Child, Youth and Family Plan

2016-2020

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Developed by Banyule Council's Youth and Family
Services in partnership with the Banyule community

Banyule
CITY COUNCIL

Contents

Executive Summary

The Banyule Child, Youth and Family Plan (hereafter The Plan) has been developed to respond to the needs of people from birth to 25 years, and to enhance the capacity of families to effectively parent. It will guide the work of Banyule Council, organisations operating within Banyule, and the community, and provide a collaborative local strategy to complement and build upon existing federal, state, community and organisation-based plans and actions. For Banyule Council, this plan forms the Youth and Family Services Strategic Framework and incorporates the Municipal Early Years Plan. This plan outlines the vision, goals, values, principles and approaches that will inform our daily work, core functions and collaborations. It is based on sector-specific research and best practice guidelines, state and federal government documents and community consultation.

The Plan presents an overview of developmental life stages from birth to 25 years and highlights the influence that environment, community, economics and politics has on children, young people and families. By developing demographic profiles and consulting and analysing service provision, we identified significant community issues and gaps. While the birth-to-25 community are faring well as a whole, our findings suggest the need to increase focus on Banyule's vulnerable and disadvantaged communities to address inequities within the community. The Plan emphasises prevention and early intervention and actions to build community capacity and sustainable change.

This Plan concludes by presenting four strategic directions, which will be actioned by relevant organisations and community groups and where appropriate, through collaborations and partnerships.

Developing our Plan

Introduction

1

The Plan, which uses a community partnership approach, outlines our commitment to every child and young person between 0 and 25 years of age, describing the ways in which we aspire to work, as individuals, organisations and as a community, over the next five years.

Our children deserve the best chance to develop positive life pathways. As described by Pendergast (2009), children and young people benefit from developing skills to 'know how to do; how to know; how to be; and how to live together'.

Banyule offers a range of high-quality services and programs focused on responding to the varied and individual needs of children, young people and families. Our aim is to deliver collaborative, connected services and programs. Through partnerships, we aspire to capitalise on opportunities to respond to local issues and, at the same time, support our community.

Our community is a great place to live but there are challenges and barriers facing it, including significant levels of disadvantage, transient populations, concentrations of public housing, culturally and linguistically diverse communities, as well as the everyday challenges of living in modern society. We are, therefore, striving for responsive and equitable services and facilities that respond to community needs and values.

The shared values that guide our behaviours and work practices are:

» **Respect** – supporting each individual's dignity and worth

» **Integrity** – staying true to our moral, ethical and spiritual principles

» **Responsibility** – acknowledging and accepting the choices we make, the actions we take, and the results they lead to

» **Initiative** – having a proactive, resourceful and persistent approach to work

» **Inclusion** – embracing and valuing the perspectives and contributions of all.

Achieving our goals and objectives will require:

» Flexibility

» Reflection

» Creative and efficient use of resources and capabilities

» Learning and innovation.

Our 5 key goals are:

1	**Build on our community strengths**
2	**Recognise and respond to challenges**
3	**Seek opportunities of value to our children, young people, families and community**
4	**Create shared goals and effective strategies**
5	**Share responsibility for leading innovation, growth and change.**

Our approaches will:

1

Be inclusive and equitable. We will ensure that our services and the way we work recognise and respond to the diverse needs of our community.

2

Support local services to be available, inclusive and advocate on important issues. We will work together to ensure inclusive services for our diverse community and to advocate for the community when issues are beyond Council's or the community's direct control.

3

Contribute to building inclusive and equitable communities by focusing on how organisations can increase social support and develop wider community understanding, appreciation and pride about diversity.

There are multiple ways to achieve our goals, but all require ongoing awareness of environmental influences such as social and demographic factors, technological innovations and political and economic conditions. We intend to share information to build knowledge, and promote and advocate for activities that will create sustainable and valued outcomes for Banyule's children, youth and families.

Our core aim is for The Plan to become a shared community master plan guiding our daily work, core functions and collaborations.

Why do we need a Child, Youth and Family Plan?

To develop a holistic and effective support network for Banyule's children and young people, we need to develop stronger links between the early years, middle years and youth. Currently, links are often tenuous and difficult to maintain because of a range of factors. It is important to recognise that across each area, early intervention and prevention programs and enhanced support systems are highly important, particularly for vulnerable communities. Creating and maintaining seamless service systems will strengthen our ability to work together. It will also help us advocate for children and young people, achieve continuity of care, supported transitions, shared strategies and understandings, and shared responsibility.

In addition to the services and programs we deliver, research suggests structural factors including urban design and the built environment influence outcomes. As such we should create:

» conditions where environments are safe and easy to navigate

» public spaces that encourage social contact

» services and facilities, the location, form and function of which are shaped by what families prefer and where families go.

Several factors, including policy at all levels and changes to funding structures, greatly influence our capacity to deliver services, programs and infrastructure. We hope The Plan will provide the foundation for conversation, investigation, reflection and innovation and lead to valued responses to local issues.

Vision and Principles

Our City Plan provides a roadmap, underpinned by our vision and principles, focusing on our objectives over each four-year period.

Banyule's Vision:

Banyule, a green, liveable and prosperous city, sustaining a healthy, engaged community.

The following diagram provides an overview of Council's objectives and key directions:

PLACE
Sustainable Amenity and Built Environment

- Maintain and improve Banyule as a great place to live
- Strengthen local activity and employment areas
- Support thriving commercial and retail activity
- Enhance Banyule's public and open spaces
- Support sustainable transport

Performance Use our Resources Wisely

- Develop and deliver best value services and facilities
- Provide responsible financial management and business planning processes
- Enable good governance and accountability with minimal risk
- Create a productive and engaged workforce
- Maintain and strengthen corporate information and innovation
- Plan and manage the systems and assets that support Council's service delivery

PLANET
Environmental Sustainability

- Protect and enhance our natural environment
- Conserve water and improve stormwater quality and impact
- Deliver appropriate action on climate change
- Avoid waste generation
- Act as environmental stewards

PEOPLE
Community Strengthening and Support

- Promote and support health and wellbeing
- Provide services for people at important life stages
- Develop and promote safety and resilience in our community
- Celebrate and promote Banyule's diversity and heritage
- Support people to achieve their economic potential
- Plan and prepare for emergency events

Participation Community Involvement in Community Life

- Provide outstanding communications and customer service
- Encourage diverse and inclusive community participation
- Engage meaningfully with our community
- Advocate on behalf of our community

Children, Youth and Family Plan Vision

Work in partnership with our community to provide a coordinated and timely response to the support and service needs of our children, young people and families, and enhance individual and community capacity to improve outcomes.

Banyule Council Principles

The core principles that help us achieve our Vision are:

- Community Wellbeing
- Community Participation
- Sustainability for our future
- Fairness in all we do
- Maintaining our communities trust

Our principles when working with 0–25-year-olds

» Targeted support:

- Targeted and universal
- Early and sustained support for families, children and young people who need it most (Department of Education and Early Childhood Development, 2014).

» Strengthening the community:

- Strong partnerships between individuals, families, services, governments and communities
- Shared visions and responsibilities and coordinated efforts
- Enhance existing strengths and resources, and build our capacity to support the community
- Sustained outcomes
- Inclusiveness
- Advocacy.

» Child, youth and family friendly:

- Services, programs, places and spaces respond to the changing needs of children, young people and families
- Engage children, young people and their families in community
- Empower children and young people through representation, thought and discussion
- Value children and young people for their actions
- Create environments that support active citizenship, a sense of belonging and collaboration
- Foster the next generation of environmental stewards.

About the planning process

The Plan aligns with Banyule Council's Inclusion, Access and Equity Framework, which is based on the principle that all residents should be able to access primary programs and services equitably and regardless of background.

We recognise there are many interrelated elements impacting on personal health and wellbeing, as well as a person's level of economic and community participation. A flexible and adaptive framework, which is both respectful and responsive to community and individual need, is therefore required. This plan is more about starting a conversation and providing a framework to work from than providing a dogmatic plan.

Community consultation

Consultation was a fundamental component of our planning process, to ensure that we reflect the needs of the community. We engaged with a wide range of stakeholders, with advisory groups formed to guide the ongoing development of The Plan, one comprising parents and Banyule professionals and the other comprising Council staff. Initial community consultation occurred with approximately 1400 residents to determine important community issues and areas of focus. Professionals within the community were asked to share their professional perspectives, and importantly we used findings from consultations with children and young people. Throughout, we engaged with professional networks, inviting contributions and providing progress updates.

From children

Council invited a broad range of children to share their views with the acknowledgement that the experiences of children vary depending on their age, circumstances and access to information. Banyule children were asked to provide feedback on elements that impacted their health, wellbeing and development. Moreover, children were asked where improvements could be made. The views of children were collated and used to guide the development of The Plan.

