

2013

Melton Festival for Healthy Living

Scoping Study Report



Prepared for Melton FHL Reference Group

Authors: Donna Payton, John Lane
and Annette Bielecki

Funded by: Brimbank/Melton Local Learning &
Employment Network, the Royal Children's
Hospital Mental Health Service, and DEECD Melton
SSSO Network 13 May 2013



CONTENTS

PART 1

INTRODUCTION

Festival for Healthy Living Overview.....	2
The FHL in Melton	3
Rationale for Scoping in Melton South.....	3

COMMUNITY CONTEXT

Locality and Demographic Data.....	4
Fast Growing Municipality.....	4
Socio-Economic Disadvantage.....	5
Young Population.....	6
Recent Changes	6
Current Initiatives Serving the Melton South Community	6

COMMUNITY CONSULTATION

Overview of the Scoping	7
Scoping meetings, discussions and interviews to date.....	8
Summary of responses to survey questions.....	10

PART 2

PIECING THE JIGSAW TOGETHER

Key Strengths.....	11
Needs Analysis - Key themes.....	12
Community Expressions of Interest - to date:	13
Opportunities for synergies with local schools.....	15

WHERE TO FROM HERE?

Introduction.....	19
Plan Options for proposed Melton FHL Program	19
Draft recommendations	20

PART 3

APPENDICES

APPENDIX 1.0 - CURRENT SERVICES & PROGRAMS provided in Melton South.....	22
APPENDIX 2.0 – Scoping Questions & Responses.....	25
APPENDIX 3.0 – Plan Costings	42

PART 1 - INTRODUCTION

Festival for Healthy Living Overview

The Festival for Healthy Living (FHL) is a unique mental health promotion and partnership initiative that builds the capacity of schools, families and communities to strengthen the mental health and social and emotional wellbeing of children and young people through the arts.

The FHL is an initiative of the Royal Children's Hospital Mental Health Service and is in its 15th year of operation. It is a state-wide program, structured over a 3 year model, with multiple concurrent projects in communities across metropolitan, regional and rural Victoria. To date, it has provided an opportunity for 115 schools in 28 communities across Victoria to promote a whole school approach to wellbeing in a creative and innovative way.

The FHL works through schools as core social centres. Whilst the focus is on young children and young people, family inclusion and working with whole school communities are important priorities.

The whole school approach adopted by the FHL in its work within schools is based on the Health Promoting Schools Framework. The model used in the framework establishes an interconnection between three key areas in order to promote the health of the community:

- a. Curriculum, teaching and learning
- b. Whole school organisation, ethos and environment
- c. Community links and partnerships

Within the FHL program, students work with partner teams, comprised of teachers, health professionals and artists, to explore everyday issues which affect our mental health and wellbeing, in a spirit of problem-solving, creativity, optimism and fun. Solution-focused performance pieces, artworks and multimedia presentations, and/or health promoting participatory activities are presented at a range of public events and celebrations.

Specifically the FHL aligns health promoting goals with educational goals of equipping young people to:

- a. Manage themselves and their relations with others
- b. Understand the world, and
- c. Act effectively in that world

The FHL in Melton

The possibility of a Festival for Healthy Living project in Melton has been developing for some time. As the local Children and Mental Health Services (CAMHS) provider, the RCH Integrated Mental Health Program has become acutely aware of the high level of need to proactively address mental health promotion in the Melton Township. Early explorations with education and health service stakeholders began in late 2011, including some detailed consultation with Melton South and Coburn Primary Schools.

Project development was put on hold in early 2012 - due to the need for the FHL team to briefly concentrate resources elsewhere - but recommenced in earnest in July 2012. Since then there has been steady progress towards strong partnership development, including

- Coming together of the local mental health service providers, including 4 relevant services based at RCH and Orygen Youth Health
- Key stakeholders meeting with Brimbank/Melton Local Learning Employment Network (BMLLEN), Department of Education and Early Childhood Development (DEECD) and the mental health service providers
- The formation of the Melton FHL Reference Group, including an invitation to all relevant local health service providers – this group has met monthly since September
- Support for Scoping Study (from RCH, BMLLEN and DEECD) confirmed in November
- Scoping Team assembled and started conducting interviews and briefings in December

Rationale for Scoping in Melton South

Initially all areas of the Melton LGA were considered for scoping, but the universal response from key stakeholders was that Melton South was the locality that could potentially benefit the most from an FHL program, and accordingly a Scoping Study would focus on schools and services that catered for children, young people and their families living in or attending school in that area.

By introducing the FHL into the Melton South Community it is hoped that the capacity of the local community can be further developed through experiences of creative community engagement, leading to enhanced promotion of social, emotional and mental wellbeing, and an increase in community connectedness. It is hoped that this program will lead to the forging of healthy relationships between families and a range of stakeholders dedicated to promoting better health and wellbeing for the children and young people of this locality.

Note: During the Scoping consultation process it appeared that Melton South suffers from a poor reputation within the broader Melton community, with degree of unhealthy stigma attached to it. (The prevalence of this attitude was consistently referred to in the Scoping Study consultations.)

PART 1 - COMMUNITY CONTEXT

Melton South is geographically segregated from the rest of Melton Township by the Western Highway; and is currently bounded by open farmland to the south and east, and by a small creek and the railway line to the west which separates it from the new suburb of Brookfield.

The Melton LGA overall is itself a disadvantaged area compared to state or federal averages; and compared to other parts of the municipality Melton South has a lower socio-economic index. Melton South has quite a separate profile from the rapidly growing new estates, some located nearby, but many of which (including Caroline Springs) are situated in the Eastern Growth Corridor, which is over 20 km away.

Locality and Demographic Data

The scoping report has focused on the services and schools working within the Melton South area, however much of the data is based on the Melton LGA, with some relevant data specific to Melton South postcode or Melton South suburb. (N.B. Data is mostly sourced from ABS –2006 and 2011 Census)

In the 2011 Census, in the Postcode 3338 'Melton South' area there were 15,803 people; 49.3% male and 50.7% female. Aboriginal and Torres Strait Islander people made up 1.1% of the population, higher than the average for the state. There was also a higher than average proportion of the population born in Australia.

GROUPING	MELTON SOUTH (POSTCODE 3338)*	VICTORIA
Total Population	15,803	5,354,042
Indigenous	167 (1.1%)	37,990 (0.7%)
Australian Born	11,556 (73.1%)	3,670,933 (68.6%)
Overseas Born	4,247 (26.9%)	1,681,169 (31.4%)

ABS, 2011 Census

**Note: Melton South Postcode 3338 – this area includes the whole suburb of Melton South, but also all of the new suburb of Brookfield with a quite different (higher average income) history and profile, plus the tiny communities of Exford and Eynesbury.*

Fast Growing Municipality

The official City of Melton total population is 118,479 (as of 1 January 2013)*

During 2010/2011, the City of Melton was the 2nd fastest growth local government area in Australia (after Wyndham and equal to Whittlesea). Between 2001 and 2012, the estimated residential population of the City more than doubled from 51,823 to 116, 943.

Population projections indicate that the City's population will be more than 241,000 by 2031, making it almost the size of the Sunshine Coast today.

The distribution of population growth within the City of Melton during 2012:

- Melton Township increased by 2,639 people (or 5.3%)
The largest population growth occurred in Brookfield and Melton West.
- Eastern Corridor increased by 3,508 people or (5.9%).
The largest population growth occurred in Caroline Springs and Taylors Hill.

