# SCHOOL FOCUSED YOUTH SERVICE

## GUIDELINES 2022 AND 2023

# CONTENTS

# 1.   ABOUT THESE GUIDELINES

These guidelines apply to the delivery of the School Focused Youth Service (SFYS) by SFYS agencies under their 2022 to 2023 Victorian Common Funding Agreement with the Department of Education and Training (Department).

# 2.   THE ROLE OF SCHOOL FOCUSED YOUTH SERVICE

While most children and young people attend school regularly and successfully attain a senior secondary qualification, a small proportion leave school early for a variety of personal, family or school-related reasons. Others facing complex problems may remain enrolled in a school but are not engaged in learning and demonstrate poor attendance, which may be accompanied by behavioural concerns. The primary purpose of SFYS is to address chronic school absenteeism and prevent students from disengaging from school. These children and young people need to be identified early and provided with extra support to help them to remain actively involved in their learning and achieve success.

Schools may need to enact a combination of strategies in responding to the needs and circumstances of individual children and young people who are vulnerable to or showing signs of disengaging from their education. This may include schools working with community organisations who can provide specialist support to children and families around a range of individual and family/carer needs. Through SFYS, the Department funds local government and community-based agencies across Victoria to work with schools (government, Catholic and independent). The primary objective of SFYS is to reduce the number of young people disengaging from education, by delivering targeted interventions for students who are vulnerable to or showing signs of disengaging from their education. SFYS programs are also utilised to build the capability of schools to better support these students and to help them remain actively engaged in their learning to successfully complete their education.

The primary outcomes that the SFYS program seeks to improve are:
- improved student attendance rates
- reduced student chronic absenteeism.

Strategies employed by SFYS may also improve participating student's:
- behavioural concerns
- school achievement
- school engagement
- attitudes to school.

## 2.1   SFYS' CONTRIBUTION TO THE EDUCATION STATE

The Victorian Government is committed to making Victoria the Education State, by improving outcomes for every student, in every classroom, in every school, and for all communities. Building excellence and equity in equal measure means that all students will have access to the same quality education, regardless of their background or circumstance.

The Education State school targets reflect the Government's ambition to improve student outcomes, by focussing on:

- Learning for life

- Happy, healthy and resilient kids
- Breaking the link
- Pride and confidence in our schools.

SFYS will directly contribute to targets aimed at *breaking the link* between disadvantage and outcomes for students, by supporting students vulnerable to disengagement to stay in school.

## 2.2    STUDENTS SUPPORTED BY THE PROGRAM

SFYS is available to support students from years 5 to 12 who are attending school but are at high risk of school disengagement across government, Catholic and independent schools (**SFYS target group**). Student absence is highly predictive of school disengagement, especially in combination with poor achievement. Missing 5-9% of school (approx. 9 days a year) is an early warning sign and students that miss 10% or more days of school (approx. 18 days a year) are at heightened risk of school disengagement. Missing the first weeks of term is highly predictive of school disengagement.

In addition to the factors described above, the following factors may also indicate heightened risk of school disengagement:
- behavioural issues (e.g. aggression or social withdrawal)
- low educational achievement or engagement
- contact with the school wellbeing team
- incidents of suspension or other disciplinary measures.

Government schools have access to the Staying in Education dashboard, which uses data driven predictive modelling to identify the risk of a student disengaging from school and this can be used as a tool to help select students for support.

### *Impacts of COVID-19*

Due to the COVID-19 pandemic, schooling has involved periods of remote learning for most students in Victoria throughout 2020 and 2021. As a result, some students may have experienced interruptions to learning, negative effects on their mental health and wellbeing, dysregulated behaviour and/or disengagement from learning. Schools may report experiencing a higher than usual number of students at risk of school disengagement and/or an increase in disengagement from students who were previously identified as being at-risk.

### *Early identification and intervention*

SFYS agencies are funded to support students at risk of disengagement primarily at the early identification and intervention stage, as illustrated by the orange band in **Table 1** below. This will include approximately 15% of any student population, although the exact percentage will vary between schools.

In addition, a further 5% of any student population will be at a high risk of disengaging, and will require specialised, individualised support. This level of support is illustrated by the red band in Table 1. SFYS providers may also work with these students. However, SFYS agencies are not funded to provide clinical services, and will need to focus on complementary strategies to support these students (for further information, see the Mental Health Toolkit).

Primary prevention, illustrated by the green band in Table 1 below, focuses on school wide and classroom wide support for all students, and is outside the scope of the program.

***Table 1.*** *The continuum of intervention*
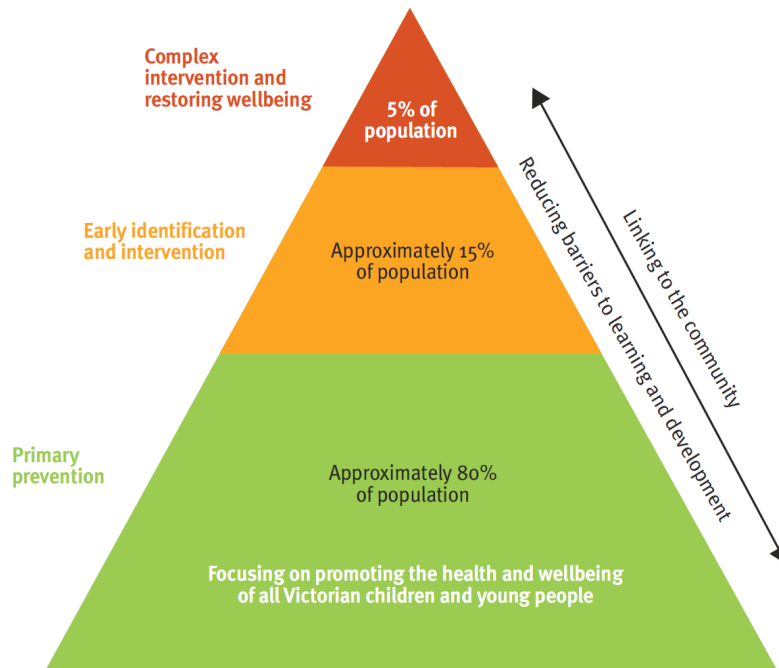


*Source: DEECD Principles for health and wellbeing (2014)*

SFYS operates alongside the Navigator Program, which provides a holistic approach to supporting vulnerable young people to stay engaged with education. While SFYS agencies work with schools to support vulnerable students to remain engaged in their education and prevent disengagement, Navigator provides direct support to young people who have completely disengaged and are no longer attending school, to help them re-engage with their education. Navigator has been operating state-wide since 2021. See The Navigator program for more information.

***Working within the school environment***

There are a number of prevention and early intervention strategies used by government schools to promote and maintain student engagement and respond to the needs of students who are vulnerable to or showing signs of disengagement (corresponding to the green and orange bands in Table 1 above). A combination of these strategies may have been used or may be in place for the SFYS target group. Additional supports provided via SFYS should be consistent with and complementary to other supports that are in place.

Key strategies used by schools include:

- whole-school approaches to promoting engagement and wellbeing (e.g. School-wide Positive Behaviour Support, Bully Stoppers, KidsMatter, Mind Matters, Respectful Relationship, Safe Schools)
- individual learning plans and strategies (e.g. Individual Education Plans, in-class teaching strategies for individual students, tutoring or homework clubs)
- behaviour management approaches (e.g. strategies in the behaviour guidance, Behaviour Support Plan, Attendance Improvement Plan)

- student wellbeing supports available in-school (e.g. Student Support Services, Koorie Education Support Officers, Primary Welfare Officers, Student Wellbeing Coordinators, school nurses, Mental Health Practitioners)
- support groups (e.g. Student Support Groups)
- cohort specific supports (e.g. LOOKOUT Education Support Centres, disability supports, English as an Additional Language Program)
- delivery of a broad range of subjects and options for completing a senior secondary qualification
- programs purchased from the Schools Mental Health Menu through the Schools Mental Health Fund, being progressively rolled out in eligible schools throughout 2022 and 2023.

In addition, professional development processes in government schools support staff in the continuous development of their skills and knowledge, to ensure an ongoing process of improved teaching practice and improved student learning. Where possible, capacity building activities delivered through SFYS should link to the professional development processes in place for school staff.