The role of a family

Children recognise the importance of the family and their role in caring for children.

"Life is great in Banyule because we have shelter and we have people that care for us".

"Family is important so you don't get lost".

"Life in Banyule is great because we have centres to make sure babies grow up safely. Life would be even better if everyone took their babies to be checked".

The importance of community and recreational pursuits

Children value opportunities to be part of community life. Many feel that there are sufficient opportunities to participate in festivals, events, social activities as well as sports and other recreational opportunities.

"Life in Banyule is great for children because we have homes, we have kinder, we live close to kinder, and there are day care centres, lots of vegetable shops, food shops and friends. We have swimming places, and a library. We love Malahang Park."

"I like the parks because there are lots of fun things to play on".

"I like the sports ovals. The ovals are very clean. The grass is healthy. It is rubbish free".

However many improvement opportunities were identified. Graffiti, litter and environmental management were of concern for many children.

"Please clear the graffiti".

"I don't like pollution".

"I would like to see our environment looked after".

Perceptions of safety were raised and children made mention of road and neighbourhood safety issues.

> "More road rules: I think this rule should apply because too many people speed or disobey the rules"
>
> "More speed humps"
>
> "I want to feel safe on the street walking".

More opportunities to enjoy recreational pursuits were requested.

> "I want youth groups to meet more friends".
>
> "More book stores" and "more footy ovals".
>
> "Some more places for people to do more art work plus more facilities".

Amongst the many views children shared, these poignant suggestions provide sound advice for our future directions:

> "Instead of adults designing playgrounds, get children to! Because kids know what other kids will like to have fun on".
>
> "More giraffes in the area" and "more bugs and birds in the morning".
>
> "We have so many different cultures. Life would be better if we had some special nights to celebrate culture".
>
> "Life would be even better if we learned more about each other's beliefs"
>
> "Life would be better for children in Banyule if all the kids played fair and played by the rules".
>
> "Life would be better if more people exercised".

> "Life would be better for children in Banyule if we could all have a warm, comfy home and plenty of fresh food and water also".
>
> "Life would be better in Banyule if adults taught younger children to be part of a big community".

From Young People

Young people shared their views through the bi-annual Banyule Youth Summit. The opportunity to share and debate youth perspectives continues to be highly valued amongst young people.

> "The Summit was amazing! It opened my eyes to how I can make a difference"
>
> "It feels incredible to have a voice".
>
> "The Summit has given me so much insight and I want to encourage everyone to get their ideas out there to improve our society and the well-being of everyone around us".

Young people identified barriers to participation, which include gender and social equity issues, youth and cultural misnomers.

Young people made a number of key recommendations:

» Life skills education in schools

» More out-of-school opportunities for young people with a disability

» Youth-friendly regeneration of public spaces such as The Mall

» Free or low cost opportunities for young people to engage in the arts and culturally inclusive, capacity building activities

» Specific neighbourhood safety treatments such as lighting

» Further exploration of social equality challenges in Banyule and strategies to address identified inequalities, specifically race and religion, gender and respectful relationships

» Perceptions and stigma of mental health challenges

» Use of social media to positively shape discourse about local issues and share social stories

» Enhanced local employment and training opportunities

From Parents

As part of a universal community survey, 950 families were asked about what they value in relation to services for children.

Here's a representation of what was said.

"I always know in advance where [immunisation sessions] are and regardless of numbers they are always run smoothly."

"Kinder works well, the hours are not too long and gives my child a chance to socialize whilst maximizing time at home with mum."

"Long day care incorporating accredited kindergarten works well for full time working single parents."

"Playgroups work to help my children socialize and for me to meet other parents".

"Library story times are a great way for children to connect with the community and increase opportunities for early literacy exposure".

Through engagement with specific cultural groups, we discovered that values vary. For example, the Somali community told us that to create a good place for children and families, the following elements were of high importance:

» Friendly, safe streets, neighbourhoods and communities

» Safe, quality parks and playgrounds near home

» Services and educational facilities that are close to home and accessible via public transport

Of less importance for the Somali community were:

» Choice of services for children

» Affordability of services for children

» Affordability of sporting and recreation activities for children

On the whole parents recommended following key actions:

Advocacy

» Lobby for increased government funding

» Improve connections between services and professionals

Access to services

» Improve access to Council managed early years services

» Plan for the improved provision of a broad range of family support service and associated children's programs

Affordability

» Provide high quality, affordable services

» Reduce cost barriers for vulnerable families

Amenities

» Upgrade and maintain parks and public amenities

» Improve access for children

Communication

» Provide improved electronic and hard copy information dissemination

» Tailor information packages for families

Valued added experiences

» Promote child and family friendly spaces

» Provide more opportunities to be involved in community events

From professionals

Approximately 50 professionals working in Banyule provided feedback on their vision for Banyule. Of note, professionals felt that better connections between sectors, improved access to information and more time to participate in collaborative partnerships was needed to build professional capacity to work in partnership.

1 Develop system to better link professional networks

2 Consider ways to update and improve the relevance and usability of the Banyule Referral Pathways document

3 Benchmark existing integrated services or partnerships within Banyule and consider how learnings can be transferred across the municipality

4 Review and develop strategies to address service access and participation barriers, particularly for vulnerable/ disadvantaged children

5 Develop tailored information packages for both families and service providers

6 Review Banyule's Youth and Family Services Citizenship Framework and develop authentic opportunities for children to contribute to municipal decision making
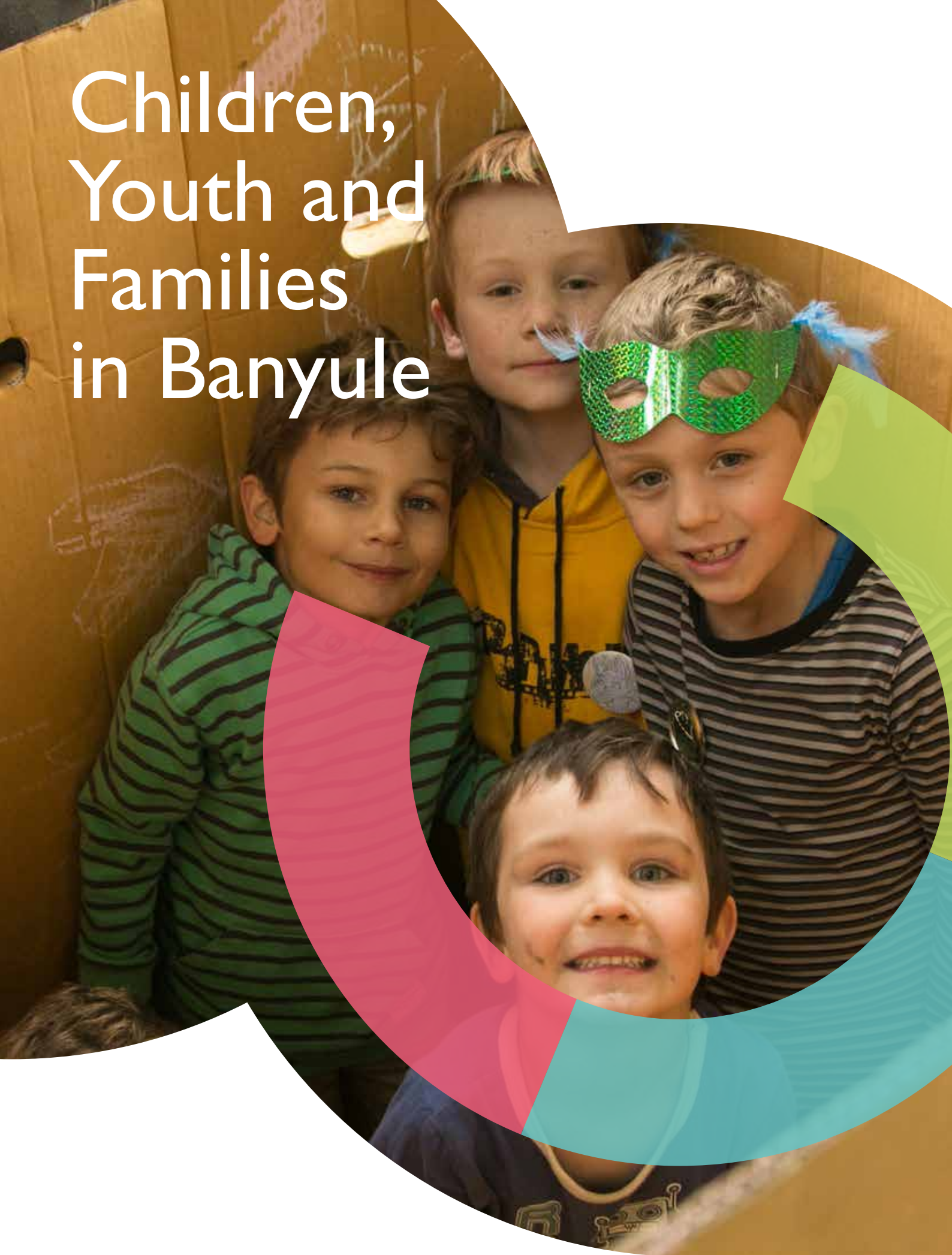
Overarching findings

From this feedback we were able to identify the following key priorities:

» High-quality services for children

» Flexible and inclusive programs

» Relevant, easily accessible information

» Early and sustained support for those who need it most

» Authentic opportunities to contribute to local issue discussion and decision making

» Opportunities to participate in community life

» Collaborative and connected services.

