



School Focused Youth Service Needs Analysis 2010



Maroondah and Manningham

Contents

Table of Contents

CONTENTS	1
INTRODUCTION	3
AIMS OF SFYS.....	3
Project Outline	3
Scope and Strategies	4
THE RESULTS	6
OVERVIEW SUMMARY.....	7
PARENTING AND FAMILY ISSUES	8
BEHAVIOURAL AND EMOTIONAL WELLBEING	10
SCHOOL ENGAGEMENT	12
PEER / SOCIAL ISSUES.....	14
PHYSICAL HEALTH AND WELLBEING	16
CALD	18
FEEDBACK	20
CONCLUSION AND CURRENT DIRECTIONS	24
ACKNOWLEDGEMENTS	26
ATTACHMENTS	27



Introduction

The School Focused Youth Service (SFYS) was established in response to the recommendations of the Victorian Suicide Prevention Task Force Report (1997). The Service is managed by the Department of Education and Early Childhood Development. SYFS is inclusive of the schools sector of DEECD, the Catholic Education Commission of Victoria and the Association of Independent Schools of Victoria.

This SFYS service is managed by a consortium between Maroondah and Manningham City Councils.

Aims of SFYS

The role of SFYS is to strengthen the capacity of local services, communities and schools to collaborate, develop and better coordinate stronger prevention and early intervention strategies as part of a service continuum for vulnerable children and young people.

This is achieved by SFYS:

- Building partnerships between schools, community services and health organisations that facilitate collaboration and identification of key issues
- Facilitating service linkages with schools to build innovative approaches to prevention and early intervention strategies for vulnerable children and young people
- Building the capacity of local planning networks to better support service integration for vulnerable children and young people
- Identifying gaps in local service delivery and purchasing services to meet those gaps
- Promoting and marketing the program via direct personal contact and electronic and other forms of communication.

School Focused Youth Service works with local schools and agencies to improve the outcomes for young people aged 10 to 18. The program responds to local needs and works to address local priority risk factors as determined by the needs analysis research undertaken every two years in Maroondah and Manningham.

These aims are implemented through state-wide and local programs and initiatives that include:

- Providing annual brokerage funding
- Development of the annual Community Directory
- Facilitating and supporting network meetings
- Facilitating partnerships between schools and community agencies
- Facilitating and supporting needs based initiatives including responding to violence, supporting refugees and working to address concerns for same sex attracted young people and those working with them
- Facilitating training addressing needs identified in SFYS needs analysis
- Providing general support and guidance to schools and agencies concerning student wellbeing.

Project Outline

The Maroondah/Manningham School Focused Youth Service has conducted research every two years since it commenced in 1999 in order to determine what schools and agencies believe to be the main issues affecting the wellbeing of young people aged 10-18 years in their care. This has enabled SFYS to track and monitor patterns and identify emerging needs as reported by schools and agencies.

The findings in this report will form the basis for local planning and development of SFYS and help determine the local brokerage priorities. More broadly, this report can support schools and agencies across Maroondah and Manningham to plan and develop programs and responses that are based on local evidence.

This is the first year the needs analysis has been solely completed through electronic means. Survey Monkey was determined as a reliable and useful tool to collect and analyse the data. This enabled respondents to provide qualitative and quantitative data. It provided SFYS with a quick and efficient system to collect and analyse the data. The survey was open for a period of one month.

Scope and Strategies

The survey was distributed to 71 primary and secondary schools from the Catholic, Independent and Government sector across both Manningham and Maroondah LGA's. The same survey was also sent to 32 agencies within Manningham and Maroondah that offer a range of services that support young people. Forty six responses were received.

The survey asked respondents to rate from never present to frequently present priority areas of:

- Parenting and Family Issues (Divorce / separation, family violence, family mental health, family conflict)
- School Engagement (Attendance, study skills, early school leaving, getting along with teachers, disengaged from learning, family expectations)
- Peer / Social issues (Bullying, cybersafety, conflict, relationships, same sex and transgender)
- Behavioural and Emotional Wellbeing (Stress, anxiety, depression, self-harm, eating disorders, violence, anger management, low self-esteem)
- Physical Health and Wellbeing (Body image, healthy weight, nutrition, exercise, disability, substance misuse)
- Culturally and Linguistically Diverse Communities Including Refugees

If the rating was at a level of 'often present' and/or 'frequently present' respondents were asked to detail

- (a) what the specific issues were
- (b) what has been done about them
- (c) what else is needed to address these issues.

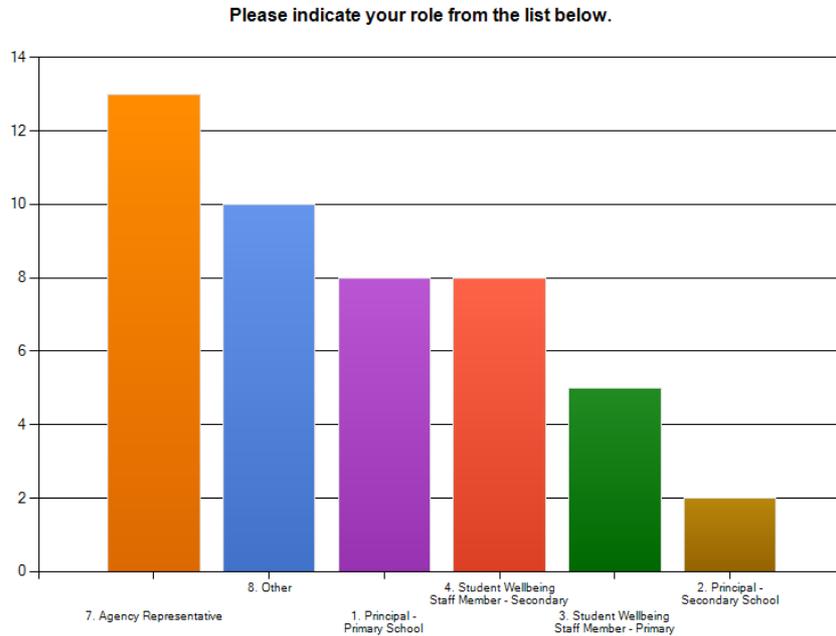
The survey also provided opportunity for respondents to:

- Identify areas where they needed more information and support
- Identify areas of need where they were unable to resource support
- Identify partnerships that were valuable
- Identify potential new partnerships.

The survey also provided feedback to SFYS on its key service delivery areas and the level of satisfaction achieved by those accessing this service.

The Results

Breakdown of Respondents



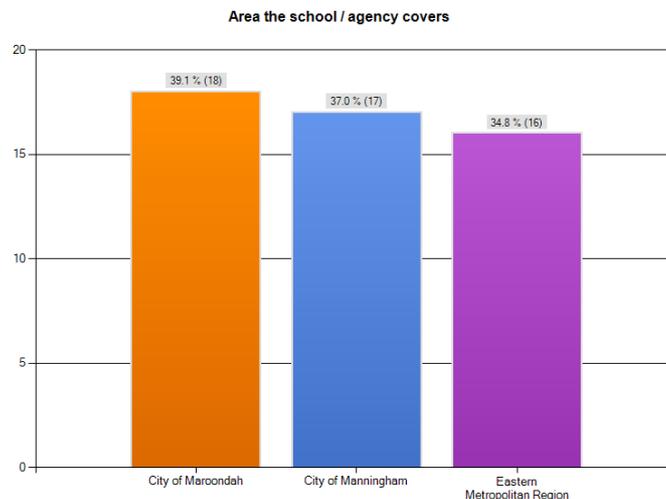
The survey was completed by agency staff, principals and student wellbeing officers in primary and secondary, government and private schools. There were 46 people who completed the survey. All responses were electronic. The survey was open for a period of four weeks and people were invited to participate via email and phone.

