including the Victorian Council of Social Services (VCOSS) and Youth Affairs Council of Victoria (YACVic) report “*Building the Scaffolding: Strengthening support for young people in Victoria*” (2013), the “Middle Years” (8-11 year olds), have been identified as a gap in the service system. These young people are often presenting at services that are under-resourced, under-skilled or inappropriate for them to access or they are slipping through the supports altogether.

Aligning to the *City of Port Phillip Family Youth and Children (FYC) Strategy 2014-19*, the two Commitments will bridge the knowledge and service gap for the 8-11 year cohort of young people:

Children	→	Middle Years Young people	→	Young people
(0 – 8 years)		(8 – 11 years)		(12 – 25 years)
Families				

(Source: *City of Port Phillip Family Youth and Children Strategy 2014-19*)

The development of two clear Commitments for each cohort of young people will place the City of Port Phillip as a leader in advocating for the needs of the Middle Years young people, in addition to providing services for young people by the youth sector.

Our Strength-Based Approach and Youth Development Framework

The City of Port Phillip uses a strength-based approach to youth development by focusing on developing the assets of young people. Imperative to a strength-based focus is the shift away from short-term, issue-based reactive work to focus on preventative and early intervention approaches that holistically support the long-term potential of young people within the context of their family, school and community.

The Developmental Assets is a framework for strength-based youth development that was released by the Search Institute in 1990, identifying a set of skills, experiences, relationships, and behaviours that enable young people to develop into successful and contributing adults.

Since its inception, the Developmental Assets framework and approach to youth development has been widely utilized and data from more than 4 million children and youth from all backgrounds and situations has consistently demonstrated that the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society¹.

¹ Search Institute <http://www.search-institute.org/research/developmental-assets>

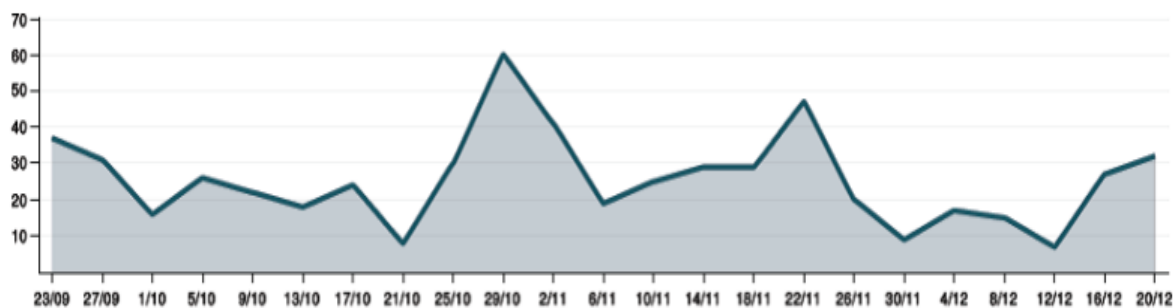
Methodology

The “Your Top 3” Youth Consultation was designed to engage with young people online, in schools, in programs and services delivered by City of Port Phillip and other providers, and through community outreach across all wards.



Images (left to right): City of Port Phillip intranet, City of Port Phillip website and Your Top 3 webpage.

Online: The consultations online presence included utilising the City of Port Phillips Have Your Say page to host the main page for the consultation. This was the central point of the consultation and contained easy to access information on the consultation, the prize draw and the Middle Years and Youth Commitments. The page also featured the survey and included a twitter feed, the downloadable *Top3 Toolkit* (consisting of the survey, posters and links), photos, video and links to survey monkey for both youth and stakeholders.



The graph above displays the page views per day of the main page for the consultation (www.yourtopthree.com.au) from September to December 2013. In total the main page had 1,496 site visits with 818 unique (individual) visitors spending an average of 170 seconds on the site. Of the 818 visitors 199 were directed to the page via Facebook, 73 from Google and 38 from the City of Port Phillip website.

The *Your Top 3 Youth Consultation* was also promoted on the City of Port Phillip website and featured on the front page photo carousel during the consultation and was linked from the Youth Services landing page.

The consultation utilised four social media channels, in addition to a text-line, to assist us in engaging with young people and allowing them to participate and share content in a variety of ways.

Youtube – The consultation utilised this video sharing website to host a short 43 second promotional video featuring young people from the City of Port Phillip, including members of the City of Port Phillips B3 Youth Leadership Crew. This video was linked from the main consultation webpage, shown at events, in schools and was pushed out via other social media channels.



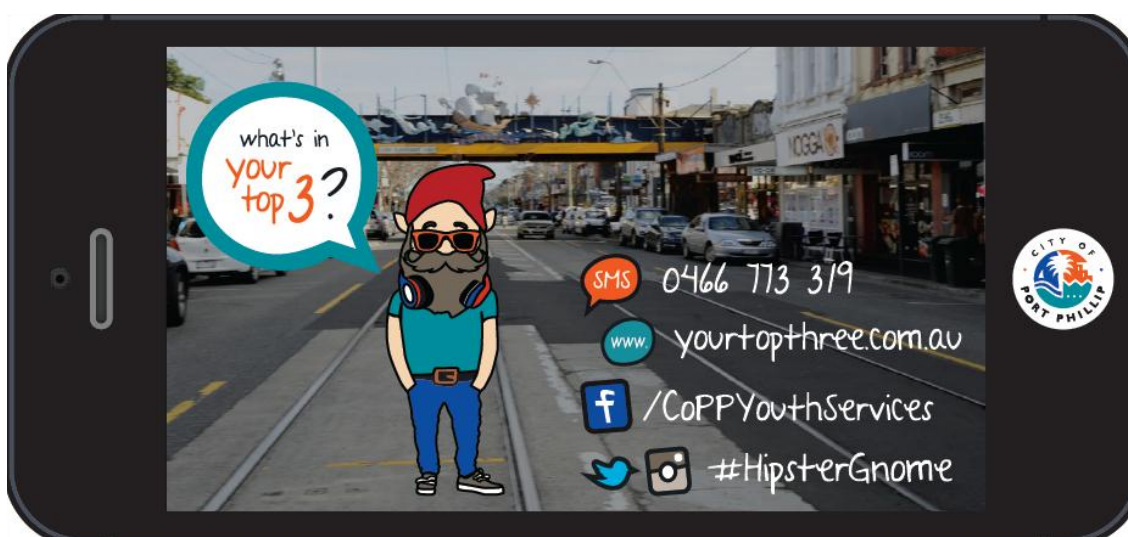
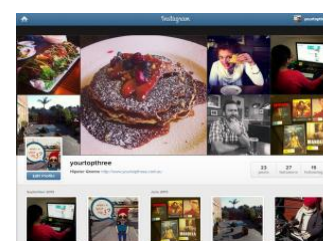
Facebook – (www.facebook.com/CoPPYouthServices) Building upon our existing Youth Services Facebook page, *Your Top 3 Youth Consultation* was promoted on this page and increased followers through increased content and activity on the page, and generated additional engagement opportunities for young people to have their say or simply to stay updated with what was going on.



Twitter – Twitter was used to share updates and utilised the # hash tag functionality which gave twitter users the ability to share their comments simply by typing “#HipsterGnome” at the end of their tweet. The City of Port Phillip also used its official Twitter account to generate additional awareness of the consultation within the broader community.



Instagram – A photo sharing application for smartphones, iPads and mobile devices, the consultation used Instagram in two ways, to push content out to followers, on to Facebook and online by # hash tagging consultation related photos with #HipsterGnome, and asking young people and stakeholders to share their photos of what was in their 'Top Three' via Instagram by also using #HipsterGnome.



In-School: A large population of young people in City of Port Phillip go to school and the ability to successfully engage schools in the Youth Consultation was vital in reaching the consultations targets.

Students completed the Your Top 3 survey in class/form-room, Student Representative Council (SRC) run event/campaigns, through inserts in school newsletters, and CoPP facilitated workshops. 'Your Top 3 Toolkits' were pre-packaged and sent out upon request to schools and included surveys, postcards and posters. Councillor and Mayor Amanda Stevens supported the consultation by conducting the "Mayor's Schools Road Show" during term four, speaking at school assemblies to engage students. Local schools consulted in this way included:

- Elwood College
- Albert Park College
- Port Melbourne Primary School
- St Kilda Park Primary School



Above: Mayor Amanda Stevens speaking to young people about the Youth Consultation as part of the 'Mayor's School Road show 2013'

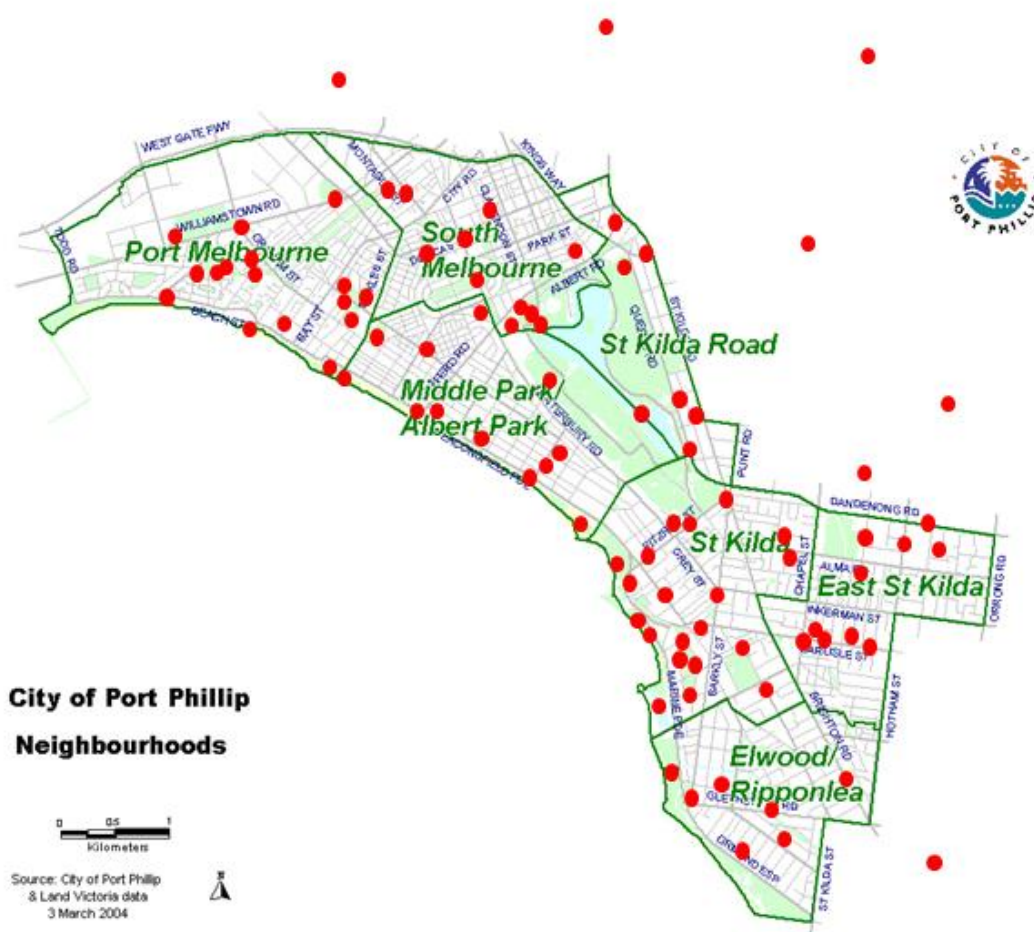
In-Partnership: The Youth Consultation model leveraged partnerships with local youth service providers and also other departments within the City of Port Phillip. This enabled access to cohorts of young people who were already being engaged in programs and services. Their participation in Your Top 3 was facilitated by program staff with whom they have an existing relationship with.



External services providers involved included but were not limited to:

- Inner Eastern Local Learning and Employment Network (IELLEN)
- St Kilda Police and Citizens Youth Club(PCYC)
- Youth Connect
- Inner South Community Health Service
- St Kilda Youth Service (SKYS)
- St Luke's Anglican Church
- New Hope Foundation
- South Port Uniting Care Youth Services (SPUC)
- Alfred Young Carers
- Hanover
- EEP (Education Engagement Partnership)
- IMVC (Inner Melbourne VET Cluster)
- Victoria Police
- Salvation Army Youth Private Rental Access Program (YPRAP)
- Taskforce
- St Kilda Gatehouse
- St Kilda Police Citizen's Youth Club (PCYC)
- Mission Australia
- South Port Community Housing Group (SPCHG)
- OzChild
- Melbourne Sport and Aquatic Centre (MSAC)
- Department of Human Services (DHS)
- Alfred Child and Youth Mental Health Service (CYHMS)

Outreach: The City of Port Phillip Youth Services worked across all wards to promote the *Your Top 3 Youth Consultation* and to survey young people and stakeholders in their neighbourhoods, in their cafés, at their tram stops, in their parks and at their local markets.

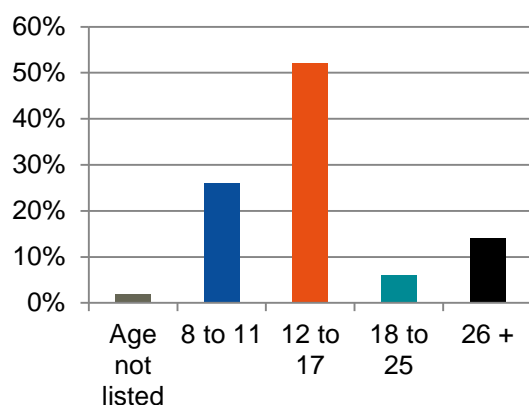


In addition to engaging young people within the City of Port Phillip with the *Your Top 3 Youth Consultation*, outreach activities were conducted as resources permitted in neighbouring areas. These areas included the City of Stonnington, the City of Glen Eira, the City of Melbourne and the City of Bayside, enabling the consultation to capture young people who live in the City of Port Phillip but travel to other areas to hangout (known as “suburb-hopping”).

Participation

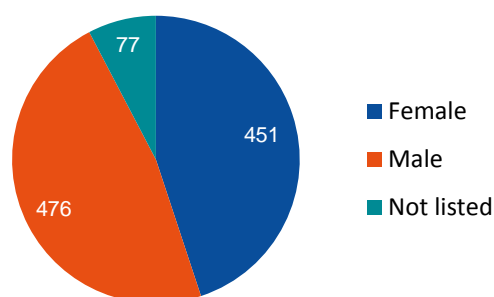
According to 2011 Census data Port Phillip's Youth population (aged 8-25years) is around 14,744 or (14.7%) of the city's population with the following breakdown:

- 2,187 (2.4%) young people in their middle years (8-11Years)
- 2,658 (2.9%) adolescents (12-17Years)
- 9,899 (10.8%) young adults (18-25Years)



Age not listed	2% (28)
8 to 11	26% (257)
12 to 17	52% (520)
18 to 25	6% (59)
26 +	14% (140)

The City of Port Phillip's *Your Top 3 Youth Consultation* received a total of 1,004 responses, of those responses 140 of these were from people aged 26 and older. 864 responses were received from young people between 8 and 25, equating to just over 5 percent of the estimated youth population (14,744). The graph above shows the breakdown of respondents by age bracket, as detailed by percentage and actual number of respondents in the corresponding table. The fact that the 18-25 age bracket was the least consulted age bracket is consistent with anecdotal and reporting evidence that identifies engaging with this cohort of young people as being a difficult as they are hard to reach.



Female	45% (451)
Male	47% (476)
Not listed	8% (77)

The pie graph and corresponding table above detail the gender breakdown of all survey respondents and includes those that chose not to report their gender. As shown there was a good mix of both males and females engaged in this consultation.

In addition to engaging young people and youth stakeholders living within the boundaries of the City of Port Phillip, the *Your Top 3 Youth Consultation* also captured responses of young people aged 8 to 25 (and stakeholders) who live outside the City of Port Phillip and travel here to work, study, play or hang out. In addition to all our suburbs, the consultation also received survey responses from people living in the following suburbs:

West Melbourne Brighton Middle Altona North Bentleigh East
 Bentleigh Edithvale Sandringham Hampton Elsternwick
 Roxborough Park South Melbourne Glen Iris Melbourne Beaumaris
 Broadmeadows Caulfield South Brunswick Chadstone Caroline Springs
 Highett Mitcham Clayton South East Brighton East Malvern
 Kings Park Fawkner Bundoora Thomastown Brighton Camberwell
 Collingwood Windsor Footscray Carlton North Fitzroy
 Prahran Murrumbeena North Caulfield Cove Southbank South Yarra
 Noble Park Carnegie Middle Park Ballarat Williamstown Armadale
 East St Kilda Albert Park Ferntree Gully Carlton Yarraville Caulfield
 Toorak Beacon Newport Maidstone St Albans Aspendale Ashwood
 Surrey Hills Ormond Hampton East North Melbourne
 Cheltenham Kensington Altona Meadows Spotswood Preston
 Hoppers Crossing Narre Warren Sunshine Geelong East Glen Waverly
 St Kilda West Docklands
 Baccush Marsh

Data Collection

From September to December 2013 the *Your Top 3 Youth Consultation* engaged with a large cohort of young people, youth sector professionals and community members through a range of mediums - including workshops, roundtable discussions, interviews, focus groups, surveys, text-line, engagement via social media platforms, and online forums identify the current and future needs of 8 to 25 year olds in the City of Port Phillip.

The *Your Top 3 Youth Consultation* branding included a hipster gnome (affectionately referred to as Silent-G) . The hipster gnome provided a face for the consultation and was an important engagement tool when working with young people. It featured on *Your Top 3* posters, postcards, surveys, and the consultation webpage, as well as on Facebook, Twitter and Instagram.



Almost 5,000 promotional postcards were distributed promoting the consultation. The predominant tool used throughout the consultation period was the *Your Top 3* Survey and Stakeholder Survey, developed using 'Survey Monkey', and importantly, made available to the public online and in hardcopy.

The surveys (See Appendices) were designed around three central questions to identify likes*, issues** and actions***:

1. What are the top 3 things that make the City of Port Phillip a good place for young people?*
2. What are the top 3 issues impacting on young people in the City of Port Phillip?*
3. What are the top 3 things we need in the City of Port Phillip to make it better for young people?***

Respondents had the opportunity to list their “top three” responses to each question. The survey was designed using open-ended responses enabling young people to use their own words and voice their own ideas and concerns, as opposed to checklists or tick-the-box. Although these methods may have enabled an easier process for processing the data, it would have considerably narrowed the data set and young people’s ability to voice their thoughts.

At the completion of the consultation period, responses from all sources were collated using Survey Monkey and transferred into a single master spreadsheet. Responses were broken down by age bracket and question to allow for interpretation and coding by topic. The analysis of data highlighted significant trends, themes, and issues within the responses and this report has been compiled to present this information in an easily accessible format, providing a snapshot of young people in the City of Port Phillip.

Limitations identified through the *Your Top 3 Youth Consultation* process are categorised within the following areas:

Time Frame: Given the consultation's timeframe of three months the depth and level of engagement of the consultation was limited. There was not time to conduct extensive secondary consultation and follow up with interested schools or community organisations.

Reach: Whilst the consultation was successful, receiving over 1,000 survey responses, this figure is representative of just over 5 percent of all young people living in the City of Port Phillip. This sample provides a snapshot of what young people consider important to them at the time of the consultation.

An additional reach-related limitation of the consultation was the fact that whilst both the 8-11years and 12-17years age brackets received over 200 surveys, there were only 59 surveys completed by young people aged between 18-25years which both represents a significant gap in the information gathered and is also reflective of the difficulties in engaging with this cohort.

Survey Design: The *Your Top 3 Youth and Stakeholder Survey* questions limited respondents in the number and depth of responses.

However this method did allow for open ended responses so that young people could put their response in their own words. This enabled coding and theming of the data into the categories of Like (question 1), Issue (question 2) and Action (question 3).

How to interpret the data (as presented in this report)

This report has been compiled using over 7,500 individual pieces of information drawn from over 1,000 survey responses completed during the City of Port Phillip's 2013 *Your Top 3 Youth Consultation*, that took place from September to December 2013.

In this consultation report information is presented in a range of figures representing the results of the consultation accurately in user friendly format. To assist the reader in interpreting the information in this report, a consistent format has been used throughout all sections.

As previously noted, this report examines information provided using the following age brackets: 8-11years, 12-17years, 18-25years, and 26+years.

Topic heading indicates which topic is being analysed.

Vertical Column Chart in the top left highlights the percentage of respondents in the relevant age bracket that listed at least one response relating to the topic. The other age brackets are also displayed for comparison in grey.

The snapshot provides a summary of the topic and commentary on the significance of the topic to the age bracket in focus.

Horizontal Bar Chart provides a breakdown of total responses per topic in the categories of Action / Issue / Like, presenting how the age bracket feels about the topic.

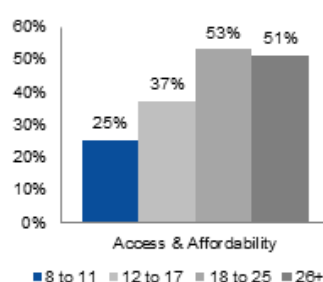
The breakdown also includes a written commentary and analysis of key themes and quotes broken down in to three categories – Like, Issue, Action.

Coloured **speech bubbles** provide direct quotes and the largest always offers a key statistic as relevant to the topic and age bracket.

The relevant **age bracket** is listed adjacent to the topic heading to indicate the age group being presented.

Access & Affordability

Ages 8-11



25% of all respondents aged 8 - 11 listed at least one response relating to Access & Affordability

"There is everything I need here"

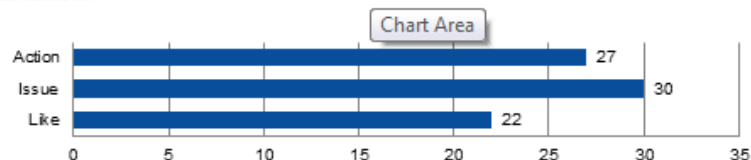
"Things cost too much"

Snapshot:

Access & Affordability encompasses issues relating to both the access to and affordability of services, infrastructure, facilities and recreation areas, and includes such topics as the cost of living, provision of services to the homeless and other social justice issues.

Whilst the 8-11 year age bracket had the lowest percentage of respondents listing issues relating to access and affordability in their top three responses, it did have a significant response rate of one in four and ranked eighth out of the twelve areas for this age bracket (as displayed on page x).

Breakdown:



As displayed in the graph above responses relating to access and affordability were spread fairly evenly across the Action/Issue/Like categories in the 8-11 age bracket.

Action: Concern for the rights of others including the homeless dominated responses in the action category - "More respect to Asylum Seekers" "Finding a house for Father Bob" "Help the poor"

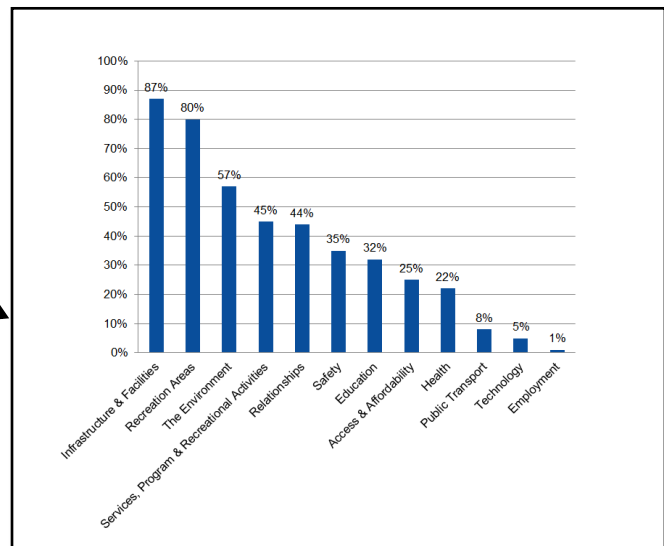
Issue: The provision of supports to people who experience homeless was the major focus and featured heavily across all three categories - "Homeless people need shelter".

Like: Young people aged 8-11 listed that they liked being close to the city and local services such as their school and free activities.

Conclusion Pages

In the initial overview and the conclusion pages of data analysis sections **Vertical Column Charts** display the percentage of all respondents (Y-axis) who listed at least one response to the correlating topic (X-axis).

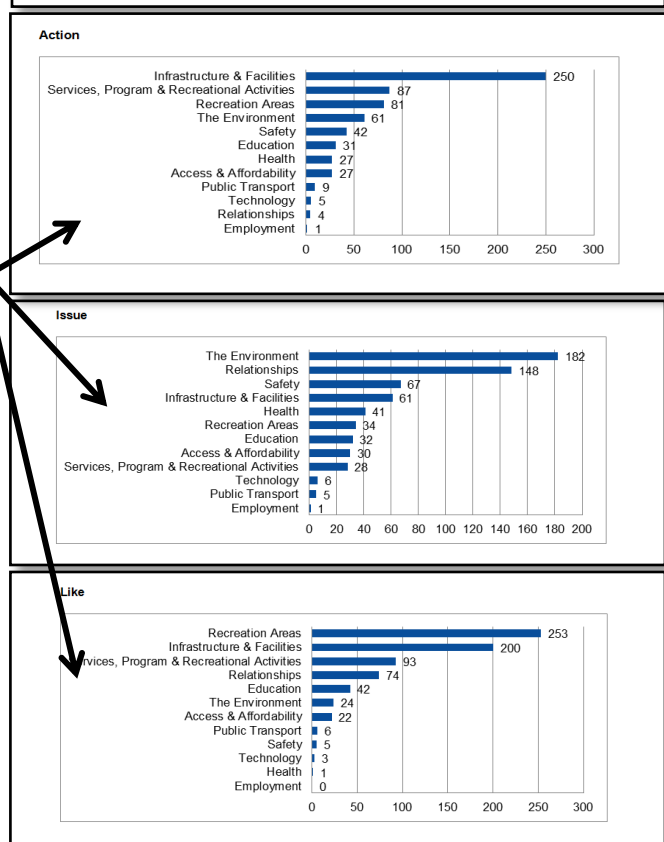
These figures assist in understanding what the topical and important issues are across all respondents, in each age bracket, and highlight the difference between them at a macro level.



Also used in the initial overview and the conclusion pages of the data analysis sections are **Horizontal Bar Charts**. These have been used to display the total number of responses (X-axis) that have been attributed to the correlating topic (Y-axis).

This information is presented within one of three categories – **Like/ Issue/ Action** which reflect which of the three survey questions the response was listed in response to, and the intention with which the respondent listed it.

These figures help to identify not just the topic of interest, but whether it is a suggested action, an identified issue or a something the respondent likes.



Young people:
The Middle Years
(8 - 11 years)

The term ‘middle years’ describes the time in a young person’s life when they are transitioning from childhood to adolescence. Services and programs specific for this group of young people has been identified as an emerging need and as a result this group was consulted and their feedback reviewed in the separate category of “middle years” (being young people aged between 8-11 years).

Demographics

In 2011, there were 2,187 children aged 8-11 in the City of Port Phillip, or 2.4% of the population, almost half the Greater Melbourne average of 4.7%. Whilst Port Phillip observed an overall population increase of 7.4%, the population of children aged 8-11 grew by 425 people, or 24.1% between 2006 and 2011. Children aged 8-11 have typically been a small population group in Port Phillip, as families have tended to move out of the area either once they have children or once those children reach school age. Whilst the percentage is low, this too is changing.

Neighbourhoods

All seven neighbourhoods (wards) observed increases in the population of children aged 8-11 years, some greater than others. In percentage terms, the highest proportions of school age children were found in the Middle Park/ Albert Park Neighbourhood (3.8% of the total population for this neighbourhood) – an increase of 38.9% in five years, Elwood–Ripponlea (3.1%) – an increase of 23% and South Melbourne (3.1%) – an increase of 20.5%.

Future Growth

The population forecasts for Port Phillip show that the municipality is expected to continue to have a relatively low proportion of school age children, but that the numbers will increase in line with population growth, as more families remain in the area. By 2036, there will be an extra 488 8-11 year olds, who will comprise about 2.1% of the population if the current trends continue. The availability of larger format apartments suitable for families will be a constraint on the population, as will access to schools.

Consultation Findings: The 40 Developmental Assets and the Middle Years

Support

44% of all young people aged 8-11 surveyed identified relationships as being important to them, with almost 90% identifying their friends, family or community as important positive influences in their life including comments such as “All the people in my neighbourhood are really kind and caring” and “I really like just spending time and playing games with my mum and dad”.

Empowerment

More than 1 in 3 of all young people aged 8-11 surveyed listed a safety-related issues in their ‘top three’, many identifying barriers to empowerment in their comments such as “we need less bullies”, “I want to stop racism” and “there needs to be more ways to join in activities for boys and girls”. Road safety was also an important issue relating to empowerment with responses such as “more zebra crossings so I can walk to school on my own safely” and “there are not enough crossing, some kids want to walk to school by themselves but can’t because it’s not safe” highlighting young peoples’ desire to feel safe and independent within the City of Port Phillip.

Boundaries and Expectations

45% of all young people aged 8-11 surveyed listed a service, program or recreational activity in their top three, with the majority of responses focusing on programs and services that work to build and strengthen positive relationships between young people and family members, peers and other adult role models. Responses such as - “The youth program I go to [St Kilda PCYC] is very fun and I really look up to and respect the staff [Nadav and Charlie]” and “I would like to see more family based holiday activities in the City of Port Phillip” – highlight the importance placed on these programs and services by young people.

Constructive Use of Time

80% of all young people aged 8-11 surveyed listed recreation areas and spaces other than home and school in their ‘top three’, with more than one third also identifying services and activities that they would like to see expanded to increase access and participation, such as “I’d like more after school hours clubs for kids like my Homework Club [Homies]” and “What about more fun stuff that’s free like adventure playgrounds because I can’t get to one from where I live”.

Commitment to Learning

Access to learning environments and the importance of education were highlighted by this cohort with one in three young people aged 8-11 surveyed listing education in their ‘top three’, such as, “We need another primary school nearby and more alternative education centres so we can all learn”, “School is really good but it’s too far away so it’s hard for me to get to school” and “The school I go to is great because my teacher really cares about me!”.

Positive Values

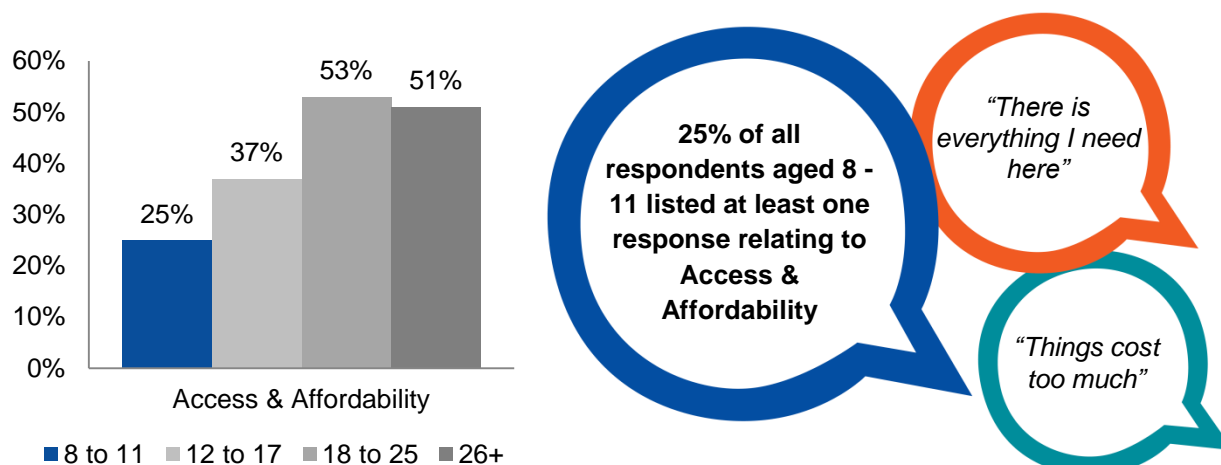
25% of all young people aged 8-11 surveyed clearly articulated concern for the welfare of others and a strong awareness of social justice issues impacting others in their community. Suggested actions for how they would like to help or see others helped focused heavily on homelessness and social inclusion, “I’d like for you to make more homeless shelters because everyone needs a place to sleep at night”, “I would like to do more to help the poor and see more respect [given] to Asylum Seekers” and “I like to help mum out in the garden”.