Children, Youth and Families in Banyule

Background and contextual information

2

'What happens to children in the early years has consequences right through the course of their lives. While there are many opportunities to intervene and make a difference to the lives of children and young people, research suggests that intervening in early childhood, including the antenatal period, is the most effective phase to impact on the future development of the child.' *(ARACY, 2011)*

Characteristics of children, young people and families

Based on a review of current research and literature, we developed attributes to describe our target groups and their needs. These attributes, however, only describe generalised development and we acknowledge that all children and young people have unique developmental pathways resulting from a range of factors including family, culture, religion, gender, socio-economic conditions, chronic illness, developmental delays, and intellectual and physical disabilities.

Early years – conception to six years

The importance of the period from pregnancy to the first six years of childhood, particularly the first three years, is widely recognised as a result of developments in brain research. During this period, a child experiences rapid growth and development. Development is influenced by genetics, traits inherited from parents, and the environment in which a child lives. During the early years, a child develops many of the social, emotional and physical competencies required throughout life. It is widely acknowledged that a child's competencies and development can be optimised by:

» exposure to nurturing relationships

» a rich variety of positive experiences

» good health, nutrition and exercise.

'Whilst genes provide the initial map for brain development, it is the experience and relationships that babies and children have that literally sculpt their brains.'
(Australian Early Development Census, 2014)

Middle years – 7 to 12 years

As a child moves through the primary school years, their world expands. Interests, knowledge, skills, talents and competencies develop; interdependent relationships change and grow in complexity; individual identities, shaped by experiences and circumstances, are formed; and capacity to understand their world is built (Department of Education and Early Childhood Development, 2011). The middle years is a time when children learn to adapt to their changing bodies and physical abilities and generally concludes with the onset of puberty.

Due to the extent of change in this period, the risk of developmental vulnerability is increased (ARACY, 2011). As in the early years, there are a number of parental, family and social or economic risk factors that can impact on positive outcomes during this period. Positive family relationships are still critical for wellbeing and development. In response to a growing body of research, it is now acknowledged that children in the middle years require coordinated support frameworks to respond to their unique developmental and educational needs.

'For young people in particular, there is an urgent need to develop the confidence and the know-how required to deal with the uncertainties and complex conundrums which many of them face now in adolescence and which all will face as adults.'
(Pendergast et al., 2005)

Young people – 13 to 17 years

During the teen years, most young people will finish physical growth, complete puberty and begin the transition to adulthood. A young person's ability to make informed decisions and become increasingly self-sufficient and independent will be enhanced by cognitive maturity. Young people continue to be influenced by peers, and their relationships will mature with both family and friends. Sexual awareness will continue to develop and young people will become better able to understand options and consequences (Advocates for Youth, 2008).

During this period it is important to nurture developmental assets such as:

» competence

» confidence

» connection

» character

» caring.

By developing such assets, young people are more likely to thrive and less likely to engage in high risk-taking behaviours (Search Institute, 2015). At the same time, ongoing positive interactions and relationships within the family, school, organisations and the community are required. Prevention and interventions for those who are vulnerable and at risk need to be timely, coordinated and collaborative.

Young people – 18 to 25 years

Although a person is considered an adult at 18, the brain continues to mature until a person reaches the age of 25. The emerging adult period is categorised as one in which a person moves from dependence to independence, explores opportunities and their potential and makes commitments to ongoing roles in life (Tanner & Arnett, 2009). Young adults are capable of:

» more complex thinking

» diversity in thinking

» developing mature relationships

» regulating emotions

» moderate risk-taking and decision-making. (Simpson, 2008)

Transitions are important during this period, with many young adults experiencing transitions into further education and training, the workforce and independent living.

Whilst most young adults adapt well to new-found freedoms and abilities, those from vulnerable and at-risk backgrounds are more likely to experience difficulties (Osgood, 2005). This is a critical period for developing positive mental health and wellbeing, but at the same time carries a risk of developing significant mental health issues. At this time in particular, information and support is required to improve the wellbeing of young Australians (Rickwood et al., 2005).

Families

The family is recognised as the primary care giver and has significant influence in a child's life.

'Today there is no typical Victorian family. Victorians live in single-parent households, blended, step and extended families... some people choose to live ... in group households and some include same-sex relationships. Some families have recently arrived in Victoria from different parts of Australia and the world while Aboriginal families have called this place home for many thousands of years... Regardless, they all make up the fabric of [our] society.'

Victorian Government, 2011)

The quality of interactions and the environment provided by the family is of critical importance. Family members can include parents, guardians, siblings, grandparents and other household members. It is the quality of interactions between family members that influence a child and a young person's development. Adverse experiences within the family environment can significantly impact outcomes. It is therefore important to support families to provide safe, stable and nurturing home environments through prevention, early identification, early intervention and ongoing support (Heckman, 2012).

'While a majority of families and children are doing well, parenting generally has become more stressful and complex for many, and there is an increasing number of families with a complex array of problems.'

(Moore, 2006)

Environmental influences on children, young people and families

Understanding the developmental characteristics and life stages of children, young people and families provides a foundation for understanding and responding to their needs. As outlined in Bronfenbrenner's Ecological Systems Theory, outcomes for children and young people are also influenced by external environmental factors. By focusing on communities, the built environment, and economic and government conditions, we can better understand the factors that influence outcomes for children, young people and families.

Communities

Community services, programs and groups, and the way in which they interact with each other and families, can significantly influence outcomes.

'Child development and family functioning are shaped by the physical and social environments in which children and families live, as well as by the effectiveness and responsiveness of services available to them.' (Moore & McDonald, 2013)

Research tells us that providing appropriate access (by addressing financial, geographical, social and cultural barriers) to services and programs responding to community needs can positively influence outcomes. In Australia, local communities are being encouraged to create 'joined up' services by increasing coordination and cooperation. According to the Australian Institute of Family Studies, the benefits of collaboration are: increased use of services; increased access to services; holistic service provision; concise and consistent information; and 'being heard'. The success of delivering collaborative services is dependent on the strategies used by agencies and the quality of relationships between them (McDonald & Rosier, 2011).

The built environment

Positive outcomes for children, young people and their families have been linked to the characteristics of the built environment in which they live and opportunities for social connection.

'Our communities are becoming increasingly urbanised and more complex to negotiate. Children and young people are becoming more disconnected from their neighbourhoods and communities with possible implications for greater alienation and higher rates of crime.'

(NSW Commission for Children and Young People, 2006)

'The early years last a lifetime. Although this statement can be dismissed as a truism, it is profoundly significant. There is now an impressive body of evidence, from a wide range of sources, demonstrating that early child development affects health, well-being and competence across the balance of the life course.'

Hertzman, 2004)

Built environments need to be inclusive and create opportunities for people to gather, build connectedness, and participate in physical and recreational activities. Creating places which respond to the needs of children, young people and their families can enhance connectedness between people, create a sense of place and belonging, and increase connections with both built and natural environments.

'The most economically efficient way to remediate the disadvantage caused by adverse family environments is to invest in children when they are young.'

Heckman, 2008)

Economic investment and government strategy

For sustainable change, and as evidenced internationally, our community needs policies and strategies that increase investment in children and young people to improve outcomes for them and their families.

Investment and strategy in the early years

According to internationally recognised research, high quality, accessible and responsive early interventions and prevention programs are critical because they are more likely to create greater positive long-term financial and social benefits.

Our work is already underpinned by international conventions, legislation and policy, including:

» UNESCO Convention on the Rights of the Child (1989)

» Charter of Human Rights and Responsibilities Act 2006

» 'National Statement on Social Inclusion – A Stronger Fairer Australia'

» Youth and Family Act 2005

» The Local Government Act 1985

» Youth Affairs Council of Victoria Code of Ethical Practice

'Early childhood development is of central importance to the wellbeing of Australia's children and to the future wellbeing and productivity of the nation.'