Note – The suburb of Melton South is not currently included in any of the above fastest growing areas. The rapid growth is occurring in new housing developments in other parts of Melton Township and municipality. However there are new housing developments planned very close to Melton South, which will be opened up within the next 3 years.

AREA	POPULATION		
City of Melton (whole municipality)	118, 479		
Melton East (Eastern Growth Corridor)*	64,600		
Melton Balance (remaining suburbs and townships)**	53,843		
Melton South (postcode 3338) – 2011 census***	15,803		
Population Growth Snapshot – whole municipality (July 2011-June2012) – Council calculation****	Per Year	Per Week	Per Day
People	6,147	118	17
Families	2,049	42	6
Babies	2,172	42	6

Notes:

* Melton East is the ABS geographical name for the Eastern Growth Corridor.

** Melton Balance is the ABS geographical name for the balance of the suburbs and townships which are in the municipality, excluding the Eastern Growth Corridor. This includes all of Melton Township, and very small towns including Exford, Rockbank, Diggers Rest and Toolern Vale.

*** Melton South Postcode 3338 – this area includes the whole suburb of Melton South, but also all of the new suburb of Brookfield with a quite different (higher average income) history and profile, plus the tiny communities of Exford and Eynesbury.

****Council's calculations are based on the data from the Australian Bureau of Statistics (ABS), 2011 Census of Population and Housing and the ABS Estimated Residential Population June 2011 at Regional Population Growth, Australia. 2010-11

Socio-Economic Disadvantage

In 2011 Melton South Suburb had a SEIFA (Socio Economic Index for Areas) index of Relative Socio-Economic Disadvantage of 893.8, compared to the rest of Victoria with an index of 1,009.6; this compared to an index of 1,002.1 for the whole Melton LGA.

2011 SEIFA Index of Educational Qualifications notes that in the Suburb Melton South the achievement of tertiary qualifications is significantly lower (9.7%) than that for Victorians (29.2%). This is an indicator that a significant majority of current school parents may not have attained a tertiary education. This is in line with information from school personnel interviewed so far. The data regarding education levels obtained may have an association with the 2011 ABS unemployment and income statistics noted below.

Note the following statistics from the ABS 2011 Census:

GROUPING	MELTON SOUTH SUBURB		VICTORIA	
Unemployment	451	11.4%	144,844	5.4%
Persons earning less than \$400 per week	40.5%		36.8%	
Persons earning \$1500 per week or more	3.3%		11.5%	
One parent family	939	22.2%	218,930	15.5%

In summary, the ABS data for Melton South indicates that there are significantly lower than average levels of income, educational attainment, employment, skill base and other variables that reflect social and economic disadvantage.

On the Department of Planning & Community Development (DPCD) 2008 survey, 89.6% of those surveyed in Melton LGA reported that they could definitely get help from friends, family or neighbours when they needed it. This was compared to 91.7% of other Victorians, indicating marginally lower perceived social support across Melton municipality overall.

According to the 2011 VicHealth Indicators survey, participation in volunteering (23.2% in Melton compared to 40.8% of Victorians) and in arts and cultural activities (51.3% in Melton, compared to 63.6% of Victorians) have been measured at significantly lower levels in Melton than the Victorian state-wide level,. Participation in volunteering, or in arts and cultural activities, are acknowledged by Vic Health as determinants of improved wellbeing, and community wellbeing.

Young Population

From the 2011 Census, Melton LGA has a significantly higher proportion of 'young people' (0-19years old) - 31.3% of the total population compared with the Victorian state average of 25.1%. Given the growth of young families in the area, the population of children and young people is likely to become an even larger proportion of the overall population in the next decade.

Recent Changes

Reports from participants in this scoping report indicate there has been a recent shift in the cultural diversity in Melton South, even since the last census less than two years ago. As well as an increase in population there also appear to be more African and Pacific Islander families moving into the area, as evidenced by increasing numbers of students from these backgrounds enrolled at the local schools. This trend is expected to continue to grow due to the new housing communities planned over the next few years.

Current Initiatives Serving the Melton South Community

There are numerous organisations that actively provide a variety of services to children, young people and families in the Melton South community. These include:

- Schools
- Education Support
- Health Services
- Employment Agencies
- Youth Services
- Community Agencies
- Indigenous Support Services
- Mental Health Services
- Family and Children's Services (including the Brimbank Melton Child and Family Services Alliance)
- Refugee and CALD services
- Disability Services

For a detailed list of these organisations and services provided, please see Appendix 1.0

PART 1 - COMMUNITY CONSULTATION

Overview of the Scoping

The Melton FHL Scoping Team was established in November 2012. It consists of John Lane (FHL Artistic Coordinator with the RCH), Annette Bielecki (Social Worker with the Melton DEECD SSSO Network) and Donna Payton (engaged as Scoping Project Officer by Brimbank/Melton Local Learning Employment Network). It was decided by the Reference Group that Carol Trusler, Kat Monson and Robin Lockington would act as the support group and an immediate sounding board for the Scoping Team, and that the team would report each month to the Reference Group meeting.

The Scoping team sought meetings with a range of services across:

- Education – schools and education department support staff.
- Health and wellbeing – including community, family, youth, children, arts and cultural services.

The intent of the meetings was to consult with representatives of agencies delivering services in Melton South, and more broadly in the Melton municipality, in order to:

1. Provide us with an initial briefing about the agency and service programs, and an understanding of their interests and priorities for their children, young people and communities.
2. To introduce the FHL program, exploring how it might support local initiatives for wellbeing in school and community settings, and to explore expectations, potential interests and opportunities.
3. Begin to assess the capacity of local organisations to resource a Melton FHL program over the next 2-3 years.

Scoping questions were developed in November 2012, and interviews were conducted between December 2012-March 2013. After reviewing the initial collated survey responses, at their March meeting the Reference Group suggested that the Scoping Team also interview local school students and family members. A revised set of questions was created and used during consultations with these groups during April 2013.

Please refer to Appendix 2.0 for a detailed list of sample Scoping Questions used.

Scoping meetings, discussions and interviews to date

A. Individual scoping interviews have been conducted with the following:

Schools and Education Organisations

ORGANISATION	CONTACTS	ROLES
CALM Link Up Community & Learning Melton	Susan Gill	Coordinator
Coburn Primary School	Rhonda Knight Gail Crane Emma Hampton	Principal Assistant Principal Leading Teacher (Welfare)
Melton South Primary School	Marilyn Costigan Jan Davis	Principal Assistant Principal
Melton Secondary College	David Reynolds Jenny Buckle Eddie Hill	Principal Assistant Principal Leading Teacher
Staughton Secondary College	Jennifer Malberg Harry Culbertson	Principal Assistant Principal (Junior School)
Department of Education & Early Childhood Development Melton Network	Carol Trusler Annette Bielecki	Student Support Services Coordinator SSSO Social Worker
Koorie Engagement Support Officers Team DEECD	Michelle Marion	Koorie Engagement & Support Melton Network
Staughton Secondary College	Year 11 students	
Melton South PS	Grade 6 students	
Melton Specialist School	Ian Gudgeon Daniel Torpy	Principal Student Counsellor
Melton South PS	Parents	Coffee Chat Club
St Anthony's Primary School	Damien Schuster	Principal