There was an even spread of the 46 respondents:

18 from Maroondah

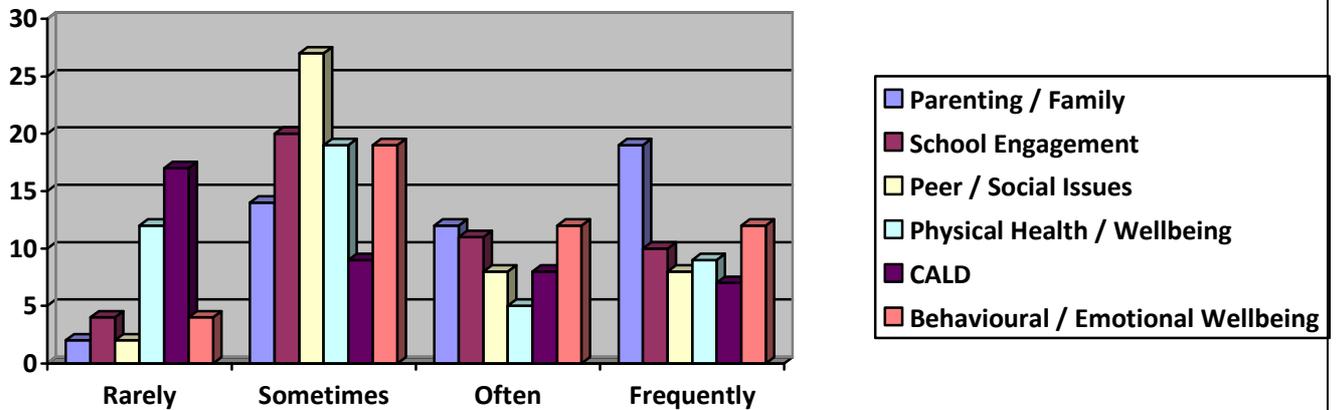
17 from Manningham

16 respondents worked across the Eastern Metropolitan Region



Overview of Ratings

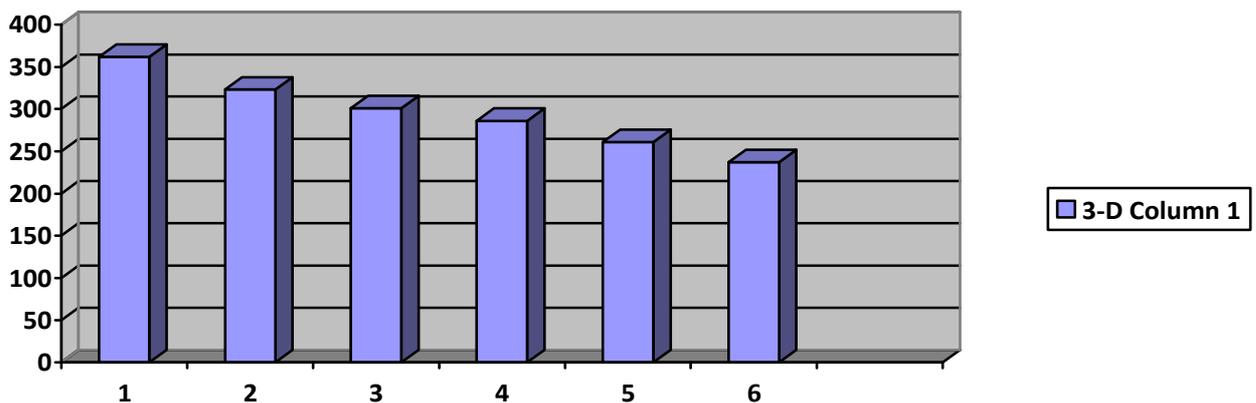
When asked to rate areas of need with responses from rarely present to frequently present the following summary was created.



Overview Summary

To create an overall summary each risk area was given a rating.

- Never Present was allocated 1 point
- Rarely Present was allocated 3 points
- Sometimes Present was allocated 5 points
- Often Present was allocated 8 points
- Frequently Present was allocated 10 points



1. Parenting and Family Issues rated at 362
2. Behavioural and Emotional Wellbeing rated at 323
3. School Engagement Issues rated at 301
4. Peer / Social Issues rated at 286
5. Physical / Health and Wellbeing rated at 261
6. CALD Issues rated at 237

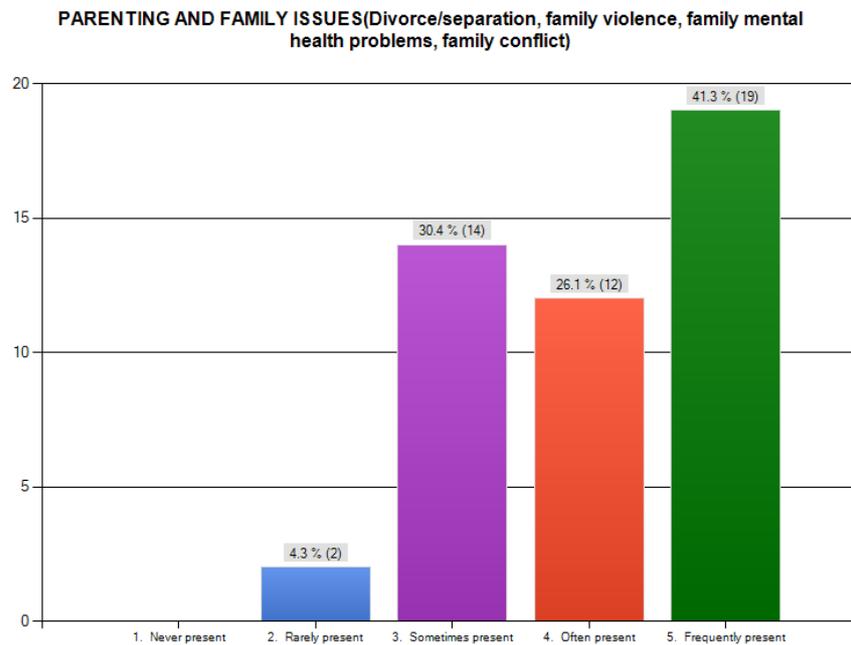
If every respondent rated an area as frequently present its total score would be 460.

The data collected shows the priority areas of concern across the Maroondah and Manningham from highest to lowest as:

1. **Parenting and Family Issues** (Divorce, separation, family violence, family mental health problems, family conflict)
2. **Behavioural and Emotional Wellbeing Issues** (Stress, anxiety, depression, self harm, eating disorders, violence, anger management, low self-esteem)
3. **School Engagement Issues** (Attendance, study skills, early school leaving, getting along with teachers, disengaged from learning, family expectations)
4. **Peer / Social issues** (Bullying, cybersafety, conflict, relationships, same sex and transgender)
5. **Physical Health and Wellbeing** (Body image, healthy weight, nutrition, exercise, disability, substance abuse)
6. **Culturally and Linguistically Diverse Communities including Refugees.**

It is important to recognise that in Maroondah CALD Issues rated highly but when averaged across both regions the rating level was moderated.

Parenting and Family Issues (Divorce, separation, family violence, family mental health problems, family conflict)



Parenting and Family Issues was recorded as the highest rating of concern across all areas. Over 41% of people found that 'Parenting and Family Issues' were frequently present. 44 of the 46 respondents found it to be sometimes, often or frequently present.