Social Competencies

Almost half of all young people aged 8-11 surveyed listed their friends, family or community in their top three, identifying relationships as the second most important issue (after the environment) with the sense of support within the local community being articulated in responses like these, “Nearly everyone knows each other and all the people are kind and caring” and “Great and nice community where I am near all my friends and ... everywhere you look there are smiles”.

Positive Identity

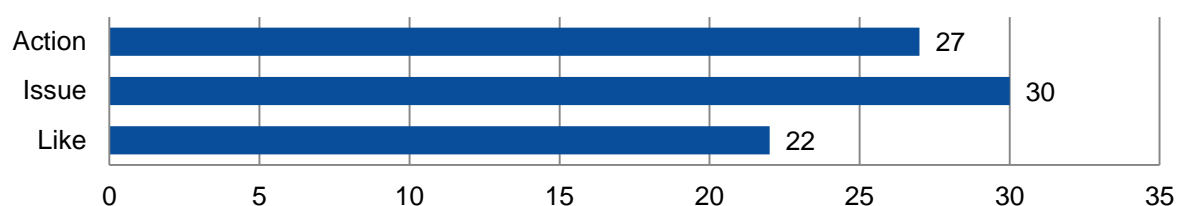
There were strong responses in the area of environment with over half of all young people aged 8-11 surveyed listing environmental concerns. There was a strong focus on increasing non-smoking areas being a trend within the health related responses. These are good indicators that young people are standing up for their concerns and wellbeing; “I don’t like it when people disrespect the environment and I think we should try to be more of an environmentally friendly community” and “People should not smoke outside the school, around playground or kids in general... we need more no smoking areas”.



Snapshot:

Access & Affordability encompasses issues relating to both the access to and affordability of services, infrastructure, facilities and recreation areas, and includes such topics as the cost of living, provision of services to the homeless and other social justice issues (such as social inclusion).

Breakdown (n=55):



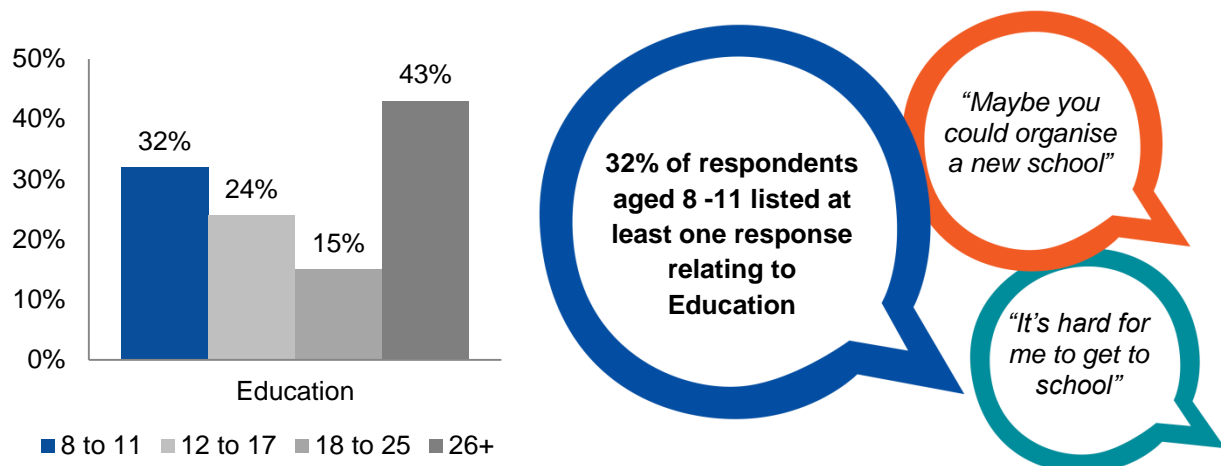
As displayed in the graph above responses relating to access and affordability were spread fairly evenly across the Action/Issue/Like categories in the 8-11 age bracket.

Examples of responses include:

Action: Concern for the rights of others including the homeless dominated responses in the action category - "More respect to Asylum Seekers" "Finding a house for Father Bob" "Help the poor"

Issue: The provision of supports to people who experience homeless was the major focus and featured heavily across all three categories - "Homeless people need shelter".

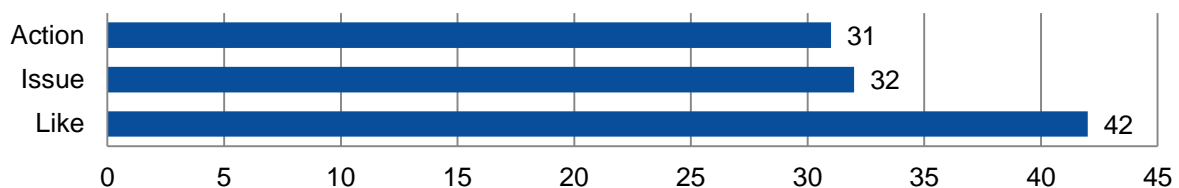
Like: Young people aged 8-11 listed that they liked being close to the city and local services such as their school and free activities.



Snapshot:

The topic of Education incorporates the provision of quality primary and secondary education that is affordable, accessible and engaging to all young people in the City of Port Phillip.

Breakdown (n=105):



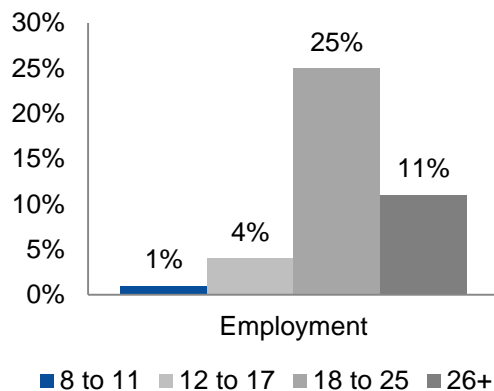
The graph above displays a relatively moderate response to this topic in comparison to other topics, and whilst it is worth noting that there was a good deal of overlap in the call for more schools in responses within both the 'Action' and 'Issue' categories, there was also a very positive response for schools in the area within the 'Like' category.

Examples of responses include:

Action: The request for more schools dominated responses in the action category - "Maybe you could organise a new school" and "More public school funding".

Issue: Accessing schools, be it getting to school or actually getting a place within a local school, was the major focus in this category - "It's hard for me to get to school", "We need another primary school nearby and more alternative education centres so we can all learn" and "A good and fulfilling education is important to me".

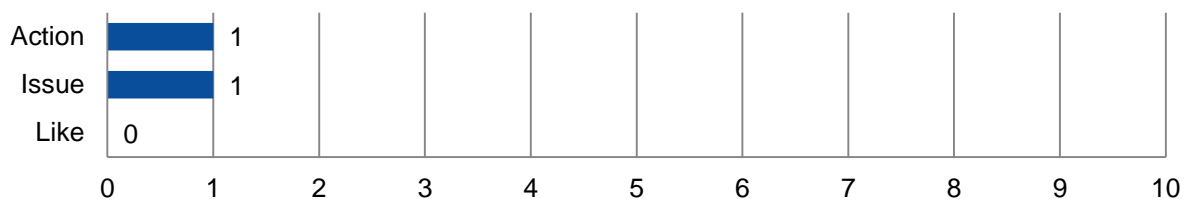
Like: Young people aged 8-11 listed that they liked school - "The school I go to is great!"



Snapshot:

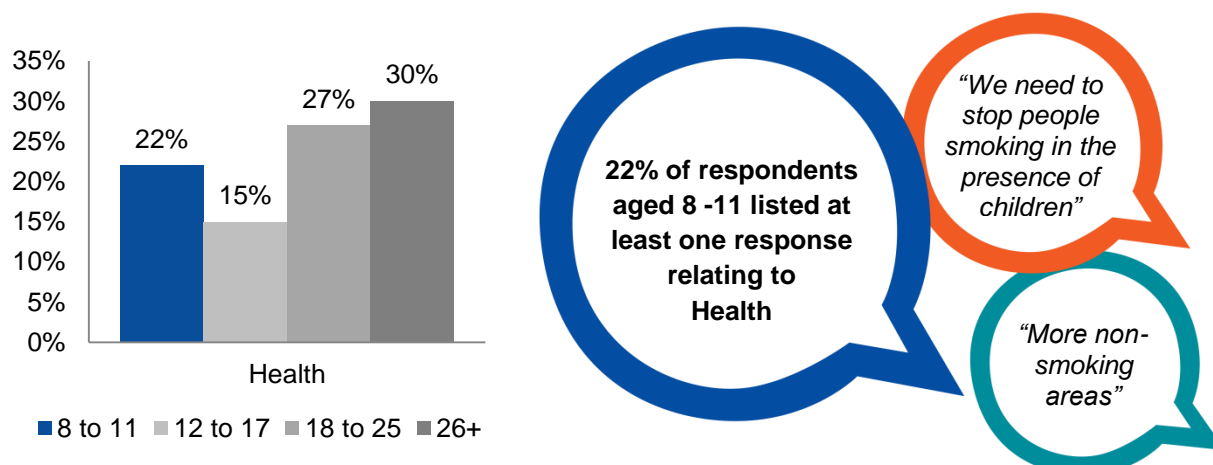
The topic of *Employment* encapsulates issues of unemployment, provision of work experience opportunities, lack of meaningful employment and job opportunity, be it full-time, part-time, casual or seasonal. Notably, young people in this age category are not in employment and not legally able to be employed, however, they may be aware of workplace and employment issues through their families.

Breakdown (n=2):



It is important to note that the topic of employment was the topic referred to least in the whole consultation with just over 50 respondents listing an employment related response.

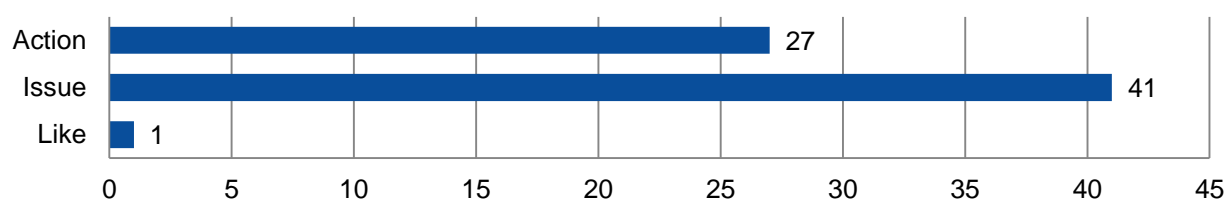
Examples of responses are provided in the text boxes (above).



Snapshot:

For the purpose of this report the topic of *Health* encapsulates responses relating to drug and alcohol issues, mental health and wellbeing, physical health, fitness and healthy eating and nutrition.

Breakdown (n=68):



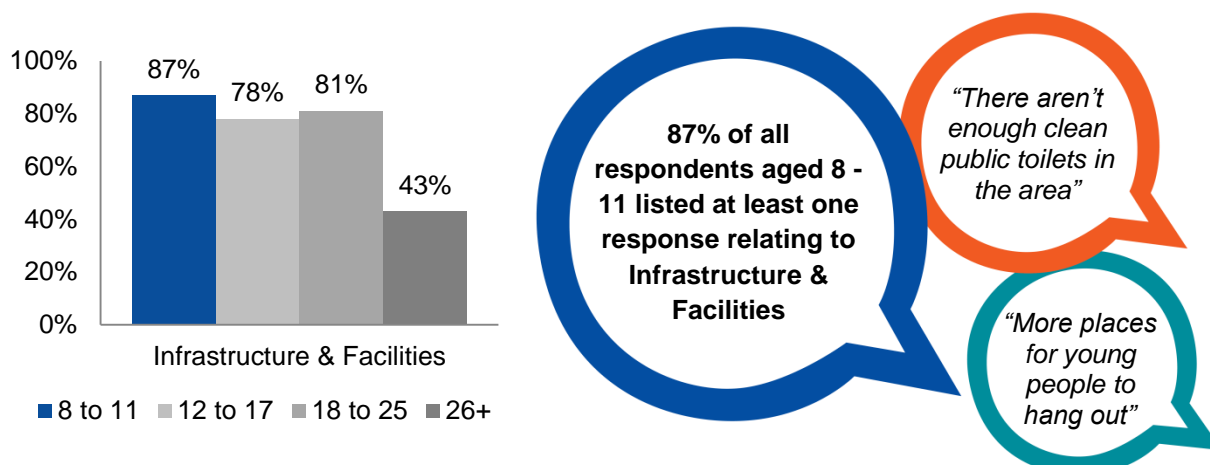
Interestingly, there was a strong focus on smoking around children and near schools, playgrounds and parks in both the Action and Issue categories.

Examples of responses include:

Action: Responses by 8-11 year olds surveyed formed a clear call to action around tackling passive smoking and people smoking in the presence of children in public places - "Make more non-smoking areas", "Make some more no smoking signs", and "To make no smoking areas around school".

Issue: Drug and alcohol affected people and people smoking around children were the two major focus in this categories – "People should not smoke outside the school", "No smoking next to kids playgrounds", and "We need to stop people smoking in the presence of children".

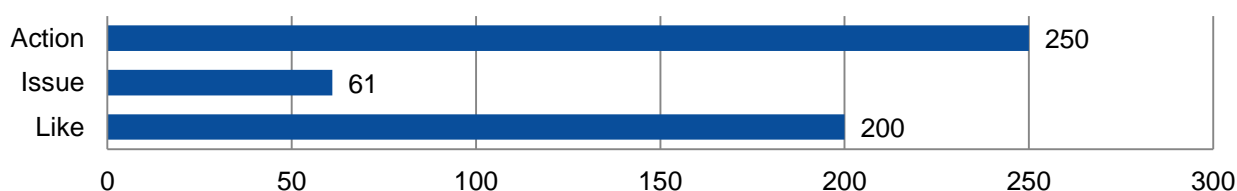
Like: Young people were more likely to highlight issues and actions when it came to the topic of health, with only one young person commenting on the positive influence of other community members.



Snapshot:

The topic of *Infrastructure & Facilities* includes commercial operations such as businesses, bars, restaurants and cafes (although not highly applicable to this age group), and also community buildings and sporting facilities, youth hangout spaces and the installation or maintenance of bike paths, roads, toilets, barbeques, playground equipment and drinking taps.

Breakdown (n=511):



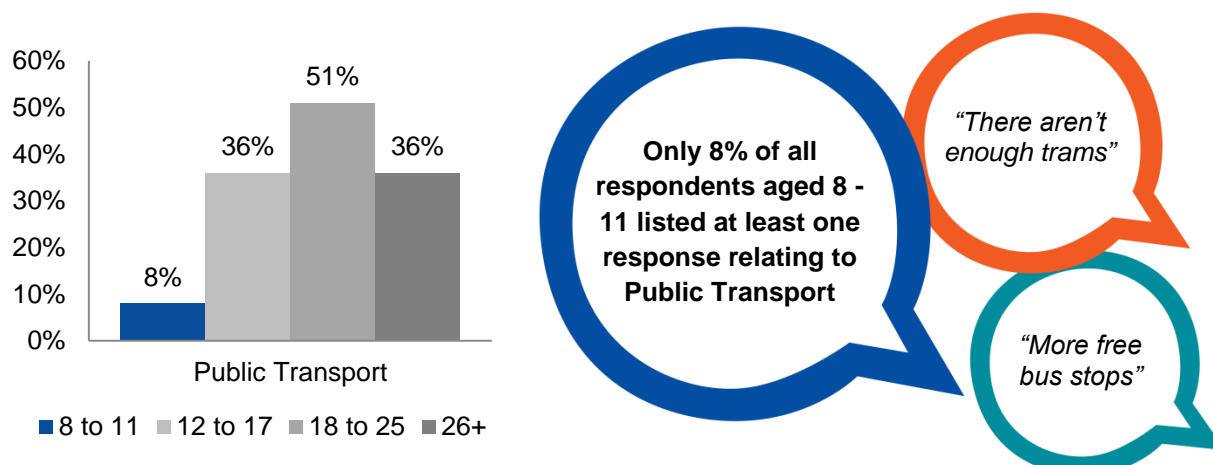
There was a large number of responses relating to infrastructure and amenities from this age group, with many indicating what they liked about this topic and providing suggestions or actions.

Examples of responses include:

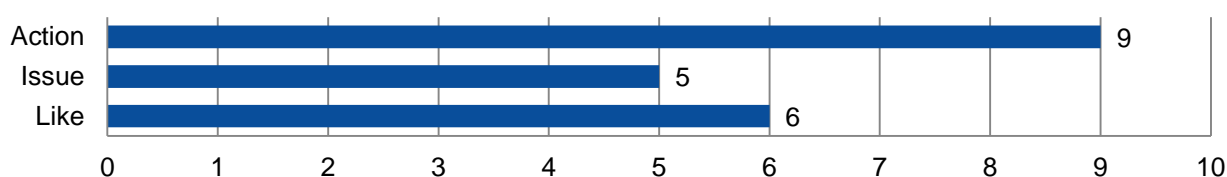
Action: Requests for more youth spaces, more playgrounds, fun parks and swimming pools, more basketball courts, cricket nets, skate parks and bike paths, and more public toilets and drinking taps dominated responses in the action category - "Cricket nets at Murphy's Reserve", "Exercising equipment on the beaches", "More playgrounds that are suitable for all ages" and "Waterslide down at the beach".

Issue: The provision of more public toilets and drinking taps in parks and playgrounds across the municipality was a major focus of this category along with transport related infrastructure such as bike paths, more parking spaces and less traffic.

Like: Young people aged 8-11 listed that they liked the shops, restaurants, sporting facilities including the Melbourne Sports and Aquatic Centre (MSAC), library and Luna Park, with responses such as "Places to hang out with friends", "I like all the different shops" and "the great sporting facilities".

**Snapshot:**

The topic of *Public Transport* encompasses transport such as trains, trams, buses and the community bus, as well as access to and provision of public transport relating to safety, reliability, cost and effectiveness.

Breakdown (n=20):

As displayed in the graph above responses relating to public transport were small in number and spread fairly lightly across the Action/Issue/Like categories in the 8-11 age bracket.

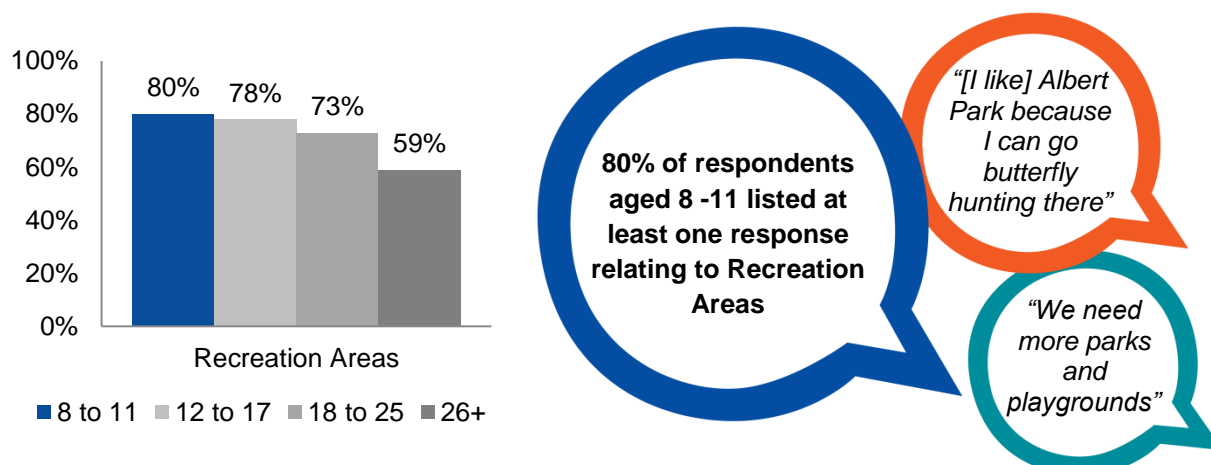
Although there was not a lot of responses relating to public transport in the 8-11 age bracket across all three categories key themes could be identified and included: there not being enough public transport; the need for more stops on the free community bus; and the desire for more free public transport in general.

Examples of responses include:

Action: Young people in this age category were very aware of the lack of trams and suggested "bigger and better trams" and "more trams/ trains" were needed in the City of Port Phillip.

Issue: "Trams being late" was identified as an issue for the middle years young people, and the lack of reliability of the public transport system was highlighted.

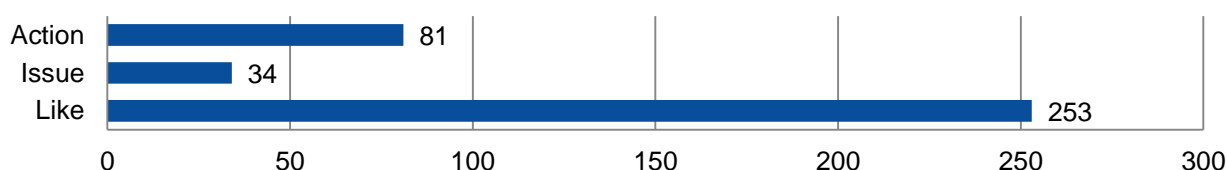
Like: Other young people mentioned their positive opinions of the local public transport system, with statements such as "trams are good".



Snapshot:

For the purpose of this report the *Recreation Areas* topic refers to recreation areas within the City of Port Phillip including but not limited to the beach, foreshore, the skate park and the piers, and also parks, reserves and green spaces.

Breakdown (n=368):



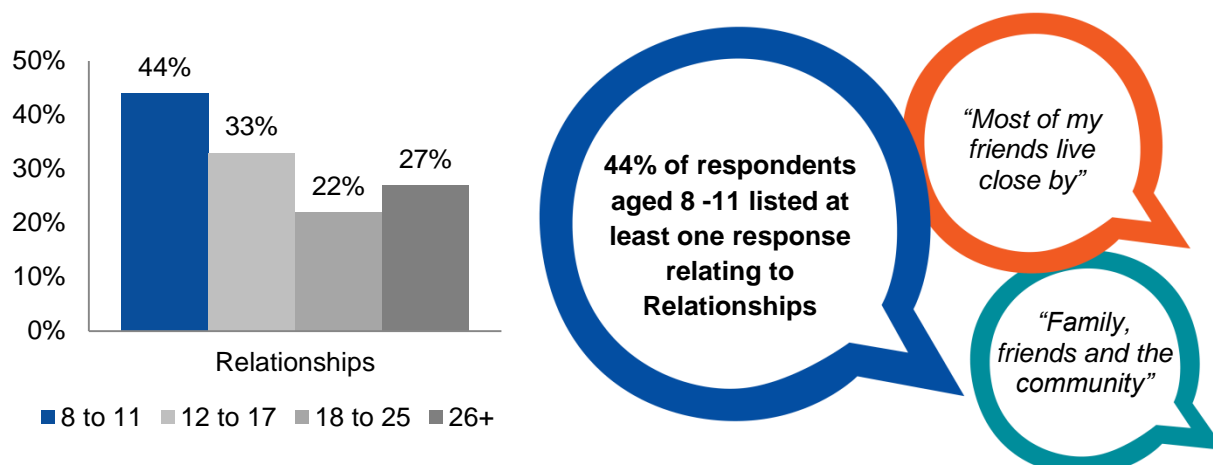
As displayed in the graph above responses relating to *Recreation Areas* were mostly in the weighted 'Like' category for the 8-11 age bracket but there was also a substantial number of responses in the 'Action' category as well.

Examples of responses include:

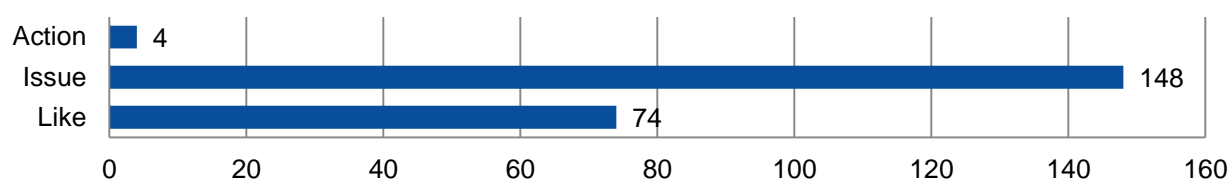
Action: More playgrounds, more parks, more skate parks, more trees and more places to hang out with friends were the features of this category - "more places to ride my bike", "places outside to hang out" and "We need more parks and playgrounds for young people to hang out, play and enjoy themselves".

Issue: This category had limited responses, however responses indicated the need for more recreations areas across the municipality.

Like: Young people aged 8-11 predominately listed the beach, the parks and the skate parks in the area as the recreation areas they liked, with particular emphasis on the "Portosaurus" dragon park in Port Melbourne - "I like the dragon park. It is probably the best park I have been to".

**Snapshot:**

The topic of *Relationships* includes family, friends, community (including diversity and multiculturalism), relationships and pets as well.

Breakdown (n=226):

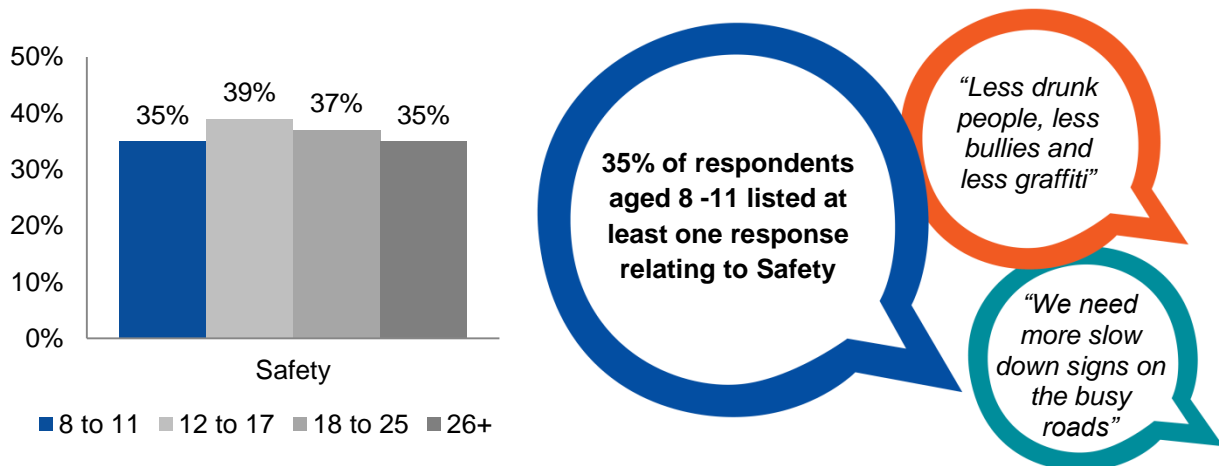
As displayed in the graph above responses relating to relationships were shared between the 'Issue' and 'Like' categories with a stronger response from 'Issues' within the 8-11 age bracket.

Examples of responses include:

Action: Middle years young people requested more focus on family activities and things that "got us doing fun stuff together as a family".

Issue: For young people aged 8-11, the majority of responses relating to relationships in this category were their family, friends and pets. This is not to say they had issues with these relationships, but that these were important relationships to them – "My grandma", "My brother", "My pets", "My friends", "Mum and dad" and "Especially my family" were listed as being important.

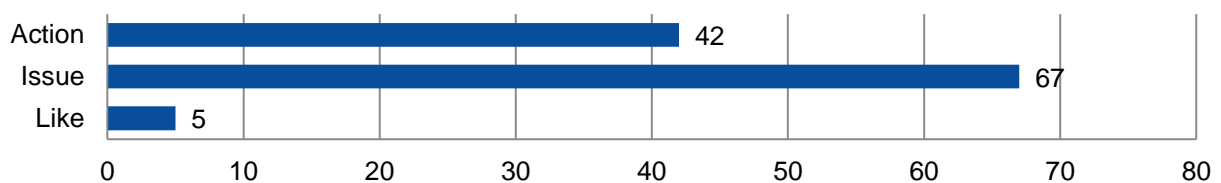
Like: Young people aged 8-11 listed their family, and proximity to their friends and the nice people in the community in this category - "Nearly everyone knows each other", "The joy of everywhere you look there are smiles" and "my friends live down the street" were some of the responses provided.



Snapshot:

For the purpose of this report the topic of *Safety* encompasses responses relating to alcohol and drug affected people, bullying and cyber bullying, crime and violence, road safety and feeling safe in the community, on the streets and at night.

Breakdown (n=114):



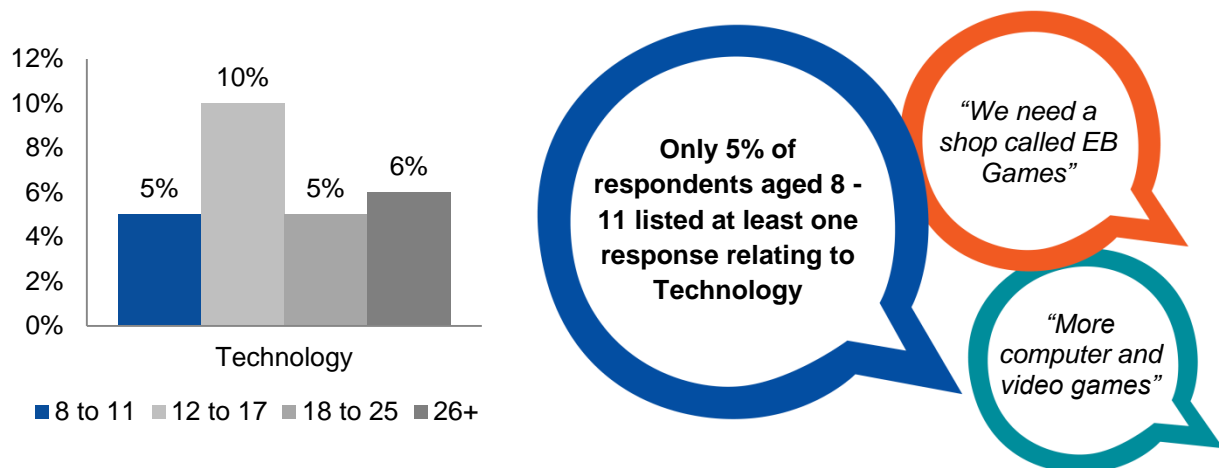
As displayed in the graph above responses relating to safety were shared between the 'Issue' and 'Action' categories, with a stronger emphasis on the 'Issues' within the 8-11 age bracket.

Examples of responses include:

Action: Road safety dominated responses in the action category - "We need more lollypop men/women near roads without traffic lights so children walking to school without parents can cross safely" and "More zebra crossings so I can walk to school on my own safely".