Health/Wellbeing and Community Organisations

ORGANISATION	CONTACTS	ROLES
MacKillop Child and Family Services	Gail Evans Lisa Harrison Sharon Haughton Michelle Hall	Manager Family & Community Services Alliance Project Officer/ Early Childhood Development Coordinator Melton-based staff
Melton City Council	Troy Eley Oscar Ramos/KatrionaGauci Rose Jelinic Francesca Carlton	Coordinator Youth Services Team Leader (Program Events) Team Leader (Support Team) Community Development
Melton City Council	Christine Levy	Coordinator Family Services
Djerriwarrh Health Services	Helen Crean Colleen Adams	Team Leader Violence/Councillor
FaPMI (Families where a parent has a Mental Illness)	Helen Carter	Co-ordinator
Melton Police	Stephen Mutton Graham Scott	Inspector Senior Sergeant

Centre for Multicultural Youth	Emma Antonetti	
Melton South Community Centre	Pam Madej	Centre Manager/Coordinator
RCH Mental Health	Sean Ironside	Coordinator, Midwest Team
Headspace	Andrea Skinner	Community Development and Awareness Officer
Foundation House	Catherine Smith	Schools Support Officer West

B. Melton FHL Reference Group

Regular discussions around defining the nature and scope of the proposed Melton FHL project have taken place at monthly meetings since September, involving the following people and organisations at one or more meetings:

ORGANISATION	CONTACTS	ROLES
Brimbank/ Melton LLEN	Graeme Brown Robin Lockington Donna Payton	CEO Project Officer Scoping Project Officer
Travancore School	Judy Ring	Assistant Principal
Orygen Youth Health	Katherine Monson	Mental Health Promotions Officer
HealthWest Partnership	Gail O'Donnell	Coordinator
Djerriwarrh Community & Education Services	Debbie Collings/ Lisa Frame-Hardy	Youth Connections Coordinator/ acting in Debbie's role
Royal Children's Hospital Mental Health	Harry Gelber John Lane Moira Rayner	Manager Community Development FHL Artistic Coordinator Koorie Social Emotional Wellbeing
DEECD	Carol Trusler Annette Bielecki	SSSO Network Coordinator Social Worker
MacKillop Family Services	Gail Evans	Manager Community Development

C. Other consultation

In addition, Scoping Team members attended a Melton Youth Advisory Network (MYAN) meeting, and also a community consultation with Melton South community members, conducted by the Health Promotion Officer at Djerriwarrh Health Services. Significant consultation has also taken place between RCH staff and Lyn O'Grady, of Kids Matter Primary, regarding the potential for joint approaches to working with Melton schools.

D. Scoping still to come:

Many further consultations are indicated as a result of those conducted to date. For example, following consultations taking place with local Koorie families, follow-up is planned with the Local Indigenous Network and aboriginal community organisation Kirrip.

In addition, it is acknowledged that a second round of consultations would be most useful with those organisations that have already indicated their eagerness to participate in a Melton FHL program, in order to gain further insight into defining potential opportunities and synergies. These consultations are likely to occur after some indication of definite funding availability/commitment.

It is important to acknowledge that the process of engagement and consultation, begun in earnest by the Scoping Study, will necessarily continue throughout the life of any FHL program

that results.

Summary of responses to survey questions

During the scoping interviews and discussions, a range of questions were posed, which may be summarised into three broad categories, as follows -

‘What are the local factors and issues currently affecting young people?’

This question was posed and it helped the Scoping team to get a clear understanding of the issues the children and young people of Melton South have to contend with.

The responses given then formed the basis of the Needs Analysis Key Themes.

‘What programs and initiatives are you currently undertaking to promote health and wellbeing for children and young people?’

It was clear throughout the scoping process that even though there were problems associated with Melton South there was also a remarkable level of positive initiatives taking place in the schools and the wider community. There are already strong connections between the various health organisations and the schools. The Melton South community is often proactive in efforts to accomplish positive outcomes for the children and young people of Melton South. Of all the schools we spoke to they have extensive welfare and wellbeing programs in place and strive to promote a positive and safe environment for the students who attend.

The responses given formed the basis of the summary of Key Strengths and also the identification of Opportunities for Synergies with Local Schools.

‘What skills would you like your children and young people to develop?’

By asking this question it gave the scoping team an idea of the types of activities and artists needed in order to pursue a successful FHL program. There were several common themes that emerged, the most common being the need for students to develop self confidence, a sense of belonging to their community, and improved social skills. Also expressed strongly was a desire to achieve increased resilience, respect, tolerance, and positive help-seeking behaviours.

The responses to this area of questioning has strongly influenced the formation of the Draft Recommendations 4, 5, 6, 7, & 8 (see p.20)

For a detailed collation of all responses, please see Appendices 2.1, 2.2, 2.3

PART 2 - PIECING THE JIGSAW TOGETHER

Key Strengths

The enormous local commitment to promoting health and wellbeing for children and young people was emphasised by the sheer weight of individual and community wellbeing programs and activities being implemented by schools and a large variety of community agencies.

Several key strengths have emerged:

1. Schools:

All have coherent student wellbeing policies and a variety of programs in place. They are acutely aware of their need to provide a safe and nurturing space for their students, and desire to increase involvement of parents and other family members in the school. Furthermore, at all six schools interviewed there was energy and enthusiasm to welcome a new approach into their school involving artistic and creative processes, and a willingness to contribute staff time in the planning stages. (Note that we stressed that at this point we were not yet seeking a firm commitment to participate.) Most schools also have specialist staff dedicated to student wellbeing, who potentially could directly participate in delivery of FHL programs.

2. Strong Services Networks:

Several networks exist which may provide a good opportunity for the FHL to support and strengthen.

Melton Youth Advisory Network is well organised and has a large active membership.

The Brimbank Melton Child and Family Services Alliance, facilitated by MacKillop Family Services, appears to be well coordinated, and successfully oversees the Child FIRST program as an integrated intake and referral service for the municipality.

The DEECD's SSSO network is strongly resourced and has already significantly supported the scoping process by provision of one staff member's time to join the Scoping Team.

Djerriwarrh Health Services have concurrently entered into a thorough consultation process with the Melton South community and are likely to be working on capacity building and focussing on local strengths also; there is a realistic opportunity for this community-building project and the FHL program to be conducted as a joint project, at least in part.

Djerriwarrh Community and Education Services also have strong links with many of the schools and other agencies.

3. Local Council:

Melton Youth Services are very active and run several weekly arts-based programs. In conjunction with Melton South Community Centre - and harnessing local philanthropic support - the council has organised a successful end-of-year community celebration at Mt Carberry Park for the past two years. This could well be built upon by an FHL program, as an opportunity to further build a sense of community pride, community connectedness and belonging.

4. Melton South Community Centre:

The Melton South Community Centre is an incredibly busy place which is bursting with well-patronised workshop programs. The centre is run on a shoestring by committed local residents, is very user-friendly, and popular with a wide age range of local people. In conjunction with local philanthropic and council support, the Centre has been involved in a recently established annual community event held in the park just across the road.

5. Successful experience with past arts-based programs:

Various schools, the local council, and health organisations have all had successful experiences

employing arts-workers in the recent past. There appears to be very little resistance or cynicism about the value of creative approaches to wellbeing. Furthermore, it appears that there are several artists that either live locally or have an established relationship with the local community, with relevant experience in this somewhat specialised field.

Needs Analysis - Key themes

From widespread consultation with the schools and various service providers servicing the Melton South Community, various issues and common themes have emerged

1. Transport:

The public transport system in Melton, and Melton South in particular, is felt to be a problem. Although there is the train line in Melton South, it was reported in interviews that trains don't run on time, and there is a high level of dissatisfaction generally with public transport. Many of the organisations we spoke to said the young people of Melton South are very isolated and insular, if they don't have a personal mode of transport it's very hard to go anywhere outside of the Melton Municipality.