The comments and information respondents provided gave more depth and detail as to what the key concerns were:

- conflict / violence in the family
- mental health concerns
- drug and alcohol issues
- general poverty and financial stress
- custody issues
- cultural issues for refugee families
- grief
- homelessness
- trauma

Family violence / family conflict and mental health concerns were significantly higher than the other areas listed.

There were several references to the need for extra staffing and support. These could be grouped to provide some consistent patterns. The key areas where extra funding and support were needed included:

- more youth workers and counsellors available to young people
- more mental health workers
- family support workers in primary schools
- programs and staff that can respond to domestic violence and conflict
- the need for support to be longer term and therapeutic

Comments:

'a need for more services focusing on engaging young people with mental health concerns'

'there is a strong correlation between family violence and mental illness which needs to be addressed at a community level as well'

'some families have children with high needs and they do not have the education or capacity to cope with them'

'the need for more funding in primary schools is extremely important if we are to influence families and give children hope for the future'

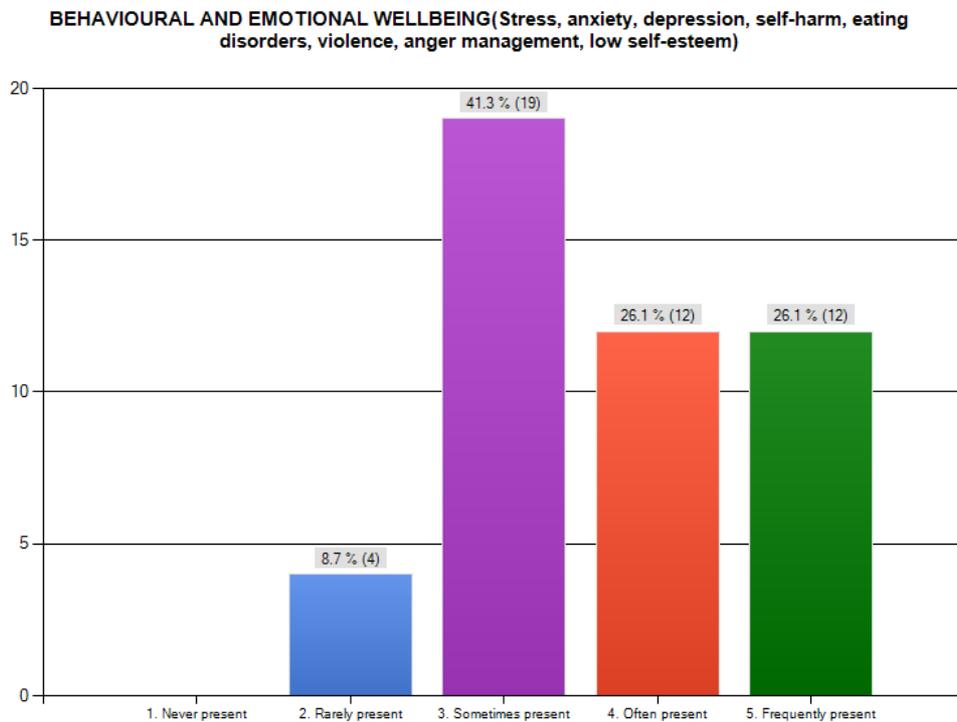
'parents are often feeling powerless and alone because their child is not mentally sick enough or in an acute state to obtain the help available'

'refugee parents often report feeling like they are losing their children to a new culture'

'we are having to deal with more issues of mental health than in the past'

'young people accessing our services come from families with long histories of family violence and mental health issues'

Behavioural and Emotional Wellbeing (Stress, anxiety, depression, self-harm, eating disorders, violence anger management, low self-esteem)



Behavioural and Emotional Wellbeing was recorded as the second highest rating of concern across all areas. Over 26% of people found that 'Behavioural and Emotional and Wellbeing Issues' were frequently present. Over 93% of respondents found it to be sometimes, often or frequently present.

The comments and information respondents provided gave more depth and detail as to what the key concerns were. A large number of respondents identified the key concerns as:

- anxiety and depression
- mental health

However respondents indicated that the following are also concerns:

- supporting students who experience bullying
- need for more family support
- lack of student resilience
- limited social skills
- anger management
- stress management
- self harm

There were several references to the need for extra support to be made available to schools from within the community and from agencies not being able to meet demands placed on them.

Comment was made that with the new DEECD Student Support Services (SSSOs) process it was harder to access support for students particularly when they needed to complete funding assessment applications.

There was a strong recognition that Child and Adolescent Mental Health Service (CAMHS), (now known as Children Youth and Family Mental Health Service (CYFMHS)) is the key service provider for mental health services for young people. Some of the challenges in accessing this service were noted, including long waiting lists and the time it took to process referrals.

It was recognised that support and early intervention in the primary years was important.

Comments:

‘the new system of SSSO’s in schools has affected the ability to get counselling for kids’

‘there has been an increase in the areas of anxiety and depression’

‘we have a number of students presenting with anxiety’

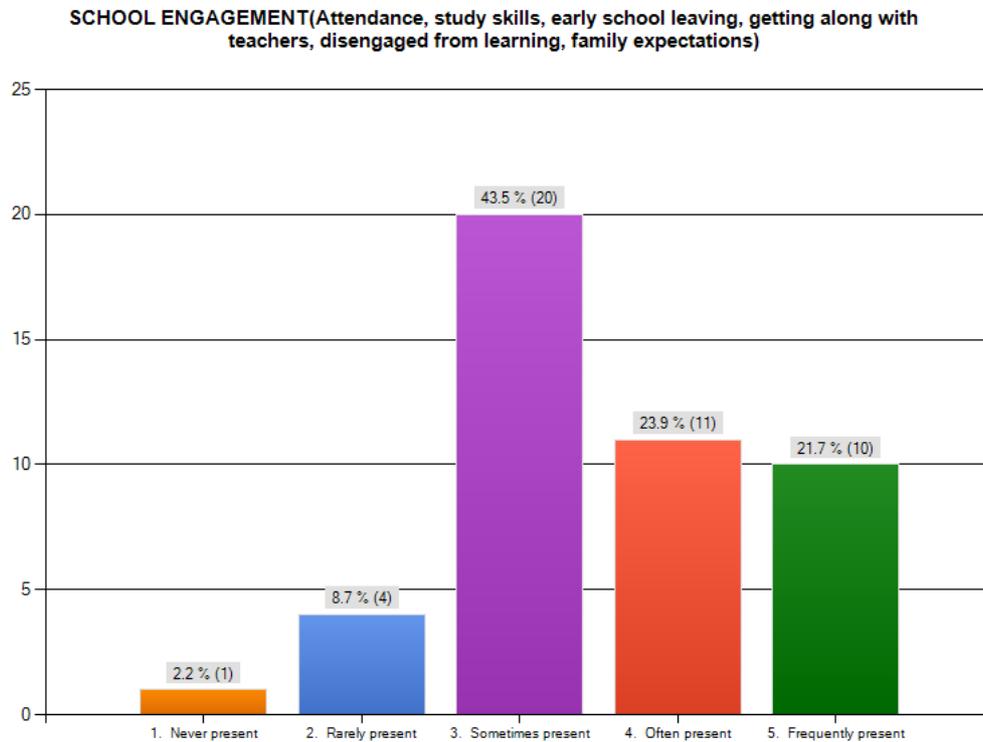
‘CAMHS are so overworked that they can’t persist when kids miss appointments’

‘more resources needed to respond to anxiety and depression’

‘waiting list at CAMHS is a deterrent for many parents’

‘behavioural and emotional wellbeing is the bulk of our work and is dealt with in individual or family therapy’

School Engagement (Attendance, study skills, early school leaving, getting along with teachers, disengaged from learning, family expectations)



School Engagement was recorded as the third highest rating of concern across all areas. Over 21% of people found that 'School Engagement Issues' were frequently present. 89% of the respondents found it to be sometimes, often or frequently present.