(DEECD, 2008)

For further information on the state and federal policies and frameworks that inform our practices, please refer to the following websites:

» Australian Children's Education and Care Quality Authority www.acecqa.gov.au

» Department of Education and Training www.education.vic.gov.au

» Youth Affairs Council Victoria www.yacvic.org.au

Investment and strategy in the middle years

The middle years are emerging as a national focus area. In 2011, the Australian Research Alliance for Children and Youth (ARACY, 2011) published the report 'Betwixt and Between' focusing on the developmental needs of Australian children aged 9–14. This report advocated for 'overarching planning and funding frameworks ... that cover the developmental needs of all young Australians.' We recognise that coordinated frameworks and strategies are needed and will advocate for resources to contribute to developing Banyule-specific strategies, as well as those at a broader level.

Investment and strategy in the youth sector

The Banyule Youth Services team is a key stakeholder in planning and implementing programs and services within the youth sector, and works intensively to support, deliver and advocate for initiatives. Implicit in their practice is the United Nations Declaration of the Rights of the Child and the Universal Declaration of Human Rights. This framework aligns with the Victorian Youth Work Code of Ethical Practice, the Banyule Youth Charter (2009) and the Youth & Family Services Citizenship Framework (2011). They reflect the way services are delivered to young people and have changed the way Council and young people share the planning of Council's services, including youth services.

Additional underpinning documents include:

» Charter of Human Rights and Responsibilities Act 2006

» Child Wellbeing and Safety Act 2005

» Children, Youth and Families Act 2008

» Disability Act 2006

» 'Engage, Involve, Create: Victorian Government Youth Statement'

» 'Building the Scaffolding – Strengthening support for young people in Victoria' (2013)

» Family Violence Protection Act 2008

» 'Hart's Ladder of Participation' (1992)

» 'National Strategy for Young Australians' 2010

» 'Positive Pathways for Victoria's vulnerable young people: A policy framework to support vulnerable youth' (2010)

» Compact with Young Australians (2009)

» Youth Affairs Council of Victoria's Code of Ethical Practice – A first step for the Victorian youth sector (2007).

The vision for the national youth strategy is for 'all young people grow up safe, healthy, happy and resilient and to have the opportunities and skills they need to learn, work, engage in community life and influence decisions that affect them'. The Compact with Young Australians (2009) is a commitment from the Australian Government, together with state and territory governments, covering education and skill training for youth under 25. It seeks to increase qualification and retention levels through initiatives such as the National Youth Participation Requirement, where certain grades need to be completed before obtaining government entitlements such as Youth Allowance or the Family Tax Benefit.

The Victorian Government's 'Engage, Involve, Create' youth statement outlines its vision '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.' Importantly, it commits to early identification and intervention in supporting the health and wellbeing of young people, and to ensuring support is available and accessible. It also notes the value of 'addressing the important connections between the support provided in the early years of a child's development through to middle years and early adulthood.'

The statement also makes a number of important references to the service system supporting young people. A government priority is: 'providing services that meet young people's needs, will keep them engaged in the education, training and employment they need to meet their aspirations, keep them involved with their families and connected to the community and their peers, and empower them to create the change and innovation that will drive the next wave of industry and culture in Victoria.'

Overarching Council investment and strategy

Banyule Council has developed a range of linked plans to support optimal outcomes for children and families, included under the following key directions of its City Plan 2013–2017:

» 1.1 Promote and support health and wellbeing

» 1.2 Provide services for people at important life stages

» 1.3 Develop and promote safety and resilience in our community

» 1.4 Celebrate and promote Banyule's diversity and heritage

» 3.1 Maintain and improve Banyule as a great place to live

» 4.1 Engage meaningfully with our community

» 4.2 Encourage diverse and inclusive community participation

» 4.3 Advocate on behalf of our community

» 4.4 Provide outstanding communications and customer service

» 5.5 Maintain and strengthen corporate information and innovation

The following Council specific plans have influenced the development of our Child, Youth and Family Plan:

Banyule People: Health and Wellbeing Policy and Strategy

This document recognises the critical importance of health and wellbeing to quality of life, quality of human relationships and the capacity to participate in education, work, recreation and the community.

Banyule Multicultural Plan 2014–2017

This plan outlines the way we work in partnership with our community to support multicultural communities and create more inclusive communities.

Banyule Council Aboriginal and Torres Strait Islander Plan 2014–2017

This plan outlines our commitment to encouraging an openness to exploring new ways of doing things, developing new projects, ideas and innovations, and sharing information and resources to advance the position of Aboriginal and Torres Strait Islanders.

Lesbian, Gay, Bisexual Transgender and Intersex (LGBTI) Plan 2014–2017

This plan outlines our commitment to and appreciation of Banyule's LGBTI communities and outlines how we work in partnership to support LGBTI communities.

Arts Plan 2013–2017

Our Arts Plan ensures that Banyule continues to learn, develop and lead in the field of arts, culture and heritage.

Recreation Plan 2013–2017

This plan sets key directions and priorities for sport, leisure and recreation facilities, and services in Banyule.

Safer Banyule Plan 2012–2016

This plan provides a framework to promote and support community safety and amenity, identifying and coordinating activities addressing crime prevention and community safety.
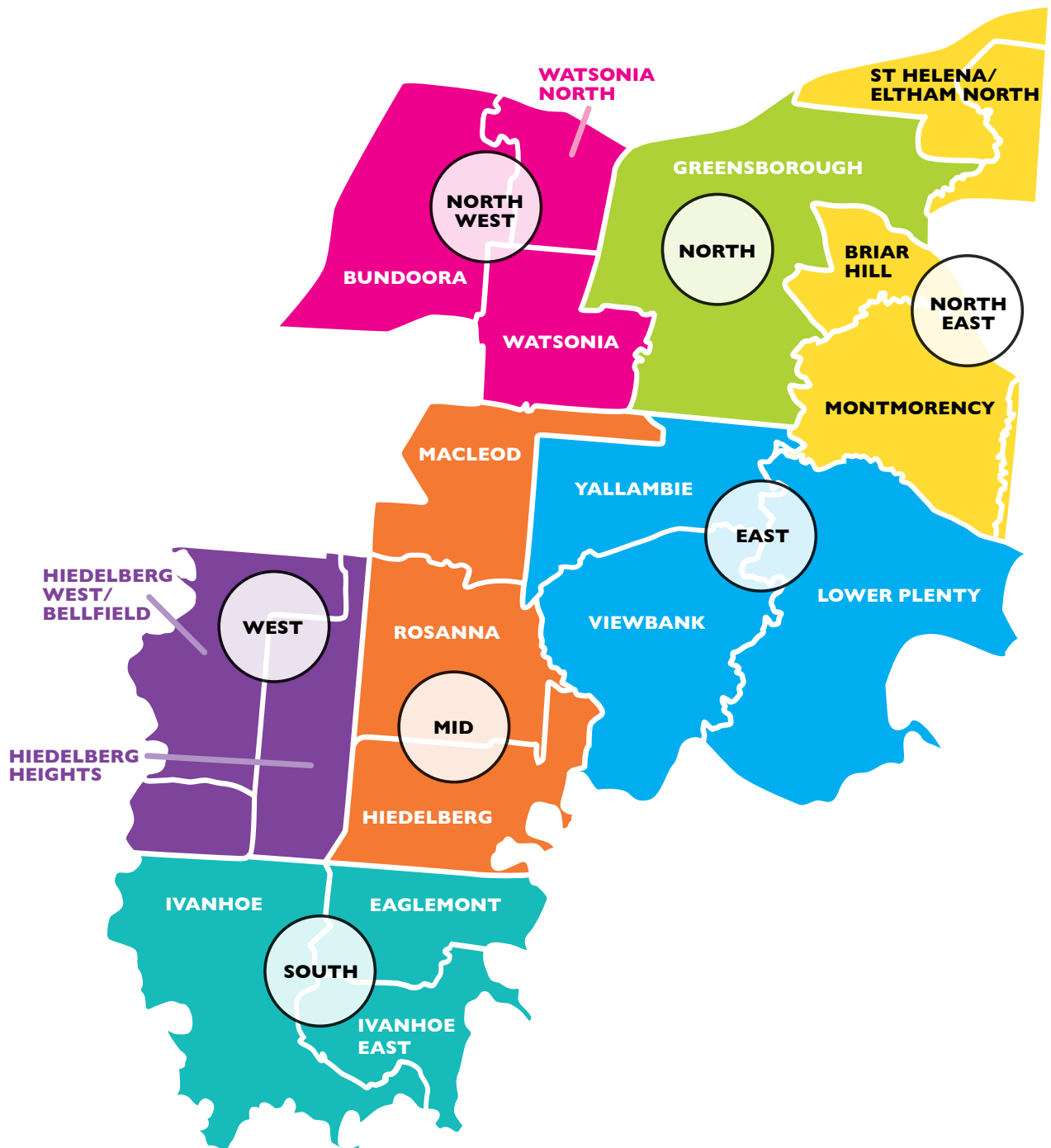
Disability Plan 2014–2015

This plan details our objectives, strategies and actions to improve access and meet our obligations in relation to the Disability Discrimination Act 1992 and more recently the Victorian Disability Act 2006 and the Charter of Human Rights and Responsibilities Act 2006.