2. Money/Finances:

Many families are struggling financially and are increasingly relying on schools and other services for support to provide the daily essentials.

3. Substance Use:

Substance use is reported to be prevalent within the Melton South community, and relates to both students and their adult family members. Problems with misuse of alcohol, illicit drugs and also prescription drugs were mentioned in numerous interviews.

4. Intergenerational Issues:

Intergenerational issues was a theme that was consistent in most of the interviews conducted. The issue highlighted in the interviews was poverty recurring across generations, with the common experience being there's no way to break the cycle, in some cases leading to families being homeless, and as noted above, substance abuse was also reported to be common in more than one generation of a family.

Also noted was the prevalence of grandparents having guardianship, because parents aren't in a position to care and provide for their children. However, the grandparents' ability to care for these children may also be seen as of great benefit.

5. Prevalence of family violence:

Family violence was often mentioned as a concern by both community agencies and schools. Some health staff believe that young people and children may be traumatised as the result of many years of living with violence in various forms. According to MacKillop Family Services, referrals to Child FIRST at their Melton office for the six months from Nov 2012 to April 2013 included 83 referrals indicating family violence. Of these 28 have also indicated Mental Health and Alcohol & Other Drugs as issues. Child FIRST staff based at Melton estimate that at least 60% of these referrals have come from Melton South residents, or residents who originally lived in Melton South when they first became clients.

6. Student Disengagement:

In consulting with the schools there was a common concern about a cohort of students who are becoming disengaged with school, especially around the time of transitioning into secondary school.

7. Families disengaged with schools and services:

Parent/carer engagement within the school setting was felt to be a significant challenge by all schools interviewed. Low attendance by parents/carers was reported at formal school information evenings, and parent-teacher interviews. Those with a negative schooling experience themselves at one point in their lives may be wary of engaging with their children's school.

Other challenges included differences between school expectations versus home expectations; e.g. messages around social and emotional learning taught at school conflicting with messages students receive in the home.

Some families are not engaging with professional services offered, due to stigma associated with needing to access these services, or for fear of DHS removing their children.

8. Racism:

As mentioned in the community profile, the ethnic mix of Melton South is becoming more diverse. Although the total numbers are still relatively small, enrolments are increasing of Pacific Islanders (coming through New Zealand) and people from various African communities in the schools we interviewed. With the emergence of new and different cultures there has reportedly been a higher incidence of racial violence and graffiti, although some sources indicate that this has now been effectively dealt with over the past year.

9. Lack of wide spread ethnic diversity:

This goes hand in hand with the above statement and also links in with family/intergenerational issues. What the schools are seeing is that the large majority of parents of current students went to predominantly Anglo-Australian schools, but today's cohort of students is different from that of past generations.

10. Alleged gang activity:

This is possibly the topic about which there was the greatest conflicting views. It was often stated that there has been an active gang culture within Melton and the Melton South community. The description of these 'gangs' ranges from informal groupings of local young people, to suspected highly organised criminal operations involving weapons trade and drug dealing, run by adults who recruit school age youth. Depending on who you talk to, opinion varies widely on whether this is currently seen to be a significant problem within the community or not. The police state they have worked hard to eradicate gang behaviour within the community and that in the past twelve months there have been fewer instances of gang-tagged graffiti. The local police believe that the gang structures have been broken down by the fact that in the past twelve months many of the former leaders have been convicted of criminal offences and are now in jail.

Community Expressions of Interest - to date:

A. Initial Key Stakeholders

There has been a strong expression of interest from several key stakeholders who have attended Reference Group meetings almost on a monthly basis. These include:

- Mental Health Services - RCH Mental Health and Orygen Youth Health have been working together to initiate the creation of an FHL program for Melton. Travancore School has also been in close communication with RCH, throughout the process to date.
- DEECD - From the outset the local DEECD Student Support Services Coordinator has been a driving force in getting this program off the ground. Since December, a Social Worker from this team has been provided in kind for one day a week to work as part

of the Scoping Team. Travancore School has also been regularly represented on the Reference Group and have indicated an interest in exploring joint work in Melton.

- Brimbank/Melton LLEN - An active voice on the Reference Group and fundraising team. They have provided the funds for the Scoping Officer one day a week since November.
- MacKillop Family Services - offered to be the Auspice Organisation and hold and manage funds for the Melton South FHL program; will participate in a finance and fundraising subcommittee. Furthermore they are a critical service provider, and can represent a number of organisations involved in the Brimbank Melton Child and Family Services Alliance.

B. Schools & Education Sector

Throughout the consultation process there has been considerable interest from the local schools and they have been very cooperative in allocating us time to speak with them, their students and the wider school community. These schools include:

- Travancore School
- Staughton College
- Melton Secondary College
- CALM(Community And Learning Melton)- Alternative Educational Setting
- Coburn Primary School
- Melton South Primary School
- Melton Specialist School
- St Anthony's Primary School
- DEECD Student Support Officers
- Koorie Engagement Support Officers Team

C. Community Agencies

From a community perspective there has been a high level of interest in the project and organisations are keen to help out and contribute where they can; letters of support have been offered to assist with funding applications. However until we establish more precisely what form the FHL will take in Melton South, it's hard to get a clear commitment from all organisations. Most people have indicated an interest in keeping informed as developments evolve, and are interested in attending meetings of the Steering committee in the future or helping to form working parties. These organisations include:

- Melton Police
- Melton City Council Youth Services
- Melton City Council Family Services
- Djerriwarrh Community and Education Services
- Djerriwarrh Health Services
- Headspace
- HealthWest Partnership
- Melton South Community Centre
- Foundation House

Opportunities for synergies with local schools

From the extensive discussions arising from the scoping process, it is clear that there are already strong community links between the various organisations and education providers in the Melton South Community. The majority of schools we have spoken to are working extensively on student wellbeing with most of them adopting the Ramon Lewis tools and/or the George Sugai model of Positive Behaviour for Schools. Below are some examples of the programs and philosophies currently being implemented with students and the broader school community, which are consistent with FHL aims.

Melton South Primary School

The school has 3 core values which are :

- The Right to Learn
- The Right to Feel Safe
- The Right to be Respected

In addition to these core values there are also 8 key goals which are as followed

- Responsibility
- Tolerance
- Care
- Honesty
- Co-operation
- Respect
- Fairness &
- Fun

The school is also trying to instil protective behaviours through a positive school wide behaviour program, promoting school as a safe haven. The message is to trust the school as for some students it's the most stable thing in their life.

The Principal and Assistant Principal often facilitate regular coffee chats with the parent community, which is a very informal setting where they can raise and discuss any issues and concerns.

A strong emphasis is placed on arts-based programs for their ability to enhance student engagement, including – in school and after school activities run by the Art Teacher, school choir, a very well attended annual concert, woodcarving & mosaics projects, entry in to the Djerriwarrh Festival Parade every year.

FAST (Families and Schools Together) was a program that they had running which ran for 10 weeks for 10 families where they taught kids to be kids and parents to be parents. This required a strong commitment by both the schools and families involved; after a cost/benefit analysis the program has not been continued (i.e. the amount of money required outweighed the benefits for only a relatively small number of families.)