The comments and information respondents provided gave more depth and detail as to what the key concerns were:

- attendance / school refusal
- the need for flexible learning options
- responding to disengaged students

These three areas rated well above all other areas.

Other issues included:

- supporting students with learning difficulties
- connectedness to staff and the school community
- bullying
- students who have had disrupted learning
- students under pressure from the overly high academic expectations of their family
- students in transition

There were several references to the need for extra staffing and support. There was an identified need for workers who can go into students' homes to work on the issues around school refusal and non attendance. Tutoring support for students who have lapses in their learning or who need more support was noted to be of value.

The need for flexible learning options was a common theme. This included both programs that ran in the traditional school setting and programs offered in non traditional school settings. Such programs were seen as valuable for students returning to school after a period of absence, students in care, students not engaged in traditional learning and for those with learning difficulties.

Comments:

'with (the school) leaving age raised more is expected of schools'

'we need workers who are willing to go out to homes to help the parents get them to school'

'there are lots of young people who just stay at home because they cannot deal with life and they become forgotten'

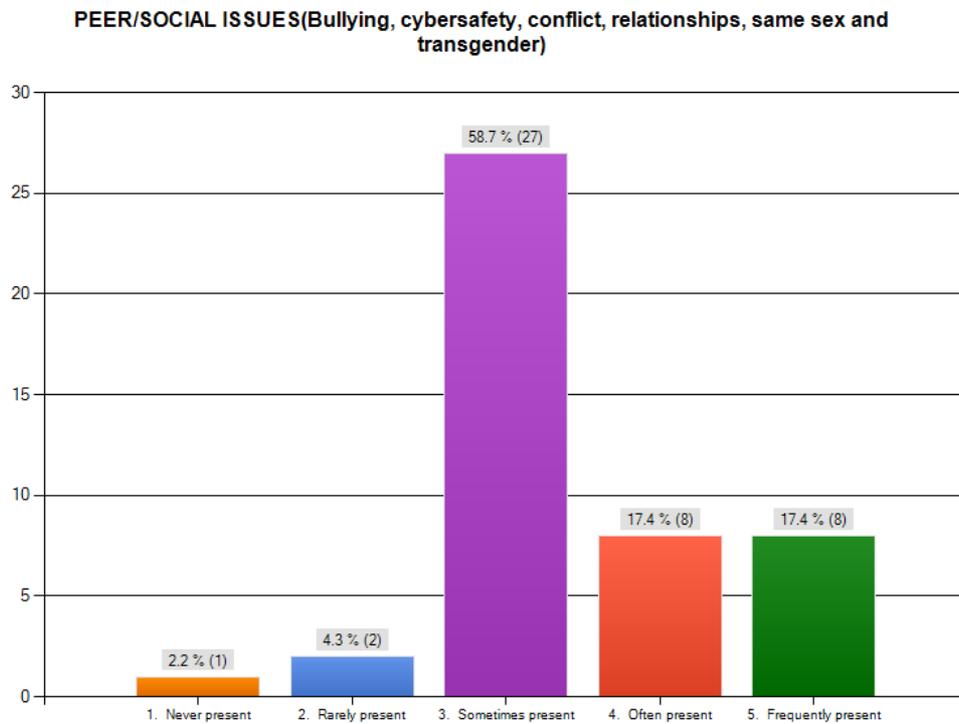
'difficulties arise with young offenders and those in DHS care who are unable to operate within the boundaries of a school'

'issues of bullying at primary school are a key indicator of early school refusal'

'learning difficulties are often not identified'

'we need increased alternatives for young people and their educational needs'

Peer / Social Issues (Bullying, cybersafety, conflict, relationships, same sex, transgender)



Peer / Social Issues was recorded as the fourth highest rating of concern across all areas. Over 17% of people found that 'Peer / Social Issues were frequently present. Over 93% of respondents found it to be sometimes, often or frequently present.

The comments and information respondents provided gave more depth and detail as to what the key concerns were:

- bullying and cyber bullying
- the need for more counselling / intervention support

Bullying and cyber bullying issues were clearly rated well above all other areas.

Other issues included:

- the time needed to respond to issues
- the need for more trained staff to respond to peer / social issues
- improving students' social skills and minimising anti-social behaviour
- responding to students with low self esteem
- responding to peer conflict

There were several references to the need for extra staffing and support. These recognised that it took time to sort through these issues with students and there was a need for more trained

staff to be allocated time to do this. Extra funding for counselling staff was recognised as valuable.

There were many references to 'Restorative Practices' with reference given to its value in responding to peer and social issues. The challenges noted were in getting enough staff trained and in having the time to respond to issues when they arise.

Comments:

'counselling and mediation are effective but very time consuming if you are the only one trained to do it'

'cyber safety is clearly a growing issue'

'introducing restorative practices in younger year levels - compulsory training for teachers'

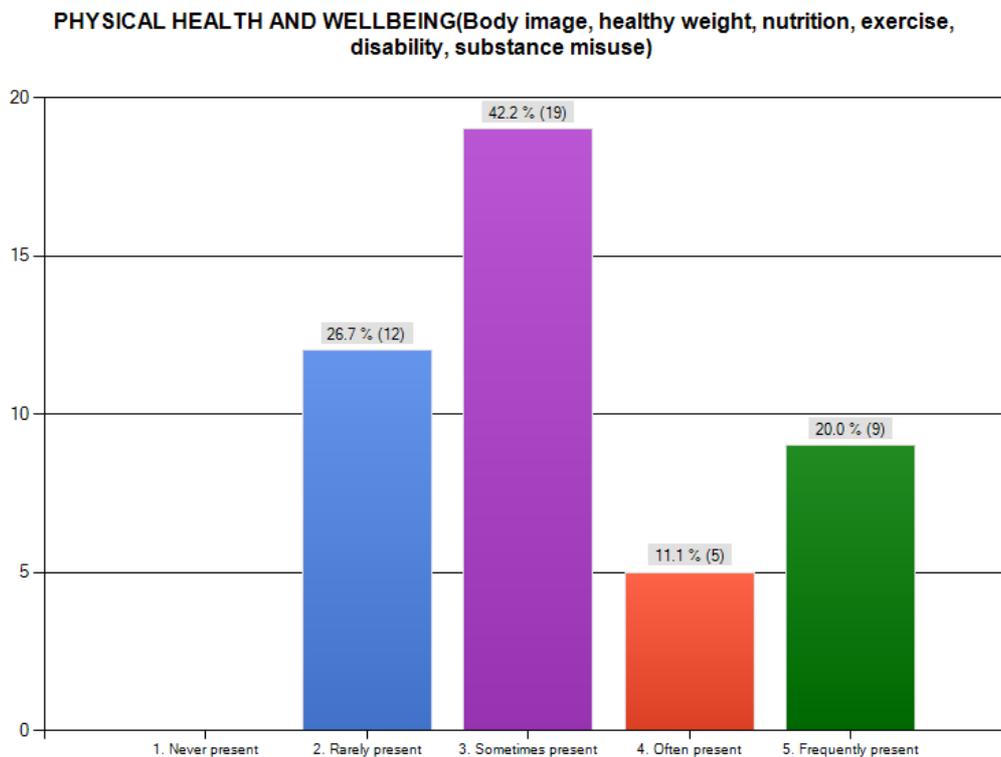
'students trained as peer mediators to solve minor conflicts in the yard has helped'

'we have identified an increase in the number of girls presenting for counselling due to significant bullying and cyberbullying'

'cybersafety is an issue that needs more attention '

'group-work, circle work, restorative practices have been effective'

Physical Health and Wellbeing (Body image, healthy weight, nutrition, exercise, disability, substance abuse)



Physical Health and Wellbeing was recorded as the fifth highest rating of concern across all areas. 20% of people found that ‘Physical Health and Wellbeing’ issues were frequently present. Over 73% respondents found it to be sometimes, often or frequently present.