More information on prevention and early intervention strategies used by government schools, as well as professional development available for school staff, can be found on the Department's website, at www.education.vic.gov.au

For wellbeing and engagement strategies, as well as an overview of professional development support, available in independent and catholic schools, see:

- Independent Schools Victoria (**ISV**) website: https://www.is.vic.edu.au/

- Catholic Education Commission of Victoria (**CECV**) website: http://www.cecv.catholic.edu.au/
  CECV is supported by the Catholic education offices of the four dioceses: Melbourne, Ballarat, Sandhurst and Sale. Further information regarding prevention and early intervention strategies to promote and maintain student engagement, and professional development for school staff, is available from the relevant office. Website and contact details are included below.

  *Catholic Education Melbourne*: Student Wellbeing Unit (03) 9267 0228
  http://www.cem.edu.au/
  *Catholic Education Office, Diocese of Ballarat*: (03) 5337 7135
  http://www.ceoballarat.catholic.edu.au/
  *Catholic Education Office, Diocese of Sandhurst*: (03) 5443 2377
  http://www.ceosand.catholic.edu.au/
  *Catholic Education Office, Diocese of Sale*: (03) 5622 6600
  http://www.ceosale.catholic.edu.au/

## 2.3   SERVICES DELIVERED

SFYS agencies are funded to work with schools to deliver two types of services – targeted interventions for the SFYS target group of students, and capacity building for schools to better support these students. Each of these are outlined below.

### (1)   Services for students: targeted interventions

SFYS agencies work with schools to deliver targeted interventions for the SFYS target group. Interventions may be delivered directly by the SFYS agency, or in partnership with

another agency. There is a wide variety of interventions that may be suitable to provide the additional support required for young people who are vulnerable to or showing signs of disengaging from school. The key features of these interventions are that they provide opportunities for these students to improve their social and emotional skills, experience success, foster greater self-esteem, develop more positive attitudes towards learning and increase connectedness to school.

Examples of such interventions include:

- programs to address challenging behaviours (e.g. anger/conflict management)
- team-based projects, focused on enhancing social and emotional skills, and improving self-esteem (e.g. creative/sporting/practical skills-based projects)
- mentoring programs (e.g. mentoring programs to support vulnerable students transitioning from Grade 6 to Year 7)
- programs to support specific cohorts (e.g. parenting programs).

### (2) Services for schools: capacity building

SFYS agencies are also funded to work with schools to build their capacity to better support the SFYS target group. Capacity building activities may be delivered on their own, or in conjunction with a targeted intervention to improve the overall impact of the intervention.

Capacity building activities will generally consist of a professional development program, aimed at increasing school staff understanding and/or ability to support the SFYS target group. Capacity building activities may be delivered directly by the SFYS agency, or in partnership with another agency. The specific subject matter of the professional development programs will be determined by the barriers to engagement and indicators of disengagement identified in that student population.

Examples of professional development programs include:

- training on how to respond to specific indicators of disengagement (e.g. poor attendance)
- training to improve understanding of specific barriers to engagement (e.g. family breakdown)
- training to improve awareness of and support required for a specific cohort (e.g. young carers).

Professional development programs must not duplicate training and support that is available to school staff through the Department.

***Working with families/carers***

SFYS agencies (and their partners) may choose to work with the families/carers of the SFYS target group as part of the delivery of a targeted intervention and/or capacity building activity. Addressing issues of disengagement will often require SFYS agencies and schools to work together with families/carers to achieve the best outcomes for the student. Utilising a partnership approach between the school, families/carers and the SFYS agency can be an effective way to ensure the student receives the additional support they need.

Examples of how SFYS agencies might work with families/carers include:

- engaging with families/carers in the delivery of an intervention to students

- as a complement to an intervention, working separately with families/carers to build their capacity to support their child to attend school, and address underlying issues
- working with the SFYS target group and their families/carers together, to support them to develop healthy and supportive relationships
- linking families/carers to additional supports they might need themselves.

***SFYS and the Schools Mental Health Menu***

The Victorian government has invested $217.8 million over four years to support student mental health and wellbeing, including $200 million over four years and $86.9 million ongoing to create a Schools Mental Health Fund. The Fund is being rolled out to Victorian government schools based on their Areas between 2022 and 2024, with rural and regional schools prioritised, according to the following schedule:
- Term 3, 2022: Barwon, Central Highlands, Goulburn, Inner Gippsland, Loddon Campaspe, Mallee, Outer Gippsland, Ovens Murray, Wimmera South West
- Term 1, 2023: Brimbank Melton, North Eastern Melbourne, Outer Eastern Melbourne, Southern Melbourne
- Term 1, 2024: Bayside Peninsula, Hume Moreland, Inner Eastern Melbourne, Western Melbourne.

Underpinning the Schools Mental Health Fund is the evidence-based Schools Mental Health Menu. The Schools Mental Health Menu is a list of evidence-based programs and initiatives across the three tiers of intervention designed to give schools confidence in identifying programs, staff and resources that will improve mental health and wellbeing outcomes for their students. An [interim Menu](#) has been developed to support the initial 2022 cohort of rural and regional schools.

SFYS agencies may use SFYS brokerage funds to purchase activities that are listed on the Schools Mental Health Menu if there is no duplication with the school's purchases through the Schools Mental Health Fund. The school principal is required to make a signed declaration in the Schools Mental Health Menu section of the Service Delivery template to confirm there is no duplication (**Attachment E**). This requirement only applies to schools that have the Schools Mental Health Fund available to them.

Schools may use their Schools Mental Health Fund (if the school has access to the fund) and SFYS brokerage funds to co-fund an item listed on the Schools Mental Health Menu.

Further information about the Schools Mental Health Menu and Fund is available at the [DET website](#).

## 2.4   IMPACT

The delivery of targeted interventions and capacity building activities should result in improvements in the level of engagement of the SFYS target group.

Targeted interventions should result in a shift in the indicators of disengagement of students participating in the intervention, including (where applicable):

- improved attendance
- improved behaviour
- improvements in educational achievement or engagement
- improved school supports for the student, such as connection to school wellbeing team, Student Support Group, Individual Education Plan

- lower incidents of suspension or other disciplinary measures.

Capacity building activities should result in an increased capacity of participating schools to support the SFYS target group, demonstrated by (as relevant):

- an increased capacity of participating school staff to respond to the (specific) needs of students in the SFYS target group at their school
- an increased knowledge of participating school staff of the (specific) underlying issues impacting students in the SFYS target group at their school.

Information on measuring the impact of a targeted intervention and/or capacity building activity is included at Section 3.3.

### *Sustainability*

Targeted interventions and capacity building activities should have the ability to become sustainable beyond the initial funding from SFYS. Successful interventions and capacity building activities should be able to be embedded into a school's overall approach to supporting students that are vulnerable to or showing signs of disengaging. This means that over time schools will be better able to identify students early, who are vulnerable to or showing signs of disengaging from school, and to provide them with the support they need.

The development and strengthening of partnerships between schools and community organisations is also integral to the sustainability of the SFYS program. The aim of collaboration between schools and community organisations with expertise working with children and young people is to improve the overall response to the needs of those young people. Beyond the delivery of SFYS interventions and capacity building activities, schools can continue to work directly with these agencies to establish arrangements for collaboration and referrals for ongoing support for students if required.

Examples of sustainability include:

- school/s commit to funding the service in the future
- school/s commit to integrating the service response into key school strategies to support students (e.g. establish or review relevant school policies, establish or review identified students' Individual Education Plan or Behaviour Support Plan)
- the establishment of partnerships between schools and community agencies is used to link students to further, ongoing support services if required.

# 3. SERVICE DELIVERY

The process of service delivery includes three key phases – planning, delivery and measuring impact. The delivery of the majority of targeted interventions and capacity building activities will align with the school calendar year, with planning occurring early in the year, and delivery and measuring the impact completed by the end of the school calendar year.

SFYS agencies will deliver targeted interventions or capacity building activities across the two calendar years of the 2022 to 2023 SFYS Service Agreement. This can be through a series of shorter coordinated interventions and/or longer interventions that may span up to the two calendar years of the Agreement. The same students may receive SFYS support in 2022 and 2023, however there is flexibility to make adjustments to the students selected to receive support depending on individual circumstances.