WANNIK program funds were initially intended to go towards traditional literacy and numeracy tutoring for students of aboriginal background. This didn't work particularly well with the target group so it was modified and improved with the assistance of Michelle Marion, the local Koorie Engagement Support Officer. Funds were put towards an arts-based program including a mix of indigenous and non-indigenous students who worked on painting canvases; this then led to an

entry in the Maths Talent Quest exploring the mathematics behind their creations.

Coburn Primary School

The school aims to further develop into a learning community with positive management and engagement strategies that enable improved student learning outcomes.

The school hosts Supreme Incursions which led to the teachers having time to interact with their students and to get to know them on an informal basis.

Coburn family (early settlers of the Melton district) donated money to the school, which led to the whole school making a mural. Each family was able to design a tile to represent their family and it was placed into the mural.

The school is very proactive in running welfare and wellbeing programs where classes are timetabled for specific target groups of children which are very interactive and hands on. The children love being involved in these groups, e.g. a Boot Camp was run for 12 boys who would normally be a handful in the classroom and at the end of each session they had a healthy snack and learnt about nutrition. In 2011 the “Reach and Grow” program ran for 6 weeks, to engage students in making things to be donated to charities, and the school expressed an interest in FHL supporting an expanded version of this program.

In 2011 another successful program ran monthly over most of the year, targeted to involve fathers coming to the school with their children. It ran after hours, was based on highly creative participatory activities, always included food, and was felt to be very much more successful than running information nights. The level of effort required from teaching staff proved to be too demanding for this to continue since; however it may represent a significant opportunity to involve FHL artists in the future, where a successful program could be revived by the injection of a modest amount of resources.

Melton Secondary College

The following values and behaviours are encouraged in the students at Melton Secondary College: Overall they seek academic excellence with the student values being “STARR” = Success, Teamwork, Ambition, Respect, Responsibility.

Initiatives which may provide opportunities for integration with FHL include:

- The positive developmental behaviour management approach based on Ramon Lewis strategies is used to support positive behaviour
- Students follow a school wide expectations matrix of respect – which is embedded into MSC by student leaders in extended home groups
- School assemblies are led by student leaders to promote values and provide a forum for rewards
- The following are programs used within the school setting:-
- Working with the local police on an Anti Bullying Program called E smart cyber bullying.
- Year 8 High Resolves – focus on Collective Responsibility & Justice, with Yr 10 students as leaders
- Yr 9 Community Connections program
- Yr 10 Community Responsibility Leaders provide support to Yr7 students
- Multicultural Community Day
- “Standing Together” Day (an anti-bullying initiative)Values Education Program

- Choices Program run by the Department of Justice
- Student welfare counsellor and Health Promotion Nurse employed at school runs many activities and community projects
- Lunchtime activities (including Ukulele, Chess groups)
- Blokes group – for disengaged boys
- AIMES education – indigenous mentoring
- Circle times.

Staughton Secondary College

The school community has agreement on clear school-wide expectations of behaviour and actively acknowledge students who meet them. They have guaranteed a continuum of consequences for students who do not meet these expectations, and use data to identify students who need extra support, and provide this in a tiered whole school system

The school strives to ensure that students are:

- Systematically linked into smaller communities within the school where they learn the social and emotional skills for success
- Able to participate in activities within the school that they find engaging
- Able to develop a positive relationship with at least one key adult
- Children are also given the opportunity to do lunchtime activities, all staff run at least 1 activity per year.

The school uses the Ramon Lewis approach to classroom behaviours and all staff and student are 'onboard' with the language used around the program.

- Mind Matters School
- Seasons Program (deals with grief and death)
- Resilience Year 7 & 9 (Youth empowerment)
- Disengaged boys Drum Beat program
- Disengaged girls Chick program

The school has also developed their own program called 'Whole Well' which is designed to teach tolerance and inclusion of students independent of race. Teachers have developed specific lessons and audits. It came about to help the students to cope with the influx of migrant students.

CaLM Link Up - Community And Learning Melton

The whole school is based around the welfare of the students, so they are extremely keen to be involved in any program that offers engaging artistic activities. Their focus on learning social and emotional skills is particularly compatible with FHL aims, as is their desire to work closely with parents and families. There may be opportunities for some students to join in activities taking place at Staughton College; on the other hand some others would only be likely to participate in activities are held at the CALM site itself.

Melton Specialist School

The school is very interested to explore any enhanced student opportunities for creative expression, especially where it allows for increased self-confidence and self-worth, and being seen in a positive light by the wider community.

Development of arts skills are a regular part of most students' education, including carpentry, music, art and drama. Their staff includes a part-time Music Therapist, full time music teacher and 0.8 EFT Art/Drama teacher. The school stages an annual school concert, where the audience has now outgrown the school hall capacity, so a larger venue is being sought for later this year. The school are keen to stage further events that involve parents coming to the school and/or seeing their children's presentations in public.

The school is very interested in participating in a program where their students are able to mix with those from other local schools, in a carefully managed integration program. Many of their students have previously attended Melton South PS or Staughton Secondary College.

St Anthony's of Padua Primary School

The school introduced Restorative Practice over four years ago and is committed to continuing with this. Began with KidsMatter Primary year before last and find it is 'brilliant!', including skilling up their staff around social and emotional learning. Strong focus on providing a very safe environment, and need to provide multiple opportunities for students to learn about handling their emotions and relationships. This commitment is reflected in engagement of a dedicated school psychologist plus a Special Needs Coordinator, as well as Student Wellbeing Coordinator, and an Arts specialist who also runs lunchtime club arts activities.

The school works in partnership with Melton South Primary School to provide afterschool and before school care. Also have working relationships with MacKillop Family Services and Catholic Care.

Enrolment numbers have increased significantly in recent years, and they are embarking upon a new building program later this year.

Catholic Regional College, Melton

The Student Wellbeing Coordinator (who is also a visual arts teacher) is keen for the school to be included in any FHL contribution to primary-secondary transition programs. Most students from St Anthony's in Melton South go to CRC Melton. CRC have hosted programs run by Foundation House and are quite involved in addressing issues for refugees and recently arrived immigrant communities; and have a strong commitment to Social and Emotional Learning being included across all curriculum areas.

PART 2 - WHERE TO FROM HERE?

Introduction

As a part of the scoping process we need to consider all of the above issues and local strengths, as they encapsulate the community of Melton South. However some issues need to be addressed at a much higher level than what the FHL can provide for the community. For example the problems with the public transport system need to be taken up with the State Government. Other issues have been embedded over generations and will take a long time to break down and overcome.

The next step is to determine what the FHL can realistically achieve in order to help this community move forward. The focus that the Melton FHL adopts will need to be considered carefully to maximise positive outcomes. Supporting currently established organisations and successful programs is essential. Building on a sense of community pride, and tackling racism in order to lead to an increased tolerance of cultural diversity, could begin to be achieved over a two or three year timeframe; schools could also benefit from creative assistance in addressing issues of disengagement with school (affecting both students and their parents); while still giving the schools, their families, and local agencies a voice to be able to shape and determine their own projects within a broader FHL program.

The overall size of the project needs to be well considered. If we work with the whole of a target group of students in years 5-8 (i.e. 10-14 y.o.), across 6 (or even 7) schools, the number of young people participating would easily surpass 1000 students. The FHL has not to date taken on a project involving more than 600 students, within the 15 years of its existence.

Note – for the purpose of the following sample Plans and accompanying budgets, we have considered a proposed FHL program involving six schools – eg. including St Anthony of Padua PS; and (for budget purposes) working with CALM as a subset of working with Staughton College.