The comments and information respondents provided gave more depth and detail as to what the key concerns were:

- support for students with a disability and their families.
- substance abuse

The response clearly highlighted a need for support for students with a disability. It was noted that support is needed to address transition from school, recreational opportunities, support in school and respite support for the family.

It was noted that substance abuse issues can be an intergenerational problem. It was also noted that when drug education is offered in schools it needs to be more than a few one off sessions.

Affordable exercise and recreational options for young people was noted as an area of need.

Other issues included:

- lack of exercise
- obesity
- poor nutrition
- integrating learning beyond information sessions

Comments:

'more support needed for students with a disability to transition from school to other settings'

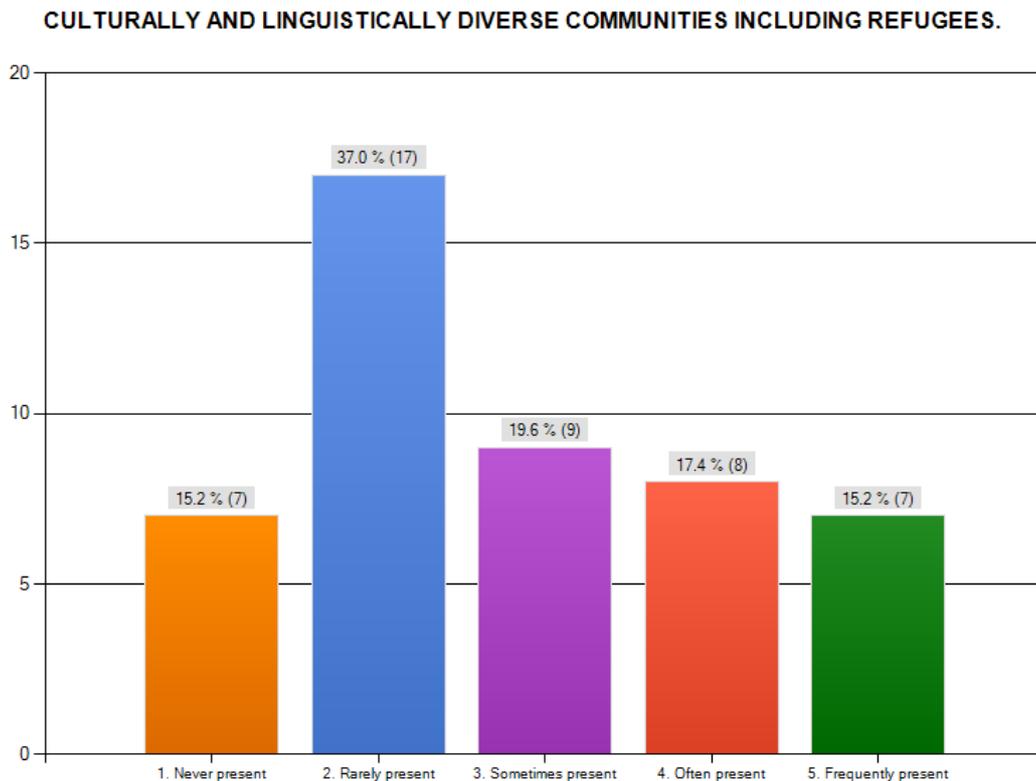
'we are dealing with a significant cohort of students who binge drink in year 7 and get drunk most weekends in year 8'

'key gap is for the families who need respite support when they can no longer meet the needs of a disabled child'

'main referrals are for substance abuse, often multi-generational'

'a program offering affordable exercise options in a fun and engaging way would be great'

Culturally and Linguistically Diverse Communities including Refugees



Culturally and Linguistically Diverse Communities including Refugees was recorded as the sixth highest rating of concern across all areas. 15% of people found that 'CALD' issues were frequently present. Over 52% of respondents found it to be sometimes, often or frequently present.

The comments and information respondents provided gave more depth and detail as to what the key concerns were:

- students integrating and getting support when entering mainstream schooling

While students were developing their language skills they needed 1 on 1 support to cover their learning areas. Schools and agencies noted the importance of opportunities for students to socialise across diverse cultures.

Other issues included:

- students experiencing racism outside school
- conflict with cultural expectations
- need for social interaction in school
- cost of interpreter services
- engaging parents from CALD backgrounds

It was noted that while there were some challenges, schools and agencies reflected on the excellent assistance provided by the Migrant Information Centre and the CRRAN (Croydon Ringwood Refugee Action Network) network run through Foundation House.

It is important to note the differences in the Maroondah and Manningham areas in regard to CALD Issues. In Manningham issues are more likely to involve students experiencing conflict relating to cultural expectations whereas in Maroondah issues relate to the fact that there are several newly arriving refugee communities settling in the area.

Comments:

‘when students complain about racism it is from outside their school community rather than from within’

‘these kids need meaningful opportunities for interaction and friendship between CALD kids and their Australian born peers’

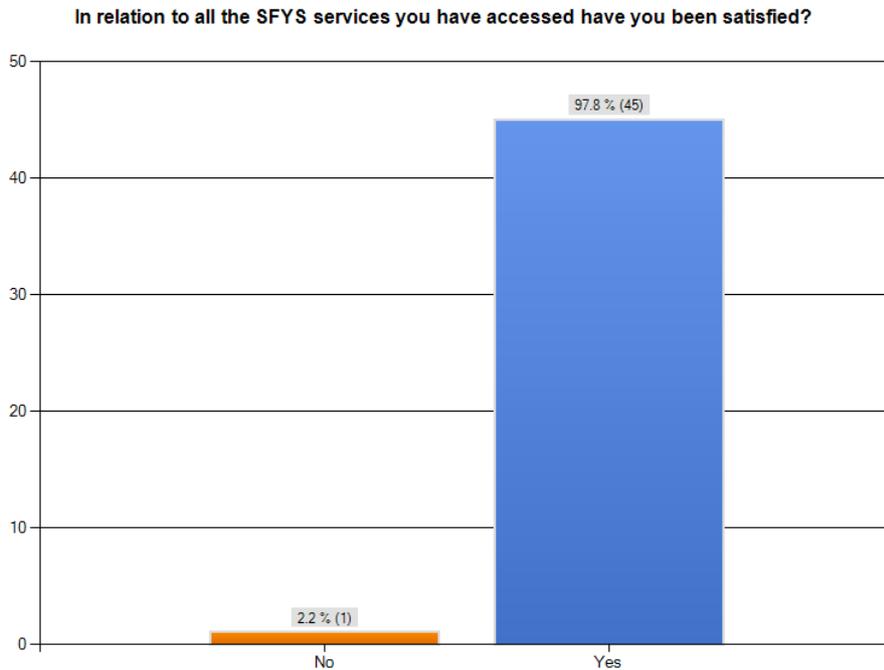
‘we have 2 new refugee students and we have been able to give them very little support’

‘we are increasingly impacted by the cost of interpreter services’

‘linking with MIC and Foundation House and other support agencies has been useful’

Feedback on School Focused Youth Service.