Demographic Profile

The Banyule community is situated approximately 15 kilometres from Melbourne's CBD, covering an area of 63 square kilometres. Banyule has a diverse community of residents from over 140 countries. Banyule's 2013 estimated resident population of 124,475 is expected to grow to 139,740 by 2031, an increase of over 15,000 people. While the population of Banyule is ageing, there has been a significant increase in the number of young children (aged 0–4 years) from 2006 to 2011. Banyule has a considerable number of residents with European ancestry, and an increasing population of people with Asian and African ancestry. This diverse population brings a cultural richness to our community.

Figure 1 – Banyule's precincts

Banyule summary profile – early years and youth

In the 2011 Census, Banyule had 36,274 residents aged 0–24 years, representing 30.7% of the total population in the municipality. By the year 2031, the number of people in this age group is forecast to increase across all Banyule's precincts except the Eastern Precinct. However, the overall proportion will drop slightly.

Banyule is experiencing a 'baby boom', with a fertility rate slightly higher than that of Victoria and a proportion of newborn and preschool aged children (aged 0–4 years) similar to Greater Melbourne. The rise in this age group may be linked to the increase in migrant communities, where couples are more likely to have children at an earlier age across Banyule.

The proportion of the population aged 0–24 years varies across Banyule, with a low of 27.1% in Macleod to a high of 37.4% in Yallambie. In comparison to Greater Melbourne, Banyule has the same proportion of newborn and pre-schoolers aged 0–4 years (6.5%), a lower proportion of primary and secondary school children aged 5–17 years(14.8% compared to 15.7%), and a lower proportion of people aged 18–24 years (9.3% compared to 10.1%).

The majority of households in Banyule comprise of couples with children, in line with households in Greater Melbourne. This is consistent across all precincts except the West Precinct where the main household type is single occupancy. The proportion of single parent families in Banyule is slightly higher than that for Greater Melbourne but lower for single parent families with young children.

On the whole, Banyule residents have a relatively high level of education, but there are some areas where levels are lower, for example, in the West Precinct and within the Indigenous population. A high percentage of Banyule's Indigenous residents are young, with a considerably higher proportion of Indigenous early school leavers than non-Indigenous school leavers.

The overall youth disengagement and youth unemployment rate is a little lower in Banyule than in Greater Melbourne. However, there are suburbs within Banyule where the rates are considerably high. Young people in Banyule also tend to lead less healthy lifestyles, with a relatively high ranking of those smoking and drinking.

In relation to childcare, Banyule residents were more likely to have provided unpaid childcare than residents in Greater Melbourne. The proportion of children in day care varies across the municipality, from a low of 2.1% in the Mid Precinct to a high of 9.3% in the North Precinct. Similarly, the developmental vulnerability of children also varies across Banyule, with significantly higher levels of vulnerability in the West Precinct.

North Precinct – Greensborough
This precinct has:
An estimated resident population of 15,889 in 2011, projected to rise to 17,351 by 2031 (9.2% growth)
The lowest proportion of residents aged 18–24 years
Relatively low youth unemployment (7.8% compared to 11.2% for Banyule)
Lower than average proportion of children who are developmentally vulnerable in one or more areas when entering formal schooling (11.9% compared to 19.5% for Victoria)
The highest proportion of children in day care
The highest proportion of unpaid childcare
The second highest proportion of single parents with dependent children.

The North Precinct has a slightly higher than average socio-economic profile. The largest growth is anticipated in the older age ranges (12–24 years), but the population is not expected to grow significantly over the next 20 years. The precinct will require adequate and accessible universal services and programs.

North East Precinct – St Helena/Eltham North, Briar Hill, Montmorency

This precinct has:

An estimated resident population of 17,555 in 2011, projected to rise to 18,864 by 2031 (7.5% growth)

The highest proportion of residents aged 0–24 years

The equal highest proportion of secondary school aged children (12–17 years)

The second highest youth unemployment rate (13.2%)

Lower than average proportion of children who are developmentally vulnerable in one or more areas when entering formal schooling (up to 15.2% compared to 19.5% for Victoria)

The lowest proportion of overseas-born residents

The second highest proportion of unpaid child care.

The second highest proportion of children in day care

The second highest proportion of mothers in the workforce

The second lowest preschool participation.

The North East Precinct has a higher than average socio-economic profile and lower cultural diversity. The precinct requires continued access to universal services for children, young people and families, with a particular focus on youth unemployment.

North West Precinct – Bundoora, Watsonia, Watsonia North

This precinct has:

An estimated resident population of 19,193 in 2011, projected to rise to 19,782 by 2031 (3% growth)

The second highest disadvantage in the municipality according to the SEIFA Index of Disadvantage

The second largest Indigenous population

The highest number and equal highest proportion of residents aged 18–24 years

The second highest proportion of disengaged youth

The highest preschool participation

Higher than average proportion of children who are developmentally vulnerable in one or more areas when entering formal schooling (up to 21.1% compared to 19.5% for Victoria)

The lowest education levels

The highest proportion of households with mortgage stress and the second highest proportion of households with rental stress

The second highest proportion of households in social housing.

The North West Precinct has a lower socio-economic profile than Banyule. The suburb of Bundoora has a relatively high proportion of overseas-born residents, recent arrivals and residents with low English proficiency. Strategies to address developmental vulnerability, youth unemployment and school disengagement, with a focus on prevention and early intervention, are required.

East Precinct – Lower Plenty, Viewbank, Yallambie

This precinct has:

An estimated resident population of 15,080 in 2011, projected to fall to 14,929 by 2031 (-1% change)

The second highest proportion of residents aged 0–24 years

The lowest proportion of recent overseas arrivals

Lower youth disengagement and youth unemployment rates compared to those for Banyule

Second highest preschool participation

Highest proportion of couples with children households

Lower than average proportion of children who are developmentally vulnerable in one or more areas when entering formal schooling (up to 14.6% compared to 19.5% for Victoria).

The East Precinct has a higher than average socio-economic profile. The precinct's overall projected growth will be slow. It is the only precinct with a forecast drop in the number of residents aged 0–24 years. It will require the monitoring of, and adjustment to, universal services to ensure they remain adequate and accessible.

West Precinct – Heidelberg Heights, Heidelberg West, Bellfield

This precinct has:

An estimated resident population of 14,015 in 2011, projected to rise to 18,472 by 2031 (31.8% growth)

The highest disadvantage in Banyule according to the SEIFA Index of Disadvantage.

The largest Indigenous population

The highest proportion of overseas-born residents, recent arrivals and people not fluent in English

The equal highest proportion of residents aged 18–24 years

The highest levels of unemployment, youth unemployment and youth disengagement

The greatest proportion of single parents with dependent children

The lowest proportion of unpaid child care

The highest proportion of newborns and preschoolers (aged 0–4 years)

The highest proportion of children who are developmentally vulnerable in one or more areas when entering formal schooling (up to 36.5% compared to 19.5% for Victoria).

The largest proportion of social housing (around 20%)

The highest rental stress and second highest mortgage stress

The second lowest education levels.

The West Precinct has significant high levels of disadvantage in comparison to Banyule and the rest of Australia. It is home to a diverse population that includes recent arrivals, established culturally diverse communities, young families and Indigenous Australians. This Precinct requires prevention and early intervention strategies delivered through coordinated universal services and programs and accessible, responsive secondary and tertiary support. This precinct is a priority for Banyule.

Mid Precinct – Macleod, Heidelberg, Rosanna

This precinct has:

An estimated resident population of 21,522 in 2011, projected to rise to 26,858 by 2031 (24.8% growth)

The second highest proportion of people not fluent in English

The lowest proportion of residents aged 0–24 years

The lowest youth unemployment rate

The highest number of newborns and preschoolers (aged 0–4 years)

The lowest proportion of children in day care

Marginally higher numbers of children who are developmentally vulnerable in one or more areas when entering formal schooling (up to 19.7% compared to 19.5% for Victoria)

The Mid Precinct has a slightly higher than average socio-economic profile, the largest population and the second highest population density across Banyule. It is forecast to have the largest growth in the number of residents aged 0–24 years across Banyule. It requires monitoring of and adjustment to universal services and programs to ensure they remain adequate and accessible. Strategies to address developmental vulnerability are also required.