The delivery and assessment of all services must be completed by the end of the current Service Agreement.

Further details on each of the three key phases of service delivery are set out below.

## 3.1   PLANNING

The identification of students requiring support through the program, will be determined through collaborative planning involving the Department's central team, Department Area teams, SFYS agencies and participating schools.

This planning process will consist of four key stages – school selection, Department Area teams and SFYS agency planning, engagement of SFYS agencies with schools, and review and refinement of supports. Indicative timeframes for each step are in the table below, and each of the steps are described in detail below.

| Activity | Indicative timeframe |
|---|---|
| *Stage one: school selection* | |
| DET Central provides suggested lists of schools to Department Area teams based on chronic absence data | Late November, 2021 |
| Department Area teams review the list in the context of local knowledge | Early December, 2021 |
| *Stage two: Area team and SFYS agency planning* | |
| Department Area team and SFYS agency planning session, including adding Catholic and independent schools to the list | December 2021 to early Term 1, 2022 |
| *Stage three: engagement with schools* | |
| SFYS providers commence initial engagement with schools | By early Term 1, 2022 |
| SFYS agency submits Annual Workplan to Department Area team | By end of Term 1, 2022 |
| *Stage four: review and refine* | |
| Department Area team and SFYS agency review and refinement session for 2023 delivery | Term 4, 2022 |

## (1) School selection

DET Central will provide a list of government schools to receive SFYS support to the Department Area teams, primarily on the basis of attendance data and data indicating higher risk of student disengagement from school. This list will be reviewed by the Department Area team and, if necessary, amended by the Department Area team based on local knowledge of schools with a high-level need for support to prevent student disengagement and/or address chronic absence; or based on knowledge that it is not suitable for the school to receive SFYS support. SFYS agencies may provide feedback to the Area team on suitability of government schools to assist with finalising the list of schools to receive SFYS support.

As a starting point, it is expected that all SFYS providers will work across all school sectors. Selection of Catholic and independent schools is primarily informed by SFYS agency advice, but may be informed by historical information, local knowledge and information from the relevant Catholic Diocesan Office. Catholic and independent schools are also expected to be prioritised to receive SFYS support on the basis of need for support to prevent student disengagement and/or address chronic absence.

**(2) Department Area team and SFYS agency planning**

Each SFYS agency will meet with their Department Area for a planning session by early Term 1, 2022. At this session, the Department Area team will provide the SFYS agency with the suggested list of government schools for engagement with the SFYS program if they have not already. The SFYS provider may provide feedback on the list of government schools and should suggest Catholic and independent schools to receive support. The Department Area team will make the final decision on which schools will receive support.

SFYS agencies will also present their own information at this meeting, including relevant data, known issues affecting student disengagement in the local area, experiences with specific schools (including independent and Catholic schools), experience with successful interventions and capacity building activities. The Department Area team may suggest evidence-based activities that SFYS agencies may be able to conduct with schools. SFYS agencies and Department Area team staff will discuss outcomes for schools from the 2021 SFYS service delivery, including what worked well and opportunities for improvement, using the 2021 Annual Report to guide the discussion.

This combined information will form the basis for collaborative planning of interventions, including key priority groups of students requiring support, ideas for collaboration between SFYS agencies and community organisations to deliver the support required to help these students remain engaged in their education, and baseline and review data to be collected (see Section 3.3 below, for further detail on collecting relevant data).

The SFYS agency should plan to work with the same schools for the full 2022 to 2023 period, with a review at the end of 2022 (as described in stage four below). Schools can be added to and removed from the list of schools receiving services at any time with agreement from the Department Area team.

**(3) Engagement with schools**

When the school list has been finalised following the planning meeting, the Department Area team, will contact schools to notify them that they are eligible to receive SFYS support for 2022 and 2023. It is recommended that the SFYS agency is cc'd into this communication. Once the school has been notified SFYS agencies must then engage with local schools to assess their level of interest and discuss the suitability of proposed targeted interventions and/or capacity building activities for students and staff at their school. Planning activities should be a collaborative process with the school that is responsive to their feedback and need. The number and specific schools that each SFYS agency engages with should be guided by the planning discussions with the Department Area team.

A Service Delivery Template (**Attachment E**) will need to be completed by SFYS agencies together with each school that chooses to participate in proposed targeted interventions and/or capacity building activities. This will be endorsed by the SFYS agency and the Principal of each participating school, and will be attached to the Annual Workplan submitted to the Department Area team in Term 1, for departmental endorsement (see Section 4.2 below for further details).

**(4) Review and refine**

In addition to regular meetings and informal collaboration throughout 2022 and 2023, each SFYS agency will meet with their Department Area for a review and refinement session in Term 4, 2022. The purpose of this meeting is to review the supports provided to schools in 2022 and to refine and plan further supports for 2023. This will inform the development of

the 2023 Annual Workplan. Although it is generally expected SFYS support will continue to be provided to the same schools for the full 2022 to 2023 period, there is scope to make adjustments to schools requiring supports throughout the funding period. The Term 4, 2022 review and refinement meeting is an ideal time to consider whether adjustments are needed to the schools that require support.

***Services must be evidence-based***

Targeted interventions and capacity building activities must be evidence-based. This means that targeted interventions need to be supported by evidence of effectiveness, and must be targeted to the particular needs of the students they are aimed at supporting. There must be a clear link between what the intervention is seeking to achieve and the needs of the participating students. Interventions should be coordinated to reinforce the intended outcome of improving student attendance and engagement in school.

Similarly, capacity building activities must be designed to build the capacity of school staff in a way that allows them to better support the SFYS target group. There must be a clear link between the particular needs of those students, and improvements in the capacity of participating school staff to respond to those students' needs.

A suitable intervention and/or capacity building activity might need to be modified or adapted in some way to suit the particular needs of the participating students or school staff. SFYS agencies are encouraged to be innovative in the way that targeted interventions and/or capacity building activities are delivered, so that they best respond to the particular needs of the SFYS target group.

The following questions can be used to guide an assessment of the strength of the evidence supporting an intervention and/or capacity building activity:

- *replication*: has the intervention/capacity building activity been implemented and independently evaluated on more than one occasion?
- *documentation*: are the content and methods of the intervention/capacity building activity well documented (such as provider training courses and user manuals) and standardised to control quality service delivery?
- *theoretical basis*: is the intervention/capacity building activity based upon a well-accepted theory or developed from a continuing body of work in its field?
- *cultural reach*: has the intervention/capacity building activity been trialled with people in disadvantaged communities, Indigenous people or people from culturally and linguistically diverse backgrounds?
- *cost-effectiveness*: does the intervention/capacity building activity represent value for money?

It is strongly recommended that SFYS agencies use a program logic template, such as the one provided at **Attachment B** as a tool to plan their activities with schools. These can be submitted as attachments to the Annual Workplan as part of the planning process.

## 3.2    DELIVERY

SFYS agencies may deliver targeted interventions and/or capacity building activities directly, or may partner with another agency to deliver the intervention and/or activity. In either case, the SFYS agency is responsible for overseeing delivery of the intervention and/or activity, and ensuring the completion of all key tasks.

This includes:

- *participation*: ensuring the participants invited to attend are the right participants for the specific intervention and/or activity, based on their disengagement needs or role in supporting the SFYS target group
- *data*: working with participating school/s to ensure that baseline data is identified and collected prior to the delivery of the intervention and/or activity, and review data is collected following delivery
- *sustainability*: working with participating school/s to support the integration of services delivered into key school strategies to support students, where possible, and foster the development of ongoing partnerships
- *roles and responsibilities*: ensuring that key parties, including schools and partner agencies, are clear about their roles and responsibilities
- *timelines*: ensuring that timelines are met
- *budget*: overseeing and managing the budget for the intervention and/or activity
- *resolution of issues*: working with participating school/s and/or partner agencies to address any issues with the delivery of the intervention and/or activity.