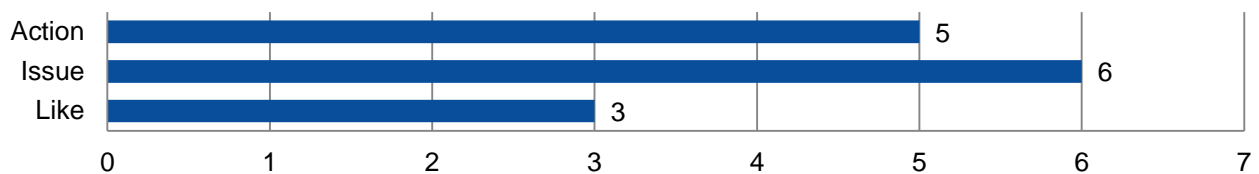
Issue: Bullying, violence, road safety, drug and alcohol affected people, and feeling safe were the major areas relating to safety in this category. Responses included: "Scared of druggies in the street", "Tell people not hit someone in the face", "Making it safe for everyone" and "Delinquent drivers make it harder to get to school".

Like: Young people highlighted that there were places they felt safe, particularly in their home and with their family.

**Snapshot:**

For the purpose of this report the topic of *Technology* encompasses responses relating to the internet (inclusive of Wi-Fi and the National Broadband Network), use of social media and its many platforms, gaming and both computer hardware and software.

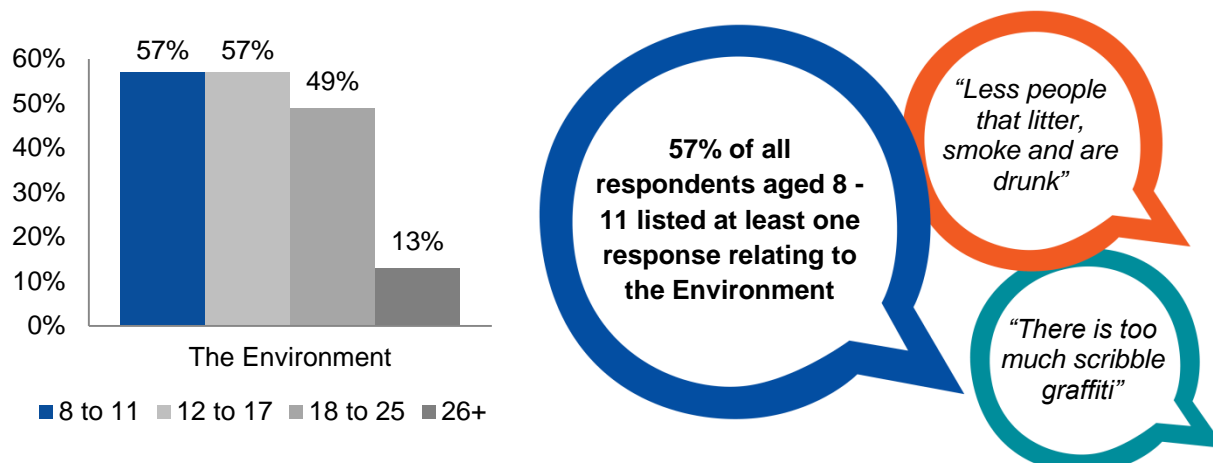
Across all age brackets the topic of technology was not addressed at a high rate, which is not to say it is not important to young people, in fact, as "Digital Natives" young people use technology in their everyday life, and may not be seen as an "issue" or "thing" to be addressed as they consider it part of their norm.

Breakdown (n=14):

As displayed in the graph above, responses relating to technology were small in number and spread across the Action /Issue/ Like categories in the 8-11 age bracket.

Across all three categories the responses that were provided were mostly around video gaming and video gaming hardware and software, including the desire for more access to these.

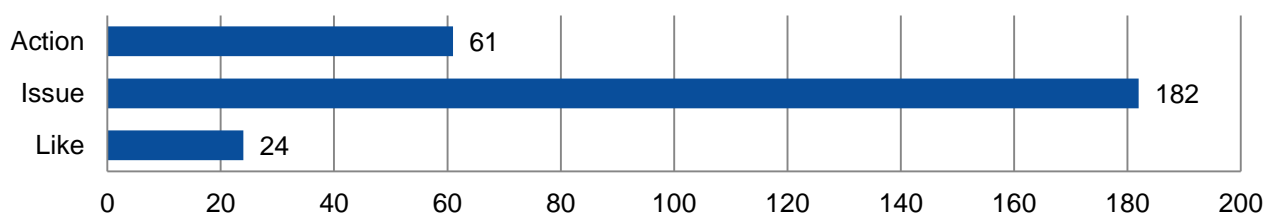
Examples of responses are provided in the text boxes (above).



Snapshot:

For the purpose of this report the topic of the *Environment* encompasses responses relating to littering/rubbish, pollution, climate change, sustainability, graffiti, vandalism and the natural/physical environment. As shown above the 8-11 age bracket, and those in the 12-17 age bracket are equally concerned with issues relating to the environment in their top three responses.

Breakdown (n=267):



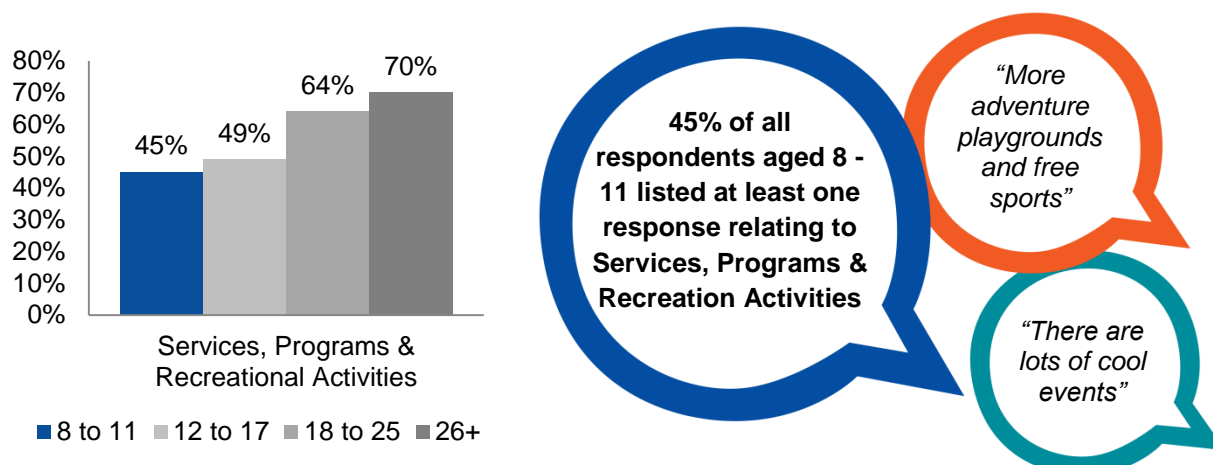
As displayed in the graph above responses relating to the environment were predominantly in the 'Issue' category with the environment being the number one topic listed as an 'Issue' for the 8-11 age bracket.

Examples of responses include:

Action: Responses provided by this group focused on the resolution of environmental issues such as there being too much pollution, littering, vandalism, graffiti and dog poo: "Less people that litter, smoke and are drunk", "Raise the fine for leaving poo everywhere" and "NO GRAFFITI, NO VANDALISIM, LESS POLLUTION"

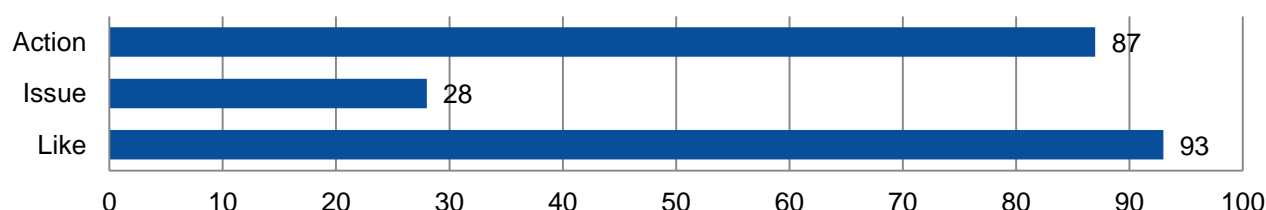
Issue: Responses relating to pollution, littering, vandalism, graffiti and dog poo all featured heavily in this category - "There aren't enough bins along and near St Kilda beach so there is a lot of litter around that area", "people don't clean up after their dog", "too much vandalism", "beaches are dirty" and "too much pollution in the water" were some of the responses provided.

Like: Middle years young people were acutely aware of their surroundings and nature, mentioning their like for "the palm trees", "the beach and the foreshore area" and for "the way the community keeps the streets clean" in their responses.



Snapshot: For the purpose of this report the topic of the *Services, Programs & Recreational Activities* encompass responses relating to a wide range of services, program and activities including but not limited to those that are youth specific, sport or recreation based, have an underpinning in culture or art, or that are a festival or event.

Breakdown (n=208):



As displayed in the graph above responses relating to services, program and recreational activities were spread predominantly across the 'Action' and 'Like' categories, and less so the 'Issue' category for this age bracket.

Examples of responses include:

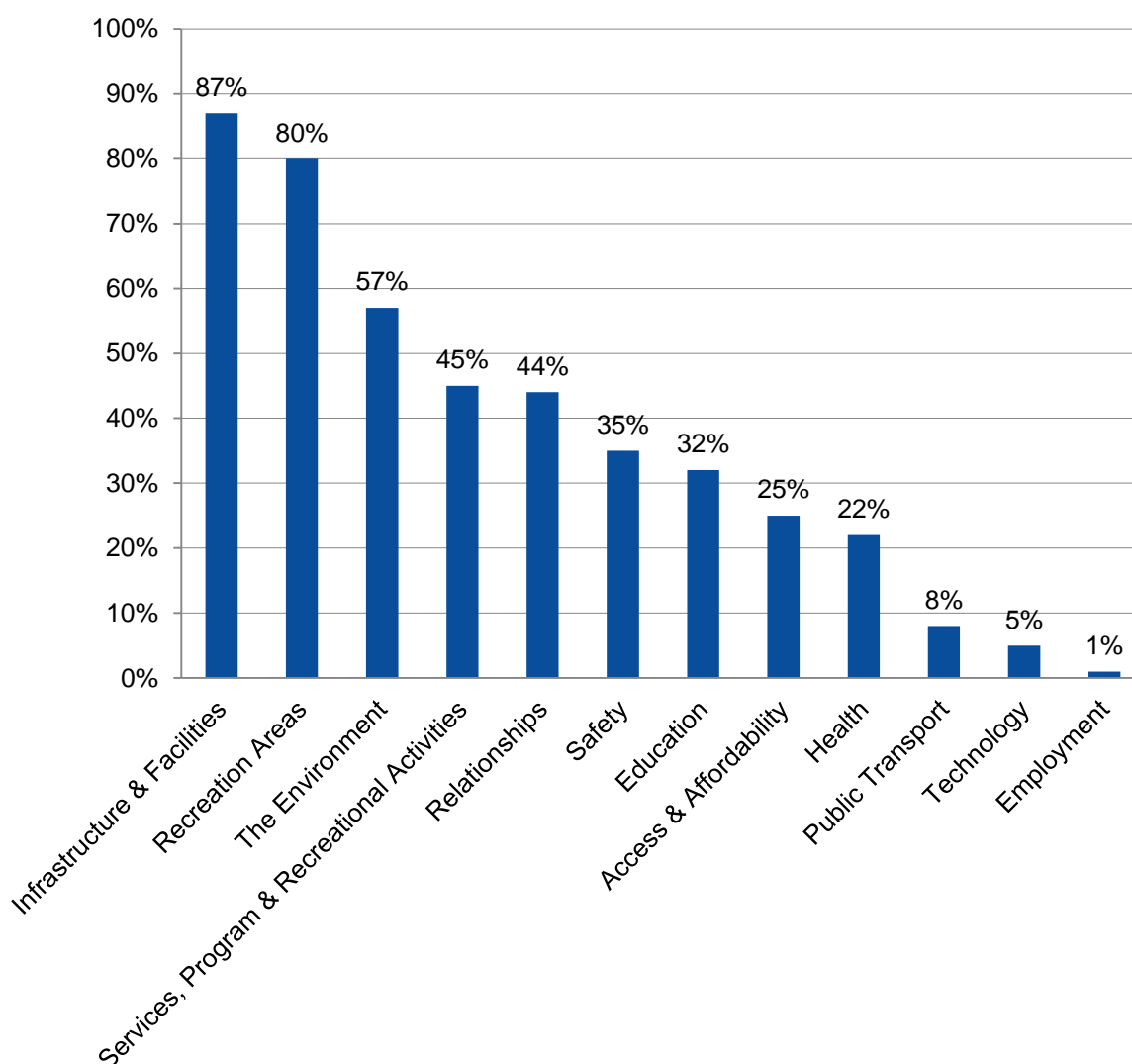
Action: Responses focused on more programs provided by local youth service providers, as well as more sports and fun activities - "More youth programs and festivals", "We need more sport clubs in Port Phillip that are open to both boys AND girls" and "More playgrounds like St Kilda Adventure Playground" were some of the responses provided.

Issue: The provision of more youth services, sporting activities and youth programs was the major focus of responses in this category - "Not enough youth services".

Like: Young people aged 8-11 listed that they liked sporting activities/clubs and programs provided by local youth services providers such as the Adventure Playgrounds and other recreation providers.

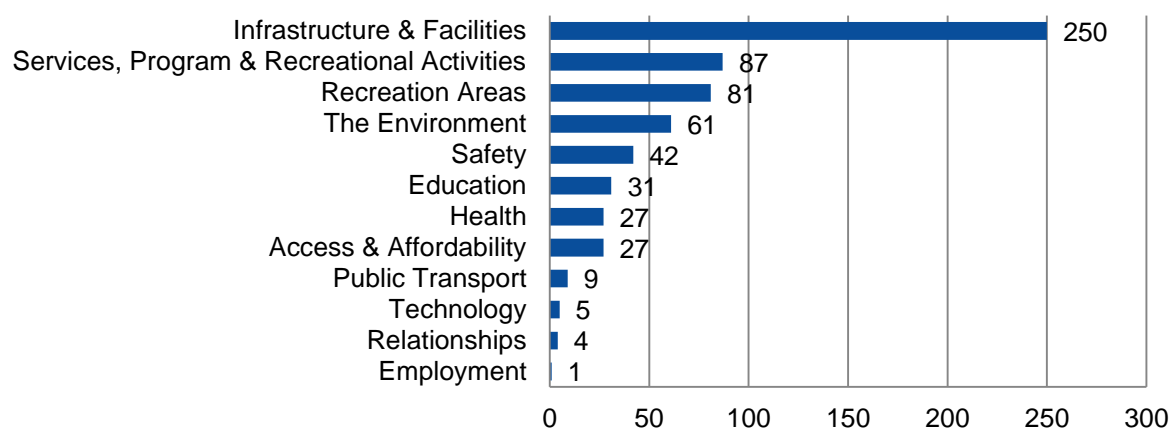
Overall the top three topics for the 8-11 age bracket (as shown on the graph below) were:

1. **Infrastructure & Facilities** Almost nine out of ten of respondents listed a response relating to the topic of Infrastructure & Facilities. Additionally it was the highest ranking topic in the 'Action' category and second highest in the 'Like' category across all topics in the 8-11 age bracket.
2. **Recreation Areas** Eight out of ten respondents listed topics relating to the topic of Recreation Areas. This was the highest ranking topic in the 'Like' category out of all topics in the 8-11 age bracket.
3. **The Environment** Over half of all respondents listed topics relating to the Environment. This was the highest ranking topic in the 'Issue' category out of all topics in the 8-11 age bracket.

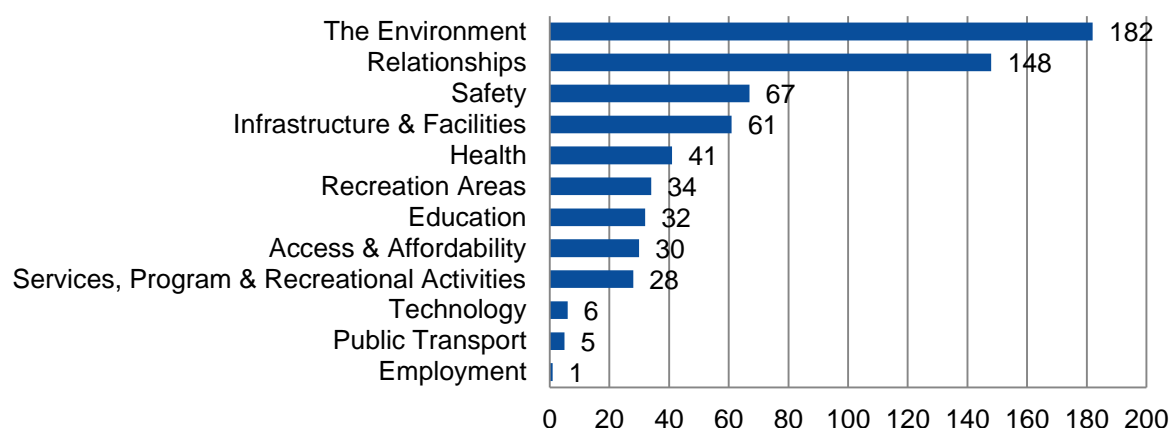


The following three graphs show responses provided by the 8-11 age bracket, separated by category areas: 'Action', 'Issue', and 'Like'.

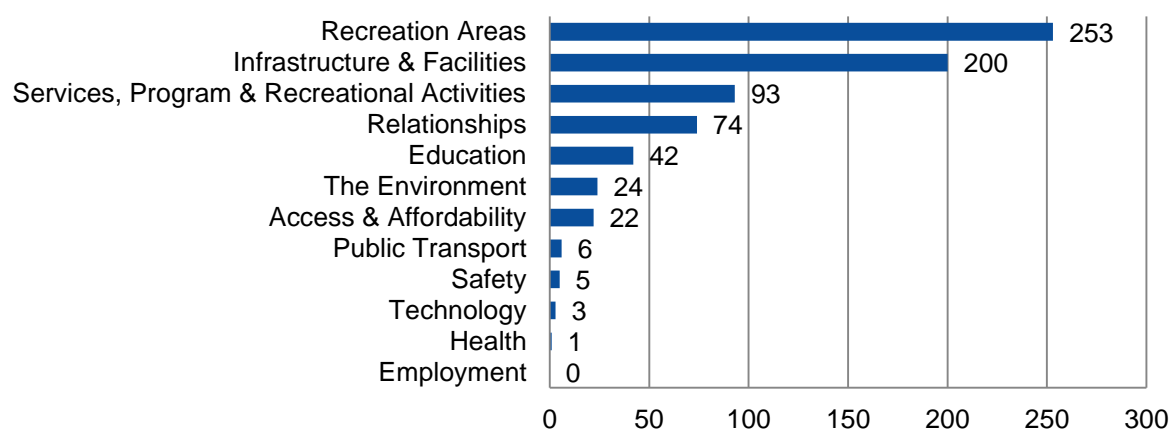
Action (n=625)



Issue (n=635)



Like (n=723)



Young people:
Adolescents and Young Adults
(12 - 25 years)

The age group 12 to 17 years is considered to be the 'adolescent' phase of life, whereby young people are often referred to as teenagers.

In 2011, there were 2,658 children aged 12-17 in the City of Port Phillip, or 2.9% of the population, less than half the Greater Melbourne average of 7.2%. Whilst Port Phillip observed an overall population increase of 7.4%, the population of children aged 12-17 grew by only 172, or 6.9% between 2006 and 2011.

Demographics

Adolescents are the most under-represented age group in Port Phillip compared to Greater Melbourne. With only three public secondary schools in the area (one of which has some select entry requirements), families tend to leave Port Phillip seeking proximity to schools and also the larger dwellings often needed for families with older children.

Neighbourhoods

In the period 2006 to 2011, most of the seven neighbourhoods observed minimal increases amongst children aged 12-17, the exceptions being St Kilda and St Kilda Road neighbourhoods (17.2% and 13.6% respectively).

**St Kilda Road started from a very small base.*

Future Growth

The population forecasts for Port Phillip for 12-17 year olds predict growth of 48% by 2036. This includes almost 500 adolescents living in the Fishermen's Bend precinct. Excluding these figures growth in this age group would be closer to 30%.

Because of the changes in the societal and legal contexts that occur at different ages (for example, the right to vote, ability to drive without supervision, purchase alcohol, etc), this report groups young people aged 18-25 years in their own bracket, to further understand their needs and ideas, as separate from those “under-age”.

Demographics

In 2011, there were 9,899 young people aged 18-25 in the City of Port Phillip, or 10.8% of the population, currently lower than the Greater Melbourne average of 11.7%. Whilst Port Phillip observed an overall population increase of 7.4%, the population of young people aged 18-25 declined by 333, or -3.3% between 2006 and 2011.

This is the largest population decline of any age group in the 5 years from 2006 to 2011. This may be due to lack of housing affordability and home leavers delaying leaving the family home until well into their 20's. It may also be due to Port Phillip no longer being a favoured destination for students to live (which may be because there are no universities in the municipality).

Neighbourhoods

There is a great deal of variation in where 18-25 year old people live between the neighbourhoods of Port Phillip, with the highest percentages being in St Kilda (28.3%), East St Kilda (20.1%) and St Kilda Road (15.4%, which has a large student population).

It seems that young adults are moving into Port Phillip a little later in life than they were 10 years ago, so the numbers of 18-25 year olds are declining. It will be interesting to see if this trend continues in the next Census.

Future Growth

By 2036 Port Phillip is forecast to have an increase of 5,350 18-25 year olds from current numbers, with the percentage rising to 12.7% of total population, mainly due to the ageing in place of the babies born in the last 5 relatively high birth-rate years.

Consultation Findings: The 40 Developmental Assets and Young People

Support

Almost 1 in 3 of young people aged 12-25 surveyed identified relationships as being important to them, with a strong emphasis placed upon both friends and community. This cohort articulated the support garnered from these relationships by describing “the sense of community”, “the sense of belonging” and “the vibrant community” that exists throughout the City of Port Phillip, and “my friends are the best”, “I’ve got good mates who’ll stand by me through thick and thin”.

Empowerment

More than 1 in 3 of all young people aged 12-25 surveyed listed a response in their ‘top three’ relating to access and affordability with a strong emphasis on empowerment evident in responses such as these, “We need more inclusion of all young people on decision making within our community”, “We should all be trying to inspire more social justice... I know I am” and “Would it ever be possible to have a student in the local council?”.

Boundaries and Expectations

Four out of five young people aged 12-25 surveyed listed a infrastructure/facility related response in their top three, with a large cohort of responses focusing on the need for more youth spaces and places to hang out with peers and access information and support as needed. The consensus being the need for “more places to hang out that are for young people”, “that are safe, don’t cost money, that can be accessed all year round including after dark”, and “where we can access info and talk with people who know their stuff”.

Constructive Use of Time

With over 50% of all young people aged 12-25 surveyed listing services, programs and recreational activities, having something worthwhile to do appears to be an important issue for this age group. Whilst there was lots of support for existing programs, the majority of responses were centred on advocating for more services, programs and activities that would support constructive use of time, such as: “I’d like to see more youth services across the whole place”, “I’d like more free activities on the holidays”, “Can we get more day programs to occupy disengaged young people” and “We should be providing opportunities for social interconnectedness and support”.

Commitment to Learning

One in five young people aged 12-25 surveyed listed education in their top three and the anecdotal evidence suggest that young people value supportive educational environments and teachers; “Supportive schools and teachers that help and support me and my other class mates make it (learning) really great”, as well as those opportunities that extend beyond the classroom and traditional educational settings; “Create more part-time jobs and work experience opportunities for young people” and “There needs to be more support for kids who disengage from school and community”.

Positive Values

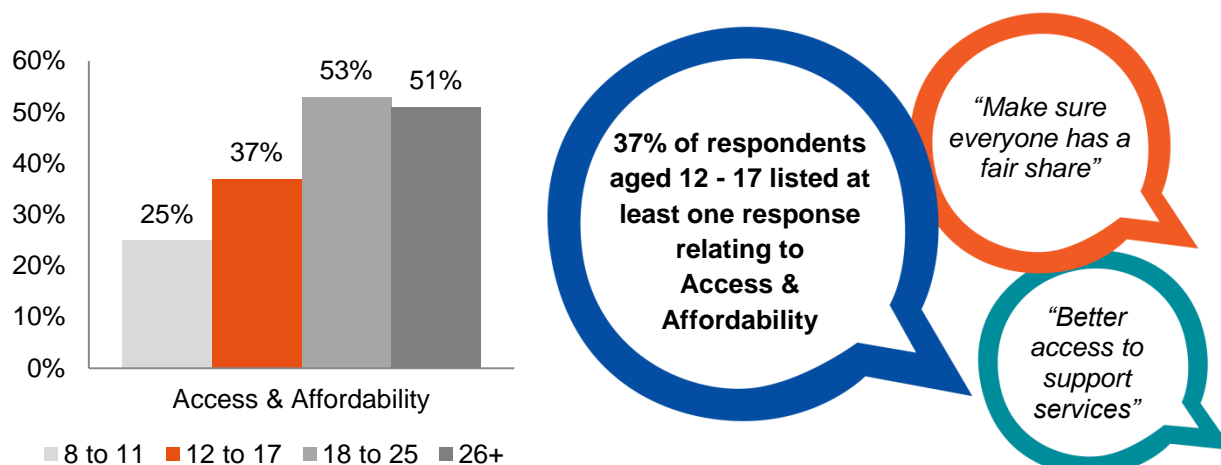
More than 50% of all young people aged 12-25 surveyed clearly articulated concern for the environment and the impact we as a community are having upon our natural environment identifying the broad issues: “Global warming, climate change, sustainability are the issues we face now and in the future” and suggesting specific actions “Clean up the litter on our beaches and in streets, and pollution of our bay” and “More environmental programs and more recycling bins next to rubbish bins are needed”.

Social Competencies

Over 40% of all young people aged 12-25 surveyed listed responses relating to issues of access and affordability, with responses predominantly focused on supporting others in need, for example: "Making sure everyone has a fair share" and "We need to be making space for everyone in our community", "[We need] more support for homeless people", "Equal Access for people with a disability, so for example we need more interpreters for deaf people" and "Making sure that all the children are able to access vital necessities and have the same resources as other children".

Positive Identity

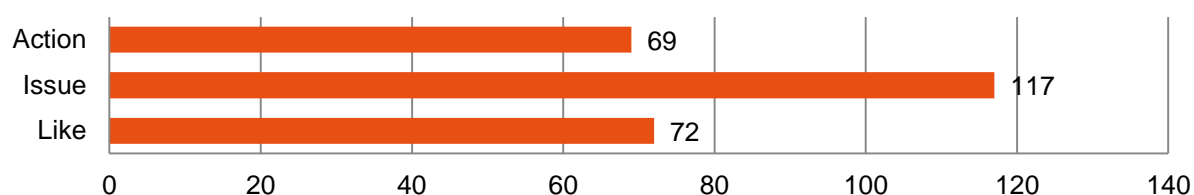
With over 50% of all young people aged 12-25 surveyed listing services, programs and recreational activities in their 'top three', the issue of identity was a broad theme throughout responses. Responses provided tied to positive identity and included the positive aspects within the community such as, "There are always interesting activities to do for all ages and interests, and you are never bored because of different cultural festivals and activities". Gaps and areas for improvement were also identified through responses: "Lack of esteem building programs specifically tailored for females and males" and "Make everything religiously, sexually and politically unbiased".



Snapshot:

Access & Affordability encompasses issues relating to both the access to and affordability of services, infrastructure, facilities and recreation areas, and includes such topics as the cost of living, provision of services to the homeless and other social justice issues.

Breakdown (n=258):



As displayed in the graph above responses relating to access and affordability were focussed mostly in the 'Issue' category for this age bracket.

Examples of responses include:

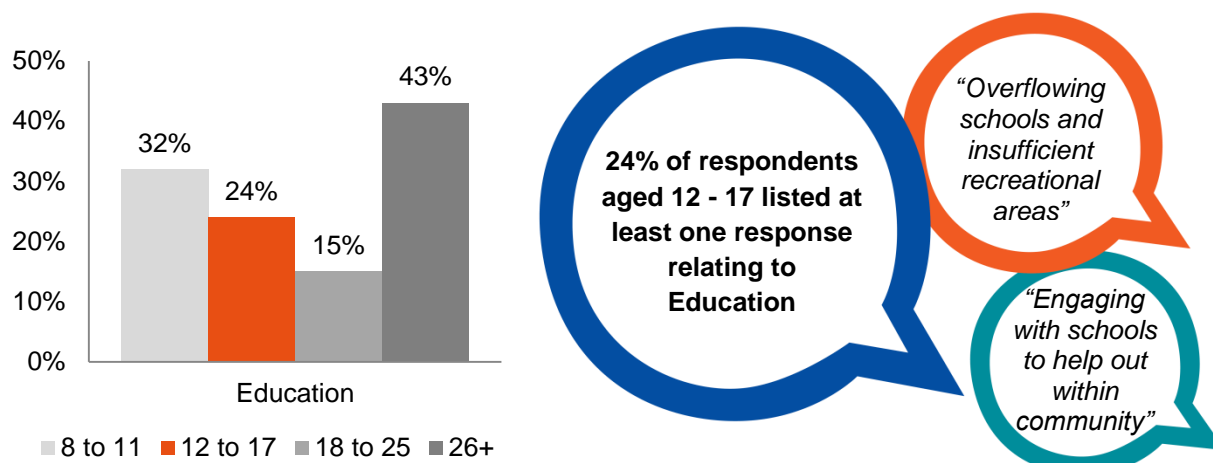
Action: Free activities and accessible services were the most frequent responses in the action category that also included some more specific actions "More inclusion on decisions" and "we need more interpreters for deaf people" in responses provided.

Issue: Homelessness featured heavily as did the high cost of living in the issue category – "Housing for homeless people. I see homeless people in need almost every day" and "Your programs cost money" were some of the responses provided.

Like: Young people aged 12-17 listed they liked the location, enjoyed having good access to the city and access to goods and services within the city, with comments that the Council – "provides for all".

Education

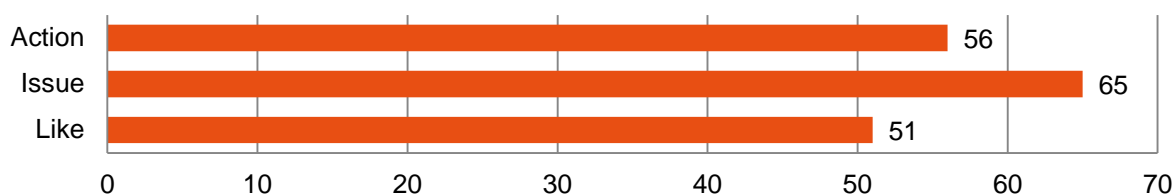
Ages 12-17



Snapshot:

The topic of *Education* incorporates the provision of quality primary and secondary education that is affordable, accessible and engaging to all young people in the City of Port Phillip.

Breakdown (n=152):



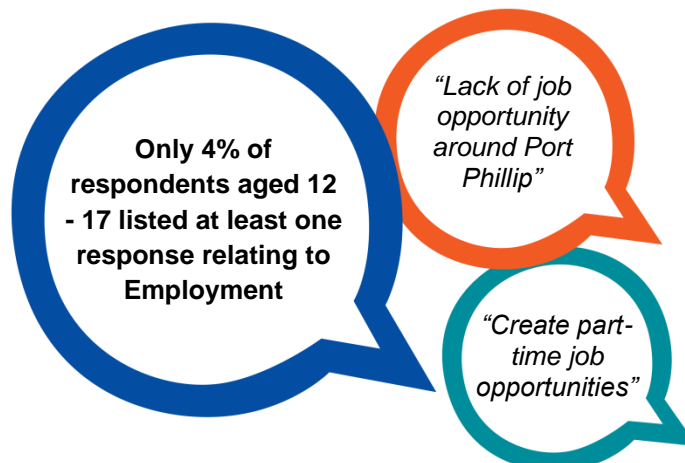
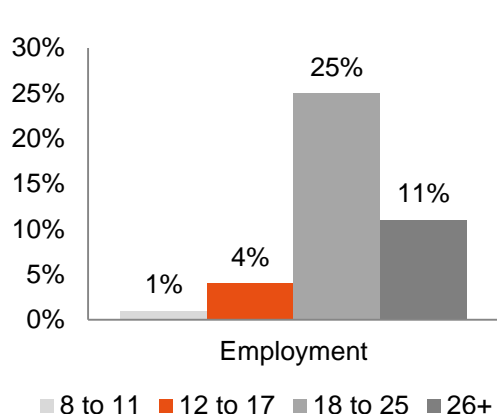
The graph above shows a relatively even spread of responses relating to education in all three categories, with responses in each category having their own distinct flavour.