South Precinct – Ivanhoe, Ivanhoe East, Eaglemont

This precinct has:

An estimated resident population of 19,469 in 2011, projected to rise to 23,483 by 2031 (20.6% growth)

The highest number of residents aged 0–24 years

The lowest proportion of disengaged youth

The highest proportion and number of school children (aged 5–17 years)

The lowest proportion of newborns and preschoolers (aged 0–4 years)

The lowest proportion of single parent families

The highest proportion of mothers in the workforce

The highest education levels

The highest median household income

The lowest mortgage and rental stress

Lower numbers of children who are developmentally vulnerable in one or more areas when entering formal schooling (up to 15.1% compared to 19.5% for Victoria)

The South Precinct has the highest socio-economic profile in Banyule. By the year 2031, the number of newborns and preschoolers is forecast to increase by 354, an increase of 34%, and the number of school children is forecast to increase by 657. The South Precinct is expected to require monitoring of and adjustment to universal services and programs to ensure they remain adequate and accessible.

Child and Youth friendly Banyule

Banyule service support system

3

A broad range of health, education and support services are available to children, young people and families who live, work or participate in Banyule.

For the purpose of The Plan, services have been categorised under the following headings:

» Education, training and employment

» Health and wellbeing, including mental health

» Child, youth and family support

» Diversity, including disability, inclusion, Aboriginal and Torres Strait Islanders, culturally and linguistically diverse communities, and lesbian, gay, bisexual, transgender and intersex communities.

Services and programs within Banyule operate on different levels of the service continuum:

» **Primary (or universal) services and programs.** Aim to deliver education and health care programs focusing on monitoring progress and promoting health, development and wellbeing during critical life periods.

» **Secondary services and programs.** Families who require further assessment, intervention, referral and/or support are linked with targeted or specialist services for further assistance. Secondary services aim to provide an efficient response to prevent issues from escalating.

» **Tertiary services and programs.** Based on individualised and specialised assessment and care, usually upon referral from primary or secondary services, tertiary services, and programs offer intense and durable interventions aimed at restoring wellbeing.
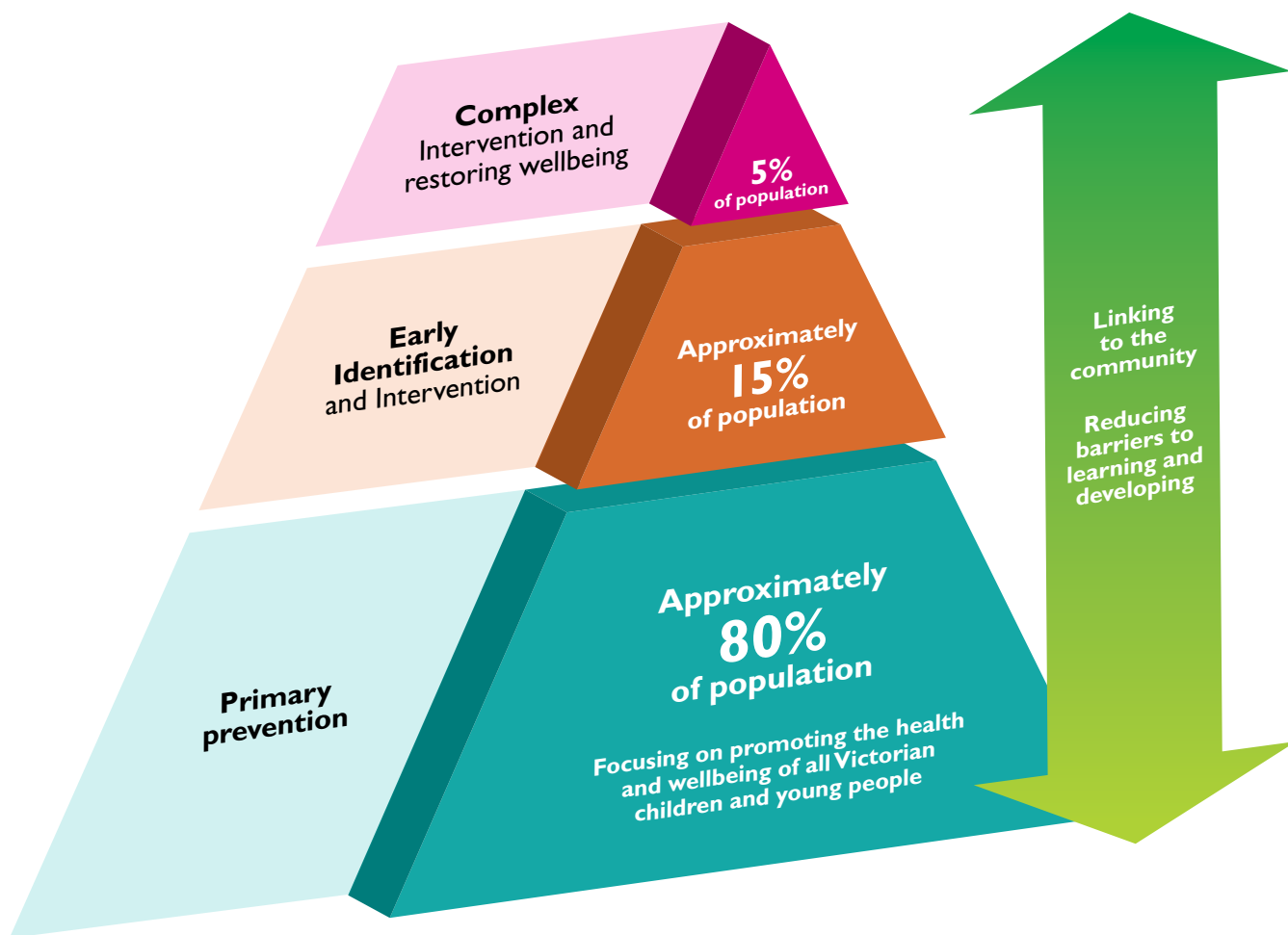
Figure 2 – The Continuum of Intervention for Health and Wellbeing

Not all services are located within Banyule and residents may encounter a range of barriers to accessing them, including but not limited to, criteria for attendance, wait lists, geographical accessibility, referral processes, availability due to funding restraints, and cost. While these services are available, they may not respond to the needs of specific target groups. Our intent is to highlight service gaps and advocate for local services that better respond to the needs of the priority target groups within Banyule.

By mapping services and applying local knowledge of current issues, we have identified the following service and program gaps:

Early years gaps

Lack of a coordinated and sustainable strategy to address the significant developmental vulnerability of children within defined areas of Banyule

Lack of Banyule-wide collaborative partnerships to support children as they move into formal education

Lack of universal parent education and early support programs

High demand for places in Council-run child care centres and an inability to meet demand due to lack of spaces

Insufficient affordable and child-friendly venues for playgroups and parent initiated activities

Lack of supported initiatives for vulnerable, at risk or disadvantaged families

Reduction of programs for three-year-olds across Banyule due to increased hours of four year old funding (Universal Access).

Middle years gaps

Lack of policies that respond to supporting the needs of 8–12 year olds

Lack of opportunities for children to advocate and contribute to decisions that affect them within the community.

Youth gaps

Alcohol and other drugs – lack of outreach and counsellors, as well as educational harm reduction and preventative programs

Mental health – lack of youth-specific mental health primary access points

Education pathways and support – the limited capacity of Banyule & Nillumbik Local Learning and Employment Network, a peak advocacy group, because of reduced funding, is predicted to impact on a key interface between schools and community organisations. The loss of Youth Connections, a local and strategic advocacy body, is anticipated to create more gaps in providing youth early intervention services in Banyule.

Diversity – lack of funding to build capacity and provide opportunities to support sectors of the CALD community

Housing/accommodation – no crisis or youth public housing accommodation options in Banyule and limited support for young people at risk of homelessness

Community – no dedicated general youth centre in Banyule.

Participation Opportunities

Services and programs within Banyule provide opportunities for children, young people and families to connect and access the support they need to grow and develop. Alongside the services and programs outlined in Appendix A, a range of places, spaces and activities create opportunities for participation. The following provides an overview – with more information available on our website at **www.banyule.vic.gov.au** – of what is on offer within Banyule:

Sports. Banyule Council residents have access to a broad range of community leisure facilities, with indoor aquatic and fitness centres at Ivanhoe, Heidelberg West, Watsonia and Greensborough. Residents can also enjoy a synthetic athletics track, hockey centre, indoor netball stadium, golf course, croquet court and a range of playing fields for football (AFL and soccer), cricket, baseball, tennis and bowling. In 2015, there were 91 sporting clubs, 46 active sporting reserves and 40 sports pavilions in Banyule.