When agencies and schools were asked if they were satisfied or not satisfied with the service provided by SFYS, over 97% of respondents said they were satisfied.



Comments:

'extremely satisfied'

'the co-ordinator is always accessible and very thorough in her feedback'

'a wealth of knowledge at our disposal'

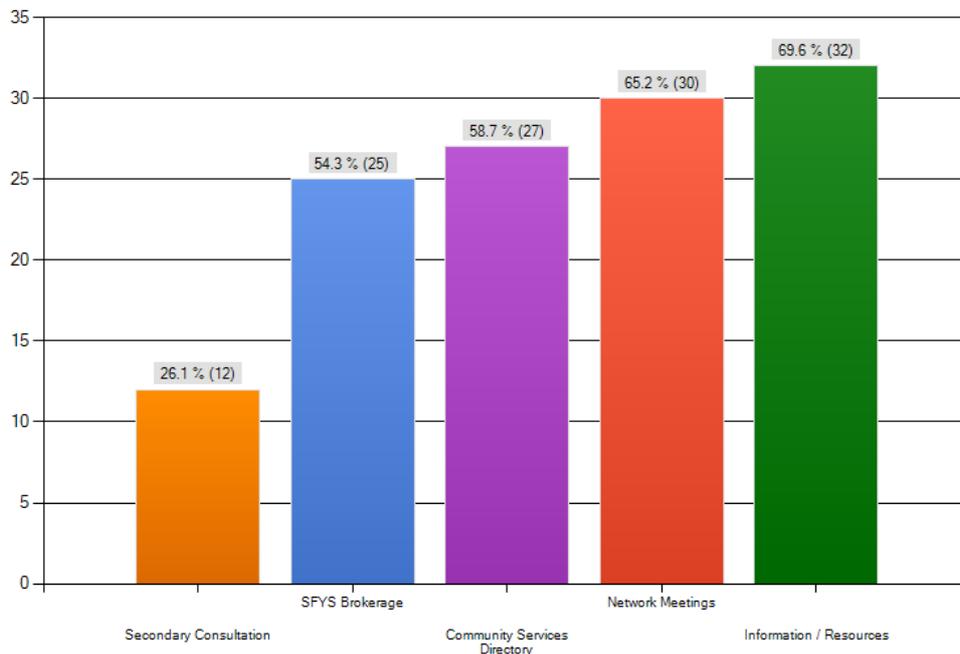
'it would be good to use SFYS to access students in year 3 and 4'

'some of our strongest and most valuable programs originated from SFYS funding'

'network meetings have been great'

'co-ordinators are both wonderful – a fantastic resource'

Please indicate which SFYS Maroondah / Manningham services you have accessed since 2008?



Schools and agencies have identified SFYS information and resources as the most valuable service provided. The electronic forwarding of information and programs is a weekly component of the SFYS role. The capacity to take calls and respond to individual needs is also indicated as an important part of servicing schools and agencies.

Network meetings were also highly regarded and valued. These included the Maroondah Student Wellbeing Network and the Manningham Youth Providers Network.

The Community Directory updated each year lists agencies and services across Maroondah and Manningham. Over 400 hard copies of the Directory are sent out and now it is available electronically for people to access. The feedback from this survey confirms that it is seen as a useful resource.

The annual brokerage process requires the allocation of \$55,000 to brokerage projects. In most years a greater amount of money is allocated through brokerage to support innovative and sustainable projects in schools. While brokerage is an important resource in enabling schools and community groups to develop partnerships, it was evident that schools and agencies see that the value of SFYS extends beyond just financing projects.

School Focused Youth Service Needs Analysis Maroondah and Manningham 2010

In response to asking schools for their five most valued partnerships the following chart was established. Please note that some of the agencies listed below service an area wider than Maroondah and Manningham.

Agencies Used by Schools

EACH	7	Maroondah
Martial Arts Therapy	6	Mar / Man
The Workshop	5	Mar / Man
Migrant Information Centre	4	Mar / Man
Manningham YMCA	3	Manningham
Maroondah Youth Service	3	Maroondah
KYM	3	Mar / Man
Bridge Builders	3	Mar / Man
Anglicare	3	Mar / Man
CAHMS	3	Mar / Man
Police	3	Mar / Man
Doncare	3	Manningham
Alannah / Madeline Foundation	2	Mar / Man
Foundation House	2	Mar / Man
Youth Dimension	2	Mar / Man
Scope	1	Mar / Man
Manningham Arts Centre	1	Manningham
Centacare	1	Mar / Man
Smart Start	1	Mar / Man
Kevin Heinz Garden Centre	1	Mar / Man
Bullybusters Drama Group	1	Mar / Man
Cowshed productions	1	Mar / Man
OELLEN	1	Maroondah
Access Ministries	1	Mar / Man
Manningham Council	1	Manningham
ACMA Cybersafety	1	Mar / Man
Doncaster Hill Project	1	Manningham
Church Youth Group	1	Mar / Man
Drama Group	1	Mar / Man
Manningham Christian Centre	1	Manningham
Beacon Foundation	1	Maroondah
Simply Skateboarding	1	Maroondah
EMR Options	1	Mar / Man
Child First	1	Mar / Man
Upper Yarra Community House	1	Maroondah
Big Picture Schools	1	Mar / Man
MYSPP	1	Mar / Man
Eating Disorders Foundation	1	Mar / Man
St Joseph's Corner	1	Manningham
Eternal Blooms	1	Mar / Man
EDVOS	1	Mar / Man
Olex Cables	1	Maroondah
Reach Out For Kids	1	Mar / Man
Ringwood Community Church	1	Maroondah
Fist to Face	1	Maroondah
Harrison	1	Mar / Man
Chinese Comm Social Services	1	Manningham
Dept Human Services	1	Mar / Man
Graceworks	1	Mar / Man

Schools in both Manningham and Maroondah have accessed a wide range of services. Although this is not a complete list of all partnerships it was clear there is a vast variety in the types of services and programs offered. It was evident that with 49 different partnerships identified by respondents in place across Maroondah and Manningham schools that the unique needs of each school and their students can mostly be accommodated.

Wellbeing Issues where further support is needed and where people have been unable to access external support services.

In the survey respondents were asked to list any wellbeing issues where further resources and support was needed and for areas where they had been unable to access the services they needed. The following four areas were noted

Mental Health

Schools and agencies identified the area of mental health as an area of high need. There were many references to the need for services and programs that respond to issues around anxiety and depression. While CAMHS can provide clinical support there are often waiting periods and the survey noted that some families will not engage with this style of service. There are also the families who are assessed as unsuitable and then are unclear where to go from there. There was a gap in services in the area of mental illness that was not acute and also in those agencies that can service the under 12's. The survey highlighted that there can be challenges in accessing more specialised services including affordable neuropsychologists and forensic psychologists.

School Refusal

The challenges of responding to school refusal and non attendance are complex. Schools noted that they needed more support in this area as they were unable to visit the student at their home. They also reflected that the time needed to work through the complexities limited their ability to respond particularly if they did not have a full time wellbeing officer, psychologist or chaplain.