Examples of responses include:

Action: The request for more schools and school expansions dominated responses in the action category - "Another public high school", "Provide schools with more funding so they can improve and/or build classrooms and sport grounds, and create new student programs", and "A second campus for Albert Park College" were some of the responses provided.

Issue: Overcrowding and the inability of current schools to fully cater for the current community need and in the future were the major themes in this category - "There is not enough room at Albert Park College for my brothers and sisters when they come in" and "Schools like Port Melbourne Primary, the pupils are too much, and the space too small. Maybe open up another school to make kids more comfortable" were suggestions provided by respondents.

Like: Young people aged 12-17 listed that they liked school with comments such as - "supportive school and teachers that help and support me and my other class mates. It's really great".

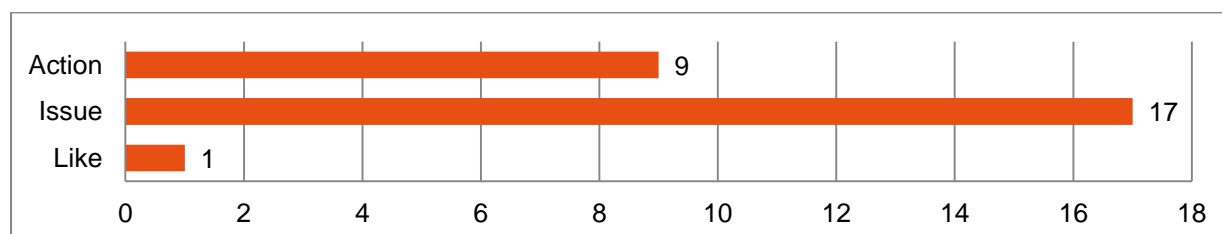


Snapshot:

The topic of *Employment* encapsulates issues of unemployment, provision of work experience opportunities, lack of meaningful employment and job opportunity, be it full-time, part-time, casual or seasonal.

Interestingly, the topic of employment was the topic referred to least in the whole consultation with just over 50 respondents listing an employment related response, and 27 of these in the 12-17 age bracket.

Breakdown (n=27):



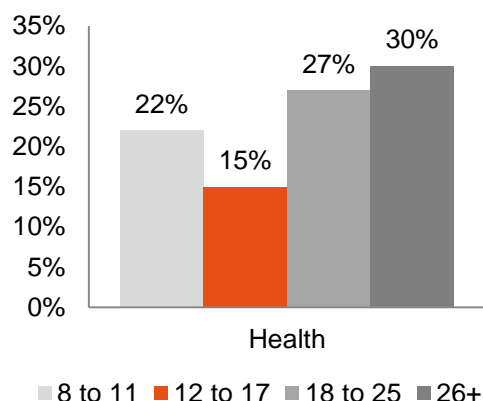
The graph above shows a spike in employment related responses within the 'Issue' category, with very few responses in the 'Like' and 'Action' category, which marks a trend across all age brackets.

Examples of responses include:

Action: The request to create more job opportunities for young people was the major themes in this category - "More work opportunities for young people" and "Create part-time job opportunities" were comments provided by respondents.

Issue: Lack of accessible and relevant job opportunities for young people within or nearby to the City of Port Phillip was the major theme in this category, with comments such as - "no work for younger people" and "more jobs for teens".

Like: One young person in this age category mentioned "liking" their local workplace.



15% of respondents aged 12 - 17 listed at least one response relating to Health

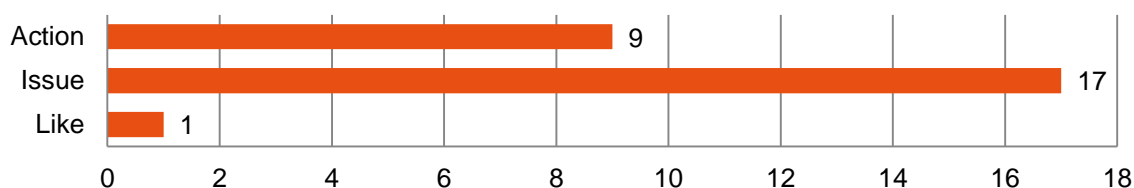
"More awareness for kids about drugs and alcohol"

"More services for mental health & depression"

Snapshot:

For the purpose of this report the topic of *Health* encapsulates drug and alcohol issues, mental health and wellbeing, physical health, fitness and healthy eating and nutrition.

Breakdown (n=11):

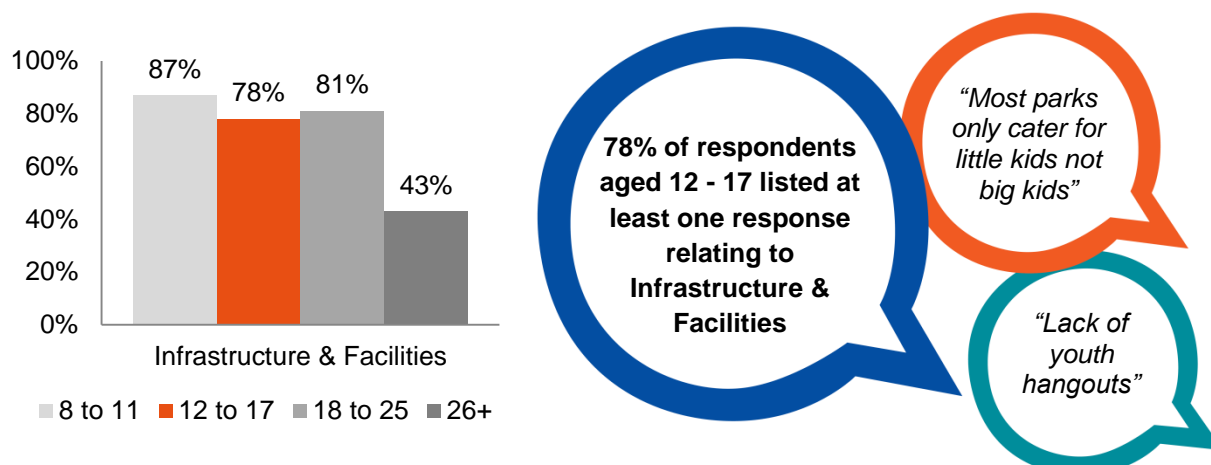


Examples of responses include:

Action: Access to health related services and drug and alcohol education were the major themes arising from responses, along with more non-smoking areas, in this category - "more awareness for kids/teens our age about alcohol/energy drinks/drugs and the effects" and "Build more sport facilities to keep young people healthy".

Issue: Mental health, alcohol and drug abuse, smoking and being exposed to second hand smoke were all issues that were repeatedly voiced in this category - "Not enough no smoking zones" and "Problems with drugs" were some comments provided.

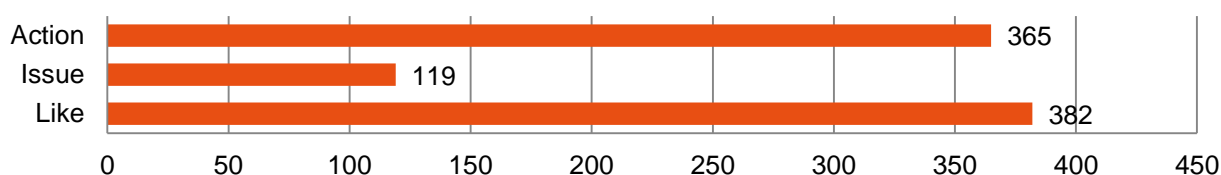
Like: One young person in this age category mentioned that they felt the City of Port Phillip was a good place to stay fit and active.



Snapshot:

The topic of *Infrastructure & Facilities* includes commercial operations such as businesses, bars, restaurants and cafes, and also community buildings and sporting facilities, youth hangout spaces and finally the installation or maintenance of bike paths, roads, toilets, barbeques, playground equipment and drinking taps.

Breakdown (n=866):



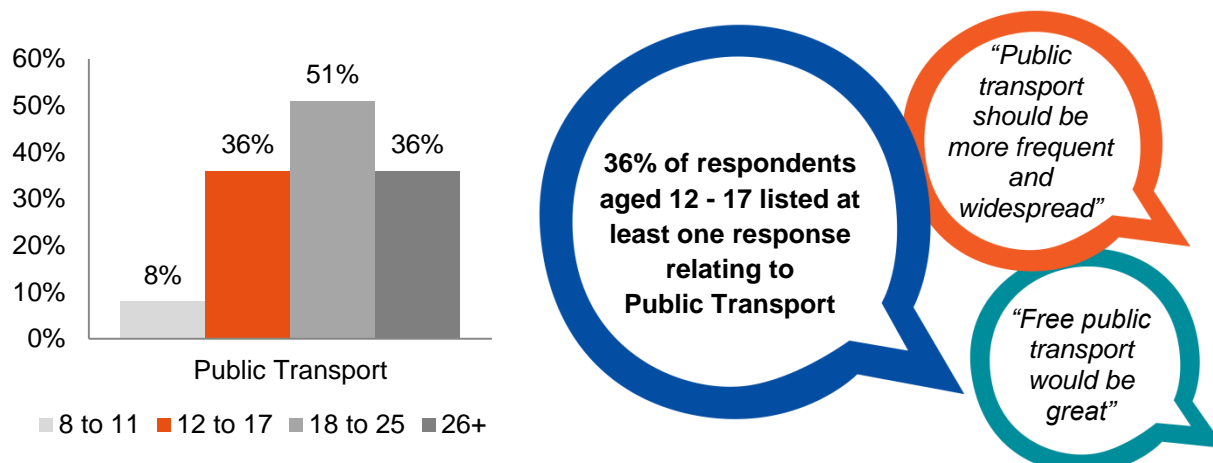
As displayed in the graph above responses relating to infrastructure and facilities were dominant in the 'Action' and 'Like' categories in the 12-17 age bracket.

Examples of responses include:

Action: Requests for more youth spaces and shopping centres, more sports facilities and bike paths, and more public toilets and drinking taps featured heavily within responses in the action category - "More sporting facilities, I have to travel elsewhere for sport", "More bike tracks so it is safer for people to ride places" and "More places for young people to hang out" were some of the responses provided.

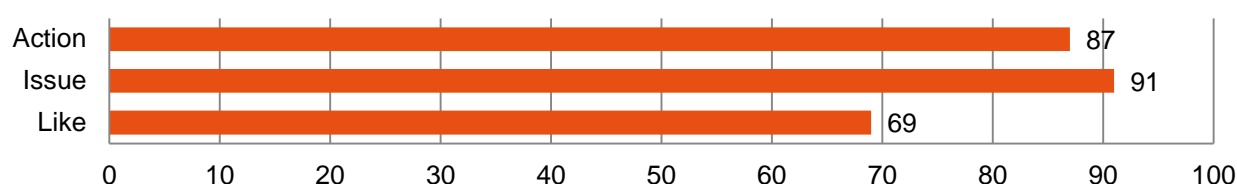
Issue: The provision of more public toilets and drinking taps in parks and sporting facilities across the municipality was a major focus of this category along with transport related infrastructure such as bike paths, more parking spaces and less traffic.

Like: Young people aged 12-17 listed that they liked the shops, restaurants, sporting facilities including the Melbourne Sports and Aquatic Centre (MSAC), library and Luna Park. Other responses included liking - "Local services like library (free resources like books, DVDs, Wi-Fi)" and "The market, the beach, parks, schools, neighbourhood shopping area".



Snapshot: The topic of *Public Transport* encompasses transport such as trains, trams, buses and the community bus, as well as the access to and provision of public transport as it relates to safety, reliability, cost and effectiveness.

Breakdown (n=247):



As displayed in the graph above responses relating to public transport were spread across all three categories in the 12-17 age bracket.

Examples of responses include:

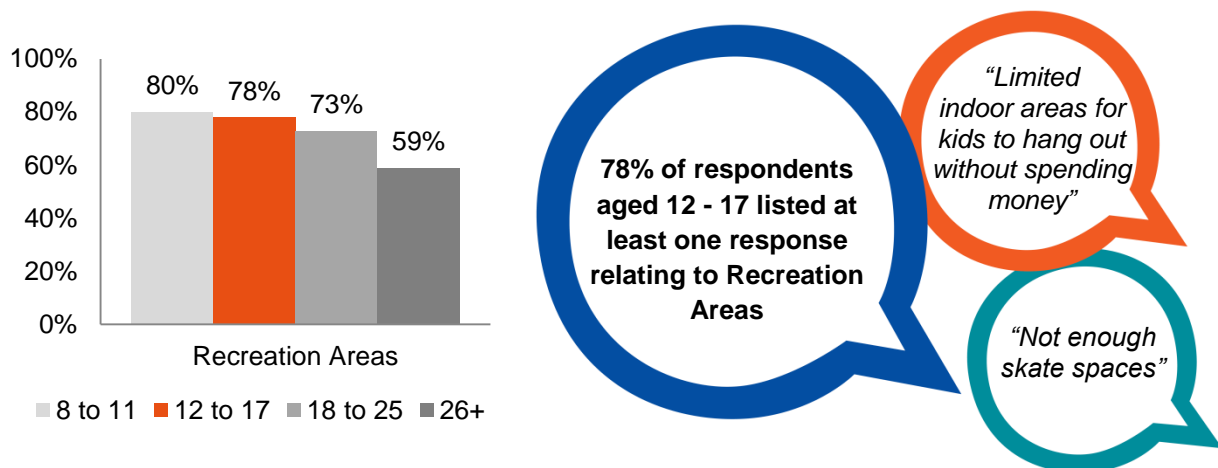
Action: Responses focused on improving public transport reliability, frequency and reach featured heavily in the action category - "Public transport that is more frequent and reliable", "More public transport after and before school" and "Free shuttle services (Public transport) around the area as youth depend on transport as they have no licence or way of getting around" were responses provided.

Issue: The quality of public transport in the area and the inability to travel easily thought the City of Port Phillip on public transport was the major focus of responses in this category. Respondents made the following statements: "We need more frequent busses and trams to keep up with the growing demand", "Public transport routes in the city of port Phillip" and "Lack of public transport. Rely on parents to get around".

Like: Young people aged 12-17 listed that they liked access to other areas outside the City of Port Phillip that the public transport system provided, and also public transport in general including the community bus, stating – "The public transport system- everything is easily accessible", "Trams that go to everywhere outside Port Phillip".

Recreation Areas

Ages 12-17

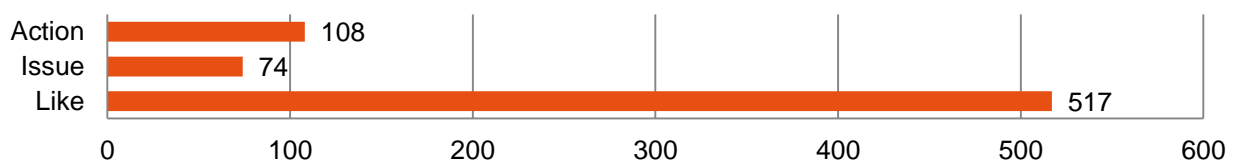


Snapshot:

For the purpose of this report the *Recreation Areas* topic refers to recreation areas within the City of Port Phillip including but not limited to the beach, foreshore, the skate park and the piers, and also parks, reserves and green spaces.

For the 12-17 age bracket the topic of recreation areas received a very high number of responses and references as one of their "top three" items.

Breakdown (n=699):



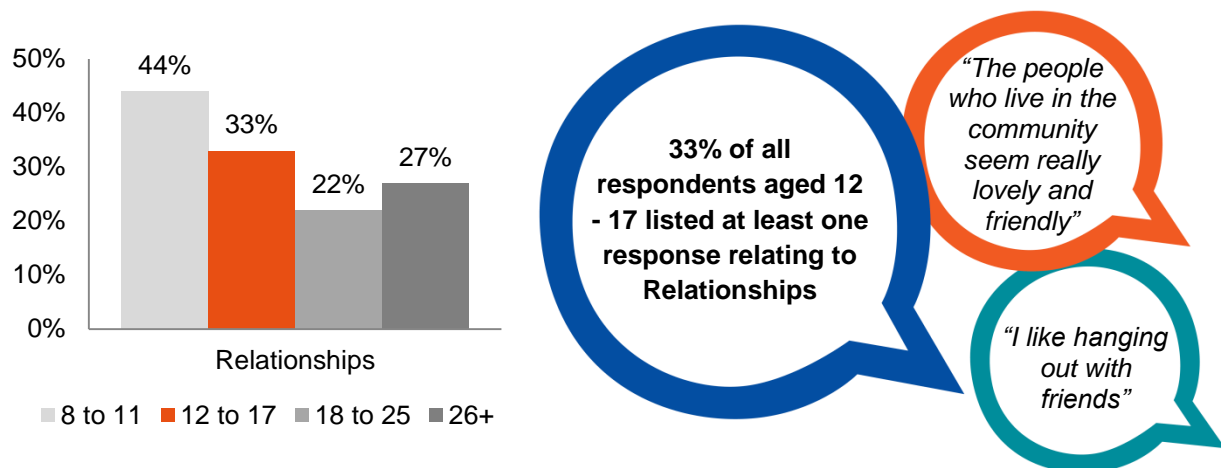
As displayed in the graph above, responses relating to recreation areas fell largely within the 'Like' category for the 12-17 age bracket, but there were also a substantial number of responses in the 'Action' category as well.

Examples of responses include:

Action: More playgrounds, more parks, more skate parks with better facilities for everyone, more green spaces were the features of this category. Responses included – "easier ramps in the skate park" and "more green, less cement".

Issue: Responses in this category focused on enhancing recreations areas across the municipality - "more dog friendly parks and beaches" and "don't change the world into parking lots" were some of the suggestions provided.

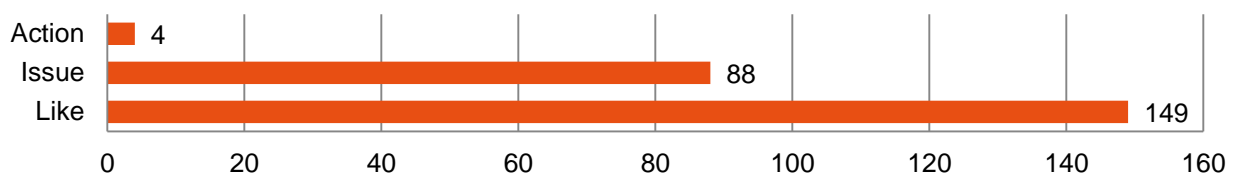
Like: Young people aged 12-17 predominately listed the beach, the parks and the skate parks in the area as the recreation areas they liked, with particular emphasis on the beach - "the beach is fantastic it's a great place to escape to when you feel the need to and life becomes a little too much".



Snapshot:

The topic of *Relationships* is inclusive of family, friends, community (including diversity and multiculturalism), relationships and also pets. This topic area received a significant response level from 12-17 years olds, showing the significance of relationships in their lives.

Breakdown (n=241):



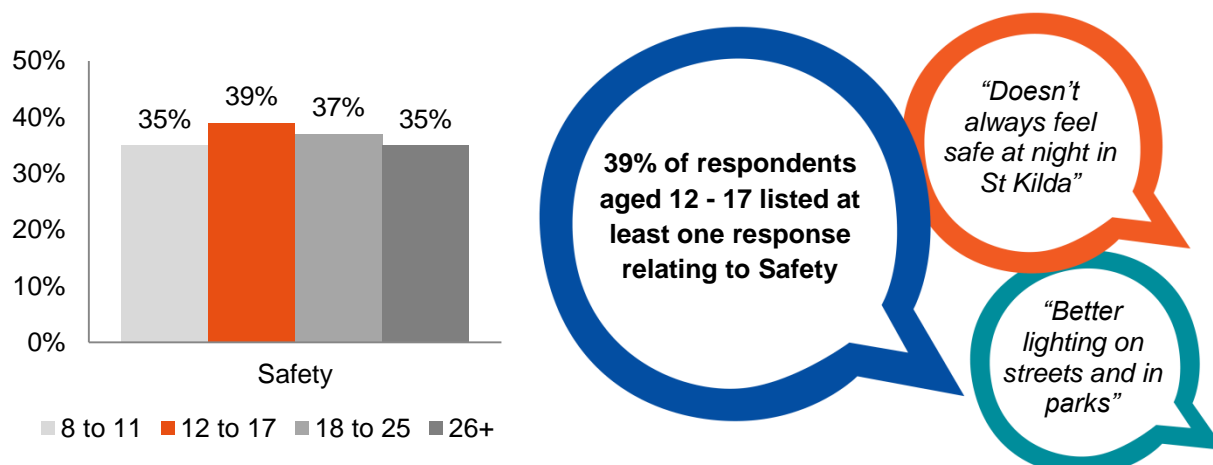
As displayed in the graph above responses relating to relationships were shared between the 'Issue' and 'Like' categories, with a stronger emphasis on the 'Likes' for this age bracket.

Examples of responses include:

Action: Young people in this age bracket suggested there could be more focus on programs to "make friends" or places "for me and my mates to hang out" and that family activities could be explored.

Issue: For young people aged 12-17, the majority of responses that related to relationships in this category were focused on community and their family and friends as important people in their life – "sense of belonging" and "general kindness in the community" were mentioned.

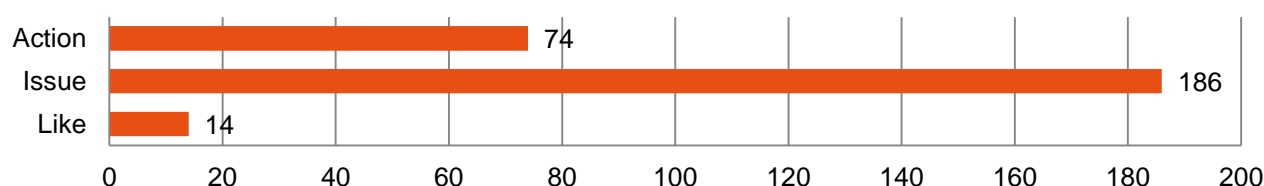
Like: Young people aged 12-17 listed the community including diversity and multiculturalism as a major theme in this category, that also focused on their family and friends - "The inclusive-ness of the community" and "The community's generosity" were listed as 'likes'.



Snapshot:

For the purpose of this report the topic of *Safety* encompasses responses relating to alcohol and drug affected people, bullying and cyber bullying, crime and violence, road safety and feeling safe in the community, on the streets and at night.

Breakdown (n=274):



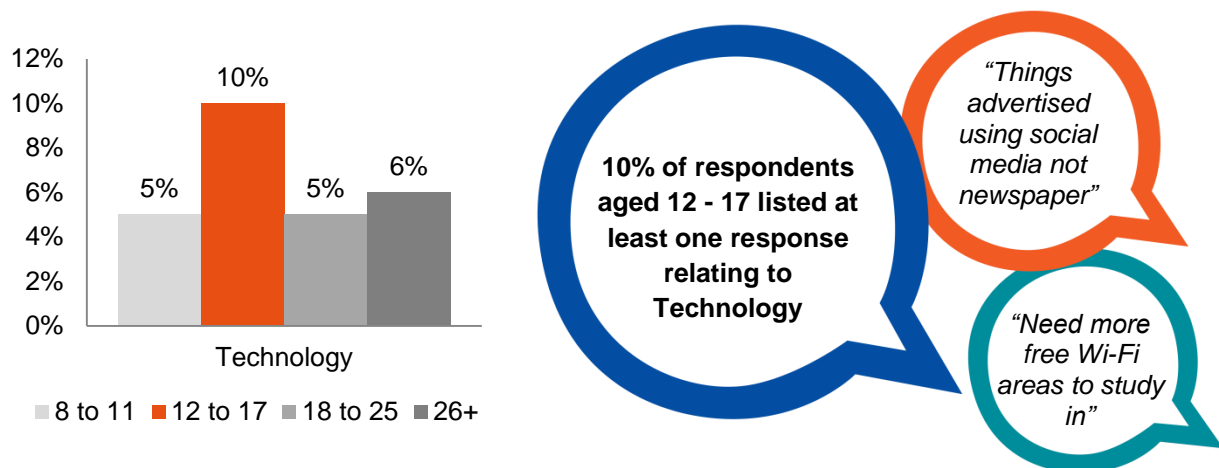
As displayed in the graph above responses relating to safety featured more heavily in the 'Issue' category than either of the other two categories within the 12-17 age bracket.

Examples of responses include:

Action: Road safety dominated responses in the 'action' category, however there were also responses relating to feeling safe at night and on the streets with drug and alcohol affected people, and the threat of violence - "Better lighting on streets and in parks", "homeless people drinking in the street", "Safe environments, roads and public transport" and "Get zebra crossings on more of the main road as young people cross them to get to school or home" were responses received.

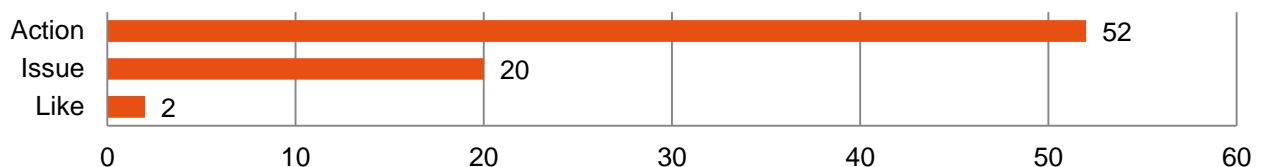
Issue: Bullying, violence, road safety, drug and alcohol affected people, and feeling safe were the major areas listed relating to safety in this category - "Scared of druggies in the street", "Tell people not hit someone in the face", "Making it safe for everyone" and "Delinquent drivers make it harder to get to school" were some of the responses provided.

Like: Young people in this age bracket were able to identify areas they liked and felt safe in. Responses included: "I have a friendly neighbourhood where people know my family" and "there seems to be some control [police presence] in the area where people drink on the street".

**Snapshot:**

For the purpose of this report the topic of *Technology* encompasses responses relating to the internet (inclusive of Wi-Fi and the National Broadband Network), use of social media and its many platforms, gaming and both computer hardware and software.

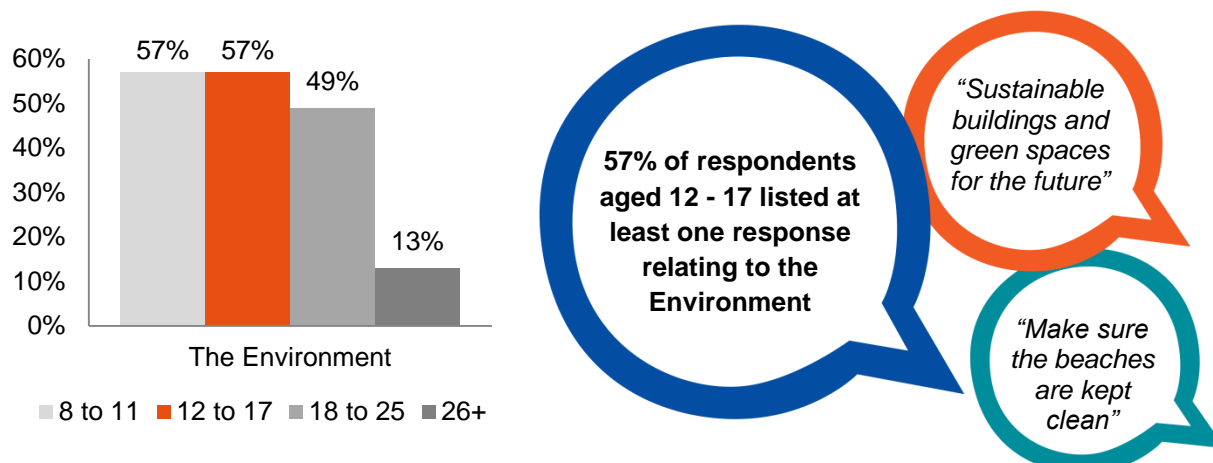
Across all age brackets the topic of technology was not addressed at a high rate, which is not to say it is not important to young people, in fact, as "Digital Natives" young people use technology in their everyday life, and may not be seen as an "issue" or "thing" to be addressed as they consider it part of their norm.

Breakdown (n=74):

As displayed in the graph above, responses relating to technology had a spike in the 'Action' category in this age bracket. Although there were not a lot of responses relating to technology overall across all age brackets, the 12-17 age bracket provides the largest snapshot of information in this topic provided through this consultation.

It is interesting to note that the 'Action' category featured two main themes, that of gaming and also access to fast and free internet/Wi-Fi.

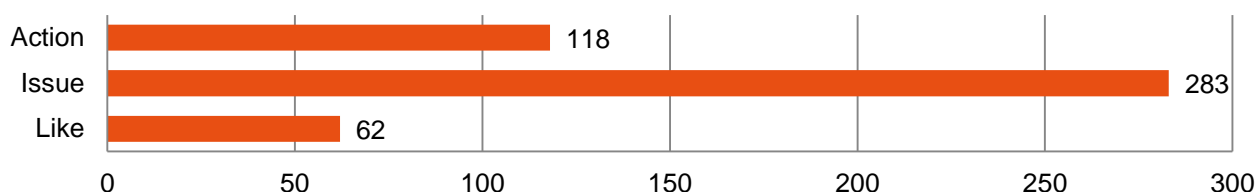
Examples of responses are provided in the text boxes above.



Snapshot:

For the purpose of this report the topic of the *Environment* encompasses responses relating to littering/rubbish, pollution, climate change, sustainability, graffiti, vandalism and the natural/physical environment.

Breakdown (n=463):



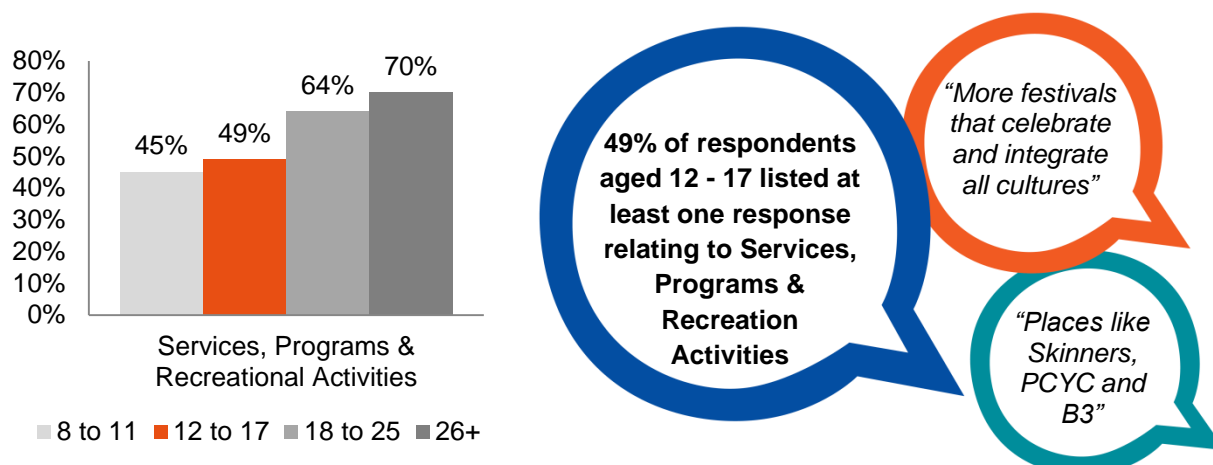
As displayed in the graph above responses relating to the environment were predominantly in the 'Issue' category. Environment was the number one listed 'issue' for 12-17 year olds.