## 3.3    MEASURING IMPACT

Measuring the impact of a targeted intervention or a capacity building activity requires the collection and analysis of baseline and review data. SFYS agencies are required to collect both baseline data before an intervention or capacity building activity is delivered, and review data following its completion, and conduct a comparison of the data to show any change or improvement.

The data should include both quantitative data (numerical) and qualitative data (descriptive e.g. describing behaviour change) and any student level data should always be de-identified for the purposes of Department reporting. The data will need to demonstrate the impact of a targeted intervention on the engagement levels of the participating students, and the impact of capacity building activities on participating school staff. The most relevant types of data for this purpose, for both outputs (what is delivered) and outcomes (impacts) are set out in the table below.

| | **Outputs** | **Outcomes** |
|---|---|---|
| **Quantitative Data** | Numbers and names of participating schools<br><br>Numbers of participants (de-identified) in a targeted intervention/capacity building activity | Student attendance data (de-identified)<br><br>Incidents of suspension or other disciplinary measures (de-identified)<br><br>Students connected to support services (de-identified)<br><br>Student engagement data (e.g. survey measuring attitudes to school) (de-identified) |
| **Qualitative Data** | Comments and feedback from participants (de-identified) on their experience of the targeted intervention/ capacity building activity | Feedback from students and school staff (e.g. observations of changes in student behaviour) (de-identified) |

De-identified Case studies can also be used by SFYS agencies to illustrate the broader context around the delivery of a targeted intervention or capacity building activity. Case studies allow for a more in-depth analysis, and can provide valuable information about impacts that cannot easily be quantified in data.

**Data and Privacy:**

The data collected and reported on by providers is subject to requirements of the *Privacy and Data Protection Act 2014* and the *Health Records Act 2001*. Student level data should not include full student names or identifying details, to protect student privacy. When qualitative data, student feedback or case studies are reported back to the Department using the supplied templates, all necessary student references should include a student identifier only, such as student initials, pseudonyms or first names only. Templates used for reporting should list the names of programs, providers and schools, but should not list any student names.

Requirements around the reporting of program impacts are set out in the next section.

# 4.  REPORTING

## 4.1  WORK PLANS & REPORTING

Each SFYS agency must submit the following three reports to their Department Area team during the course of each year, by the following due dates:

| Year | Annual Work Plan | Mid-year Report | Annual Report |
|------|------------------|-----------------|---------------|
| 2022 | 8 April (last date of Term 1) | 31 July | 31 December |
| 2023 | 6 April (last date of Term 1) | 31 July | 31 December |

Once each report is endorsed by the Department Area team, it must be emailed by the Area team to the DET central office at **SFYS@education.vic.gov.au** who will ensure requirements of the Victorian Common Funding Agreements are met and arrange for release of the associated milestone payments for each report.

SFYS agencies are to email invoices for milestone payments directly to the Department central office at **SFYS@education.vic.gov.au**. Payments will be released upon endorsement of the associated report/s by the relevant Department Area team.

Reports submitted to the Department central office are not returned to SFYS agencies – acceptance of the report is confirmed by the release of milestone payments to agencies.

Further information on the purpose and content of each report is set out below.

### (1)  Annual Work Plan

The Annual Work Plan provides a summary of all planned interventions and/or capacity building activities to be delivered by an SFYS agency for that calendar year. This includes the overall numbers of interventions and/or capacity building activities, aggregated data on the numbers of students to be supported throughout the year, the overall number of participating schools, and a detailed budget for the year. All completed Service Delivery Templates (**Attachment E**), endorsed by the SFYS agency and participating schools, must be attached to the Annual Work Plan for endorsement by the local Department Area team (see Section 4.2 below).

There is provision for the addition of services to the Annual Workplan throughout the year. Any services added require the submission of a Service Delivery Template (**Attachment E**) to the Department Area team for endorsement. All planned services for each school year

should be submitted before 31 July of the calendar year they are being delivered in (either 2022 or 2023) for timely reporting and delivery to schools.

Within the annual workplan funds may be set aside for services to be approved after 31 July, under an '**Emerging Need'** category. This is to allow for flexibility in responding to crises or building on interventions based on student or school needs. Interventions to be delivered under Emerging Need also require the submission of a Service Delivery Template (**Attachment E**) to be endorsed by the Department Area team.

The Annual Work Plan template is included at **Attachment A**.

### (2)    Mid-year Report

The Mid-year Report is a progress report on an SFYS agency's implementation of its Annual Work Plan. It is also the cut-off date for submission by SFYS agencies of any interventions and/or capacity building activities not yet endorsed by the local Department Area team (see Section 4.2 below).

The Mid-year Report includes:
- a summary of interventions to date, including those currently in-progress and those completed and assessed
- any Service Delivery Templates for interventions and/or capacity building activities (endorsed by the SFYS Manager and participating school/s) not yet endorsed by the local Department Area team (see **Attachment E**)
- an Impact of Service Report for each completed intervention (see **Attachment F**)
- a progress report on actual income and expenditure to 30 June of that calendar year (2022 or 2023), against the budget set out in the Annual Work Plan. Income should include any carry-over of funds from a previous year's underspend, that has resulted in adjusted milestone payments for that calendar year (2022 or 2023).

The report should include reflections on what is working well, any issues that have emerged and how these have been addressed, and any changes/adjustments made to the Annual Work Plan.

The Mid-year Report template is included at **Attachment C**.

### (3)    Annual Report

The Annual Report provides a summary of the delivery and impact of all interventions and/or capacity building activities delivered by the SFYS agency that calendar year (2022 or 2023). This includes the name and overall number of schools that participated, the overall number of participants, and what outcomes were achieved. It also includes a financial report on all funding spent during that calendar year.

Completed and endorsed Impact of Service templates (**Attachment F**), for each completed intervention and/or capacity building activity, must also be attached to the Annual Report (see Section 4.2 below).

The Annual Report template is included at **Attachment D**.

## 4.2    ENDORSEMENT AND IMPACT OF SERVICES

Each proposed intervention and/or capacity building activity must be endorsed by participating schools and the Department Area team before delivery commences, and its impact assessed as soon as practicable following its completion.

For this purpose, SFYS agencies must complete the following two templates for each intervention and/or capacity building activity:

### (1)    Service Delivery template

The Service Delivery template captures key information on each intervention and/or capacity building activity to be delivered. This includes participating schools, barriers to engagement and/or presenting issues of students requiring support, what will be delivered, data to be collected, and the anticipated cost.

The completed template must be endorsed by the SFYS agency and participating schools, before being submitted to the Department Area team for endorsement. The majority of Service Delivery templates should be completed during the planning stage of service delivery in Term 1 (as outlined above in Section 3.1), and submitted to the Department Area team for endorsement as part of the Annual Work Plan. Any Service Delivery templates not submitted at this time must be submitted for endorsement by the Department Area team by no later than 31 July (the due date for the Mid-year Report – see Section 4.1 above).

The Service Delivery template is included at **Attachment E**.

### (2)    Impact of Service template

The Impact of Service template captures key information regarding the impact of each intervention and/or capacity building activity delivered, including who participated, an assessment of the data collected, what was achieved, and the cost. The completed template must be endorsed by the SFYS agency and participating schools.

An Impact of Service template should be completed and endorsed for each completed intervention and/or capacity building activity as soon as practicable following its completion. An Impact of Service template must be submitted for endorsement with the Mid-Year report, for each intervention that is completed by this time. For interventions completed after this time, an Impact of Service template must be completed and endorsed for each intervention, and attached to the Annual Report submission for that calendar year (see Section 4.1 below for due dates).

The Impact of Service template is included at **Attachment F**.

# 5.    ROLES & RESPONSIBILITIES

## 5.1    SFYS AGENCIES

SFYS agencies are funded to deliver the SFYS program within a defined area, based on Local Government Authority boundaries, which align with the Department's Area model. SFYS agencies are funded to employ an SFYS Coordinator, and also receive additional funding for the delivery of targeted interventions and capacity building activities.

A map of LGA boundaries can be found here: https://knowyourcouncil.vic.gov.au/councils

*SFYS Coordinator*

The key responsibilities of the SFYS Coordinator include:

- working with their Department Area team and schools through the planning process to identify suitable targeted interventions and/or capacity building activities
- overseeing delivery of funded targeted interventions and capacity building activities
- measuring the impact of targeted interventions and capacity building activities
- developing strong networks and working relationships with partner agencies and other community organisations
- completion of required program reporting.