Cyber Bullying

This was identified as a challenge and, even though schools have often tried programs and interventions, there persisted a significant number of incidences that caused harm.

Specialised Individual Needs

It was noted that there will always be some students whose needs fall outside of the range most agencies and schools can respond to. The challenges of dealing with a highly disturbed student with Aspergers, students involved with youth justice, and students in out of home care required extensive external support and strong working partnerships that were not always available.

Conclusions and Current Directions

The area most identified as an area of concern was **Parenting and Family Issues**. When this area was explored in further depth it was evident the areas of most concern centred on family violence / family conflict and mental health.

Comments from schools and agencies have suggested that the issues they are dealing with have become more complex and difficult behavioural patterns more entrenched. There was recognition that the levels of violence within families are increasing. This presents real challenges with both schools and agencies struggling to meet the current needs.

In response to this SFYS aims to:

- continue to support the Restorative Practices Project in the Bayswater area and the wider Restorative Solutions outer east regional project
- work with the Maroondah Youth Service Providers Network to develop a school intervention program addressing violence
- support new initiatives for school and agency partnerships with brokerage funding
- advocate for more mental health services for young people through networks, training and project development
- participate in relevant meetings such as the Manningham Family Violence Reference Group

The second most identified area of concern was **Behavioural and Emotional Wellbeing Issues**. When this was explored in further depth it was evident the areas of most concern centred around mental health particularly anxiety and depression. In Maroondah and Manningham CAMHS services some young people but there were reported difficulties in the ability of CAMHS to meet the diverse needs of all young people.

In response to this SFYS aims to:

- work with SFYS Regional Advisory Group Mental Health Working Party to produce posters for schools highlighting local service options
- promote and encourage attendance at Mental Health First Aid courses
- participate in forums and initiatives aiming to address the need for more local youth mental health services
- fund brokerage initiatives that promote creative responses to students with anxiety, depression and other mental health issues
- advocate for mental health services for young people through networks, training and project development

The third most identified area of concern was **School Engagement Issues**. When this was explored in further depth it was evident the areas of most concern centred around attendance / school refusal, the need for flexible learning options and responding to disengaged students.

It is important to note that the school leaving age has increased to 17 and that this has implications for schools where students are not engaged and not interested in, or suitable for further study in the same setting. The need for flexible learning options within schools and outside of schools is still evident. Responding to disengaged students has become a bigger issue since the leaving age was extended to 17. It was noted that when school refusal and attendance issues are not responded to they can become entrenched and then need extensive response and support by both schools and agencies – support that can be difficult to access.

In response to this SFYS aims to:

- fund brokerage initiatives that promote engagement and connection to school and the wider community
- promote the work of the Local Learning and Employment Networks, Youth Connections and flexible learning options to schools
- support the SFYS Regional Advisory Group's Working Party on School Engagement
- continue its membership on Centacare's School Refusal Reference Group

The fourth most identified area of concern was **Peer / Social Issues**. When this was explored in further depth it was evident the areas of most concern centred on bullying and cyber bullying and the need for more counselling / intervention support.

Although many schools have implemented policies and programs around bullying and cyber bullying there is still a need for further intervention. Despite good efforts, cyber bullying and bullying are still causing significant harm in both the school community and wider community. Costs to implement private programs were beyond the resources of some schools and there is some uncertainty as to the value of one off seminars to students and parents.

The need for counselling support for students is evident. Agencies felt they were under more demand than they could provide. Some schools noted the changes to the DEECD SSSO system as a limitation in accessing counselling for students.

In response to this SFYS aims to:

- inform and update schools on low cost and effective responses to bullying and cyber bullying
- provide brokerage funding for initiatives addressing cyber bullying and bullying in schools
- provide schools information on counselling services and low cost psychologists

The fifth most identified area of concern was **Physical Health and Wellbeing Issues**. When this issue was explored in further depth it was evident the areas of most concern centred around support for students with a disability and their families and substance abuse

It was noted that there are more students in schools who have special needs and that not all receive funding support. The need for respite support for families was evident. There was a growing awareness of the needs of young carers and the extra support needed for them to cope with the demands placed on them.

In response to this SFYS aims to:

- provide brokerage funding for initiatives addressing physical health and wellbeing issues
- distribute information relating to disability supports and services

The fifth most identified area of concern was **Culturally and Linguistically Diverse Communities including Refugees**. When this issue was explored in further depth it was evident the areas of most concern centred on students integrating and getting support when entering mainstream schooling.

It is important to note the difference in the Maroondah and Manningham areas in regard to CALD Issues. The issues raised in Maroondah primarily related to the current settlement patterns involving refugees while those in Manningham related more to high academic

expectations many CALD families have for their children and the subsequent pressure and stress this can create.

Schools and agencies noted the importance of opportunities for students to socialise across diverse cultures.

In response to this SFYS aims to:

- support the annual Global Gathering Day promoting social inclusion for refugee students in partnership with DEECD, Foundation House, Catholic Education Office and Blackburn English Language School
- participate in CALD networks including Eastern Schools Refugee Action Network, and Maroondah Youth Service Providers Network Refugee Action Network
- provide brokerage funding for initiatives addressing cultural understanding and harmony
- provide information on CALD services via the SFYS Community Directory

Acknowledgements

We would like to acknowledge the time and effort the respondents contributed to the outcome of this needs analysis. It is encouraging to note the empathy and expertise of the staff working within our schools and agencies. Although many needs were identified the survey also highlighted the passion and efforts schools and agencies put in to creating good outcomes for young people in Maroondah and Manningham.

It is evident that when schools and agencies can collaborate they are in the best position to solve the many challenges they both face. Over the next two years, SFYS will continue to facilitate and foster many of these partnerships to further improve the wellbeing of students in Manningham and Maroondah.

If you require any further information or would like to discuss this report further please contact

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Copy of SFYS Maroondah / Manningham Needs Analysis 2010

1. School Focused Youth Service Maroondah / Manningham Needs Analysis 2010

We are inviting schools and agencies in the Maroondah and Manningham areas to participate in our School Focused Youth Service 2010 Needs Analysis in order to determine what schools and agencies believe to be the main issues affecting the wellbeing of young people. Information provided via this survey will ensure that SFYS funds are dispensed in a strategic way to address the most pertinent local priorities.

Your support in completing this survey is much appreciated.



School Focused Youth Service

* 1. Please enter your personal details

Name:	<input type="text"/>
Company:	<input type="text"/>
Address 1:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State/Province:	<input type="text"/>
ZIP/Postal Code:	<input type="text"/>
Country:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

* 2. Please indicate your role from the list below.

- 1. Principal - Primary School
- 2. Principal - Secondary School
- 3. Student Wellbeing Staff Member - Primary
- 4. Student Wellbeing Staff Member - Secondary
- 5. Classroom Teacher - Primary
- 6. Classroom Teacher - Secondary
- 7. Agency Representative
- 8. Other

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* 3. Area the school / agency covers

- City of Maroondah
- City of Manningham
- Eastern Metropolitan Region

ISSUES FOR YOUNG PEOPLE

Please provide answers to Questions 4 - 9 which relate to issues likely to be presenting within your school / agency.

* 4. PARENTING AND FAMILY ISSUES

(Divorce/separation, family violence, family mental health problems, family conflict)

- 1. Never present
- 2. Rarely present
- 3. Sometimes present
- 4. Often present
- 5. Frequently present

If you provided a rating of 4 or 5 please detail (a) what the specific issues are, (b) what you have been able to do about them, (c) what else you would like in place to address these issues.