Examples of responses include:

Action: Responses focusing on the resolution of environmental issues such as there being too much pollution and littering on our beaches and in our parks was the main focus in this category that also featured responses on graffiti, vandalism and sustainability - "occasional clean up days at the beach, working bees", "More recycling bins next to rubbish bins", "Have more bins that get emptied regularly" and "Put more effort in to keeping the beaches clean" are some of the responses provided.

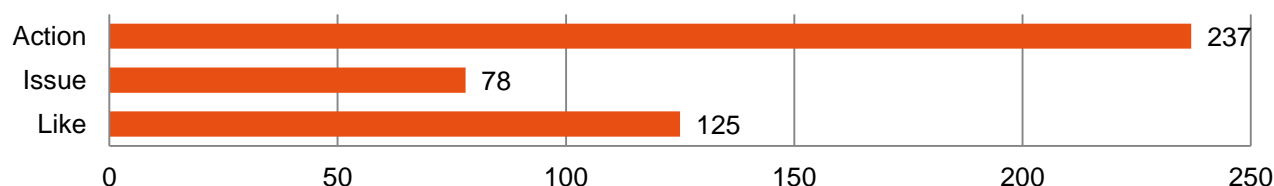
Issue: Responses relating to too much pollution, littering, vandalism, graffiti in the area all featured heavily in this category. Comments included - "less graffiti and rubbish at skate park and beach", "no littering, as it can be dangerous finding objects such as syringes on the floor" and "Climate change. I'm tired of politicians denying the facts".

Like: Young people in this age bracket highlighted the foreshore component of the City of Port Phillip as a positive environmental aspect. There was also mention of the existing environmental groups, and "a sense of pride" the community had in the local area.



Snapshot: For the purpose of this report the topic of the *Services, Programs & Recreational Activities* encompasses responses relating to a wide range of services, program and activities including but not limited to those that are youth orientated or youth specific, sport or recreation based, have an underpinning in culture or art, or that are a festival or event.

Breakdown:



As displayed in the graph above responses relating to Services, Program & Recreational Activities were predominantly in the Action category, and less so the Like category and again less so the Issue category for the 12-17 age bracket.

Examples of responses include:

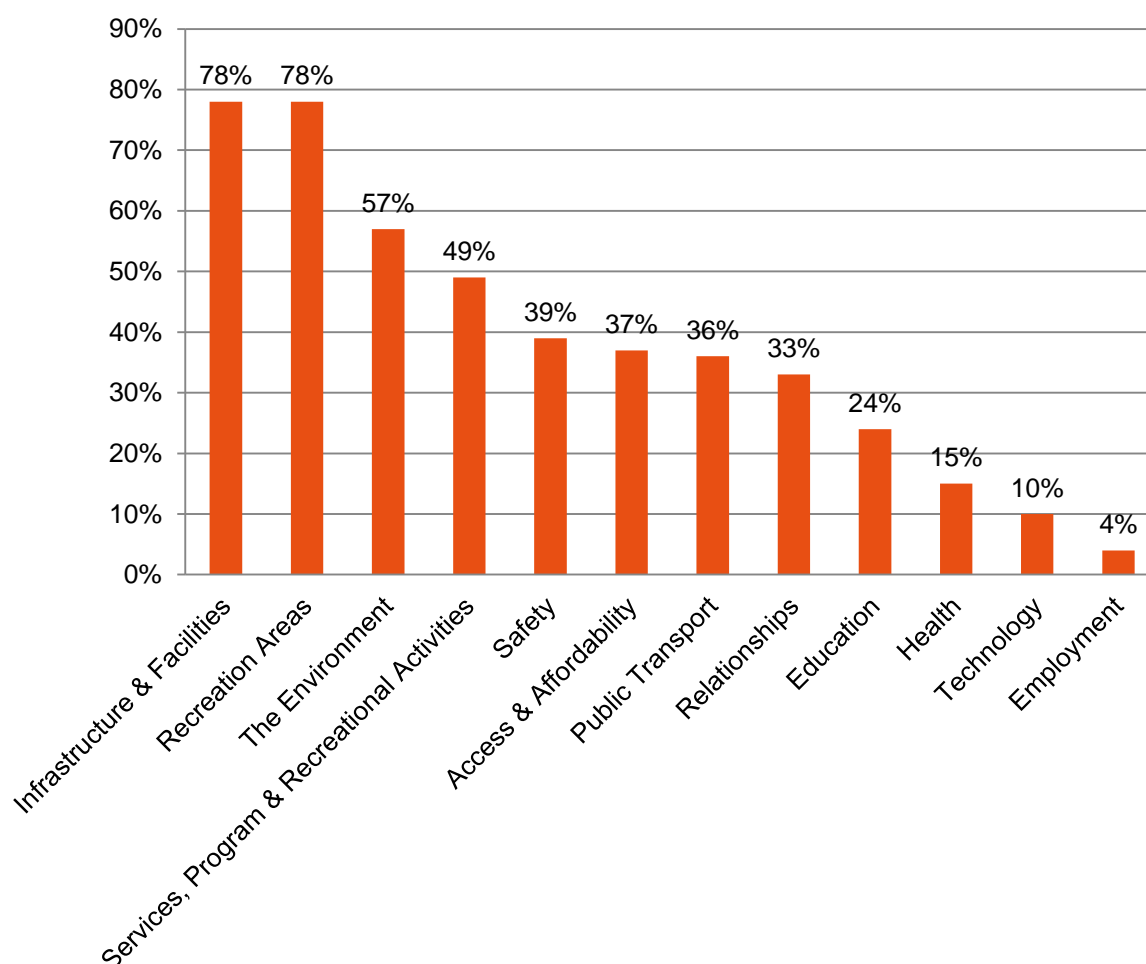
Action: Responses focused on more programs provided by local youth service providers, more sports, festivals, and supports for vulnerable young people. Comments included - "services for older kids after skinners", "more services to help troubled or homeless youth" and "more youth programs and festivals".

Issue: The provision of youth spaces and services, and sport/recreation activities were major focuses of this category - "There are not enough skate parks", "Not enough places for people to hang out my age (12)" and "No permanent youth services for 10 to 25 year olds" were some of the responses provided,

Like: Young people aged 12-17 commented that they liked sporting activities/clubs and programs provided by local youth services providers such as the Adventure Playgrounds, and other recreation providers: "Supportive council, programs like Youth in Chambers", "places like Skinners, PCYC and B3" and "Opportunities to do things like activities and festivals".

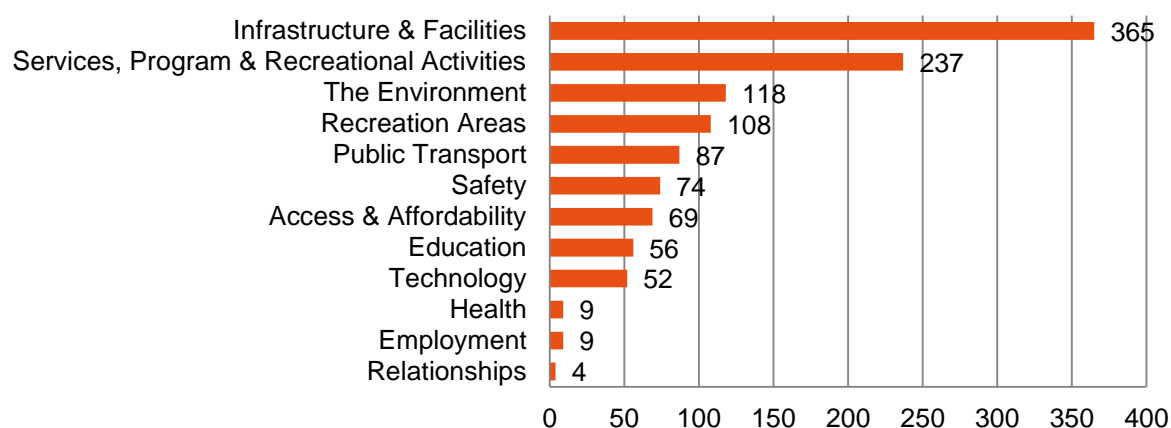
Overall the top three topics for the 12-17 age bracket (as shown on the graph below) were:

4. **Infrastructure & Facilities** Three out of four respondents listed a response relating to the topic of Infrastructure & Facilities. This topic received the highest number of responses in the 'Action' category.
5. **Recreation Areas** Almost eight out of ten respondents listed a response relating to the topic of Recreation Areas. This topic received the highest number of responses in the 'Like' category.
6. **The Environment** Over half of the respondents listed the environment in their 'top three' statements. This topic received the highest number of responses in the 'Issue' category.

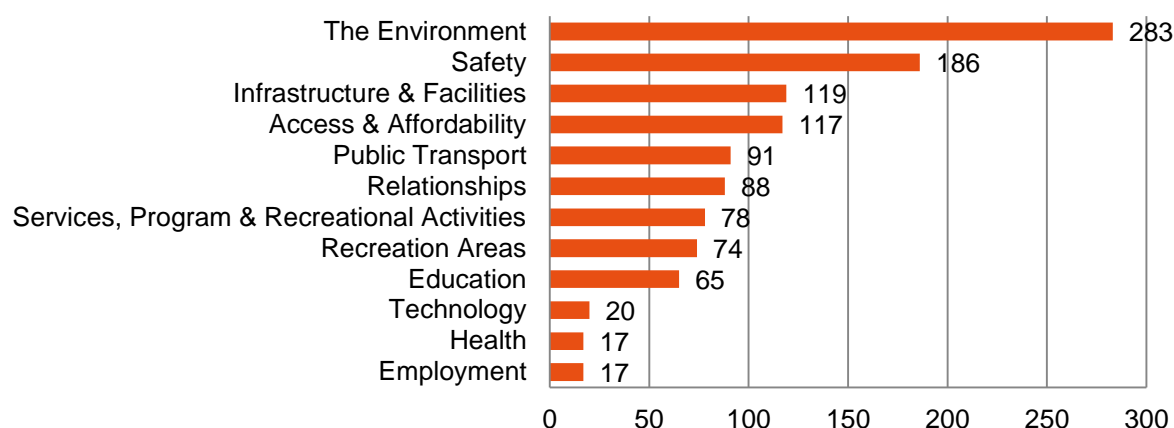


The following three graphs show responses for the 12-17 age bracket separated by category and provides an overview view of the top three topics for each category: 'Action', 'Issue', and 'Like'.

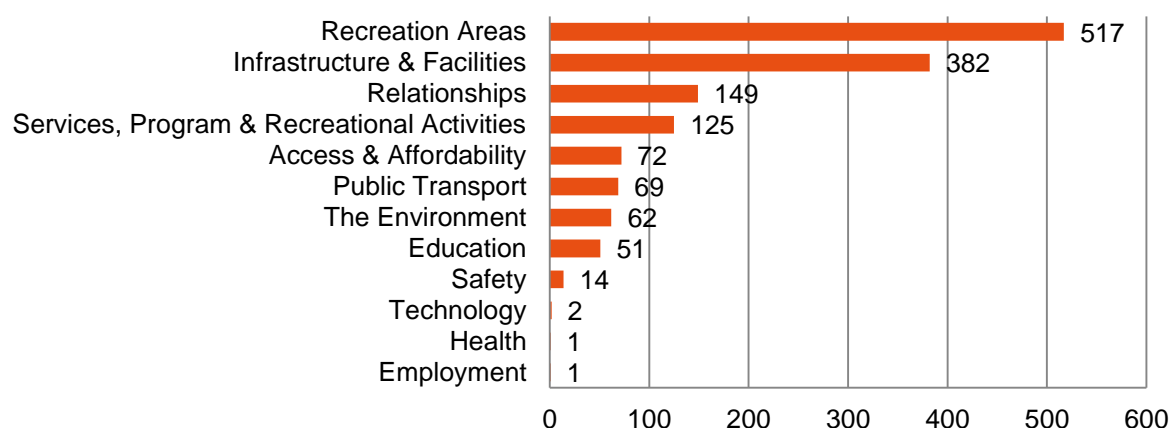
Action (n=1188)

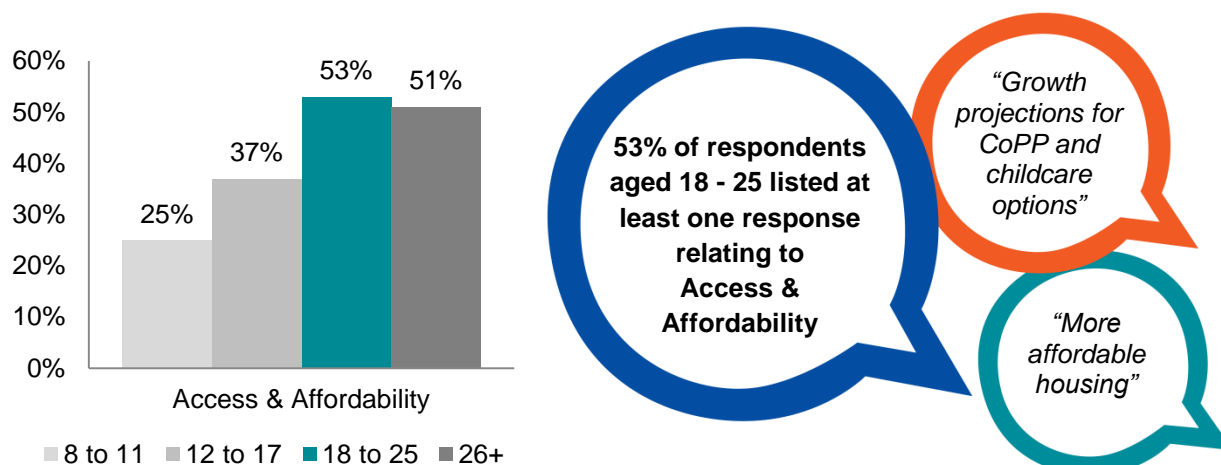


Issue (n=1155)



Like (n=1445)

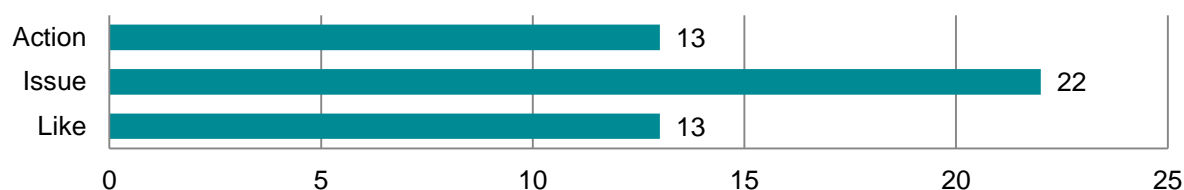




Snapshot:

Access & Affordability encompasses issues relating to both the access to and affordability of services, infrastructure, facilities and recreation areas, and includes such topics as the cost of living, provision of services to the homeless and other social justice issues.

Breakdown (n=48):



As displayed in the graph above responses relating to access and affordability were heavily weighted in the 'Issue' category for the 18-25 age bracket.

Examples of responses include:

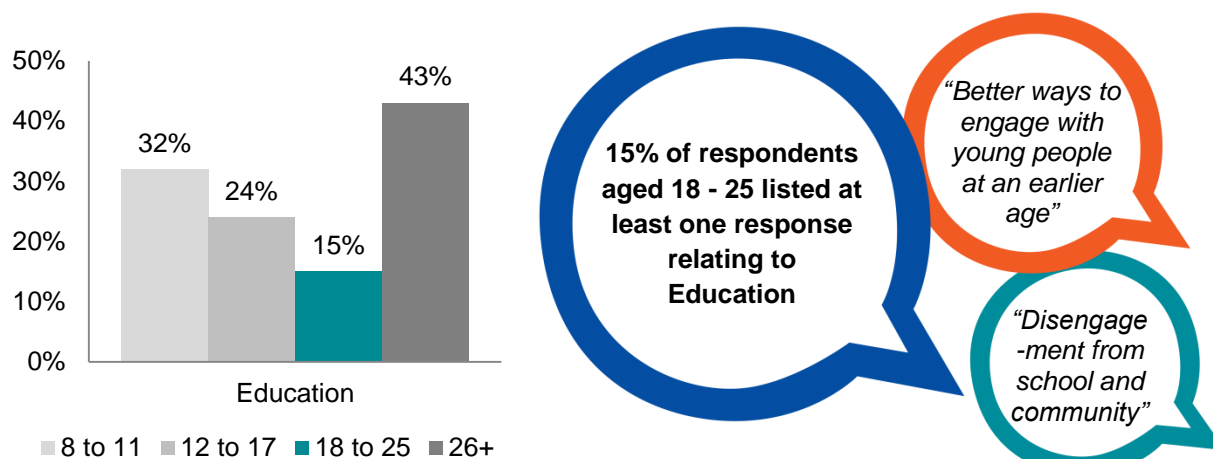
Action: Free activities and accessible services were the most frequent responses in the action category that also included some more specific actions - "More inclusion on decisions" and "we need more interpreters for deaf people" were some of the responses provided.

Issue: Homelessness, cost of living and a focus on the plight of others were all themes in the 'Issue' category, with comments including - "making space for everyone", "treating asylum seekers with respect" and "Homelessness, kids unable to go home to families and need for more long term housing accommodation".

Like: Young people aged 18-25 liked that they were close to the city and had good access to appropriate services - "Services are available to young people and are accessible to their needs".

Education

Ages 18-25



Snapshot:

The topic of *Education* incorporates the provision of quality primary and secondary education that is affordable, accessible and engaging to all young people in the City of Port Phillip. For young parents in this age category, this may include early childhood education provision or primary school provision.

Breakdown (n=15):



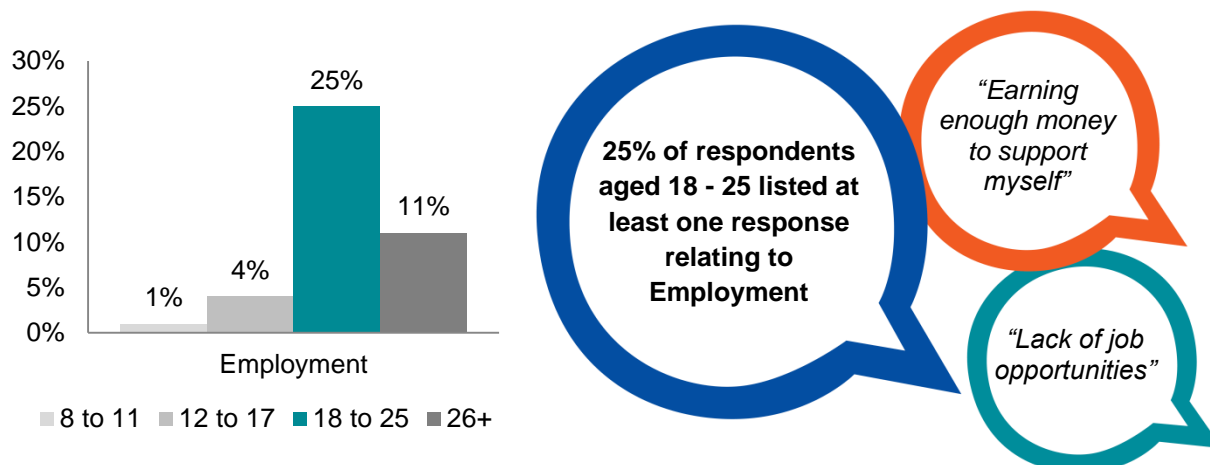
The figure above shows that there were no responses from this age category relating to education in the 'Like' category, however there were some responses in the 'Issue' and 'Action' categories.

Examples of responses include:

Action: The request for an increase in the number of schools was the dominant response in this category, with comments such as "more schools".

Issue: Disengagement from school and community was a common theme in this category, with respondents commenting that "disengagement from school is a problem".

Like: No data was provided in this age bracket relating to education, when participants were asked what they liked about the City of Port Phillip.



Snapshot:

The topic of *Employment* encapsulates issues of unemployment, provision of work experience opportunities, both access to meaningful (or the lack of meaningful) employment and job opportunity, be it full-time, part-time, casual or seasonal.

Breakdown (n=17):



As displayed in the graph above responses relating to employment were predominantly focussed on the 'Issue' category.

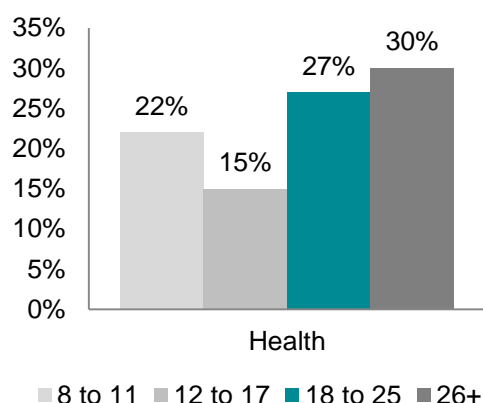
The underrepresentation of 18-25 year olds in the consultation, at just 6% of the total respondents, is likely to have had a significant impact on the employment related numbers overall (as this age bracket came in with the highest response rate with one in four respondents listing an employment related response).

Examples of responses include:

Action: Young adults focussed on there being a lack of jobs and opportunities in the City of Port Phillip – “create job opportunities IN the area... means I wouldn't have to travel to my job”

Issue: Responses for the issue categories were solely focused on the lack of employment opportunities - “more jobs” and “finding a job” were some comments provided.

Like: One young person in this age bracket was positive about the access to employment they had obtained.



27% of respondents aged 18 - 25 listed at least one response relating to Health

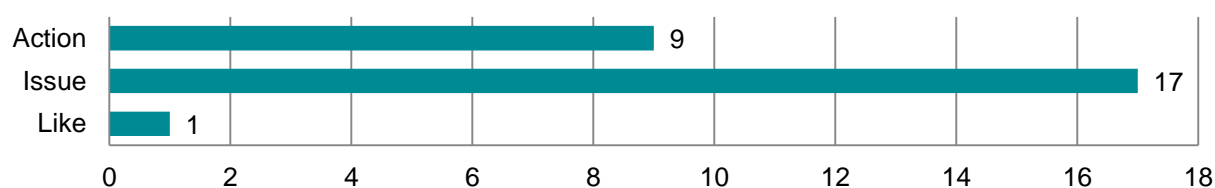
"Alcohol abuse and binge drinking are a real concern"

"Youth homelessness and drugs"

Snapshot:

For the purpose of this report the topic of *Health* encapsulates drug and alcohol issues, mental health and wellbeing, physical health, fitness and healthy eating and nutrition.

Breakdown (n=27):



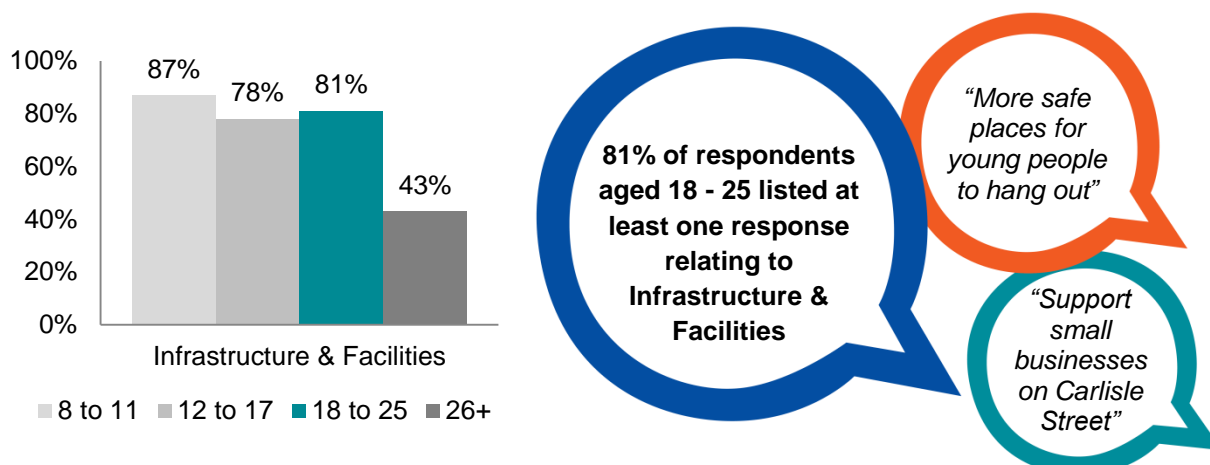
The figure above shows that there was just one responses relating to the 'Like' category for this topic, with the highest number in the 'Issue' category.

Examples of responses include:

Action: Young people aged 18-25years referred to the issues surrounding substance use (and mis-use) and suggested there was more be done on this topic "Look at ways to encourage safe drinking". They also mentioned that promotion of mental health issues, and ways of seeking help should be looked at.

Issue: Alcohol and drug abuse were the major themes in this category - "Underage drinking", "drugs and alcohol health awareness" and "Alcohol, binge drinking" were raised by respondents.

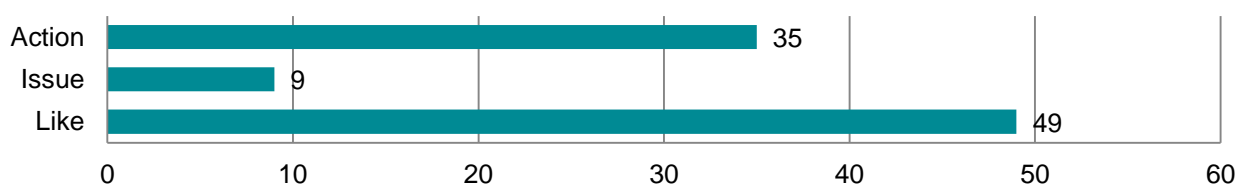
Like: One young person in this age bracket mentioned their involvement in a local sports club as being something they liked about the area.



Snapshot:

The topic of *Infrastructure & Facilities* includes commercial operations such as businesses, bars, restaurants and cafes, and also community buildings and sporting facilities, youth hangout spaces and finally the installation or maintenance of bike paths, roads, toilets, barbeques, playground equipment and drinking taps etc.

Breakdown (n=93):



For the 18-25 age bracket the topic of infrastructure and facilities was referred to by four in five young people surveyed, and at 81% was the high response rate for the age bracket.

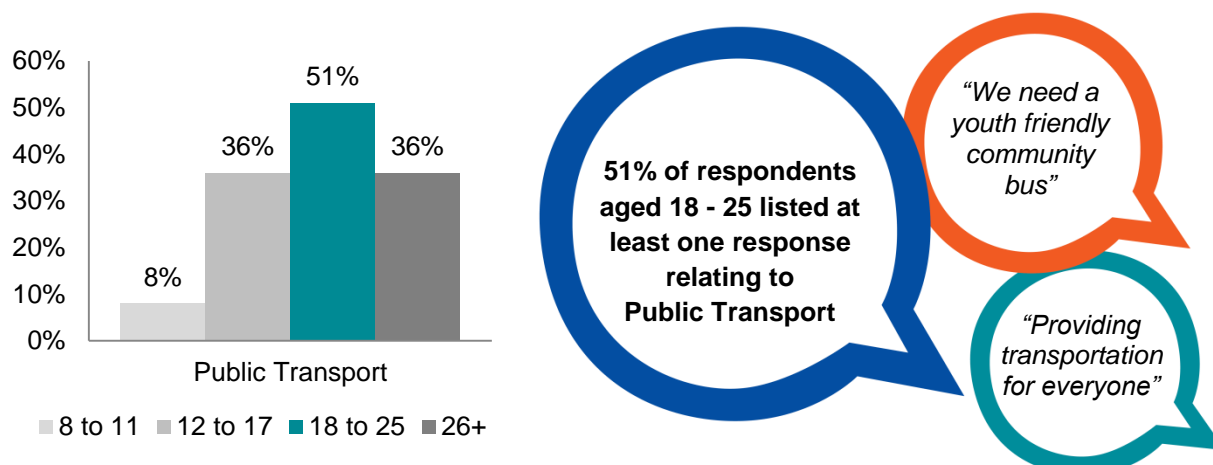
The graph above shows that whilst there were limited responses from this age bracket relating to infrastructure and facilities in the 'Issue' category there was a significant response in both the 'Action' and 'Like' categories.

Examples of responses include:

Action: More places and spaces to hang out, improvements to existing facilities and addition sport and recreation facilities were the main responses in this category- "Better facilities for the community centre", "more areas to hang out after dark" and "facilities for recreation and sport" were responses provided.

Issue: Young adults focused on issues around safety after dark and alternative options to bars/clubs. One example included – "unless you want to drink or listen to music there's not many options".

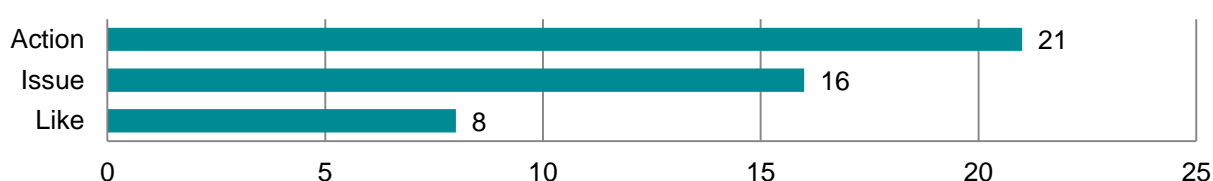
Like: Cafes, shops, restaurants and bars were commonly noted in this section - "There are a lot of cafes, parks, bars etc...that make it a fun place to live and spend time for young people".



Snapshot:

The topic of *Public Transport* encompasses transport such as trains, trams, buses and the community bus, as well as the access to and provision of public transport as it related to safety, reliability, cost and effectiveness.

Breakdown (n=45):



For the 18-25 age bracket the topic of public transport was referred to by one in two young people surveyed.

The graph above shows that responses from this age bracket relating to infrastructure and facilities were spread across all three categories, but less so in the 'Like' category.

Examples of responses include:

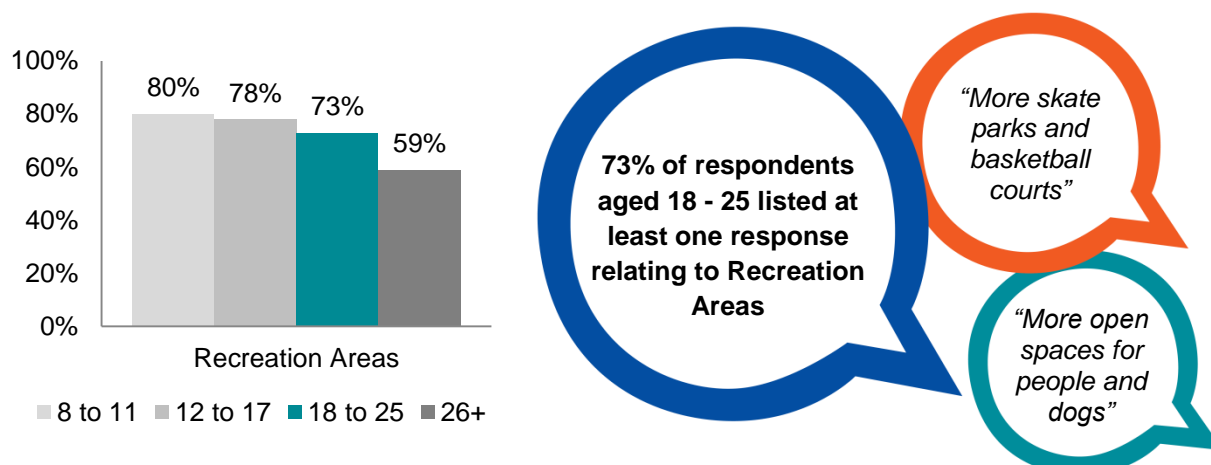
Action: A call for better public transport was the dominant theme for this category - "bus services on different routes", "school buses for students" and "a youth friendly community bus" were suggestions provided.