Parks, playgrounds and open spaces. Banyule has 466 hectares of Council owned open space and 144 playgrounds and play spaces. There are more than 50 kilometres of informal and formal bicycle paths/routes throughout Banyule, connecting major parks, reserves, schools and shopping precincts. In addition, there are many excellent formal and informal walking routes on footpaths and on shared trails in our parks and reserves, by creeks and rivers. Details of cycling and walking tracks can be found in the Banyule TravelSMART Map, available at Council's Customer Service Centres.

Festival and events. Banyule provide a range of free or low-cost opportunities for children, young people and families to engage in festivals and events, including Malahang Festival, Children's Week, Banyule Youth Fest, Twilight Sounds and Kids ArtyFarty Fest.

Spaces to connect. In partnership with non-government organisations, we provide facilities for communities to come together and participate in leisure activities. These facilities include seven neighbourhood houses providing a wide variety of affordable programs and activities, thirteen community halls available for public hire, and three libraries managed by Yarra Plenty Regional Library Service. Hatch Contemporary Arts Space, Heidelberg Theatre, Jets Creative Arts Studio and The Centre Ivanhoe are other examples of high-quality public spaces within Banyule.

Arts and cultural activities. Together with the community and other stakeholders, we develop and deliver accessible and relevant cultural and arts activities to celebrate our cultural heritage, express identity and create social connection.

Connection opportunities. Banyule delivers a range of projects that enhance opportunities for participation, including free leisure programs, sports development grants, special interest groups and a community grants programs.

Programs and activity groups. There is a multitude and variety of programs, from scouts to dance lessons to music groups, which are offered throughout Banyule for a variety of age groups.

Child and youth friendly Banyule

Aspiring to be child and youth friendly means children and young people's rights are reflected in policies, laws, programs and budgets. In a child and youth friendly city, 'children [and young people] are active agents; their voices and opinions are taken into consideration and influence decision making.'
UNICEF, 2013)

Becoming a Child Friendly City

All child and youth friendly initiatives are developed with a common aim to

» Build cities, towns and suburbs that provide positive advantages to children and young people's development, sense of connection and independence.

Local government can play a key role in promoting, advocating and implementing child and young people friendly policies. In 2009, Council adopted the Banyule Youth Charter and started putting it into practice. In 2011, it adopted the Youth and Family Services Citizenship Framework, which is used to empower and engage local children, young people and families in decision-making processes across Council.

To date, we have used the Framework to inform the way we consult across a range of Council plans, including our:

1 Recreation Plan 2013–2017

2 City Plan 2013–2017

3 Arts Plan 2013–2017.

Banyule can build on existing child and youth friendly initiatives by:

1 Focusing on town planning, play spaces, playgrounds, parklands, shopping precincts, children's services and playgroup venues, community venues and economic investment strategy, create opportunities where the needs of children and young people can be reflected in strategic approaches and planning.

2 Raising the profile of child and youth friendly principles and initiatives within the community

3 Adopting the three guiding principles of the Victorian Charter for Child Friendly Cities and Communities and considering joining The Child Friendly Cities and Communities working group

4 Seeking opportunities to secure the resources required to coordinate ongoing child and youth friendly initiatives and projects

5 Linking initiatives and frameworks to a broader intergenerational approach to the friendly cities movement.

The information detailed in the plan to date provides a starting point for future actions, which should address the following areas:

Focusing on the significant developmental vulnerability of children highlighted within the Australian Early Development Census

Sharing information and knowledge to effectively respond to those in most need of support

Complementing universal health and wellbeing programs with targeted initiatives

Using research to inform practices

Developing sustainable partnerships to provide prevention and early intervention responses

Continuing support for leisure, arts and cultural activities that strengthen connection to place, heritage, diversity and community.

Enriching our understandings of diversity and culture within local communities

Identifying what is of value to the 0–25 age group and creating opportunities for children and young people to actively and authentically contribute to the planning of our community's resources

Identifying, planning and delivering events and projects that promote environmental sustainability, stewardship and connectedness with the natural environment

Promoting engagement with community members on issues of local concern in order to develop local solutions.

Listening and responding to our community, especially under-represented groups, and enhancing our relationship and working in partnership with the traditional custodians of Banyule, the Wurundjeri people, their elders, and other Aboriginal and Torres Strait Islanders.

Advocating individually and collectively on matters that affect our community, to persuade and influence decision makers and leaders in all spheres of government and the private sector

Building the professional capacity of professionals within the sector

Building trust and relationships and strategic partnerships

Improving IT-based communications.

"Creating child friendly environments generates broad economic, social and cultural benefits. It is an action and a policy that serves the general community and is a long term investment in that life of that community."

Planning Institute of Australia, 2015

Strategic Directions

4

Banyule has developed a clear view of programs, services and processes specific to children, youth and families. Through thoughtful and robust discussions with stakeholders regarding Banyule's strengths, challenges and barriers, we have developed a list of strategic directions to guide the way in which we intend to work together and within the sector.

Banyule has developed a clear view of programs, services and processes specific to children, youth and families. Through thoughtful and robust discussions with stakeholders regarding Banyule's strengths, challenges and barriers, we have developed a list of strategic directions to guide the way in which we intend to work together and within the sector.

These strategic directions are high level and articulate a shared vision for Banyule. The underpinning high-level actions form the basis of organisational strategies that can be adopted by individual organisations, networks and sectors operating within Banyule.

To transform this shared vision into practice, it is anticipated that organisations will identify and adopt the strategic directions and strategies where they are best placed to respond and/or contribute to. Each organisation possesses a suite of skills, expertise and knowledge and, when used in conjunction with benchmarking information, can build collaborative, strength-based practices developed through partnerships.

1	Build capacity
1.1	Support families to raise happy and confident children and young people
1.2	Support children and young people to develop capacity and capability
1.3	Support communities to protect and nurture vulnerable children and young people
1.4	Build capacity of professionals to provide support, with a focus on vulnerable and at risk communities
2	Health, wellbeing and development
2.1	Work with the community to improve health, wellbeing and developmental outcomes.
2.2	Promote healthy lifestyle choices and positive health behaviours
3	Connections and partnerships
3.1	Develop sustainable connections and partnerships between sectors and professionals.
3.2	Connect with young people and children in a meaningful way
4	Engagement
4.1	Create places, spaces and activities that encourage people to come together and build sustained connections
4.2	In partnership with families, children and young people, provide opportunities for celebrations and acknowledgement of our successes
4.3	Foster the next generation of environmental stewards.

Benchmarking

A fundamental component of developing a feasible plan for Banyule's children and young people was to understand where Banyule stands in relation to responding to their needs. We did this by analysing state and local indicators specific to education, health, wellbeing, development and community life. Sources of data included the Australian Early Development Census, the Victorian Child and Adolescent Monitoring System (VCAMS), the School Entry Health Questionnaire, Community Indicators Victoria, the City of Banyule Community Profile and the National Assessment Program – Literacy and Numeracy standards. We also consulted with stakeholders and applied our knowledge of, and understanding of gaps within, current services and programs.

Community Trends Statement

As the strategic objectives outlined in our action plan will be used to guide the way we work within Banyule, we need effective measurement tools. The Community Trends Statement has been developed as a tool to measure achievement. For the purpose of this document, a finite number of publically accessible state, community and agency indicators have been collated. No single indicator can provide an accurate measure of progress or lead to appropriate responses.

This Community Trends Statement (using input, process, output and outcome indicators) has been developed to determine achievement based on the following guiding parameters:

1. Routine and long-term amalgamation and analysis of data

2. Ongoing application of local anecdotal data, judgment and knowledge

3. Indicator analysis will promote municipal-wide discussion of implications.

4. Critical reflection and thinking will inform action-based response.

The statement will be used as a starting point for discussion and action, with the view that it will develop into a foundation tool over time.

The following tools have been used to determine the health and wellbeing outcomes for Banyule's children, young people and families:

» ARACY Report Card – The Wellbeing of Young Australians

» The Victorian Child and Adolescent Monitoring System (VCAMS)

» The State of Victoria's Children 2012: birth to eight years

» DEECD Adolescent Community Profile, City of Banyule

» DEECD Early Childhood Community Profile, City of Banyule

» DEECD Aboriginal Early Childhood Community Profile, City of Banyule

» School Entry Health Questionnaire, City of Banyule

» Australian Early Development Index (Census) (AEDI/AEDC), City of Banyule

» Community Indicators Victoria

» The City of Banyule Community Profile

» NAPLAN standards

Acronyms

AEDI – Australian Early Development Index, a measurement tool used to provide educators across sectors with a common language to understand and discuss what is working well in their community and where families may need support to ensure that their children are on-track during the early years. Evidence from the AEDI can be used to support policy and practice in early childhood education. For more information: *www. education.vic.gov.au/about/research/pages/aedi*

AEDC – Australian Early Development Census, which replaced the AEDI in 2014.