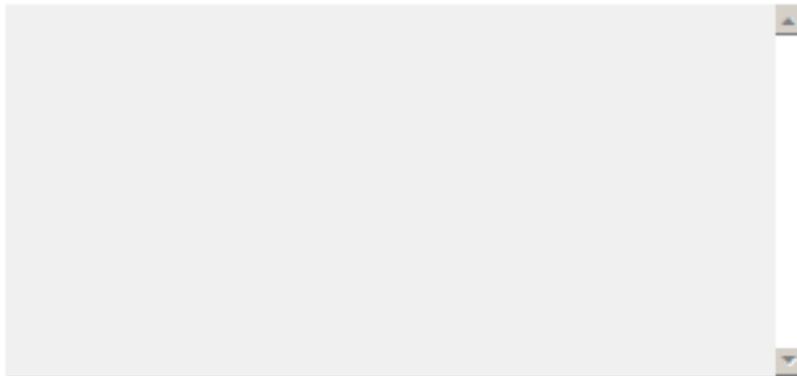
Copy of SFYS Maroondah / Manningham Needs Analysis 2010

*** 5. SCHOOL ENGAGEMENT**

(Attendance, study skills, early school leaving, getting along with teachers, disengaged from learning, family expectations)

- 1. Never present
- 2. Rarely present
- 3. Sometimes present
- 4. Often present
- 5. Frequently present

If you provided a rating of 4 or 5, please detail (a) what the specific issues are, (b) what you have been able to do about them, (c) what else you would like in place to address these issues.

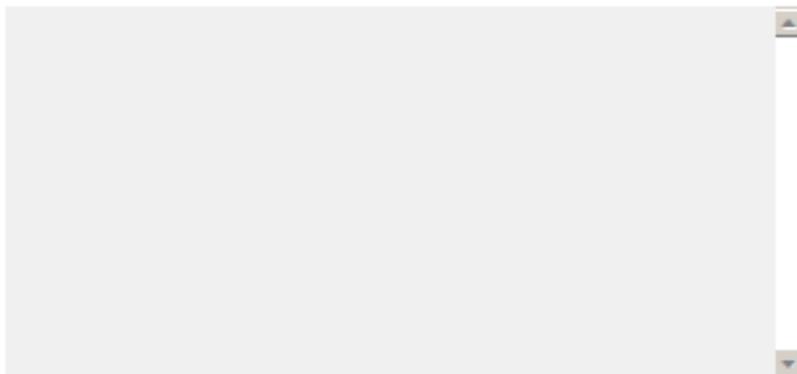


*** 6. PEER/SOCIAL ISSUES**

(Bullying, cybersafety, conflict, relationships, same sex and transgender)

- 1. Never present
- 2. Rarely present
- 3. Sometimes present
- 4. Often present
- 5. Frequently present

If you provided a rating of 4 or 5, please detail (a) what the specific issues are, (b) what you have been able to do about them, (c) what else you would like in place to address these issues.



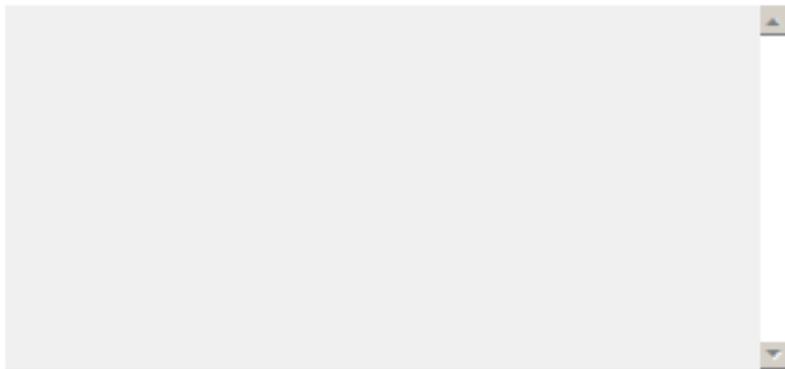
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* 7. BEHAVIOURAL AND EMOTIONAL WELLBEING

(Stress, anxiety, depression, self-harm, eating disorders, violence, anger management, low self-esteem)

- 1. Never present
- 2. Rarely present
- 3. Sometimes present
- 4. Often present
- 5. Frequently present

If you provided a rating of 4 or 5, please detail (a) what the specific issues are, (b) what you have been able to do about them, (c) what else you would like in place to address these issues.

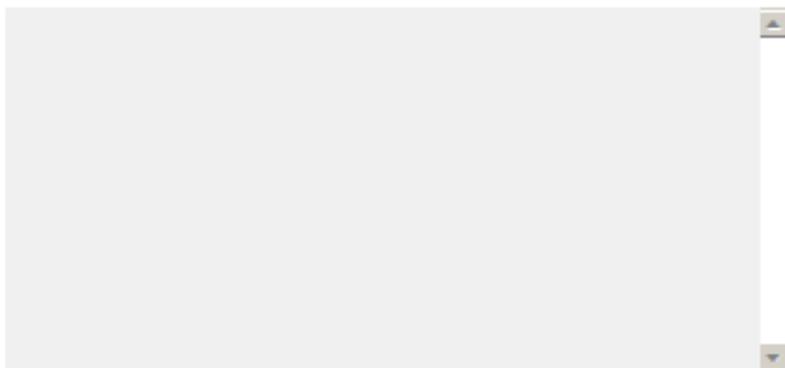


* 8. PHYSICAL HEALTH AND WELLBEING

(Body image, healthy weight, nutrition, exercise, disability, substance misuse)

- 1. Never present
- 2. Rarely present
- 3. Sometimes present
- 4. Often present
- 5. Frequently present

If you provided a rating of 4 or 5, please detail (a) what the specific issues are, (b) what you have been able to do about them, (c) what else you would like in place to address these issues.



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**12. In the past 2 years has your school partnered with any community agencies?
If yes, please list the partner names and programs or services they offered.
If you have worked with more than 5 please list the 5 most valuable.**

- 1.
- 2.
- 3.
- 4.
- 5.

**13. In the past 2 years has your agency partnered with any schools?
If yes, please list the school names and program details.**

- 1.
- 2.
- 3.
- 4.
- 5.

14. Please list any agencies / schools you would like to work with which you have not yet established a partnership with.

- 1.
- 2.
- 3.
- 4.
- 5.

SCHOOL FOCUSED YOUTH SERVICE
Please provide answers to Questions 15 - 19 which relate to SFYS.

*** 15. Are you familiar with the School Focused Youth Service?**

- No, I have never heard of it
- Yes, somewhat
- Yes, I know what the service provides

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*** 16. Please indicate which SFYS Maroondah / Manningham services you have accessed since 2008?**

- Information / Resources
- SFYS Brokerage
- Network Meetings
- Secondary Consultation
- Community Services Directory

Other

*** 17. In relation to all the SFYS services you have accessed have you been satisfied?**

- Yes
- No

Comments

18. Please provide any other comments or feedback.

19. Please tick below if you would like to:

- Receive a follow-up call from the SFYS Co-ordinator
- Arrange an appointment time with the SFYS Co-ordinator
- Receive a final copy of the SFYS Maroondah/Manningham Needs Analysis Report 2010

Thank you for taking the time to complete this survey. Your support of SFYS is much appreciated. Feedback will be made available once all the data has been collated.

Wendy Ross and Judi Byrne
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