### *Manager*

Funding provided to SFYS agencies also includes funding for management support for the SFYS Coordinator.

SFYS Managers are required to provide management oversight of the delivery of funded targeted interventions and/or capacity building activities, and must endorse all program reports submitted to the Department, including financial reports.

### *Networks*

SFYS agencies should develop and maintain networks and working relationships with partner agencies and other community organisations to support their role in identifying services available to support the needs of the SFYS target group in their local area.

Participating in broader networks across relevant sectors is also recommended, to ensure that SFYS agencies have a strong understanding and awareness of issues affecting young people in the local area who are disengaging from education, and the breadth of services and supports delivered within the community. This may include participating in networks across the following services/sectors:

- complementary education services funded by the Department (e.g. Navigator providers, Local Learning and Employment Networks)
- local government
- health services
- family support services
- youth services
- other Victorian government agencies, including Victoria Police, the Department of Health and The Department of Families, Fairness and Housing.

### *Working with Children Checks*

SFYS agencies must ensure that all individuals working directly with children or young people as part of the delivery of a targeted intervention or capacity building activity have a valid Working with Children Check. For further information, see: http://www.workingwithchildren.vic.gov.au/

### *Child Safe Standards*

The Child Safe Standards are compulsory minimum standards for all funded organisations that provide services or facilities for children, licensed and approved early childhood services, and Victorian schools. The Child Safe Standards require organisations to take steps to create a culture of child safety and protect children from all forms of abuse and neglect. For further information, see: http://providers.dhhs.vic.gov.au/child-safe-standards

### Family Violence Information and Child Information Sharing schemes

SFYS agencies are prescribed Information Sharing Entities under both the Child Information Sharing Scheme (CISS) and the Family Violence Information Sharing Scheme (FVISS). For more information about the schemes see: https://www.vic.gov.au/about-information-sharing-schemes-and-risk-management-framework

For resources to assist in implementing and using both schemes see: https://www.vic.gov.au/guides-templates-tools-for-information-sharing

### Data sharing and student privacy

SFYS agencies are required to handle all personal and sensitive information in accordance with the *Privacy and Data Protection Act 2014* and the *Health Records Act 2001.* Any student or family data collected as the result of a SFYS intervention cannot be shared with any parties beyond the school and the Department as needed, and should be de-identified in Department reporting, to ensure privacy. Templates used for Department reporting should list the names of programs, providers and schools, but should not list any student names.

## 5.2    DEPARTMENT OF EDUCATION AND TRAINING

The Department of Education and Training (Department) is responsible for overseeing the delivery of the program by SFYS agencies, in accordance with the Victorian Common Funding Agreement Service Agreement, and these guidelines.

### Area Teams

The Department's 17 Area teams are the key interface between the Department and SFYS agencies, and have day-to-day responsibility for monitoring and supporting SFYS agencies in the delivery of the program.

This includes:
- working with SFYS agencies through the planning process to identify students requiring support through the program, and suitable targeted interventions and/or capacity building activities
- endorsement of targeted interventions and/or capacity building activities
- review and endorsement of all program reports submitted by SFYS agencies, with feedback provided to agencies
- working with SFYS agencies to address any issues or concerns with their performance under the Service Agreement with the Department.

A map of the Department's 17 Areas can be found here: http://www.education.vic.gov.au/about/department/structure/Pages/regions.aspx

### Data sharing from Area teams to SFYS providers

All Department staff must comply with the *Victorian Data Sharing Act 2017*. Department Area staff may share de-identified school level Chronic Absence data with SFYS providers who service their local Area. This is for planning purposes only and is not to be distributed or disseminated further by providers, beyond this planning of service provision.

### Central Office

The role of the Department's Central Office is to provide state-wide program monitoring and coordination, including:

- establishing and managing Victorian Common Funding Agreements, including key project milestones with each provider
- working with and supporting Area teams
- providing evidence-based Chronic Absence data to Department Area teams for planning purposes where required
- monitoring the overall contribution and impact of the SFYS program
- developing and implementing processes to support program development and continuous improvement in service delivery
- development of the program guidelines.

### *Participating Schools*

Schools that participate in the SFYS program receive supports aimed at lifting student attendance and engagement with school. It is expected that the school will be an active participant in the process, working collaboratively with the SFYS agency during the planning phase to help identify students requiring support and plan appropriate activities. In some circumstances it may be appropriate to ask the school to provide a co-contribution for interventions, although this is not a mandatory requirement of the SFYS program. The agreed activities are detailed by the SFYS agency in a Service Delivery template (**Attachment E**), which is endorsed by local Department Area staff.

It is expected that schools will enable SFYS agencies to deliver the activities, for example allocating school staff who will work with the SFYS agency and assisting to promote activities when needed. At the end of the activity schools are expected to provide data and feedback to SFYS providers to assist with evaluation and continual improvement of services.

### *Data sharing from schools to SFYS providers*

In the course of planning interventions and reporting on their impacts, schools may be required to share personal student information with SFYS providers. As outlined in section 3.3 above, this could include:

- student attendance data
- incidents of suspensions or other disciplinary measures
- students connected to support services
- student engagement data (e.g. survey measuring attitudes to school)
- feedback from students and staff.

Schools must comply with Victorian privacy law, including personal and health information governed by the *Privacy and Data Protection Act 2014,* the *Health Records Act 2001* and the *Victorian Data Sharing Act 2017*.

# 6. FUNDING

## 6.1 FUNDING GUIDELINES

SFYS agencies receive funding for the following:

- *SFYS Agency Costs*: Funding provided covers the cost of employing an SFYS Coordinator (salary plus on-costs), and also includes some funding for operational

costs associated with the Coordinator (e.g. access to a work station, mobile phone bills, etc), management costs for oversight and supervision of the Coordinator, and any costs associated with participation in relevant networks.

- *Service Delivery (brokerage funds)*: Funding is provided to each SFYS agency to fund the delivery of targeted interventions for the SFYS target group and capacity building activities for schools. Funding for the delivery of services includes the cost of the service, as well as any necessary related costs, such as venue hire, CRT for participating school staff and the cost of materials. The number of these services, and the specific type of service delivered, is determined by the planning process (outlined in Section 2.1 above).

Funding allocated to the employment of a Coordinator, and associated expenses, is capped. This funding cap is based on the Coordinator FTE allocation to each SFYS agency in their Victorian Common Funding Agreement, and includes a maximum add-on for operational costs and for management costs, linked to the cost of employing the Coordinator (salary plus on-costs). Funding allocated for the delivery of services includes a weighting for indicators of need and rurality, to ensure that more funding is available to deliver services in areas of greater need.

SFYS agencies may redirect coordination funds to brokerage funds for delivery of interventions with written agreement from the Area team. SFYS agencies may not redirect brokerage funds for the service delivery to coordination.

SFYS agencies are accountable for their funding, and are required to submit regular program reports (outlined in Section 4.1 above) to demonstrate effective delivery of the program, and provide full and accurate records of program spending. Payments may be withheld if a SFYS agency is not delivering the program to the reasonable satisfaction of the Department. This will be determined by an assessment of the effective completion of planning processes, the delivery of services to the SFYS target group and schools, and the analysis of the impact of those services.

## GST

The goods and services tax (GST) is paid to all SFYS agencies except for local governments. Local government budgets and financial statements should be GST exclusive, and all other agencies' budgets and financial statements should be GST inclusive.

Funding set out in the Service Agreement within the Funded Agency Channel is exclusive of GST and exclusive of indexation. GST is not shown until payable, and is added at the applicable rate (currently 10 per cent) to scheduled payments at the time payment is actually made. This process is used to make transparent to organisations the funding related to service delivery and the separate GST component.

### SFYS providers cannot pay schools directly to fund interventions

As per Department policy, schools cannot be the direct recipients of Grants money. This means that SFYS funds cannot be transferred to a school by the SFYS provider, to pay a subcontractor directly. The SFYS provider is funded to provide a brokerage service for the school, including the handling of payment to subcontractors.