Issue: Availability, reliability and cost of public transport were the main responses listed in this category- "Providing transportation for everyone", "Public transport availability" and "Costly public transport" were some of the comments provided by respondents.

Like: Public transport was noted as a benefit for young people in this section - "There is a lot of public transport that makes places such as the city accessible for young people".

Recreation Areas

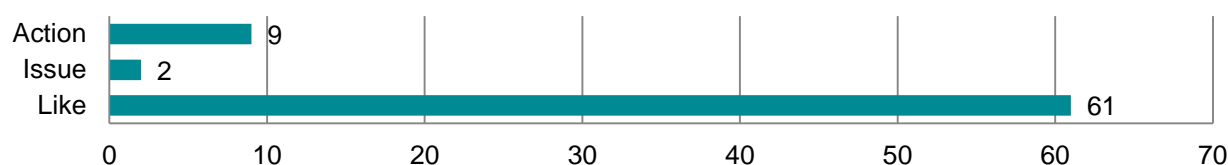
Ages 18-25



Snapshot:

For the purpose of this report the *Recreation Areas* topic refers to recreation areas within the City of Port Phillip including but not limited to the beach, foreshore, the skate park and the piers, and also parks, reserves and green spaces.

Breakdown (n=72):



As shown in the graph above the majority of responses sits within the 'Like' category for this topic area.

Examples of responses include:

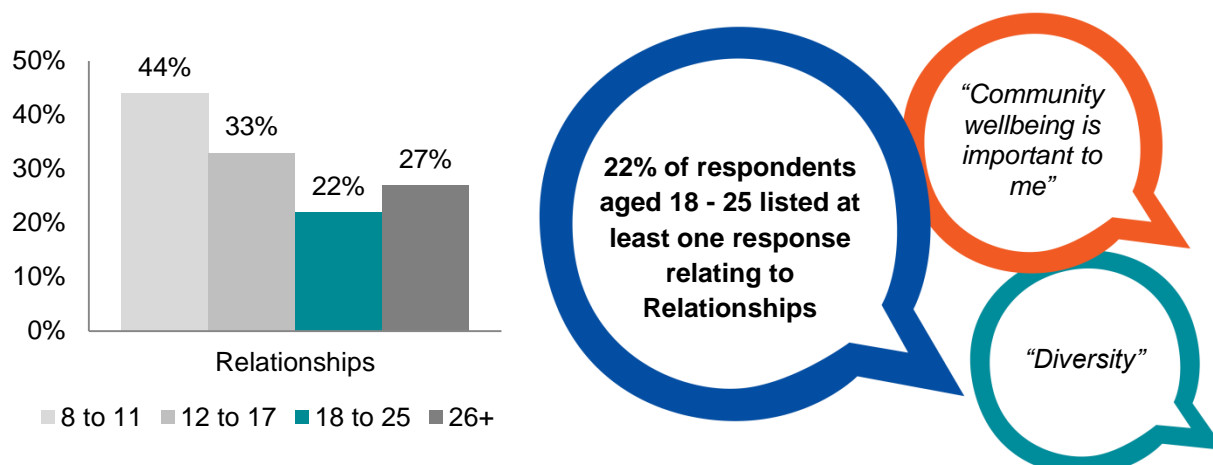
Action: In this category the only reoccurring response called for more skate parks, but there was an interesting mix of other responses worthy of noting, including – “more stuff down at the beach”, “more skate parks and basketball courts”, “more youth friendly parks” and “More open spaces for people and dogs”.

Issue: Two young adults mentioned issues relating to cleanliness of parks and access to sports.

Like: The beach and the skate parks were the two most commonly referenced recreation areas listed in this section. There were also other diverse responses such as– “The beach and lifesaving club in St Kilda”, “Albert Park sporting grounds”, “the piers”, and “the open spaces”.

Relationships

Ages 18-25

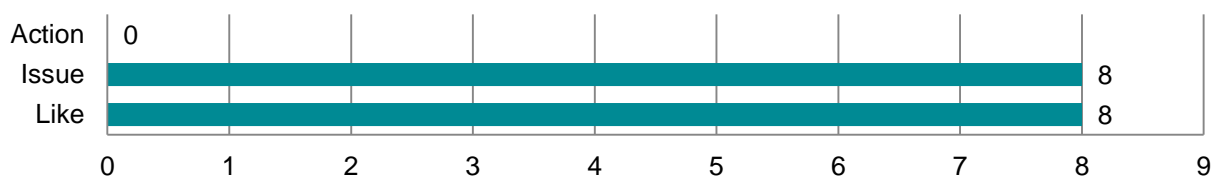


Snapshot:

The topic of *Relationships* is inclusive of family, friends, community (including diversity and multiculturalism), relationships and pets.

As shown above the 18-25 age bracket ranked last in percentage of respondents listing issues relating to relationships in their top three responses.

Breakdown (n=16):

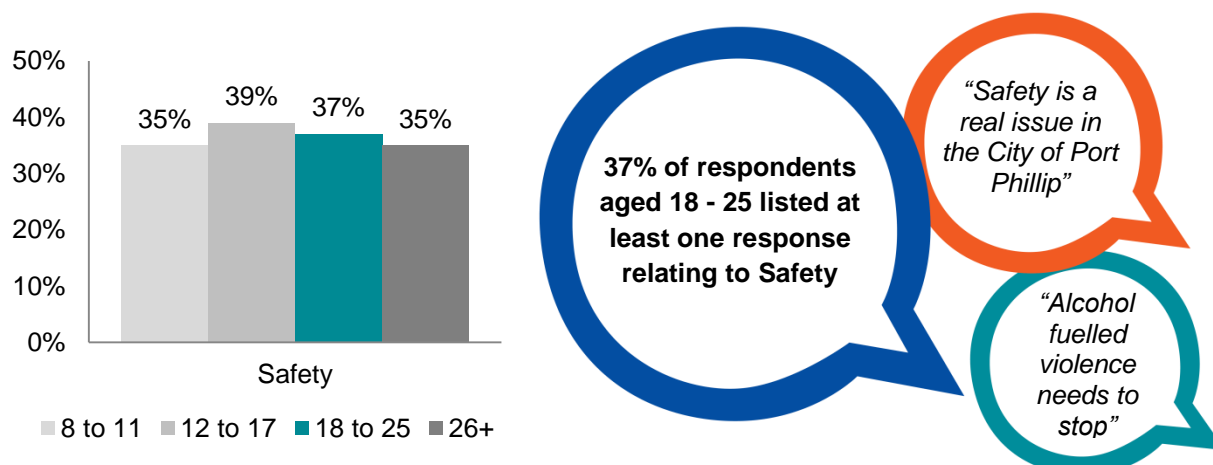


The graph above displays a low response to this topic within both the 'Like' and 'Issue' categories, with no responses within the 'Action' category for this age bracket.

Examples of responses include:

Issue: Young people aged 18-25 listed family, friends and community in this category. Comments included - "hanging out with friends", "community wellbeing" and "my family and friends".

Like: Young people aged 18-25 listed that they liked diversity, community and more specifically the people in our community.

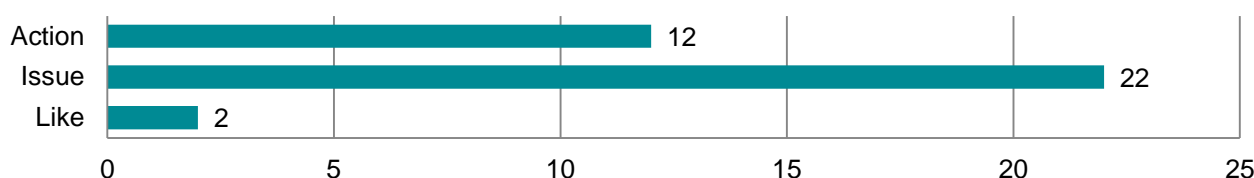


Snapshot:

For the purpose of this report the topic of *Safety* encompasses responses relating to alcohol and drug affected people, bullying and cyber bullying, crime and violence, road safety and feeling safe in the community, on the streets and at night.

The 18-25 age bracket had the second highest percentage of respondents listing safety in their 'top three' survey responses, with more than one in three respondents listing a safety related response. Safety was also listed as the highest topic in the 'Issue' category when compared against all other topics for this age bracket.

Breakdown (n=36):



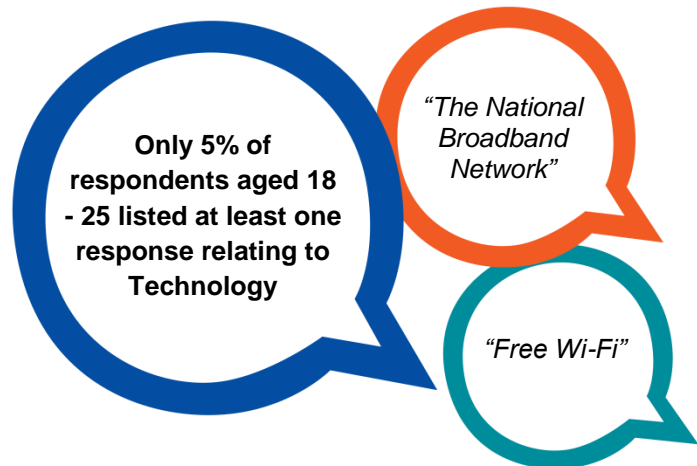
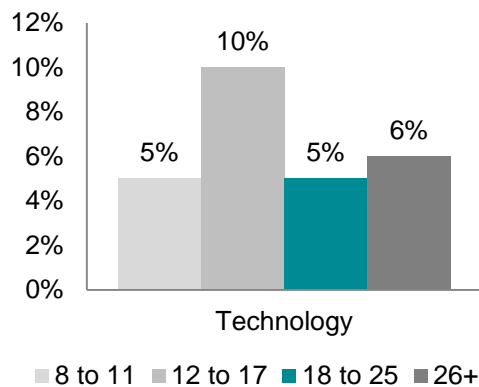
The graph above displays responses to this topic in the 'Issue' category consistent with trends in all the age brackets. Fewer responses were provided in the 'Action' and 'Like' categories.

Examples of responses include:

Action: A call for action related to issues of drug and alcohol affected people on the streets dominated responses in the 'action'. Responses relating to street violence and safety and bullying were also provided, including - "Less fights n drunks on the street", "More syringe disposal on the beach" and "Less drunks and druggies".

Issue: Safety at night, alcohol fuelled violence and bullying were the major themes in this category - "Unsafe after dark", "Overcrowding during summer time and fights" and "Alcohol fuelled violence" were some of the responses provided.

Like: Responses in this category included "good safety signage for cyclists" and positive attitudes towards local neighbourhoods in the City of Port Phillip.

**Snapshot:**

For the purpose of this report the topic of *Technology* encompasses responses relating to the internet (inclusive of Wi-Fi and the National Broadband Network), use of social media and its many platforms, gaming and both computer hardware and software.

Across all age brackets the topic of technology was not addressed at a high rate, which is not to say it is not important to young people, in fact, as “Digital Natives” young people use technology in their everyday life, and may not be seen as an “issue” or “thing” to be addressed as they consider it part of their norm.

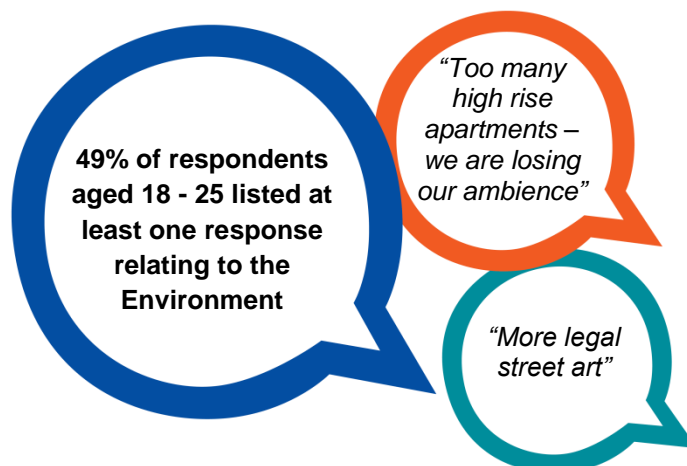
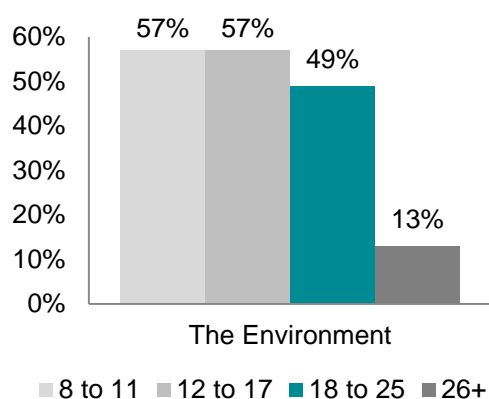
Breakdown (n=3):

This group provided minimal responses to the category of technology throughout their responses, with one comment in the ‘Action’ category and two in the ‘Issue’ category only.

Example responses are provided in the text boxes (above).

The Environment

Ages 18-25



Snapshot:

For the purpose of this report the topic of the *Environment* encompasses responses relating to littering/rubbish, pollution, climate change, sustainability, graffiti, vandalism and the natural/physical environment.

Breakdown (n=37):



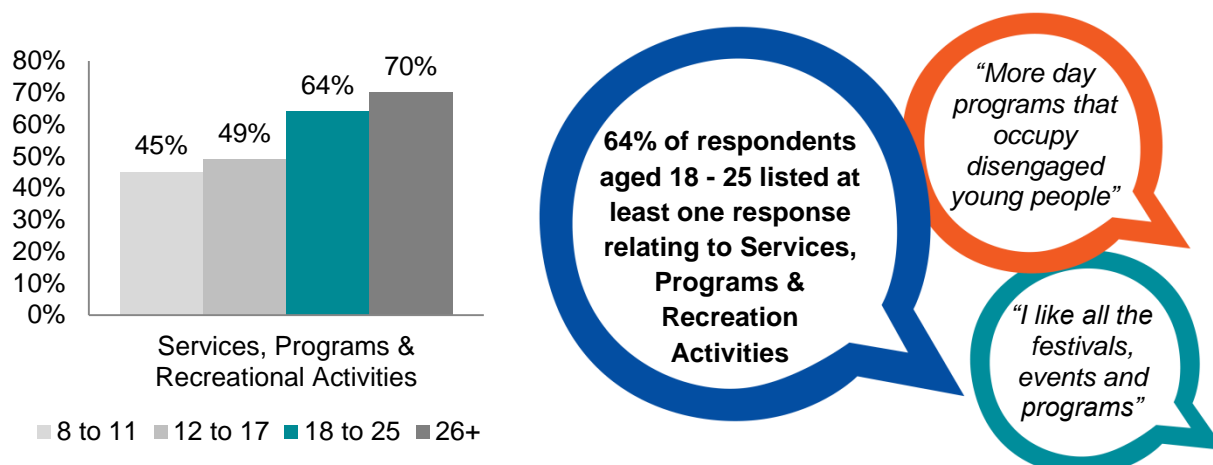
The graph above shows that this age group responded to the environment topic across all three categories, with the majority in the 'Issue' and 'Action' category.

Examples of responses include:

Action: The request for cleaner beaches dominated responses in the 'action' category.

Issue: Climate change, graffiti/tagging, keeping beaches clean and reducing pollution and littering were the main issues explored in this category, with comments such as - "The water disposal (sewerage)".

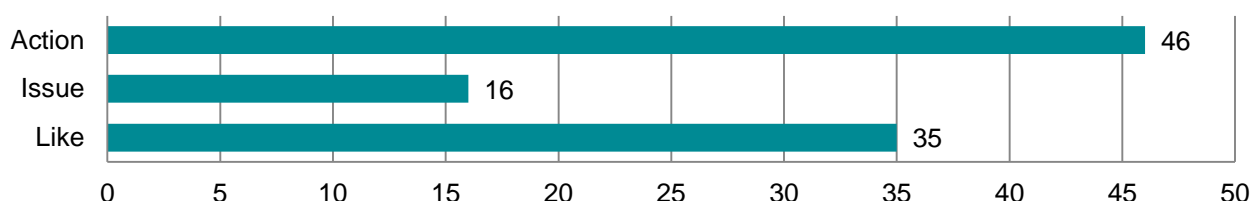
Like: The few environment related responses from young people aged 18-25 in this category were focused on the standards of the environment at night (i.e. the state of the physical environment at entertainment areas) in the City of Port Phillip, such as "the streets are clean and taken care of".



Snapshot: For the purpose of this report the topic of the *Services, Programs & Recreational Activities* encompasses responses relating to a wide range of services, program and activities including but not limited to those that are youth orientated or youth specific, sport or recreation based, have an underpinning in culture or art, or that are a festival or event.

As shown above, the 18-25 age bracket is listed as second highest in the percentage of respondents listing issues relating to services, program & recreational activities in their top three responses.

Breakdown (n=97):



The graph above shows a high level of responses in the 'Action' and 'Like' category, and a lower level of responses in the 'Issues' category.

Examples of responses include:

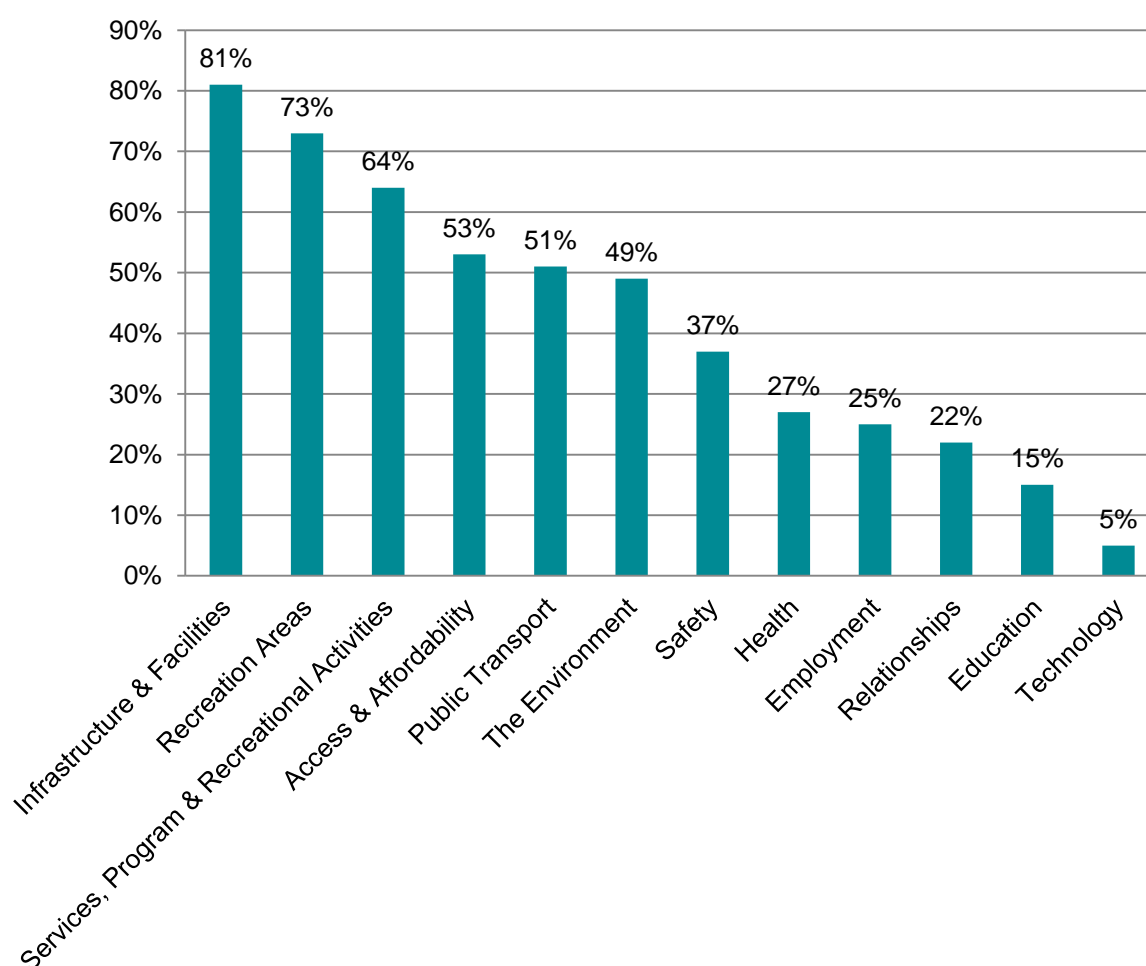
Action: The request for more programs, services, sporting activities and supports dominated responses in the action category - "A coop that support young professionals", "More free activities on the holidays" and "services for young people who are homeless" were some suggestions provided .

Issue: The provision and strength of local youth services was the major focus in this categories - "Lack of esteem building programs", "Ability to interact with youth workers", "The funding for youth projects" and "Things to do on my doorstep" were issues raised by respondents.

Like: Young people aged 18-25 listed that they liked the festivals and events in the area, the services available and the way local service providers engage with youth, which included - "opportunities for social interconnectedness and support (peer and social rec)", "Events, festivals and programs (especially during summer)", "engagement they have with the youth" and "easy to access support and services".

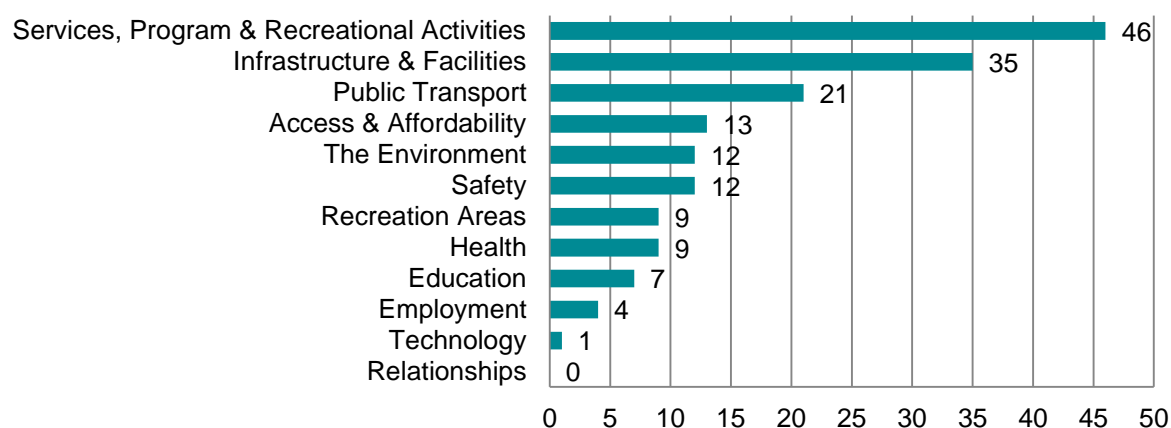
Overall the top three topics for the 18-25 age bracket (as shown on the graph below) were:

7. **Infrastructure & Facilities** Four in five young people surveyed, and at 81% was the high response rate for the age bracket. This topic had high responses in both the 'action' and 'like' categories.
8. **Recreation Areas** Almost three out of four of respondents listed a response relating to the topic of recreation areas. This topic received the highest number of 'like' comments and references in all topics for this age group.
9. **Services, Program & Recreational** had almost two out of every three young people 18-25 surveyed listing a response relating to Services, Program & Recreational Activities. This topic received the highest number of 'action' suggestions in all topics for this age group.

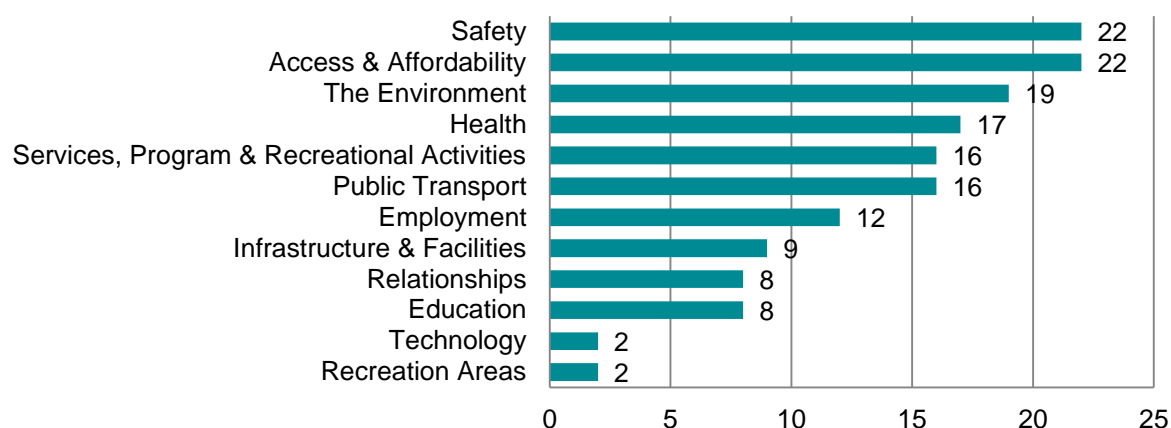


The following three graphs show responses for the 18-25 age bracket separated by category and provides an overview of the 'top three' topics for each category: 'Action', 'Issue', and 'Like'.

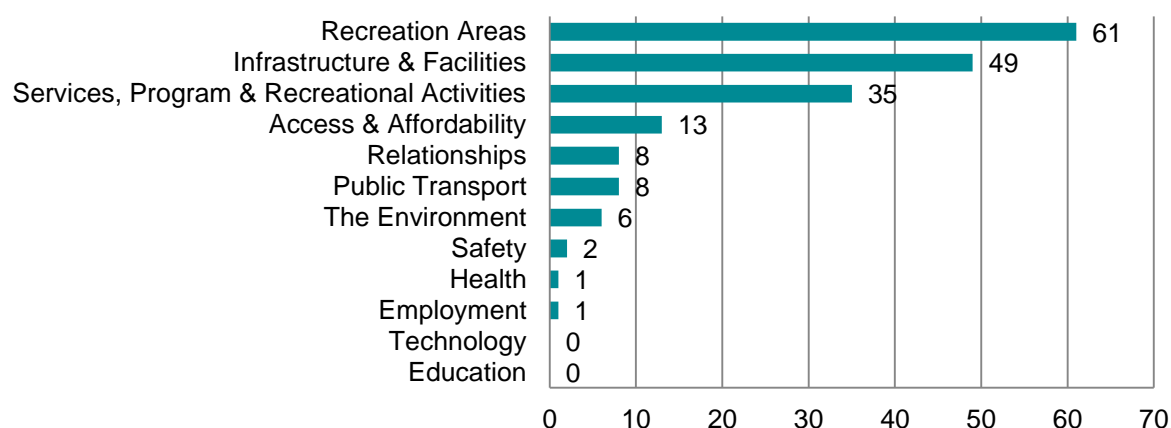
Action (n=169)



Issue (n=153)



Like (n=184)



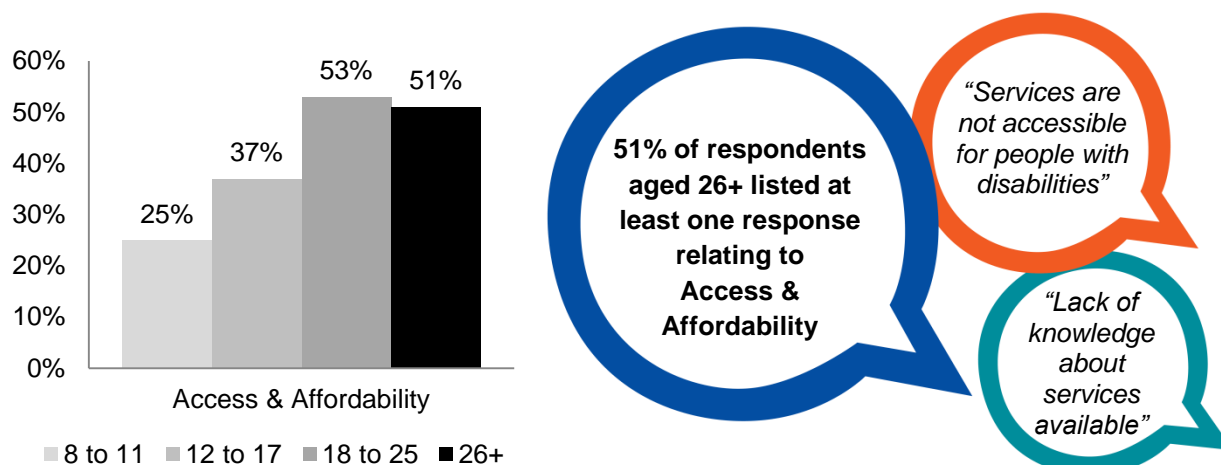
Other Stakeholders

(People aged 26+ years)

An important person in a young person's life is what is known as a "stakeholder", and includes (but is not limited to) all and any of the following:

- Parents
- Older siblings
- Community members
- Teachers
- Youth workers

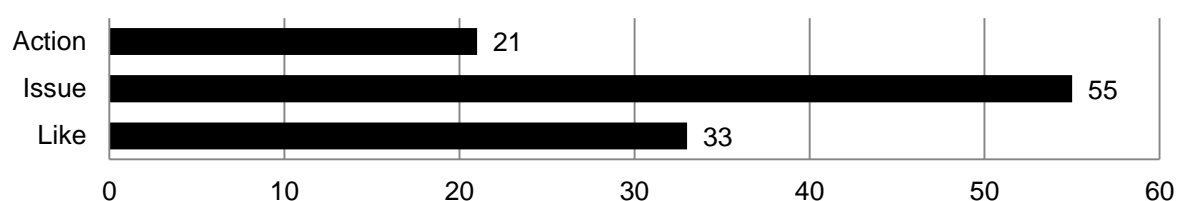
This part of the consultation included feedback from these people who volunteered their input into this process.



Snapshot:

Access & Affordability encompasses issues relating to both the access to and affordability of services, infrastructure, facilities and recreation areas, and includes such topics as the cost of living, provision of services to the homeless and other social justice issues.

Breakdown (n=109):



As displayed in the graph above, responses relating to access and affordability were predominantly focussed on the 'Issue' category for the 26+ age bracket, with this being their highest topic in the 'Issue' category overall.