Plan Options for proposed Melton FHL Program

For implementation phase to take place November 2013-December 2015

PLAN A

Artists & Wellbeing Team - up to twelve (12) artists and health workers, engaged to work on average 1 day a week each for 30 weeks of the year, so could allow for two facilitators to work in each school regularly for one full day per week for almost full school year – alternatively six team members engaged at 2 days per week, or other variants – (flexibility allows for some people to work very part time which may enhance local community members' engagement)

Schools and agency staff also participate as co-facilitators in delivery of workshops, as in-kind contribution to FHL program

Project coordinator employed full time at 1.0 eft

Work with all schools in a very steady way across the majority of each school year; full cohort of all students in Years 5-8 could be involved (each student participates for at least one full term).

Recommended total student numbers directly participating per year = 1000 max.

Significant well-funded community event to take place at end of year in 2014 and 2015; production funds also available to support a variety of other school and community events

COST – est \$590,000 or av. \$196,000 per (financial) year.

PLAN B

- Artists Team - six (6) artists engaged to work ave. 1 day a week each for 30 weeks per year
- Schools and agency staff provided in-kind as co-facilitators in delivery of workshops
- Project coordinator employed part-time – four days a week at 0.8 eft
- Work possible with schools across whole school year but would be stretched very thin to work with all of Yr 5-8 cohort.
- Recommended total student numbers directly participating per year = 600 max.
- Well-funded community event to take place at end of year in 2014 and 2015
- COST – est \$406,000 or av. \$135,000 per (financial) year.

PLAN C

- Artists Team of four (4) artists engaged to work av.. 1 day a week each for 30 wks/year
- Schools and agency staff provided in-kind as co-facilitators in delivery of workshops
- Project coordinator employed half time – 2.5 days a week at 0.5 eft
- Work with schools in a ‘staggered’ fashion – e.g. 2 schools only to host workshops at any one time (in most cases involving some of their 5-8 students only and for just one term of the year)
- Recommended total student numbers directly participating per year = 400 max.
- Modest community event to take place at end of year in 2014 and 2015
- COST – est \$318,000 or ave \$106,000 per (financial) year.

Please refer to Appendix 3.1, 3.2, and 3.3 for accompanying budget drafts

Draft Recommendations

The following recommendations were considered in draft form by the Melton FHL Reference Group at its meeting on Wednesday 24 April 2013. That meeting formally resolved to accept Recommendation 1, Recommendation 2, and Recommendation 3. All other Recommendations are to be considered in depth by the newly formed Steering Committee.

1. Decision to proceed

The level of positive responses and interest generated during the Scoping Study is a clear indication that there is overwhelming support, in principle, for the establishment of a Festival for Healthy Living program in the community of Melton South.

2. Formation of a Steering Committee

That the current Reference Group be expanded to become the Melton Festival for Healthy Living Steering Committee. All local schools and any other interested agencies to be invited to nominate a representative, to meet monthly from May 2013. Early meetings of the Steering Committee to establish most appropriate subcommittees and working parties.

3. Nomination of Auspice Body

That the Steering Committee nominate, subject to a written agreement outlining roles and responsibilities, MacKillop Family Services to be the funds holder for the Melton FHL project.

4. Memoranda of Understanding with Partner Organisations

That the Steering Committee seek written agreements outlining roles and responsibilities, and establishing level of in-kind resources to be committed, from all participating schools and

agencies for the Melton FHL project.

5. Seek funds for a program to be implemented from November 2013 – December 2015

Ideally, the program's implementation phase would commence with support for local schools' transition programs in Nov-Dec this year, and continue throughout the whole of 2014 and 2015.

6. Program implementation to focus on involvement of parents and other family members from early 2014.

Initially to include participation in school-based orientation programs for families of Year 7 students; during the following two school years plan to have input into regular programs designed to attract attendance and participation by significant adults.

7. Resourcing to be adequate to allow for high level of special needs in majority of school-based workshop group

Critical to resource programs so that workshops may be facilitated by two or more facilitators at all times, allowing for one-on-one work with individuals as need arises.

8. Arts and Wellbeing Team to include an appropriately diverse cultural mix

Ideally the mix of workshop facilitators (both contracted and provided in-kind) will enhance a sense of cultural safety for students and families from aboriginal background, and from recent immigrant communities including Pacific Islander and Sudanese populations, and additionally act as positive role models for all, enhancing respect for diverse cultures.

9. Program implementation to include offer of involvement to all seven schools identified, in order to enhance a whole-of-community approach

Viz. Staughton Secondary College, CALM, Melton Secondary College, Melton South PS, Coburn PS, St Anthony's PS, and Melton Specialist School; consideration should also be given to including the local Catholic Regional College in some way, as most St Anthony's students go there after Grade 6.

10. Program implementation to aim towards whole-of community celebration(s) to take place in Melton South at least once per year from end of 2014

To be planned in partnership with Melton City Council, Melton South Community Centre and others involved in existing celebrations and in new Melton South community-wide projects, including the program currently being developed by the Health Promotion Officer from Djerriwarrh Health Services.

PART 3 - APPENDICES

APPENDIX 1.0

CURRENT SERVICES & PROGRAMS provided in Melton South

(Note - This list, while comprehensive, may not be inclusive of all services and programs currently available.)

ORGANISATION	SERVICE PROVIDED
Brimbank/Melton LLEN	Partnership Brokers
Catholic Care	<ul style="list-style-type: none"> - Provide a range of services including; - ACCESS Employee Assistance Program - Adoption & permanent care - Alcohol , Drug & other family services - Asylum seeker support - Refugee & Settlement program services - Family & Relationship Services - Family Support - Seasons Loss & Grief - Student Counselling & Education
Centre for Multicultural Youth	<ul style="list-style-type: none"> - Ensure that young people from migrant and refugee backgrounds have every opportunity to succeed in Australia.
Centrelink Melton	<ul style="list-style-type: none"> - Income support, referral to Job Services Australia, English literacy & Social Work Service
Community Police (Melton)	<ul style="list-style-type: none"> - Juvenile justice centre tours 'Pathways to the Future' - Youth Resources Officer
DEECD Student Support Services	<ul style="list-style-type: none"> - Provide, speech therapist, social workers and case management for students with specific needs
Djerriwarrh Community & Education Services	<ul style="list-style-type: none"> - Youth Connections
Djerriwarrh Health Services	<ul style="list-style-type: none"> - Provide a range of services covering; - Hospital - Residential Aged Care - Emergency and Urgent Care - Specialist, Allied & Community Health
FaPMI (Families where a parent has mental illness)	<ul style="list-style-type: none"> - Encourages family focused practice through workforce training and networking to ensure timely identification and appropriate referrals to supportive services and so reduce the possible impact of parental mental illness on the family.
Foundation House	Provides: <ul style="list-style-type: none"> - Counselling - Advocacy - Family support - Group work - Psycho-education - Information sessions - Complementary therapies
Headspace Western Melbourne	<ul style="list-style-type: none"> - Mental illness support, specialist youth mental health team, advocacy, health promotion activities
Health West Partnership	<ul style="list-style-type: none"> - HealthWest Partnership is a strategic alliance of two Primary Care Partnerships (WestBay Alliance and Brimbank Melton Primary Care Partnership) established to support and improve the planning, coordination and delivery of health and community services in Melbourne's western areas
Kids Matter Primary	<ul style="list-style-type: none"> - Provides the proven method, tools & supports to help schools work with parents & carers, health services & the wider community to nurture happy, balanced kids.
Koorie Engagement & Support Officer	<ul style="list-style-type: none"> - Providing a range of support and linking Koorie families with services