Each SFYS provider is funded by the Department under a Victorian Common Funding Agreement, which includes attached Terms and Conditions. Under clause 3.1(f) of the Terms and Conditions, it provides that the organisation (the SFYS provider) will comply with

all Applicable Department Policies, including the Grants Policy, which indicates that schools should not be the direct recipients of grants funding.

As with all onsite activity, schools are also responsible for managing any OHS risks associated with contractors (and sub-contractors) to ensure that they are provided with relevant OHS induction, training and information as required. No written agreement (or MoU) is required for this between the school and the subcontractor to deliver a SFYS intervention on this basis, and the school does not need to be the recipient of SFYS Grant funding or to pay the subcontractor directly, to carry out this responsibility.

***Unspent funding***

Where a SFYS agency has not delivered all services set out in its 2022 or 2023 Annual Work Plan by the end of that year, and/or has unspent funding remaining, that funding may be recovered by the Department. This funding may be deducted from the final payment(s) due to the agency that year, deducted from the next year's payment schedule, or may be otherwise recovered from the agency by the Department.

***Acknowledgement of funding***

SFYS agencies must acknowledge the funding support provided by the Victorian Government in all SFYS publications and publicity-related materials. This includes information regarding the program published on websites, press releases, brochures, posters and speeches/launches. An acknowledgement must also be included in an SFYS agency's annual report.

In setting out the acknowledgement, SFYS agencies should follow the guidelines outlined here: https://fac.dhhs.vic.gov.au/acknowledgement-and-publicity-guidelines-victorian-government-funding-support

## 6.2    EXCLUSIONS

SFYS funding cannot be used for any of the following (unless a specific exemption is agreed by the Department):

- the purchase of infrastructure (e.g. computers, cars, mobile phones)
- funding of staff (other than the existing SFYS Coordinator/staff)
- funding for an external evaluation of a targeted intervention and/or capacity building activity
- research activities
- targeted interventions and capacity building activities delivered to a whole school/year-level/class
- services that duplicate existing services funded by the Department (e.g. pre-existing intervention strategies or capacity building activities available in schools – see section 2.3 for further information regarding services offered through the Schools Mental Health Menu)
- clinical services for individual young people
- services that cannot be completed within the period of the Service Agreement
- forums or contributions towards forums.

In addition, while SFYS funding can be used to support students and staff in flexible learning settings that are part of government or non-government schools, it cannot be used to establish or deliver flexible learning programs that are an alternative to school.

## 6.3    AUDITS

Under the Service Agreement between the Department and SFYS agencies for the delivery of SFYS, the Department can conduct, or engage a third party to conduct, a performance review or an audit of an SFYS agency. An audit can be conducted at any time, at the Department's expense, for the purpose of monitoring and assessing an agency's performance of its obligations under the agreement or the delivery of the services, or to confirm that SFYS funding has been used for the correct purposes.

# ATTACHMENT A

# ANNUAL WORK PLAN TEMPLATE

Last updated: November 2022

**SFYS [year]
Annual Work Plan**

| Provider details | |
|---|---|
| **Name of agency** | |
| **Department Area** | Choose an item. |
| **Coordinator FTE** | |
| **Delivery Period** | Choose an item. |

| Number and profile of students identified for support (not including students participating in interventions rolled over from Semester 2, 2022) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Grade/Year Level** | | | | | | | |
| | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Total numbers of students** | | | | | | | | |
| **Indicators of disengagement** [mark all that apply] | | | | | | | | |
| Low attendance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Behavioural issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Low educational achievement or engagement | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Contact with Wellbeing team | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Incidents of suspension or other disciplinary measures | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Barriers to engagement** [mark all that apply] | | | | | | | | |
| Personal issues (e.g. mental health, drug dependency, criminal behaviour) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family factors (e.g. family violence, family breakdown and/or crisis, parents with a mental health issue) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| School related issues (e.g. negative experiences) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vulnerable cohort** [mark all that apply] | | | | | | | | |
| Out-of-home Care | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Aboriginal or Torres Strait Islander | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Refugee or newly arrived migrant | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student has a disability | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Summary of services to be delivered (not including interventions rolled over from Semester 2, 2022) | | | | |
|---|---|---|---|---|
| **Number of services** | Targeted interventions for identified students | | Capacity building for school staff and/or families | |
| | [number] | | [number] | |
| **Number of participating schools and partners** | Government | Catholic | Independent | Partner Agencies |
| | [number] | [number] | [number] | [number] |
| **Number of participants** | Students | School staff | Families/ carers | Partner agency staff |
| | [number] | [number] | [number] | [number] |

| List of services to be delivered [add/delete rows as required] | | | |
|---|---|---|---|
| **Name** | **Endorsed by SFYS Manager** | **Endorsed by participating schools** | **Attached** |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |

| If applicable - list of services to be delivered – rolled over from Semester 2, 2022 [add/delete rows as required] | | | |
|---|---|---|---|
| **Name** | **Endorsed by SFYS Manager** | **Endorsed by participating schools** | **Attached** |
| | ☐ | ☐ | ☐ |

|  |  |  |  |
|---|:---:|:---:|:---:|
|  | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ |

| Key priority areas |
|---|
|  |

| Key partnership objectives | |
|---|---|
| **Participating school/s** | |
| **Partner agencies** | |
| **Key network/s** | |

| Annual budget [add/delete rows as required] | | |
|---|---|---|
|  | GST excl. | GST incl. |
| **Income** | | |
| DET funding | | |
| 2022 DET funding for interventions rolled over from S2, 2022 | | |
| Other | | |
| **Total Income** | | |
| **SFYS Agency Costs** | | |

| | | |
|---|---|---|
| Coordinator + on-costs | | |
| Operational costs | | |
| Management costs | | |
| **Sub-total** | | |
| **Service Delivery Costs** | | |
| Intervention no.1 | | |
| Intervention no.2 | | |
| Intervention no.3 | | |
| Funding to support emerging need | | |
| **Sub-total** | | |
| **Service Delivery Costs (interventions rolled over from Semester 2, 2022)** | | |
| Rolled over intervention no.1 | | |
| Rolled over intervention no.2 | | |
| Rolled over intervention no.3 | | |
| **Sub-total** | | |
| **Total Expenditure** | | |

| Endorsement | | |
|---|---|---|
| [SFYS Manager] | [signature] | [date] |
| [DET Area Team] | [signature] | [date] |

# ATTACHMENT B

# PROGRAM LOGIC TEMPLATE

It is strongly recommended that SFYS agencies develop a program logic to structure their planning of supports for each school. An example program logic template is provided in the table below.

| PRIORITY | WHO | OUTCOMES | | WHAT | PARTNERS REQUIRED |
|---|---|---|---|---|---|
| Priority Area | Target group(s) | Short-medium term outcomes sought | 1-2 year outcomes sought | Strategies /interventions for testing | |
| | | | | | |
| | | | | | |
| | | | | | |

# ATTACHMENT C

# MID-YEAR REPORT TEMPLATE

## SFYS [year]
## Mid-Year Report

| Provider details | |
|---|---|
| **Name of agency** | |
| **Department Area** | Choose an item. |
| **Coordinator FTE** | |
| **Delivery Period** | Choose an item. |

| **Number and profile of students identified for support (not including students participating in interventions rolled over from Semester 2, 2022)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Grade/Year Level** | | | | | | | |
| | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Total numbers of students** | | | | | | | | |
| **Indicators of disengagement** [mark all that apply] | | | | | | | | |
| Low attendance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Behavioural issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Low educational achievement or engagement | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Contact with Wellbeing team | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Incidents of suspension or other disciplinary measures | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Barriers to engagement** [mark all that apply] | | | | | | | | |
| Personal issues (e.g. mental health, drug dependency, criminal behaviour) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family factors (e.g. family violence, family breakdown and/or crisis, parents with a mental health issue) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| School related issues (e.g. negative experiences) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vulnerable cohort** [mark all that apply] | | | | | | | | |
| Out-of-home-care | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Aboriginal or Torres Strait Islander | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Refugee or new arrival | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Student has a disability | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Summary of interventions completed (not including interventions rolled over from Semester 2, 2022) | | | | |
|---|---|---|---|---|
| **Number of services** | Completed Targeted interventions for identified students | | Completed Capacity building for school staff and/or families | |
| | [number] | | [number] | |
| **Number of participating schools and partners** | Government | Catholic | Independent | Partner Agencies |
| | [number] | [number] | [number] | [number] |
| **Number of participants** | Students | School staff | Families/ carers | Partner agency staff |
| | [number] | [number] | [number] | [number] |