Examples of responses include:

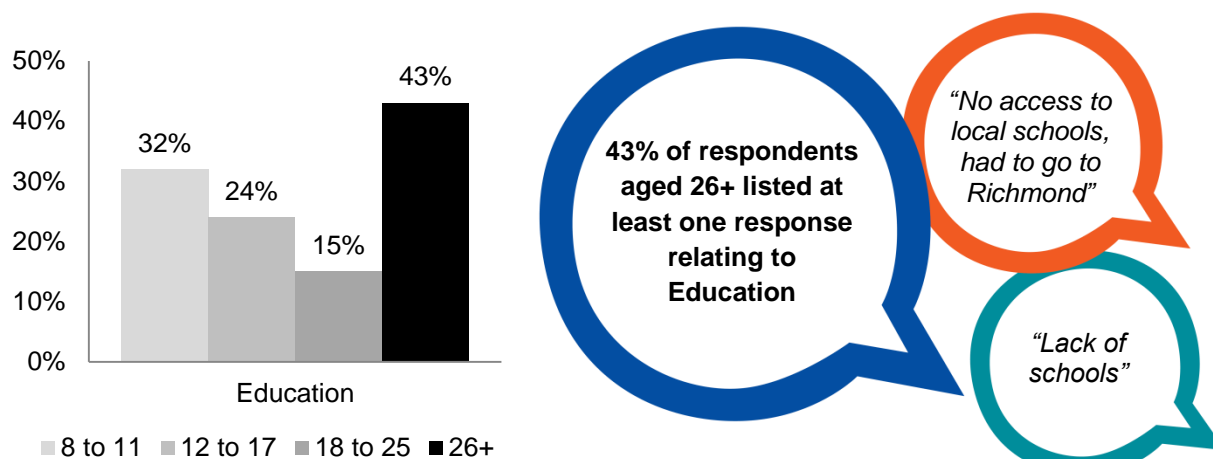
Action: Increasing the accessibility and transparency of services was a major focus in this category. There was also a focus on the provision of services to homeless and vulnerable people, with comments such as - "Better promotion and communication to young people on the services and opportunities available to them" and "Housing options - more refuges and safe accommodation".

Issue: Responses in this category focused on the high cost of living and its impact on young people within the community, with responses including – "money divide between rich and poor is huge", "Cost of living is extremely high within the area", and "Social marginalisation/alienation due to affordability".

Like: Responses centred on the good location of the area and its proximity to the city, such as – "The feeling that opportunities are abound...being close to the CBD without living right in it", and "Close proximity via public transport to schools, TAFES and employment opportunities".

Education

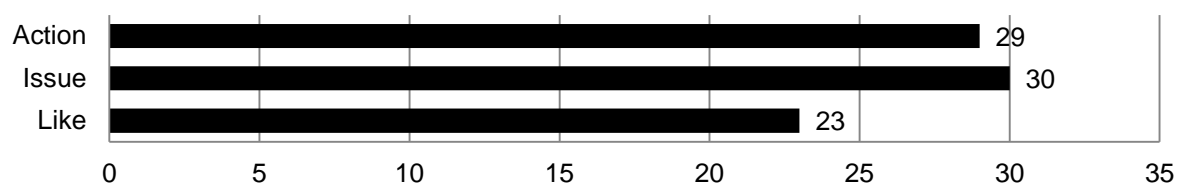
Ages 26+



Snapshot:

The topic of *Education* incorporates the provision of quality primary and secondary education that is affordable, accessible and engaging to all young people in the City of Port Phillip.

Breakdown (n=82):



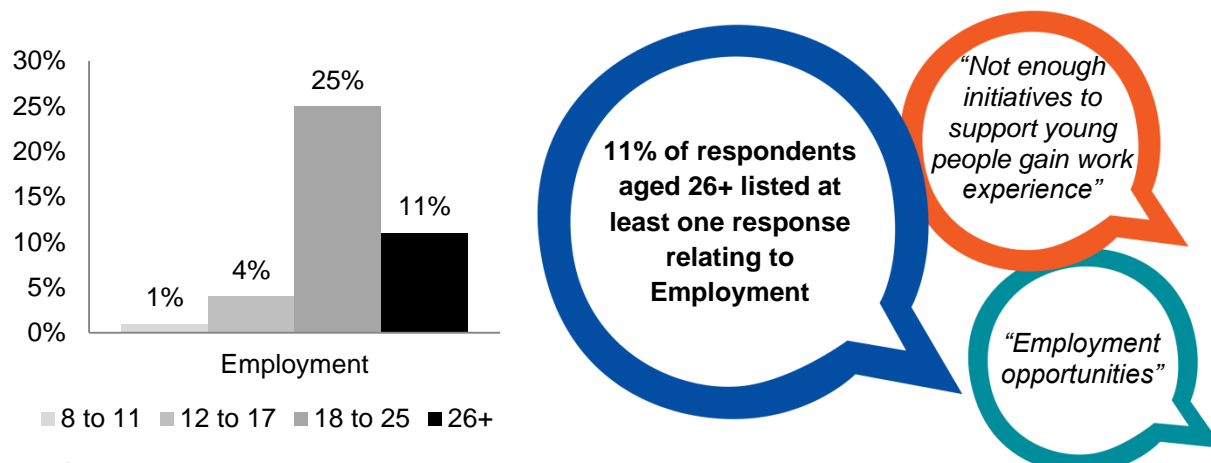
As displayed in the graph above responses relating to education were spread fairly evenly across the 'Action'/'Issue'/'Like' categories for the 26+ age bracket.

Examples of responses include:

Action: The request for more schools was the dominant response in the action category, with responses including - "more government primary and secondary schools in north CoPP", "Access to neighbourhood primary and secondary schools", and "More schools and alternative education models".

Issue: The lack of secondary schools within our community was the central theme to 'issues' identified by this age group, with responses such as - "Limited local schooling options at high school level", "Students moving to different secondary colleges rather than their local one", and "Poor access to local schools for many young people".

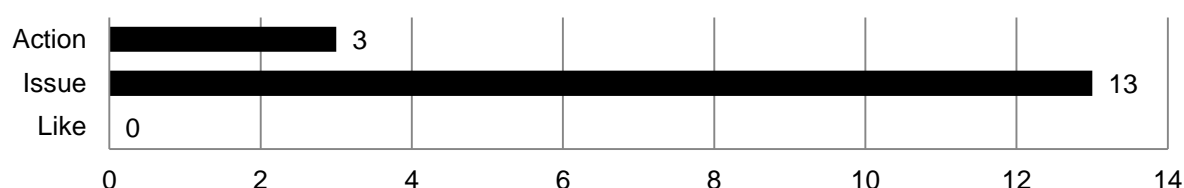
Like: Responses focused on positive aspects of schools within the area - "Access to multiple options - alternative education" and "The schools are pretty good".



Snapshot:

The topic of *Employment* encapsulates issues of unemployment, provision of work experience opportunities, lack of meaningful employment and job opportunity, be it full-time, part-time, casual or seasonal.

Breakdown (n=16):

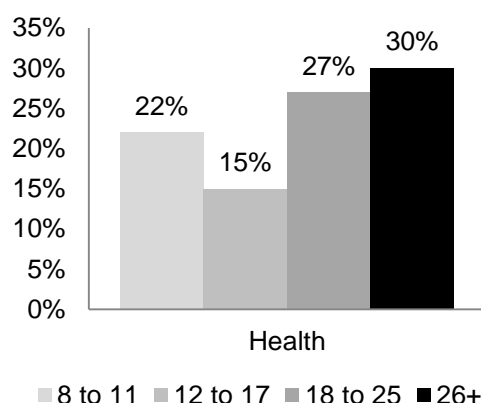


The graph above shows a high number of responses in the 'Issues' category in regards to employment for this age bracket. There were no responses in the 'Like' category relating to employment.

Examples of responses include:

Action: Responses by this age group focused on employment opportunities and pathways, and included the following suggestions - "Employment pathways for those who don't do the VCE model", "More internship or work opportunities for young people outside of hospitality and retail"

Issues: Stakeholders identified there were gaps within employment opportunities for local young people, with comments such as - "Not enough initiatives to help young people gain work experience", "No employment for a big cohort", as key concerns for young people.



30% of respondents aged 26+ listed at least one response relating to Health

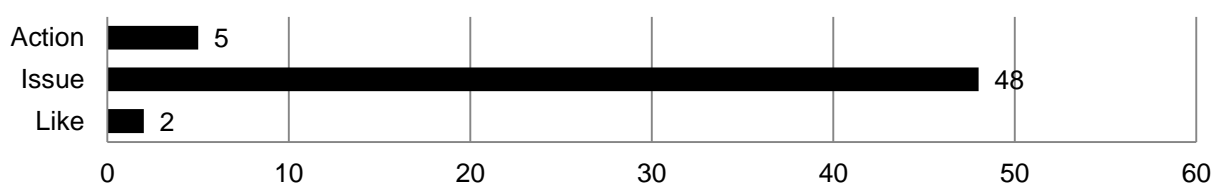
"Anxiety in our students due to increase pressure to perform"

"Prevalence of drugs, especially ice"

Snapshot:

For the purpose of this report the topic of *Health* encapsulates drug and alcohol issues, mental health and wellbeing, physical health, fitness and healthy eating and nutrition.

Breakdown (n=55):



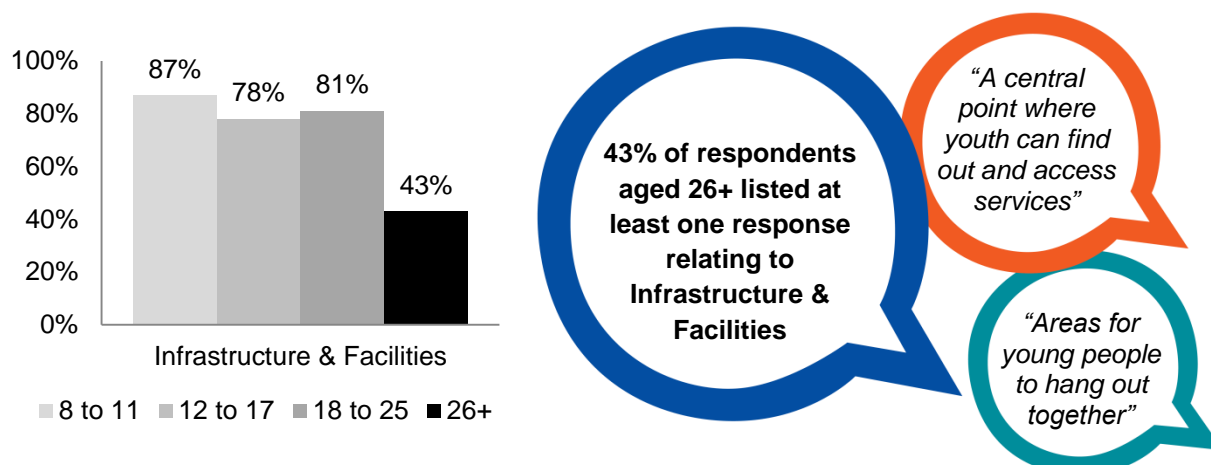
For the 26+ age bracket, the topic of *Health* was identified strongly as an 'Issue', but did not receive strong responses in neither the 'Action' nor 'Like' category.

Examples of responses include:

Action: Stakeholders highlighted the need for more focus on health issues, such physical, mental and substance-misuse awareness programs to be increased.

Issue: Both drug and alcohol abuse and mental health issues dominated responses in this category, with responses including - "Drug and alcohol - in and out of schools", "Substance abuse issues (parent & self)", "Easy access to drugs and alcohol", "Binge drinking culture", "Mental Health - grief, loss trauma, leading to education disengagement", "Increased anxiety and depression".

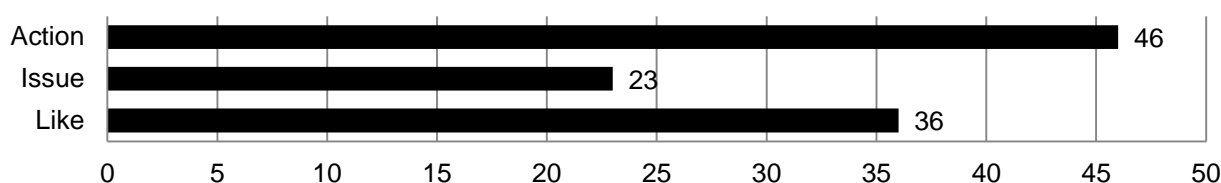
Like: Two respondents in this group mentioned the positive work already being done in mental health and parent engagement in student's health.



Snapshot:

The topic of *Infrastructure & Facilities* includes commercial operations such as businesses, bars, restaurants and cafes, and also community buildings and sporting facilities, youth hangout spaces and finally the installation or maintenance of bike paths, roads, toilets, barbeques, playground equipment and drinking taps.

Breakdown (n=105):



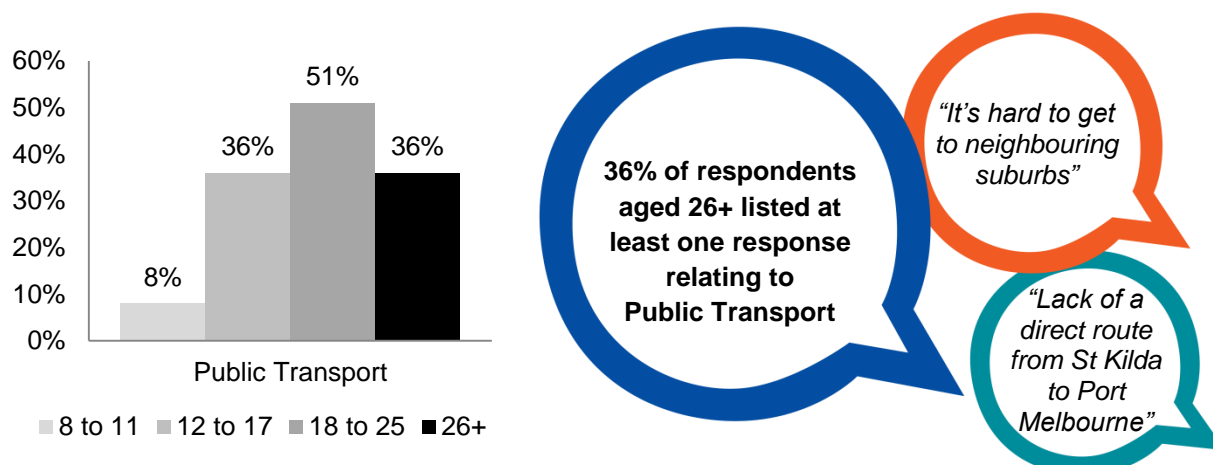
As displayed in the graph above, responses relating to infrastructure and facilities was strongest in the 'Action' category. There was also a relatively strong response in the 'Like' and 'Issue' categories.

Examples of responses include:

Action: The request for more youth spaces and places was the predominant response in the 'action' category. Respondents provided suggestions for the provision of facilities for youth development, such as - "General maintenance of outdoor equipment and areas", "More sporting...ovals in primary schools seem underutilised", "facilities to support kids engage and develop - art, sport, science, etc" and "One stop shop youth hub in Albert Park".

Issue: The lack of places for young people within the community was the central theme to responses in this category. There was also a focus on infrastructure around shops, transport and parking - "Limited local schooling options at high school level", "Areas for youth to hang out with a mix of different people", and "Acland street has changed....lost community feel...no butchers, fruit shop" were some of the responses provided.

Like: Responses from this group focused on the local nightlife infrastructure and facilities, such as - "Venues - Bar, Pubs, clubs, festivals" and "Many drinking venues with late night licenses".



Snapshot:

The topic of *Public Transport* encompasses transport such as trains, trams, buses and the community bus, as well as the access to and provision of public transport as it related to safety, reliability, cost and effectiveness.

Breakdown (n=65):



As shown in the graph above, the greatest number of responses relating to public transport for this age bracket was in the 'Action' category, followed by the 'Like' and 'Issue' categories.

Examples of responses include:

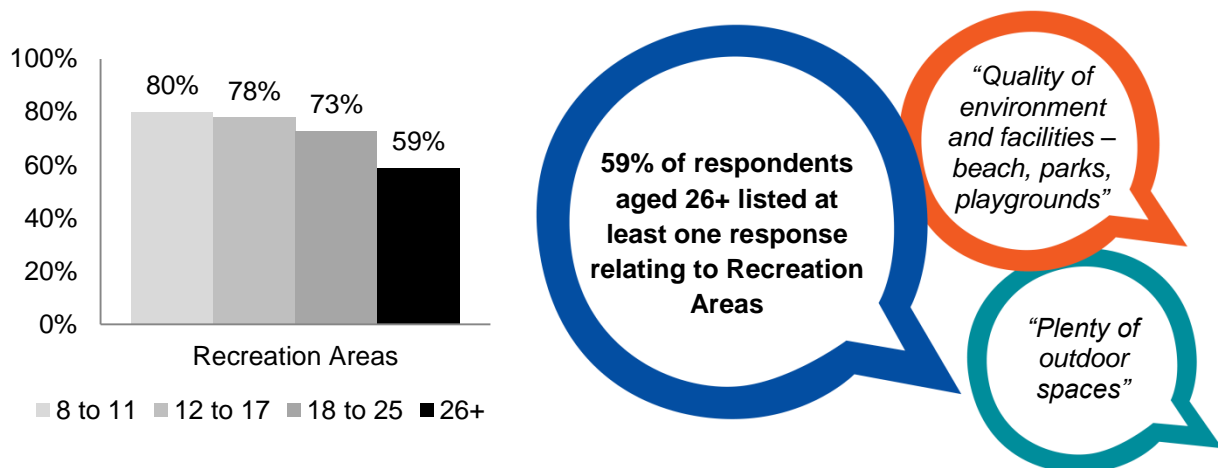
Action: The request for cheaper, more frequent and more extensive public transport were the main suggestions by the 26+ age bracket - "Super tram stop outside St Kilda Primary School to ensure safety of growing number of children crossing Brighton road", "Free or very cheap transportation, especially at night (and not just for students)" and "Public transport!!!! BUS 253 NOT on weekends!!!!" were some of the responses provided by this age group.

Issue: The lack of Public Transport routes within Port Phillip was a major focus, with comments such as – "Public transport from St Kilda / South Melbourne to Port Melbourne...lack a direct route" and "Transport between suburbs in Port Phillip".

Like: Responses focused on the availability and benefits of public transport within the area. Respondents provided the following comments - "Transport, there is heaps here for young people" and "Transport, giving young people the freedom to move around independently without relying on adults to taxi them around".

Recreation Areas

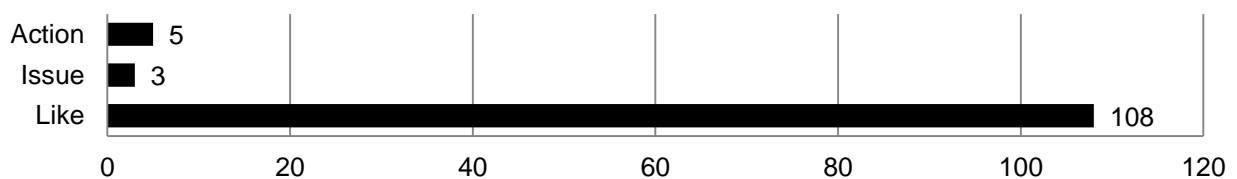
Ages 26+



Snapshot:

For the purpose of this report *Recreation Areas* refers to recreation areas within the City of Port Phillip including but not limited to the beach, foreshore, the skate park and the piers, and also parks, reserves and green spaces.

Breakdown (n=116):



The graph shows a high response to the 'Like' category in regards to recreation areas in the City of Port Phillip, and minor response levels in the other two categories for the 26+ age bracket.

Examples of responses include:

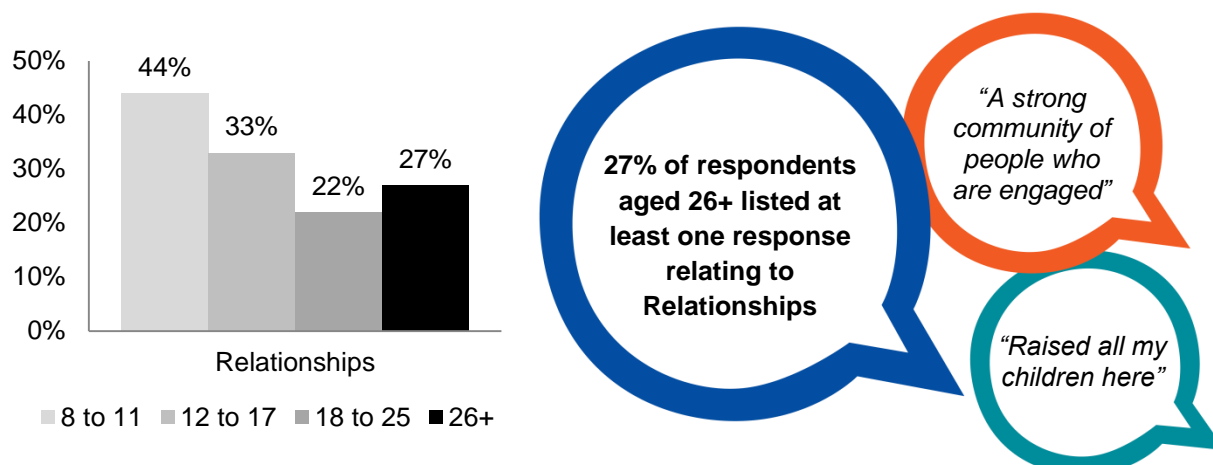
Action: A small number of respondents suggested that additional recreation activities could be made available, and that programming could be increased to include activities such as "adventure sports" (for example, skateboard lessons).

Issue: Responses provided in this category were in relation to the lack of access or programming at existing locations.

Like: The 26+ age bracket predominately listed the beach, the parks and the skate parks in the area as the recreation areas they liked, with particular emphasis on the beach. Responses included – "A great environment, beaches parks etc", "Parks, skate parks, beach, places to hang out, skimmers" and "Community space – parks, gardens, beach".

Relationships

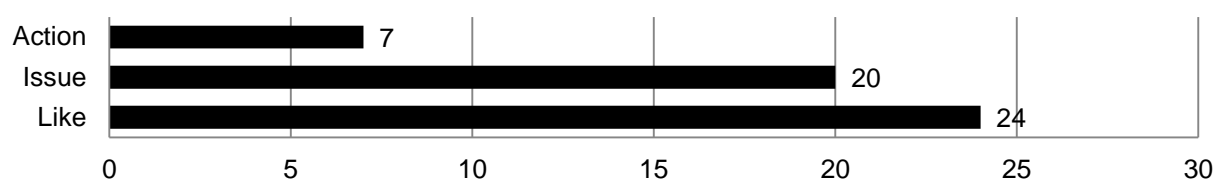
Ages 26+



Snapshot:

The topic of *Relationships* is inclusive of family, friends, community (including diversity and multiculturalism), relationships and pets.

Breakdown (n=51):



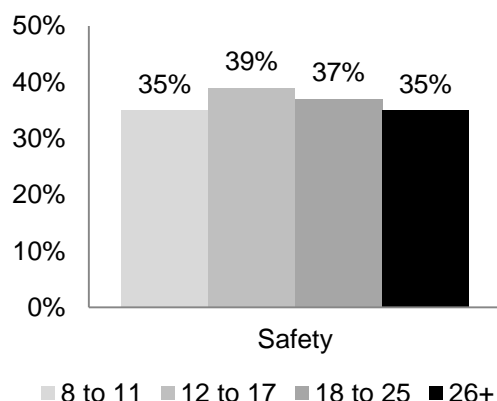
As shown in the graph above, responses relating to relationships were focused in the 'Like' and 'Issues' categories for the 26+ age bracket.

Examples of responses include:

Action: Suggestions in this category were focused towards the sector's response to young people's needs. Responses included - "collaboration across agencies and sectors to strengthen the safety net", and "supporting ongoing connections between agencies and services, improving outcomes".

Issue: The focus of responses in this category relationship breakdown in the family unit and the gaps in services to help support the positive development of young people as key issues. Comments included - "Family breakdown and mental health challenges", "When families become instable, young people's behaviour jeopardises their engagement in school and community", "connecting with people their age - in a safe environment" and "A lack of sense of community outside of the family/school structures".

Like: Responses focused strongly on the sense of community, with emphasis on diversity, multiculturalism, and engagement within the community - "It is multicultural....respected", "commitment to stakeholders" and "varied mix of community profile".



35% of respondents aged 26+ listed at least one response relating to Safety

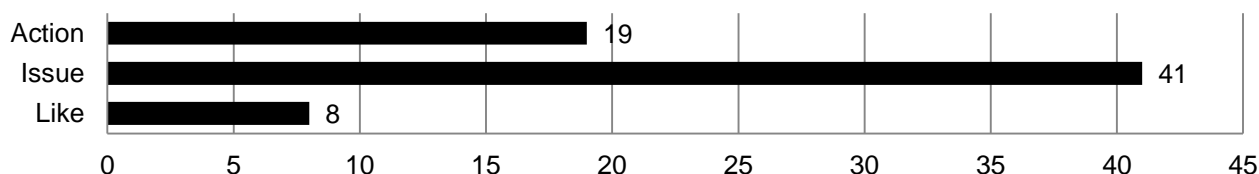
"Girls not feeling safe on streets – sexual harassment"

"Cyber bullying and peer pressure"

Snapshot:

For the purpose of this report the topic of *Safety* encompasses responses relating to alcohol and drug affected people, bullying and cyber bullying, crime and violence, road safety and feeling safe in the community, on the streets and at night.

Breakdown (n=28):



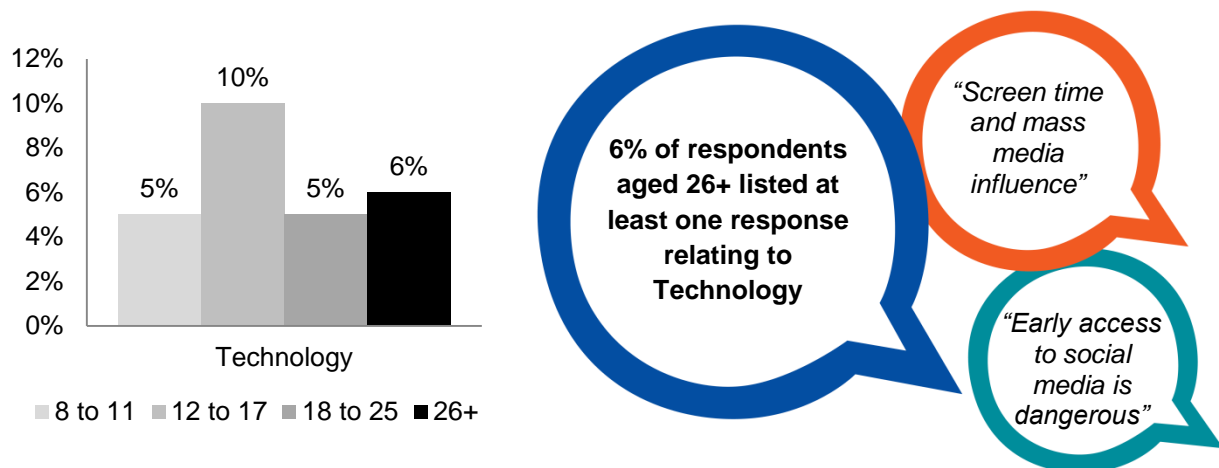
As shown in the graph above, responses relating to safety were focused heavily in the 'Issue' category for the 26+ age bracket.

Examples of responses include:

Action: The main themes in the 'action' category for the 26+ age bracket were the call for safer streets and a greater police presence within the community.

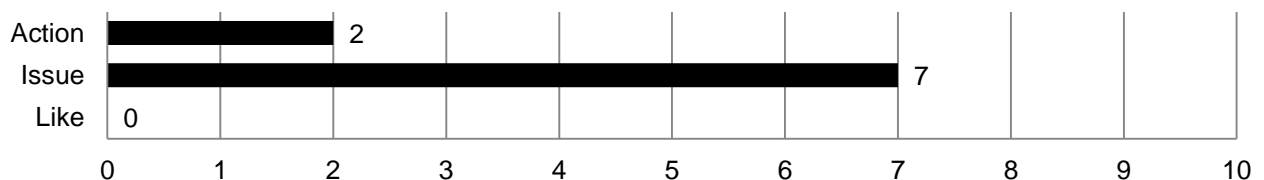
Issue: Responses in this category were diverse and included -: "Drug use and sale in public. I have stopped shopping at Balaclava with my little girl because of this.", "Management of the "Bridge & Tunnel" partiers and backpackers who come into the area to party, socialise, seek services etc. and sometimes can be more aggressive/violent, leave a mess, make the place less safe and desirable.", "I worry about my 25 year old step-daughter out late at night in this area as there is a cultural shift from day to night."

Like: The responses provided in this category centred on the sense of safety within the community, such as - "Sense of community. It is safe".

**Snapshot:**

For the purpose of this report the topic of *Technology* encompasses responses relating to the internet (inclusive of Wi-Fi and the National Broadband Network), use of social media and its many platforms, gaming and both computer hardware and software.

Across all age brackets the topic of technology was not addressed at a high rate, which is not to say it is not important to young people, in fact, as "Digital Natives" young people use technology in their everyday life, and may not be seen as an "issue" or "thing" to be addressed as they consider it part of their norm. The response rate for this topic was strongest in the 'Stakeholders' age group.

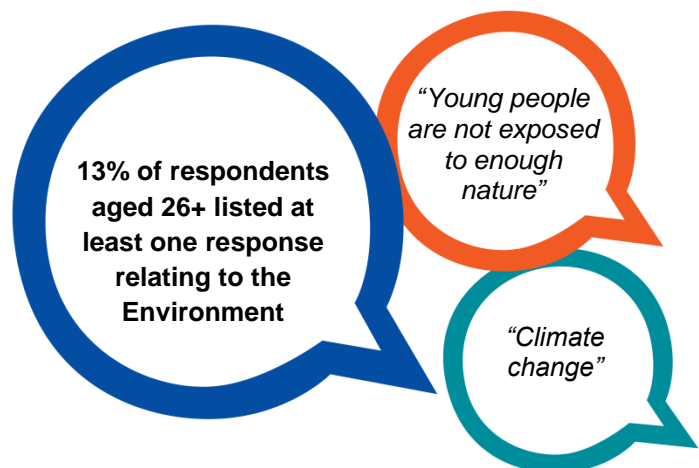
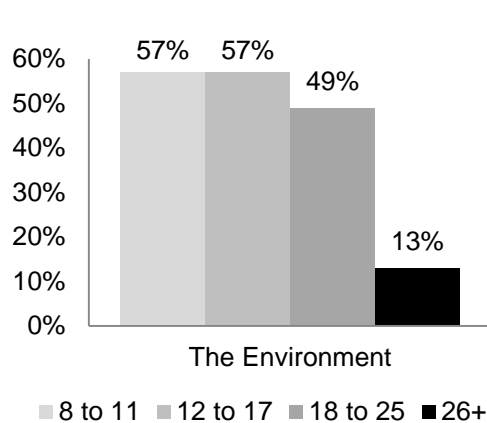
Breakdown (n=9):Examples of responses include:

Action: The two responses providing actions were to increase access to online technologies.

Issue: Respondents provided diverse comments in relation to technology as an 'issue', including the following – "Change in Society - safety (cyber?), Technology (changes and options), earlier puberty/exposure to adult issues.", "Social media...early access to it and its dangerous.", "Social media...bullying cyber in particular.", "Screen time / mass media influence.", and "Too much time online."

The Environment

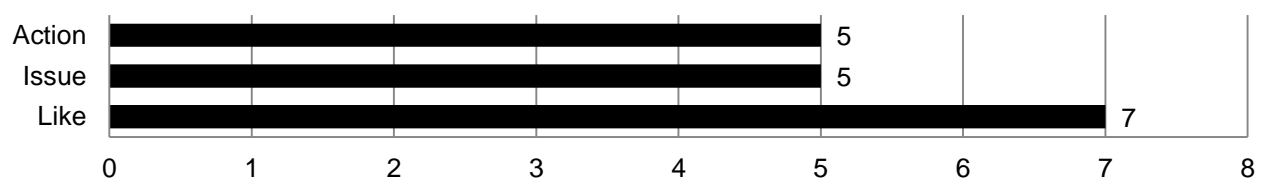
Ages 26+



Snapshot:

For the purpose of this report the topic of the *Environment* encompasses responses relating to littering/rubbish, pollution, climate change, sustainability, graffiti, vandalism and the natural/physical environment.