MacKillop Family Services	<ul style="list-style-type: none"> - Young Carers Group - Specialist Support Services (Parentslink) - Youth Mentoring Programs - Education & Training for young people - Case Management - ChildFIRST program - Facilitate the Brimbank Melton Child and Family Services Alliance
Melton City Council	<ul style="list-style-type: none"> - Youth Services - Outreach Program Fri & Sat till Midnight - Reconnect Program & Camp - Young Parents Program - Careers Expo - Common Solutions Project - Mentoring Project
Melton City Council Family Services	<ul style="list-style-type: none"> - Hardship Assistance Program - Counselling - Integrated Family Services - Footsteps Group - Various parenting and social support programs
Melton South Community Centre	<ul style="list-style-type: none"> - Social and Recreational activities for young people e.g. Music & Art
Migrant Resource Centre	<ul style="list-style-type: none"> - Youth program focus on settling newly arrived refugees and families
MindMatters	<ul style="list-style-type: none"> - Mental health initiative for Secondary Schools promoting & protecting the mental health & social & emotional wellbeing of school communities.
Norwood Association Inc.	<ul style="list-style-type: none"> - Services for people who have a severe psychiatric illness and associated disabilities
Orygen Youth Health	<ul style="list-style-type: none"> - Providing clinical services, research & training on youth mental health
Police - Youth Resource Office	<ul style="list-style-type: none"> - Based in Caroline Springs, do presentations in schools across Melton municipality, eg re cyber-bullying
Royal Children's Hospital Mental Health (Mid West Community Team)	<ul style="list-style-type: none"> - specialist assessment and treatment services to children and young people 0-15 years - consultation to schools and other local agencies re clients who live in Melton
TravancoreSchool	<ul style="list-style-type: none"> - educational support for students undergoing treatment for mental illness; PD for school staff
VicSeg	<p>Works with recently settled migrant & refugee families around developmental opportunities for their children. Programs include;;</p> <ul style="list-style-type: none"> - Playgroups - Refugee Family Mentoring - Youth programs & - Cultural competence training. - VICSEG is also a provider of the New Futures Training Organisation
Victoria University	<ul style="list-style-type: none"> - Work Education Unit - VCE Programs - Transitions Programs - Community Initiatives Programs - Youth Community Gateway Service - ESL, Further Studies and Vocations programs - Preparation and transition for diplomas & degrees

Visy Cares Hub	Range of support services for young people including: <ul style="list-style-type: none"> - Ardoch Youth Foundation - Brimbank Youth Services - Centre for Multicultural Youth - Centrelink - Headspace Western Melbourne
Western Region Health Centre	Provides <ul style="list-style-type: none"> - Community & allied health - Medical - Dental - Counselling - Support & - Outreach
Women's Health West	<ul style="list-style-type: none"> - Family violence support, health information.

APPENDIX 2.0 - Scoping Questions & Responses

Scoping Questions - Education Sector

- What is the profile & demographic of the school population?
- What are your short to medium term education goals?
- Do you have any current community partnerships or potential partnerships?
- What are your student welfare goals?
- What can the FHL do for you?
- What's pressing or important for you to achieve in the next 2-3 years regarding student welfare and core programs?
- What past/current/future welfare programs are in the school?
- What are the local factors and concerns currently affecting your young people and community wellbeing?
- What are the skills you would like your young people to develop?
- What are the longer term student and staff wellbeing development goals?
- Do you have a specialist art teacher and how long per week do they do art?
- Have you worked with artists in-house or with an external artist? Can you provide details? What worked best?
- Do you have any plans/dreams for conducting an artist in residence with your school?
- Are there are forms that students and teachers have expressed a particular interest in?
- Do you have any initiatives; in the short to medium term that would be enhanced by a local FHL program?
- Do you have a community/family representative?
- What sort of community; family engagement activities are currently conducted through your school?
- What sort of activities would appeal to your community?
- As part of the potential partnership role what is the capacity of your organisation to; identify potential funding agencies/networks; provide financial contributions
- Contribute in-kind support, for example direct staffing input, materials, venues?

Scoping Questions - Health/Community Sector

- What is the structure of your organisation?
- What is your mission?
- How many staff do you have?
- Do you have any health promotion staff?
- Do you have any current school, youth and community partnerships?
- Are there any other pertinent or potential partnerships?
- Do you have any short to medium community development goals?
- What are the issues and challenges in the health promotion sections?
- What are the local factors and concerns currently affecting young people?
- What are the skills you would like your young people to develop?

Scoping Questions - Students

- What do you think are the issues for students in Melton South?
- What skills would you like to develop?
- What form of arts would you like to experience?
- What do you like about living in Melton South?
- Are you aware of any gang culture in Melton?

Scoping Questions – Parents& Family

- What do you think the issues are for Melton South?
- What skills would you like your kids to develop?
- What forms of arts would you like your kids to experience?
- What do you like about living in Melton South?

Scoping – Koorie Families

The Indigenous parents and children consulted for this project are current clients of the RCH Mental Health Service. 4 of 5 families invited, participated in a face to face culturally sensitive interview process. These interviews were conducted in the family home with both client and mother present.

Participating children's age ranged from 11 year to 15 years. All participants lived in public housing. 3 of 4 children attended the local school with one participant engaging in 'School Online'.

Scoping Questions – Koorie families

- What do you think the issues are for Melton South?
- What skills would you like your kids to develop?
- What form of Arts would you like your kids to experience?
- What do you like about living in Melton South?

APPENDIX 2.1

‘What are the local factors and issues currently affecting young people?’

MacKillop Family Services

- Intergenerational Trauma associated with:
 - Family Violence
 - Recurrent Homelessness
 - Neglect
 - Sexual Abuse
 - Drug & Alcohol Abuse
- Refugee Experience
- Isolation
- Disengagement in professional services due to being identified

Melton South Primary School

- Gang Culture within Melton South (Harassing local Sudanese Students)
- Lack of Parent Support

Djerriwarrh Health Services

- Insular within the community (lack of access to public transport)
- Family Violence
- Newly arrived refugees
- Tension between Islanders and Sudanese
- High drop-out rate at year 9 & 10 or becoming disengaged
- Seeing more young mums (14-15 years old)
- Substance Abuse e.g. Smoking, drug and alcohol
- High unemployment

Melton Secondary College

- Needy students
 - Food
 - Clothing
 - Housing
 - Someone to take care of them
- Lack of Finances
- Lack of engagement
- Very insular within the Melton Community
- Cyber Bullying
- Parents won't take children who are referred to see outside agencies e.g. Orygen Royal Children's Hospital

- Parents reluctant to participate in school events

Coburn Primary School

- High drop-out rates
- Children becoming disengaged when approaching transition to Secondary School
- Experiencing a high rate of families who need support financially
- Intergenerational Issues
- Messages being taught at school are contradicted at home
- Higher incidence of Intervention Orders
- Homelessness
- Substance Abuse
- Grandparents having guardianship and providing alternative care

CaLM

- Poor Self Esteem
- Lack of Self Worth
- Intergenerational Poverty
- Racism
- Violence associated with gangs
- Violence both of offenders and victims
- Aggression
- Family Issues
 - Poverty
 - Homelessness
 - Substance Abuse
 - Mental Health Issues
- Mental Health issues both emerging and diagnosed for students and parents