| Summary of interventions in progress (not including interventions rolled over from Semester 2, 2022) | | | | |
|---|---|---|---|---|
| **Number of services** | Targeted interventions for identified students in progress | | Capacity building for school staff and/or families in progress | |
| | [number] | | [number] | |
| **Number of participating schools and partners** | Government | Catholic | Independent | Partner Agencies |
| | [number] | [number] | [number] | [number] |
| **Number of participants** | Students | School staff | Families/ carers | Partner agency staff |
| | [number] | [number] | [number] | [number] |

| If applicable - summary of interventions completed (interventions rolled over from Semester 2, 2022 only) | | | | |
|---|---|---|---|---|
| **Number of services** | Completed Targeted interventions for identified students | | Completed Capacity building for school staff and/or families | |
| | [number] | | [number] | |
| **Number of participating schools and partners** | Government | Catholic | Independent | Partner Agencies |
| | [number] | [number] | [number] | [number] |

| Number of participants | Students | School staff | Families/ carers | Partner agency staff |
|---|---|---|---|---|
| | [number] | [number] | [number] | [number] |

| List of services requiring endorsement by local Department Area Team [add/delete rows as required] | | | |
|---|---|---|---|
| **Name** | **Endorsed by SFYS Manager** | **Endorsed by participating schools** | **Attached** |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |

| Report on achievements & areas for improvement | |
|---|---|
| **Reflections on what is working well** | |
| **Reflections on issues/challenges that have arisen and response** | |
| **Changes/adjustments to the Annual Work Plan** | |

| Mid-Year Financial Statement [add/delete rows as required] | | |
|---|---|---|
| | **GST excl.** | **GST incl.** |
| **Income** | | |
| DET funding | | |
| 2022 DET funding for interventions rolled over from S2, 2022 | | |
| Other | | |
| **Total Income** | | |
| **SFYS Agency Costs** | | |
| Coordinator + on-costs | | |
| Operational costs | | |
| Management costs | | |
| **Sub-total** | | |
| **Service Delivery Costs** | | |
| Intervention no.1 | | |
| Intervention no.2 | | |
| Intervention no.3 | | |
| **Sub-total** | | |
| **Service Delivery Costs (interventions rolled over from 2022 only)** | | |
| Rolled over intervention no.1 | | |
| Rolled over intervention no.2 | | |
| Rolled over intervention no.3 | | |
| **Sub-total** | | |
| **Total Expenditure** | | |

| Unspent Funding | | |
|---|---|---|
| Funding to support emerging needs | | |
| Total Expenditure | | |

| Endorsement | | |
|---|---|---|
| [SFYS Manager] | [signature] | [date] |
| [DET Area Team] | [signature] | [date] |

# ATTACHMENT D

# ANNUAL REPORT TEMPLATE

**SFYS [year]**
**Annual Report**

| Provider details | |
|---|---|
| **Name of agency** | |
| **Department Area** | Choose an item. |
| **Coordinator FTE** | |
| **Delivery Period** | Choose an item. |

| Number and profile of students provided with support (not including students participating in interventions rolled over from Semester 2, 2022) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Grade/Year Level** | | | | | | | |
| | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Total numbers of students** | | | | | | | | |
| **Indicators of disengagement** [mark all that apply] | | | | | | | | |
| Low attendance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Behavioural issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Low educational achievement or engagement | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Contact with Wellbeing team | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Incidents of suspension or other disciplinary measures | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Barriers to engagement** [mark all that apply] | | | | | | | | |
| Personal issues (e.g. mental health, drug dependency, criminal behaviour) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family factors (e.g. family violence, family breakdown and/or crisis, parents with a mental health issue) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| School related issues (e.g. negative experiences) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vulnerable cohort** [mark all that apply] | | | | | | | | |
| Out-of-home-care | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Aboriginal or Torres Strait Islander | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Refugee or new arrival | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student has a disability | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Summary of services delivered (not including interventions rolled over from Semester 2, 2022) | | | | |
|---|---|---|---|---|
| **Number of services** | Targeted interventions for identified students | | Capacity building for school staff and/or families | |
| | [*insert number*] | | [*insert number*] | |
| **Number of participating schools and partners** | Government | Catholic | Independent | Partner agencies |
| | [*insert number*] | [*insert number*] | [*insert number*] | [*insert number*] |
| **Number of participants** | Students | School staff | Families/ carers | Partner agency staff |
| | [*insert number*] | [*insert number*] | [*insert number*] | [*insert number*] |

| List of services assessed [add/delete rows as required] | | | |
|---|---|---|---|
| **Name** | **Template endorsed by SFYS Manager** | **Template endorsed by participating schools** | **Template attached** |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ |

| If applicable - List of services assessed – rolled over from Semester 2, 2022 [add/delete rows as required] | | | |
|---|---|---|---|
| **Name** | **Template endorsed by SFYS Manager** | **Template endorsed by participating schools** | **Template attached** |

| | | □ | □ | □ |
|---|---|---|---|---|
| | | □ | □ | □ |
| | | □ | □ | □ |
| | | □ | □ | □ |
| | | □ | □ | □ |
| | | □ | □ | □ |
| | | □ | □ | □ |
| | | □ | □ | □ |

| Report on achievements & areas for improvement | |
|---|---|
| **Summary of improvements achieved through interventions** | |
| **Summary of achievements against key priority areas identified in Work Plan** | |
| **Reflections on what worked well** | |
| **Reflections on how interventions & impact could be improved** | |

| Report on partnerships | |
|---|---|
| **Names of participating schools** | |
| **Reflections on relationships with participating school/s – strengths & areas for improvement** | |
| **Reflections on relationships with partner agencies – strengths & areas for improvement** | |
| **Reflections on operation of key network/s – strengths & areas for improvement** | |

| Case studies |
|---|
| |

| Annual highlights |
|---|
| |

| Annual Financial Statement [add/delete rows as required] | | |
|---|---|---|
| | **GST excl.** | **GST incl.** |
| **Income** | | |
| DET funding | | |
| 2022 DET funding for interventions rolled over from S2, 2022 | | |
| Other | | |
| **Total Income** | | |
| **SFYS Agency Costs** | | |
| Coordinator + on-costs | | |
| Operational costs | | |
| Management costs | | |
| **Sub-total** | | |
| **Service Delivery Costs** | | |
| Intervention no.1 | | |
| Intervention no.2 | | |
| Intervention no.3 | | |
| **Sub-total** | | |
| **Service Delivery Costs (interventions rolled over from 2022 only)** | | |
| Rolled over intervention no.1 | | |
| Rolled over intervention no.2 | | |
| Rolled over intervention no.3 | | |
| **Sub-total** | | |
| **Unspent funds from 2022 contract** | | |

| | | |
|---|---|---|
| **Unspent funds from 2022 and 2023 contract** | | |
| **Total Expenditure** | | |

| Endorsement | | |
|---|---|---|
| [SFYS Manager] | [signature] | [date] |
| [DET Area Team] | [signature] | [date] |