Breakdown (n=17):



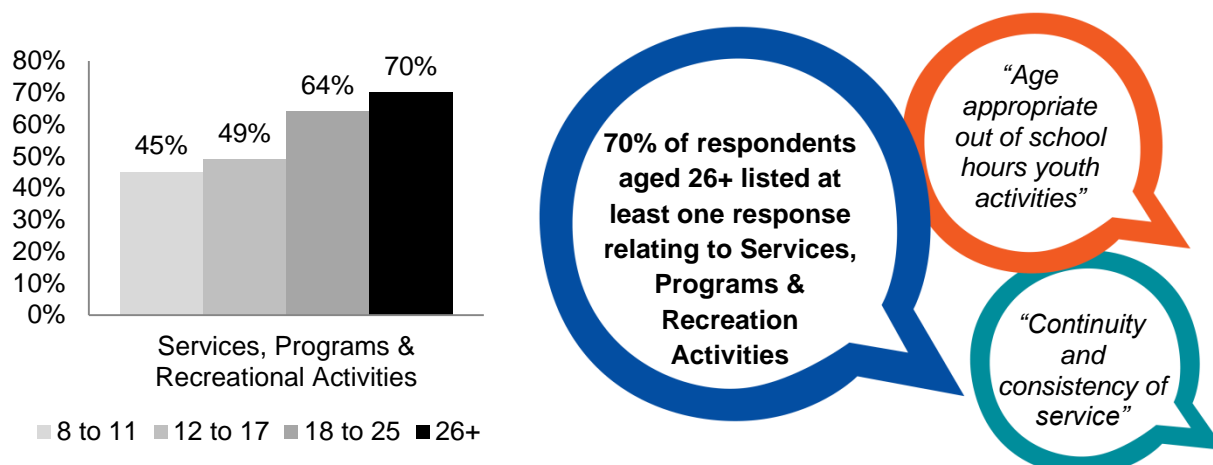
As shown in the graph above, responses relating to the environment were spread across all three categories for the 26+ age bracket.

Examples of responses include:

Action: Responses provided in relation to the environment included - "Rubbish man needs to pick up everything not leave some of it on the roadside" and "More controls regarding carbon emissions".

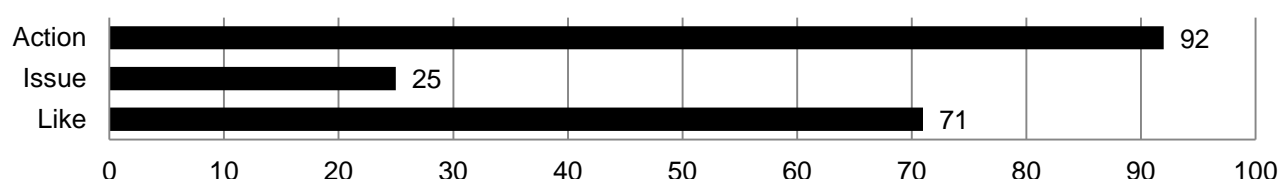
Issue: Responses in this category covered the themes of pollution, littering and the need to keep parks and beaches clean.

Like: Stakeholders commented on positive elements of the local area, such as "approaches to graffiti", "care by the local Council" and "settling a positive example on sustainability" as the key things they liked.



Snapshot: For the purpose of this report, the topic of the *Services, Programs & Recreational Activities* encompasses responses relating to a wide range of services, program and activities including but not limited to those that are youth specific, sport or recreation based, have an underpinning in culture or art, or that are a festival or event.

Breakdown (n=188):



As shown in the graph above, responses relating to services, programs and recreational activities received strong responses in both the 'Action' and 'Like' categories.

Examples of responses include:

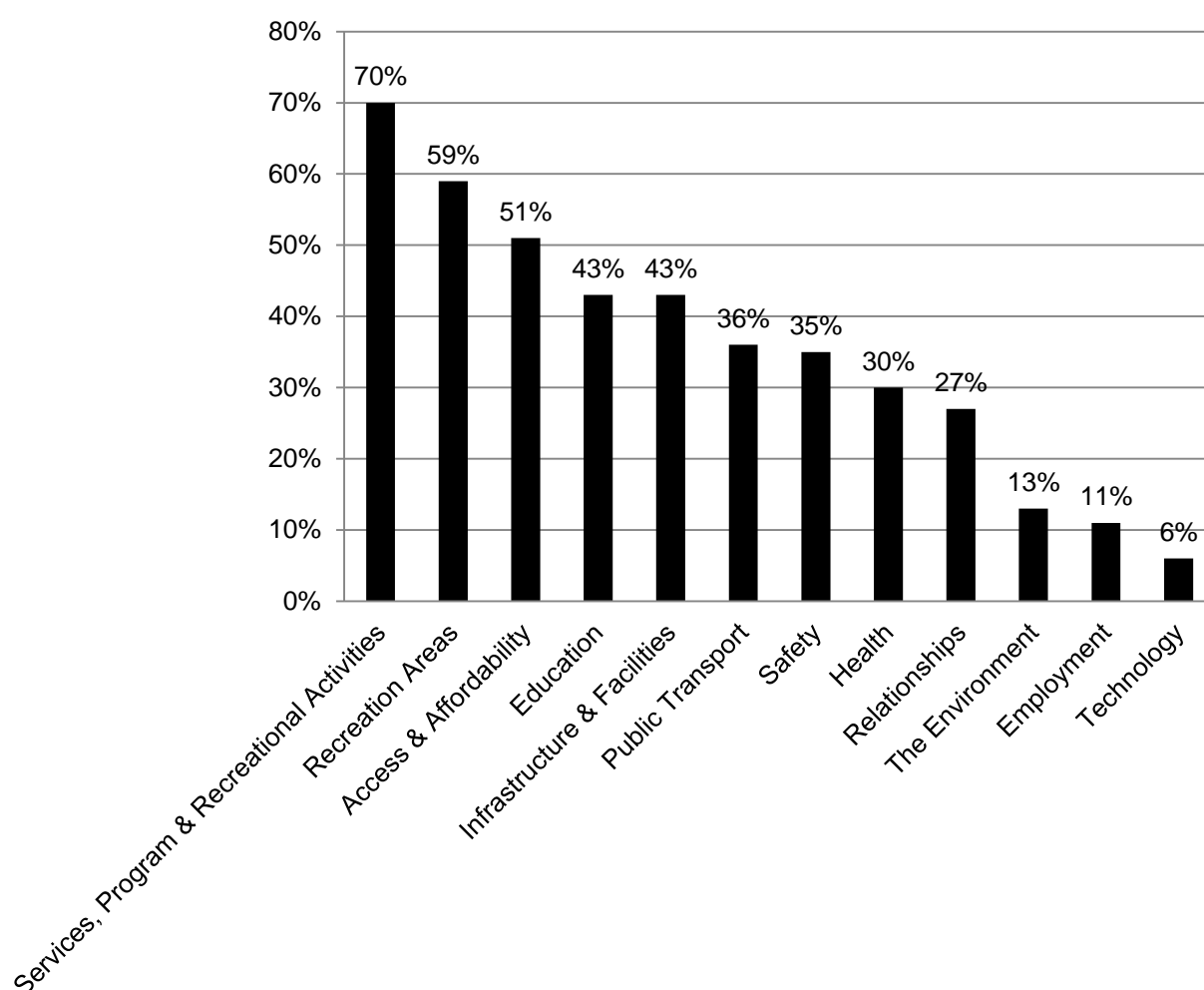
Action: Respondents identified the need to increase and diversify services and programs aimed at supporting and developing our young people - "opportunities for kids to influence what happens in CoPP to make a difference, feel and be empowered" and "More active youth activity that is not just focused on disadvantage" were some of the responses provided.

Issue: Responses in this category centred around the perceived lack of activities and support for young people, and the need for greater coordination of services. Respondents provided the following comments – "Not sure what services are available for the underprivileged" and "Need more community events for young people to engage them and get them out of there house and shops".

Like: The responses in this category were strongly focused on the festivals, events, youth programs and local youth sector within the community - "A commitment from council and services to understand and service young people better", "Vibrant service sector that can support youth" and "Access to the free events/activities/spaces" were some of the comments provided.

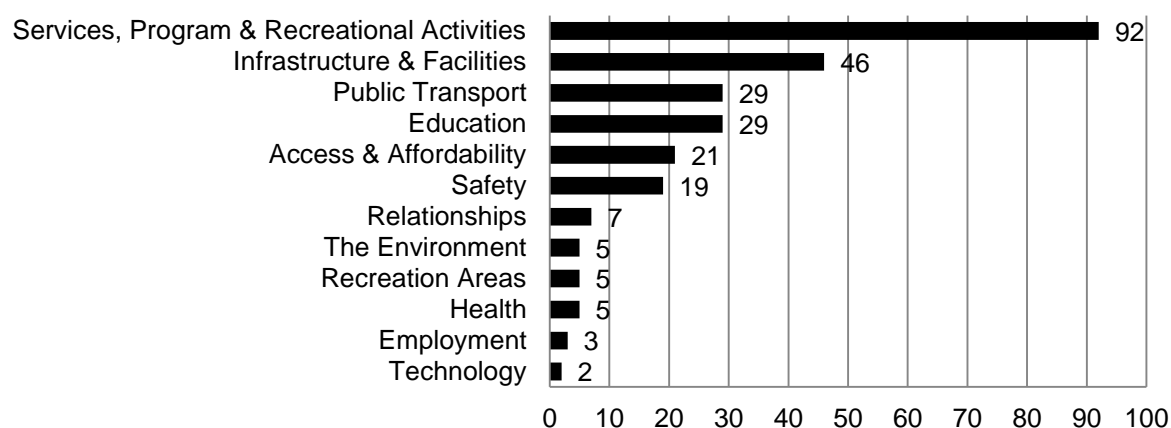
Overall the top three topics for the 26+ age bracket (as shown on the graph below) were:

1. **Services, Programs & Recreational Activities** was the strongest topic overall and was referred to by seventy per cent of people 26+ surveyed. This topic received the highest number of 'action' comments and references in all topics for this age group.
2. **Recreation Areas** received the second highest number of responses, with 59% of all respondents aged 26+ referring to this topic at least once. This topic received the highest number of 'like' comments and references in all topics for this age group.
3. **Access & Affordability** Over half of all respondents mentioned this topic in their 'top three' at least once. This topic received the highest number of 'issue' comments and references in all topics for this age group.

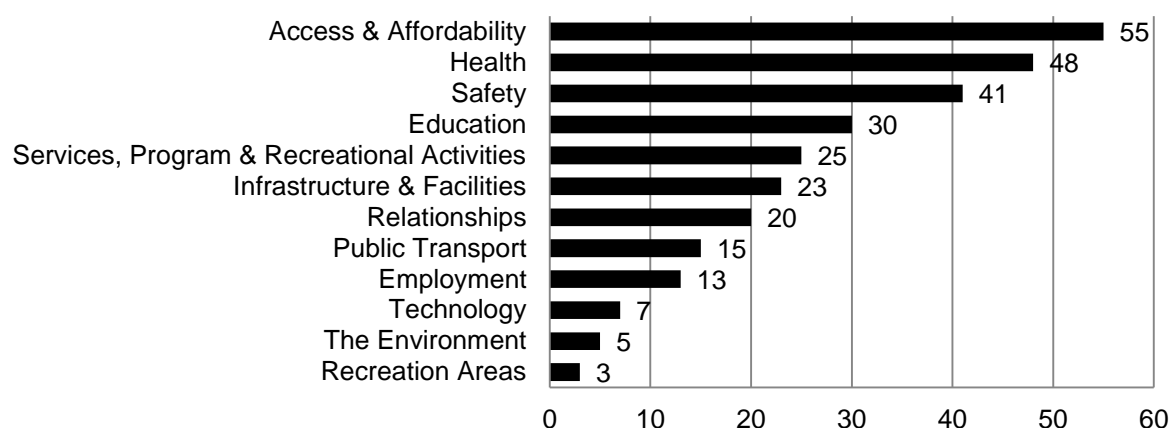


The following three graphs show responses for the 26+ age bracket separated by category, and provides an overview of the top three topics for each category: Action, Issue, and Like.

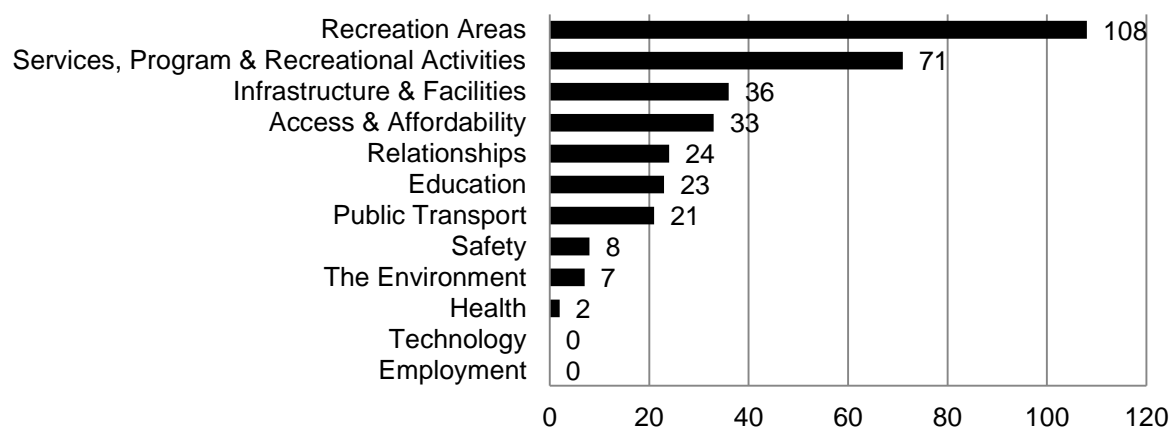
Action (n=263)



Issue (285)



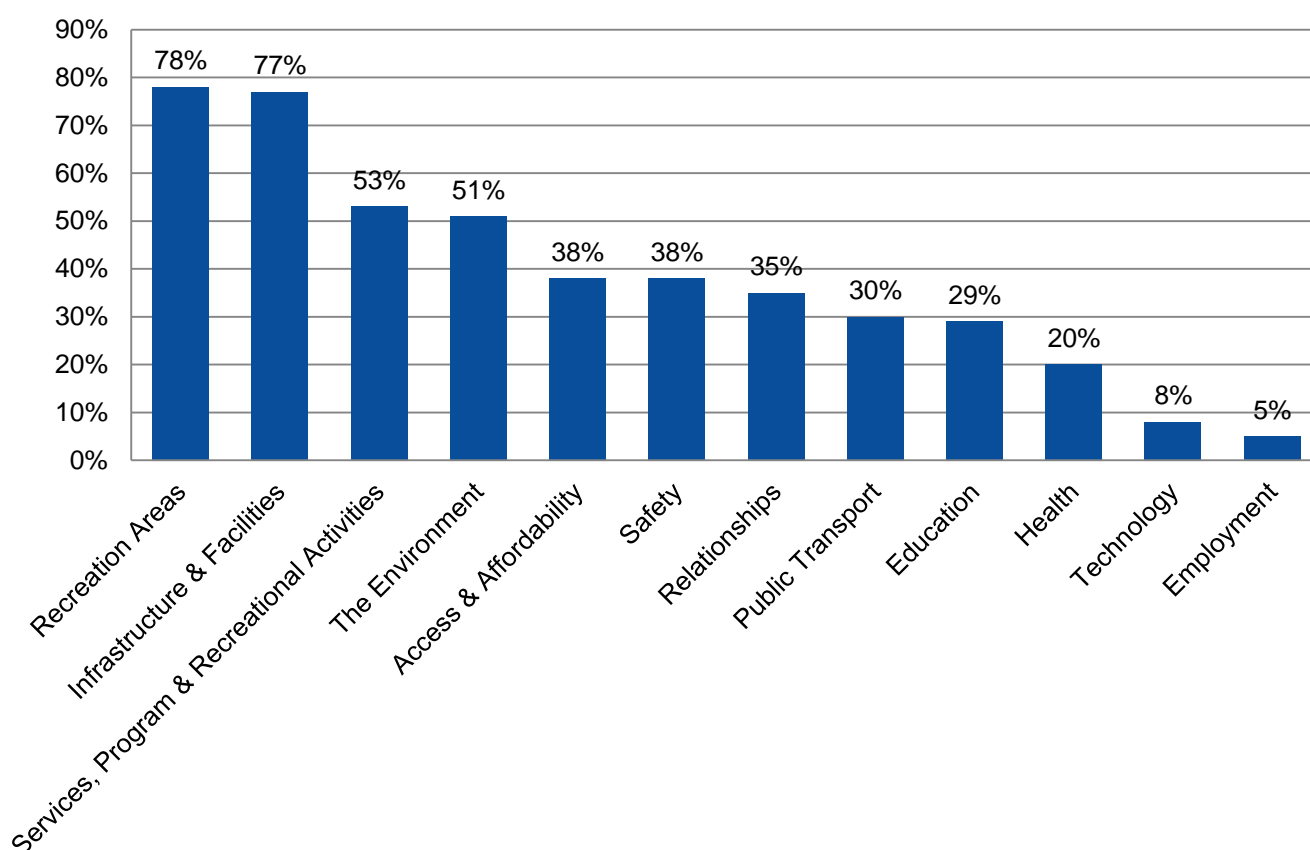
Like (n=333)



Summary: All respondents

Overall the top three topics for all respondents (n=1,004) were:

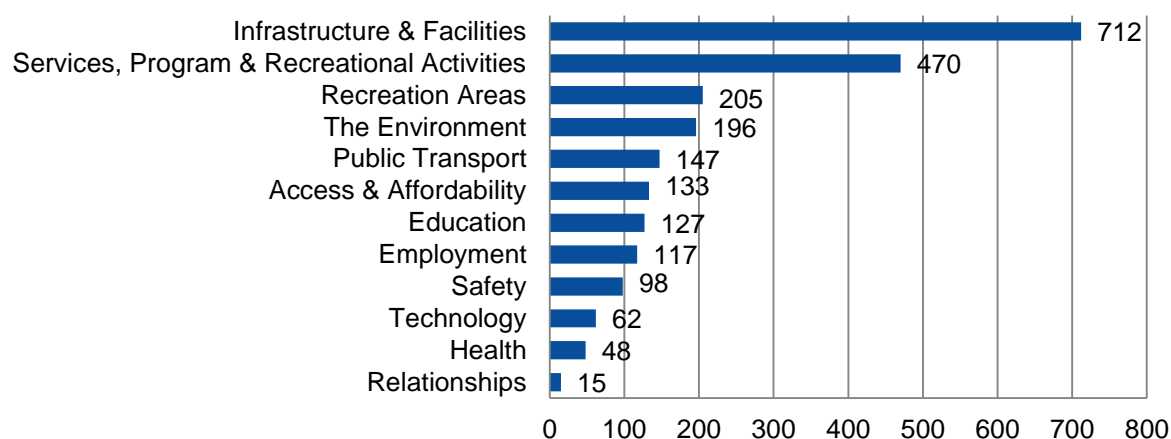
1. **Recreation Areas** was the strongest topic overall and was referred to by 78% of all respondents surveyed. This topic received the highest number of 'like' comments and references, and a high number of 'action' comments.
2. **Infrastructure & Facilities** received the second highest number of responses, with 77% of all respondents referring to this topic at least once. This topic received the highest number of 'action' comments and references, and the second highest number of 'like' responses.
3. **Services, Programs & Recreational Activities** Over half of all respondents mentioned this topic in their 'top three' at least once. This topic received the second highest number of 'action' comments and references in all topics, but also featured as the third highest topic in relation to 'like' comments.



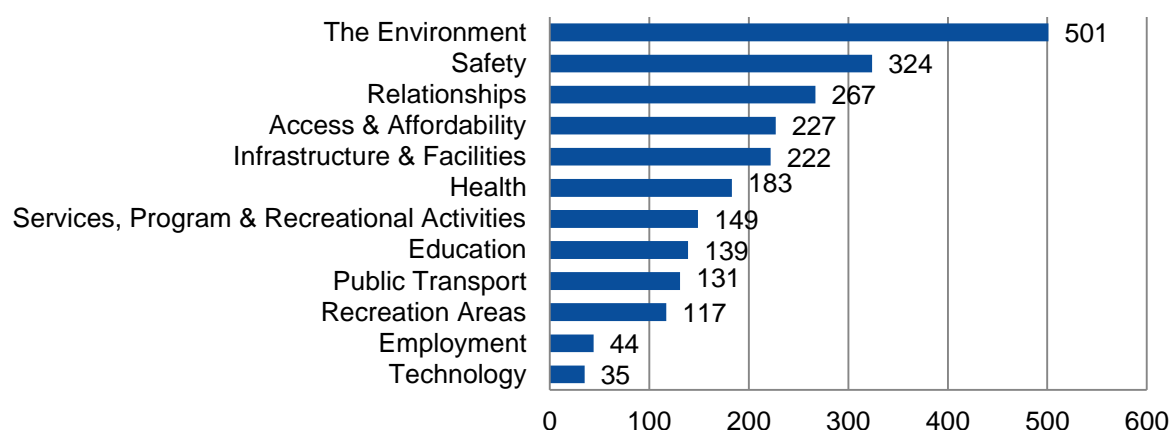
The graph above shows the percentage of all respondents who listed at least one response relevant to the topic area. For the whole group of respondents, *Recreation Areas* (78%) and *Infrastructure & Facilities* (77%) were the predominant areas of feedback, with *Technology* (8%) and *Employment* (5%) being the two topic areas least mentioned.

The following three graphs show responses for all respondents separated by category, and provides an overview of the top three topics for each category: Action, Issue, and Like.

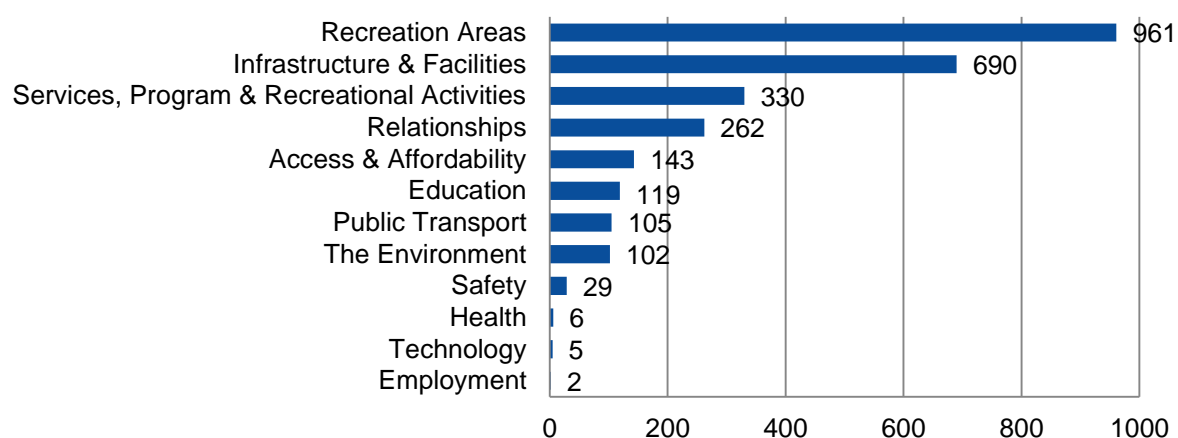
Action (n=2230)



Issue (n=2339)



Like (n=2754)



Appendices

Search Institute® 40 Developmental Assets®
8 Broad Categories – 40 assets

External Assets

(what you provide to young people)

Support

1. Family Support
2. Positive family communication
3. Other adult relationships
4. Caring Neighbourhood
5. Caring school climate
6. Parent involvement in schooling

Empowerment

7. Community values youth
8. Youth as resources
9. Service to others
10. Safety

Boundaries and expectations

11. Family boundaries
12. School boundaries
13. Neighbourhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations

Constructive use of time

17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

Internal Assets

(what you build within a young person)

Commitment to Learning

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure

Positive Values

26. Caring
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

Social Competencies

32. Planning and decision making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

Positive Values

37. Personal power
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future

what's in
your top 3?

0466 773 319
yourtopthree.com.au
/CoPPYouthServices
#HipsterGnome

City of Port Phillip is running a youth consultation. From September to November we want young people aged 8 to 25 who live, work, study, play sport or hang out in in the City of Port Phillip to tell us:

- What is important to you?
- What you like about the City of Port Phillip? and
- What we need in the City of Port Phillip to make it better for young people?

By completing this survey you will have a voice in the Port Phillip Council's next youth strategy. This five year commitment will reflect and work to address the wants and needs of all young people.

You could win yourself a \$200 gift voucher to Rebel Sports, Coles/Myer or JB Hi-Fi. You could also win a \$500 gift voucher for your school, club or community group.

For more info go to www.yourtopthree.com.au

When we say the City of Port Phillip we mean these suburbs.

Privacy Statement
Privacy statement: Council is collecting this feedback for the purpose of informing the project or directly related purposes. All responses are anonymous and no IP addresses are tracked. Any feedback made via this questionnaire may be published and used as part of a Council report. For more information about Council's Privacy Policy contact Council's Privacy Officer via ASSIST on 9209 6777.

Term and Conditions - Prize Draw

1. Entry is limited to people living, working, studying, playing sport or hanging out in the City of Port Phillip.
2. City of Port Phillip Council staff are not eligible to enter.
3. Entries close 5pm Friday 29th November 2013. No entries will be accepted after the closing date.
4. Winners will be listed on www.yourtopthree.com.au on December 6th 2013.
5. For schools, sports clubs, community groups to be eligible to win the prize draw they must have at least 20 surveys returned by the closing date listing them in question 10.



1. What are the top 3 things you like about the City of Port Phillip?

1. _____
2. _____
3. _____

2. What are the top 3 issues important to you as a young person in the City of Port Phillip?

1. _____
2. _____
3. _____

3. What are the top 3 things we need in the City of Port Phillip to make it better for young people?

1. _____
2. _____
3. _____

4. Which of the following do you do in the City of Port Phillip? (Select all that apply.)

☐ Live ☐ Work ☐ Study ☐ Play Sport ☐ Hangout

☐ Other (please specify): _____

5. Where are you completing this survey? (General location.) _____

6. What suburb do you currently live in? _____

7. What is your age? _____

8. What is your gender? _____

9. What is your first name? (Optional) _____

10. Enter the name of your school, sports club or community group to go in the prize draw for a chance to win it a \$500 gift voucher to its choice of Rebel Sports, Coles/Myer or JB Hi Fi.

11. Enter your contact details to go in our prize draw for your chance to win a \$200 gift voucher to your choice of Rebel Sports, Coles/Myer or JB Hi Fi.

Name: _____

Email or Phone: _____

Mail to: City of Port Phillip Attn: Youth Services, Private Bag 3, St Kilda VIC 3182



what's in
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Your Top 3 Stakeholder Survey

1. What are the top 3 things that make the City of Port Phillip a good place for young people?

1. _____

2. _____

3. _____

2. What are the top 3 issues impacting on young people in the City of Port Phillip?

1. _____

2. _____

3. _____

3. What are the top 3 things we need in the City of Port Phillip to make it better for young people?

1. _____

2. _____

3. _____

4. What are the top 3 things we need in the City of Port Phillip to better support you?

1. _____

2. _____

3. _____

5. Which of the following are you within the City of Port Phillip? (Please circle)

Parent/Guardian

Teacher

Youth Sector Worker/Volunteer

Community Member

6. Where are you completing this survey? (General location) _____

7. What is your postcode? _____

8. (Optional) Name _____ Gender: _____ Age: _____

9. Please nominate a school, sports club, community group or organisation you would like to go in the prize draw for a chance to win a \$500 gift voucher to its choice of Rebel Sport, Coles/Myer or JB Hi-Fi.

For further information or enquiries, please contact:

City of Port Phillip Youth Services

Phone: via ASSIST Customer Service on 9209 6333

Email: youth@portphillip.vic.gov.au



The checklist

Rate your level of agreement with each of the statements below, with 1 indicating strong disagreement and 5 indicating strong agreement. The scores will be totalled automatically. To save your checklist, select 'File'/'Save As'/'PDF'. You can then name your checklist and email it to your partner organisations as an attachment.

	1 Strongly disagree	2 Disagree	3 Not sure	4 Agree	5 Strongly agree	
1. Determining the need for the partnership						
There is a perceived need for the partnership in terms of areas of common interest and complementary capacity.						
There is a clear goal for the partnership.						
There is a shared understanding of, and commitment to, this goal among all potential partners.						
The partners are willing to share some of their ideas, resources, influence and power to fulfil the goal.						
The perceived benefits of the partnership outweigh the perceived costs.						SUBTOTAL
SUBTOTAL						

2. Choosing partners						
The partners share common ideologies, interests and approaches.						
The partners see their core business as partially interdependent.						
There is a history of good relations between the partners.						
The partnership brings added prestige to the partners individually as well as collectively.						
There is enough variety among members to have a comprehensive understanding of the issues being addressed.						SUBTOTAL
SUBTOTAL						

3. Making sure partnerships work						
The managers in each organisation (or division) support the partnership.						
Partners have the necessary skills for collaborative action.						
There are strategies to enhance the skills of the partnership through increasing the membership or workforce development.						
The roles, responsibilities and expectations of partners are clearly defined and understood by all other partners.						
The administrative, communication and decision-making structure of the partnership is as simple as possible.						SUBTOTAL
SUBTOTAL						

4. Planning collaborative action						
All partners are involved in planning and setting priorities for collaborative action.						
Partners have the task of communicating and promoting the partnership in their own organisations.						
Some staff have roles that cross the traditional boundaries that exist between agencies or divisions in the partnership.						
The lines of communication, roles and expectations of partners are clear.						
There is a participatory decision-making system that is accountable, responsive and inclusive.						SUBTOTAL
SUBTOTAL						

	1 Strongly disagree	2 Disagree	3 Not sure	4 Agree	5 Strongly agree	
5. Implementing collaborative action						
Processes that are common across agencies have been standardised (e.g. referral protocols, service standards, data collection and reporting mechanisms).						
There is an investment in the partnership of time, personnel, materials or facilities.						
Collaborative action by staff and reciprocity between agencies is rewarded by management.						
The action is adding value (rather than duplicating services) for the community, clients or agencies involved in the partnership.						
There are regular opportunities for informal and voluntary contact between staff from the different agencies and other members of the partnership.						
SUBTOTAL						SUBTOTAL

6. Minimising the barriers to partnerships						
Differences in organisational priorities, goals and tasks have been addressed.						
There is a core group of skilled and committed (in terms of the partnership) staff that has continued over the life of the partnership.						
There are formal structures for sharing information and resolving demarcation disputes.						
There are informal ways of achieving this.						
There are strategies to ensure alternative views are expressed within the partnership.						
SUBTOTAL						SUBTOTAL

7. Reflecting on and continuing the partnership						
There are processes for recognising and celebrating collective achievements and/or individual contributions.						
The partnership can demonstrate or document the outcomes of its collective work.						
There is a clear need for and commitment to continuing the collaboration in the medium term.						
There are resources available from either internal or external sources to continue the partnership.						
There is a way of reviewing the range of partners and bringing in new members or removing some.						
SUBTOTAL						SUBTOTAL

Aggregate score	TOTAL
Determining the need for the partnership	
Choosing partners	
Making sure partnerships work	
Planning collaborative action	
Implementing collaborative action	
Minimising the barriers to partnerships	
Reflecting on and continuing the partnership	
TOTAL	

Checklist score

35–84 The whole idea of a partnership should be rigorously questioned.

85–126 The partnership is moving in the right direction but it will need more attention if it is going to be really successful.

127–175 A partnership based on genuine collaboration has been established. The challenge is to maintain its impetus and build on the current success.

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