ARACY – Alliance for Children and Youth *www.aracy.org.au*

ATSI – Aboriginal and Torres Strait Islanders

BNLLEN – Banyule & Nillumbik Local Learning and Employment Network, which works in partnership with education providers, parents and families, business and industry to improve education, training and employment outcomes for young people aged 10-19 in the Banyule/Nillumbik region.

BNYSN – Banyule Nillumbik Youth Service Network

CALD – Culturally and linguistically diverse

COAG – Coalition of Australian Governments

DDA – Disability and Discrimination Act 1992

DEECD – Department of Education and Early Childhood Development, which in 2015, was renamed the Department of Education and Training (DET). *www.education.vic.gov.au*

LGBTI – Lesbian, Gay, Bisexual, Transgender and Intersex

ICT – Information and communications technology

NAPLAN – National Assessment Program – Literacy and Numeracy, an annual assessment for students in Years 3, 5, 7 and 9. Implemented in 2008, NAPLAN tests skills essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

UNESCO – United Nations Education, Scientific and Cultural Organisation *www. en.unesco.org*

UNICEF – United Nations International Children's Emergency Fund

VCAMS – Victorian Child and Adolescent Monitoring System tracks and measures children and young people's health, wellbeing, safety, learning and development outcomes as identified in the VCAMS Outcomes *Framework. www.education.vic.gov.au/about/ research/pages/vcams*

VEYLDF – Victorian Early Years Learning and Development Framework provides early childhood professionals with a common language for describing outcomes for children, and describes practice principles to guide early childhood professionals to work together, with children and with families to achieve the best outcomes for every child.

Glossary of terms

Child/children: A person or group of people aged between birth and 12 years.

Child-centred, family-focused approach: A child-centred, family-focused approach brings together the specialist resources provided by professionals and the knowledge, skills, concerns, decisions and plans of the family. In this approach a child's best interests is the focus of services.

Coordinated/collaborative service approach: The cooperation and collaboration of different areas of government and non-government organisations. The Plan is an example of a coordinated/collaborative approach.

Community: A particular area or place considered together with its inhabitants. The people of a district or country considered collectively, especially in the context of social values and responsibilities; society. (Oxford Dictionary, 2014)

Community organisation: A non-government organisation funded to deliver a designated service to the community.

Continuum of services: It is recognised that a continuum of services are needed for good education, health and wellbeing, covering prevention and health-promotion activities.

Cultural competence: Cultural competence goes beyond awareness and understanding and implies that this will translate into effective practice. Developing culturally competent services will be a

key activity of each stakeholder and can be informed by the Council's Equity and Inclusion Framework.

Early intervention programs: These programs support children with a disability or developmental delay from birth to school entry and their families. They provide special education, therapy, counselling, service planning and coordination, assistance and support to access services such as kindergarten and child care. www.education. vic.gov.au/childhood/parents/needs/pages/ecis

Early Years: The period between birth and eight years.

Evidence-based practice: Evidenced-based practice entails finding, appraising and using the most current and valid research findings as the basis for decisions.

Family: The term family is challenging to define as family means different things to different people and cultures. Families change over the life course. Using the example provided by the Australian Institute of Family Studies, a household family is defined as:

'Two or more persons, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering; and who are usually resident in the same household. The basis of a family is formed by identifying the presence of a couple, relationship, lone parent-child relationship or other blood relationship. Some households will, therefore, contain more than one family.'

(ABS, 2005b, para. 21)

Family-centred services: Services where the family is central to all decision-making, including choices about the resources and services they need. Control over the goals and content of intervention always remains with the family. In addition, the extended family and community networks provide potential resources and support which will be taken into account in service choices about the resources and services they need. Control over the goals and content of intervention always remains with the family. In addition, the extended family and community networks provide potential resources and support which will be taken into account in service planning and delivery. (Department of Human Services, 2010)

Health literacy: An individual's ability to read, understand and use healthcare information.

Holistic service provision: In the context of this plan, holistic service provision refers to taking into account all of a person's needs – including psychosocial, physical, developmental, health and social – before responding with treatments.

Joined-up services: A network of services, programs and professionals who work in partnership to respond to the needs of a child, young person or family and collaborate to ensure children, young people and families are easily transitioned into the next service.

Life course: The period from birth through to death. Using the life course perspective, the following terms have been applied within this Plan:

» **Pathway:** long-term pattern of stability and change, usually involves multiple transitions

» **Cohort:** Group of persons who were born at the same historical time and who experience particular social changes within a given culture in the same sequence and at the same age

» **Transition:** Change in roles and statutes that represent a distinct departure from prior roles and statuses. (Hutchison, 2007)

Maternal and child health: Maternal and child health is a universal service that works with all families with children from birth to school age, supporting them during this often challenging phase of parenting.

Middle Years: The period between 8 and 12 years

Pedagogy: In the context of this Plan, pedagogy is defined as the principles of education, values and beliefs about teaching and learning, and the process for professional learning and instructional leadership.

Pedagogical leadership: Refers to comprehensive, high-order thinking to improve the quality of teaching and applying research-validated evidence through coaching, mentoring and support.

Risk factors: The factors that are associated with ill health, disability, disease or death are known as risk factors. Risk factors may be behavioural, biomedical, environmental, genetic or demographic. Risk factors often coexist and interact with one another.

Seamless service system: A network of services, programs and professionals that supports people to access the care, education resources and information using a timely and coordinated approach.

Service system: A network of services, programs and professionals that respond to and satisfy the needs of customers. Vulnerable: Vulnerable children, young people and families are people who:

» require support to prevent risk factors developing and further specialist services or tertiary level services being required

» are involved with tertiary services, for example child protection, and are in need of intensive parenting support in order to build capacity to care for their child in the home for reunification or placement prevention purposes.

Young person/youth: A person aged between 12 years and 25 years.

Youth-focused approach: Brings together the specialist resources provided by professionals and the knowledge, skills, concerns, decisions and plans of the young person. In this approach a young person's best interests is the focus of services. Circumstances and the wishes of the young person will determine family involvement, if any.

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How to contact your council

For all enquires please call
9490 4222

Fax: 9499 9475

Email: enquiries@banyule.vic.gov.au

Website: www.banyule.vic.gov.au

If your hearing or speech is impaired, you can call us through the National Relay Service on 133 677 (TTY) or 1300 555 727 (ordinary handset) and ask for 9490 4222.

All correspondence to:
PO Box 51, Ivanhoe, 3079
DX 97904 Ivanhoe

Council Service Centres:
Ivanhoe - 275 Upper Heidelberg Road
Rosanna - 44 Turnham Avenue
Greensborough - Level 1, 1 Flintoff Street
(inside Watermarc)

Office hours of opening:
Monday to Friday 8.30am-5pm
Rosanna - Wednesday night until 7pm

Interpreter service:
If you need an interpreter, please contact TIS National on 131 450 and ask to be connected to Banyule Council on 9490 4222.

إذا كنتم بحاجة إلى مترجم. الرجاء الاتصال بالخط القومي لخدمة الترجمة الهاتفية TIS على الرقم 131 450. واطلبوا إيصالكم ببلدية بانيول على الرقم 9490 4222.

若你需要口譯員，請致電131 450聯絡TIS National，要求他們為你致電9490 4222接通Banyule市政廳。

Ako vam je potreban tumač, molimo vas, nazovite TIS National na broj 131 450 i zatražite da vas se spoji sa Vijećem općine Banyule na broj 9490 4222.

Αν χρειάζεστε διερμηνέα τηλεφωνήστε στην Εθνική Υπηρεσία Διερμηνέων Μεταφραστών στον αριθμό 131 450 και ζητήστε να σας συνδέσουν με τη Δημαρχία Banyule στο 9490 4222.

Se hai bisogno di un interprete chiama TIS National al numero 131 450 e chiedi di essere messo in comunicazione con il Comune di Banyule al numero 9490 4222.

Ако ви треба преведувач ве молиме јавете се на TIS National на 131 450 и замолете да ве поврзат со Banyule Council на 9490 4222.

如果你需要一名翻译，请打电话到国家电话翻译服务处（TIS National）131 450，再转接到Banyule市政府9490 4222

Haddii aad u baahan tahay mutarjum wac khadka qaranka oo ah TIS 131 450 weydiina in lagugu xiro Degmada Banyule tel: 9490 4222.

Nếu cần thông dịch, xin gọi cho TIS Toàn Quốc qua số 131 450 rồi nhờ họ gọi cho Hội Đồng Thành Phố Banyule theo số 9490 4222 giùm quý vị.

Banyule
CITY COUNCIL