# ATTACHMENT E

# SERVICE DELIVERY TEMPLATE

**SFYS [year]**
**Service Delivery**

| Key details | |
|---|---|
| **Name of agency** | |
| **Name of intervention** | |
| **Intervention type** | Choose an item. |
| **Date of commencement** | |

| Participating schools [add/delete rows as required] | | | |
|---|---|---|---|
| **School name** | **School type** | **School sector** | **School received SFYS support in 2022 (yes/no)** |
| [School name] | [primary/secondary] | [govt/Catholic/independent] | [yes/no] |
| [School name] | [primary/secondary] | [govt/Catholic/independent] | [yes/no] |
| [school name] | [primary/secondary] | [govt/Catholic/independent] | [yes/no] |

| Number and profile of students identified for support | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Grade/Year Level** | | | | | | | |
| | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Total numbers of students** | | | | | | | | |
| **Indicators of disengagement** [mark all that apply] | | | | | | | | |
| Low attendance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Behavioural issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Low educational achievement or engagement | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Contact with wellbeing team | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Incidents of suspension or other disciplinary measures | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Barriers to engagement** [mark all that apply] | | | | | | | | |
| Personal issues (e.g. mental health, criminal behaviour, drug dependency) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family factors (e.g. family breakdown and/or crisis, family violence) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| School related issues (e.g. negative experiences) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vulnerable cohort** [mark all that apply] | | | | | | | | |
| Out-of-Home-Care | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Aboriginal or Torres Strait Islander | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Refugee or new arrival | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Student has a disability | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |


| Details of the service | |
|---|---|
| **What will be delivered** | |
| **How will this address the indicators of disengagement and/or barriers to engagement identified above** | |
| **How will this complement strategies already in place in the participating school/s** | |
| **What are you aiming to achieve?** [mark all that apply] | **Targeted intervention** <br> ☐ Improved attendance for identified students <br> ☐ Improved behaviour for identified students <br> ☐ Improvement in educational achievement or engagement for identified students <br> ☐ Improved connection to school wellbeing team for identified students <br> ☐ Lower incidents of suspension or other <br><br> **Capacity building** <br> ☐ Increased capacity of participants to respond to indicators of disengagement of identified students <br> ☐ Increased knowledge of participants of barriers to engagement experience by identified students <br> ☐ Increased capacity of participants to support identified students <br> ☐ Other [specify] |

| | | |
|---|---|---|
| | disciplinary measures for identified students<br>☐ Other [specify] | |
| **What baseline & review data will you collect?**<br>[mark all that apply] | **Targeted intervention**<br>☐ Attendance data for identified students<br>☐ Participant questionnaire developed by SFYS agency<br>☐ School staff observation questionnaire developed by SFYS agency<br>☐ Incidents of suspension or other disciplinary measures for identified students<br>☐ Other [specify] | **Capacity building**<br>☐ Attendance data for identified students<br>☐ Participant questionnaire developed by SFYS agency<br>☐ School staff observation questionnaire developed by SFYS agency<br>☐ Incidents of suspension or other disciplinary measures for identified students<br>☐ Other [specify] |
| **Sustainability**<br>[mark all that apply] | ☐ Participating school/s will fund the service in the future<br>☐ Participating school/s have committed to integrate service response into key school strategies to support disengaged students<br>(e.g. establish or review relevant school policies, establish or review identified students' Individual Education Plan or Behaviour Support Plan)<br>☐ Identified students have been linked to further, ongoing support<br>☐ Other[specify] | |
| **Roles & Responsibilities**<br>[add/delete rows as required] | [SFYS agency] | [role & responsibility] |
| | [partner agency] | [role & responsibility] |
| | [school – key contact] | [role & responsibility] |
| | [school] | [role & responsibility] |
| | [school] | [role & responsibility] |
| **Participants**<br>[add/delete rows as required] | Students | [number] |
| | School staff | [number] |
| | Families/carers | [number] |
| | Partner agencies | [number] |
| **Timelines** | | |
| **Budget** | [program/workshop cost] | [cost] |
| | [materials] | [cost] |

| [add/delete rows as required] | [other] | [cost] |
|---|---|---|
| | Total | [cost] |

**Activities listed on Schools Mental Health Menu**

SFYS agencies may use SFYS brokerage funds to purchase activities that are listed on the Schools Mental Health Menu if there is no duplication with the school's purchases through the Schools Mental Health Fund.

Only if the school has access to the Schools Mental Health Fund, complete the following declaration table:

| School name | I confirm that this activity does not duplicate items being purchased concurrently using the Schools Mental Health Fund (Y/N) | Principal Signature | Date of principal signature |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

| **Endorsement** [add/delete rows as required] | | |
|---|---|---|
| [SFYS Manager] | [signature] | [date] |
| [School – Principal] | [signature] | [date] |
| [DET Area Team] | [signature] | [date] |

# ATTACHMENT F

# IMPACT OF SERVICE TEMPLATE

Last updated: November 2022

**SFYS [year]**
**Impact of Service**

| Key details | |
|---|---|
| **Name of agency** | |
| **Name of intervention** | |
| **Intervention type** | Choose an item. |
| **Service completed (by school term)** | Choose an item.   Choose an item. |

**Is this an intervention rolled over from Semester 2, 2022: Yes / No (delete one)**

| Participating schools [add/delete rows as required] | | | |
|---|---|---|---|
| **School name** | **School type** | **School sector** | **School received SFYS support in 2022? (yes/no)** |
| [School name] | [primary/secondary] | [govt/Catholic/independent] | [yes/no] |
| [School name] | [primary/secondary] | [govt/Catholic/independent] | [yes/no] |
| [school name] | [primary/secondary] | [govt/Catholic/independent] | [yes/no] |

| Number and profile of students provided with support | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Grade/Year Level** | | | | | | | |
| | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Total numbers of students** | | | | | | | | |
| **Indicators of disengagement** [mark all that apply] | | | | | | | | |
| Low attendance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Behavioural issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Low educational achievement or engagement | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Contact with wellbeing team | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Incidents of suspension or other disciplinary measures | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Barriers to engagement** [mark all that apply] | | | | | | | | |
| Personal issues (e.g. mental health, criminal behaviour, drug dependency) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family factors (e.g. family breakdown and/or crisis, family violence) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Last updated: November 2022

| School related issues (e.g. negative experiences) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|---|---|---|
| Other [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Vulnerable cohort** [mark all that apply] | | | | | | | | |
| Out-of-Home-Care | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Aboriginal or Torres Strait Islander | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Refugee or new arrival | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Student has a disability | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (e.g. young parent, young carer, LGBTQI+, low SES) [specify] | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| **Impact of service** | | |
|---|---|---|
| **What was delivered** | | |
| **What review data did you collect** [mark all that apply] [please attach] | **Targeted intervention**<br>☐ Attendance data for identified students<br>☐ Participant questionnaire developed by SFYS agency<br>☐ School staff observation questionnaire developed by SFYS agency<br>☐ Incidents of suspension or other disciplinary measures for identified students<br>☐ Other [specify] | **Capacity building**<br>☐ Attendance data for identified students<br>☐ Participant questionnaire developed by SFYS agency<br>☐ School staff observation questionnaire developed by SFYS agency<br>☐ Incidents of suspension or other disciplinary measures for identified students<br>☐ Other [specify] |
| **Comparison of baseline & review data** | | |

| | | |
|---|---|---|
| | | |
| **What was achieved**<br>[mark all that apply] | **Targeted intervention**<br>☐ Improved attendance for identified students<br>☐ Improved behaviour for identified students<br>☐ Improvement in educational achievement or engagement for identified students<br>☐ Improved connection to school wellbeing team for identified students<br>☐ Lower incidents of suspension or other disciplinary measures for identified students<br>☐ Other [specify] | **Capacity building**<br>☐ Increased capacity of participants to respond to indicators of disengagement of identified students<br>☐ Increased knowledge of participants of barriers to engagement experience by identified students<br>☐ Increased capacity of participants to support identified students<br>☐ Other [specify] |
| **Sustainability**<br>[mark all that apply] | ☐ Participating school/s will fund the service in the future<br>☐ Participating school/s have committed to integrate service response into key school strategies to support disengaged students<br>(e.g. establish or review relevant school policies, establish or review identified students' Individual Education Plan or Behaviour Support Plan)<br>☐ Identified students have been linked to further, ongoing support<br>☐ Other[specify] | |
| **Who participated?**<br>[add/delete rows as required] | [students] | [number] |
| | [school staff] | [number] |
| | [families] | [number] |
| | [partner agencies] | [number] |
| **What was the final cost?**<br>[add/delete rows as required] | [program/workshop cost] | |
| | [materials] | |
| | [other] | |
| | [total] | |

| Endorsement [add/delete rows as required] | | |
|---|---|---|
| [SFYS Manager] | [signature] | [date] |
| [School – Principal] | [signature] | [date] |
| [DET Area Team] | [signature] | [date] |