Staughton Secondary College

- Violence regarding Racism
- Parents insecurities passed through to the next generation (regarding race)
- Students roaming streets due to lack of parenting skills, not being made to follow rules, which has led them to be more attractive targets to be recruited into the local gang
- Isolation within cultural groups

DEECD Melton Student Support Services Coordinator

- Poverty
- Unemployment
- Abuse

- Domestic violence
- Emotional
- Sexual
- Substance
- Environmental poverty
- Intellectual poverty
- Disconnectedness

DEECD Western Region - Koorie Education Support Officer

- Feel disconnected to own community, need to get them involved & become connected

St Anthony's of Padua, Melton

- Families struggle financially, seem to be first people to be laid off
- Lack of educational opportunities for children at home
- Children come into school underprepared (not attending kinder)
- Lack of parental engagement with school
- Disjointed family situations
- Adults feel it's difficult to get access to services and facilities, they don't get a fair go

Melton City Council (Youth Services)

- Rapidly growing population, particularly young people aged 12-25
- Disengaged Community
- Large demographic of young people
- New & emerging communities (cultural and multi faith groups)
- Children are isolated
- Lack of Transport
- Mental Health
- Substance Abuse (as young as primary school)
- Non-attendance at school
- High rate of disengagement
- Infamy is a growing problem (On the internet, tagging a bus etc!)

Melton City Council (Family Services)

- Drug activity (ICE is a big problem)
- Peer Pressure
- Marketing drugs
- Aware of different gangs within the community

FaPMI

- In addition to the issues listed above these kids have to deal with the fact that they have a parent with a Mental Illness.
- It's not their fault
- It's not their job to fix their parent

Melton Police

- Underage drinking (alcohol)
- Low socio-economic population
- Family violence- reported incidences of family violence increasing (may be due to increased comfort with reporting to Police)
- Crime committed by youth
- Cannabis Crops
- Disengagement
- Change in Cultural Authority which is leading to domestic violence
- Intergenerational Issues such as: alcohol, violence and drugs

Melton South Primary School Parents 'Coffee Chat Group'

- Stigma attached to Melton South
 - "Lower end" of Melton
 - People struggling financially
 - "Bagged for living here"
- Transport
- Have to go to Sunshine for specialist services lots of families don't have the means of transport or the finances to get there.
- Resources are lacking; no shade, bin, drinking taps etc in parks around Melton South, but have these facilities in other parks in Melton.

Melton South Primary School Students '6 Year 6 students'

- Bullying
- Fighting
- Parents are scared to go outside, one of the students said that their father was bashed at gym
- Some kids think that they are the boss of teachers and parents
- Some really rude parents, they glare at students, swear and are racist
- Racism in general at school, kids say "he's black", "nigger", "stay in your own country" and copy accents
- If someone says something racist other kids join in
- Kids with disabilities get bullied and teased
- Some students threaten others with their parents being in gangs and that they will get them to bash them but this groups of students thought that they were just making it up

- “Bro’s over hoe’s” have a U-Tube channel, which shows a girl getting bashed up, they get physical
- This group of students believe that Daniel a young man who was burnt last year was a member of “Bro’s over Hoe’s” and that he was set on fire, it was payback and they were high on heroin

Melton Specialist School

- Transport
- Lack of Employment opportunities for their students
- Housing
- Provision for Life Long Learning for children with a disability
- Family Violence
- Substance Abuse
- Ability of families to survive and to provide basic needs for children
- Headspace
- Andrea is new to the role and hasn’t been exposed to the local factors concerning the young people of Melton South.

Centre for Multicultural Youth

- Education and employment pathways that led to real outcomes
- Sense of identity and belonging particularly in a community that is well established
- Inter-generational issues and family conflict – this includes adapting to a new culture more quickly than parents/ guardians and the complexities that this presents
- Lack of social support networks

Staughton College Secondary Students (Year 11)

- Lack of recreational opportunities
- Lack of shops
- Public Transport doesn’t run regularly
- Not much to do except for movies and swimming
- Lack of motivation
- Melton South Community Centre
- Isolation
- Connectedness to Community
- Employment
- Disengagement
- Family Violence
- Parenting Skills

RCH Mental Health; Team Coordinator, Mid West Community Team

- Isolation
- Family Violence
- Lack of Employment Motivation
- Lack of Parental Supervision
- Children suffering from Trauma of past family violence
- High level of substance abuse, and young people in very vulnerable situations (eg 12 y.o. using ice and young girls may be exploited as sex workers when using drugs)

Koorie Families' Responses

The issues for Melton South are that there is nothing for young people to do. This was voiced in all of the interviews conducted. Other issues raised were:

- No meeting place for Koorie families
- Kids running around with nothing to do- One parent stated, "He always out with his mates, I don't know what they do but at least he comes home."
- Schools don't do enough with the kids to keep them engaged. Too busy sending them home for playing up or not being in proper uniform.

Foundation House – re refugees and immigrants from CALD backgrounds

- Risk of disengagement for young people from newly arrived immigrant community
- Perceived high level of vulnerability for 10 y.o. and up
- Travel issues to get to nearest English language school & multicultural services, in Sunshine
- Learning to drive is also difficult; young people can't find adults to help them get their required learner driving hours
- Melton is a challenging community for new arrivals, due to general level of 'unwellness'
- Has also noted there are many military families in Melton South, also families of ex-military personnel (who have not received high level of support since being de-mobbed)
- Has not observed any strong consistency in tagging in Melton (which they normally look for as an indicator of strongly organised gang activity)
- Other than MYAN, not a lot of very strong structures in place to link agencies and schools

APPENDIX 2.2

‘What programs and initiatives are you currently undertaking to promote health and wellbeing for children and young people?’

Melton South Primary School

- The school has 3 core values which are
- The right to learn
- The right to feel safe
- The right to be respected
- Open lines of communication are established with the parent community through regular ‘coffee chats’
- Parenting Programs

Coburn Primary School

- Whole School Art project
- Welfare programs (Various)

Melton Secondary College

- Working with the local police on an Anti Bullying Program called E smart cyber bullying.
- Year 8 High Resolves
- Year 10 Communal Responsibility Leaders
- Values Education Program
- Choices Program run by the Department of Justice

Staughton Secondary College

We will ensure that students are:

- Systematically linked into smaller communities within the school where they learn the social and emotional skills for success
- Able to participate in activities within the school that they find engaging
- Able to develop a positive relationship with at least one key adult
- Mind Matters School
- Seasons Program (deals with grief and death)
- Resilience Year 7 & 9 (Youth empowerment)
- Disengaged boys Drum Beat program
- Disengaged girls Chick program it’s more about the process rather than the program for the disengaged kids.
- The school have also developed their own program called ‘Whole Well’ which is designed to teach tolerance and inclusion of students independent of race. Teachers have developed specific lessons and audits. It came about to help the students to cope with the influx of migrant students.

- Children are also given the opportunity to do lunchtime activities, all staff run at least 1 activity per year.

CaLM

- The whole school is based around the welfare of the students!!!
- Students are linked into smaller communities within the school where they learn the social and emotional skills for success
- Students are able to develop a positive relationship with at least one adult
- CALM has an alternative curriculum to main stream school
- There is a focus on social and emotional wellbeing
- Engaging curriculum to keep students interested
- Work closely with parents and families
- Link students into welfare agencies
- Link students into employment and further education training
- All clients are at risk of not completing secondary education
- Every student has an individual learning plan

Melton Specialist School

- Numerous Art projects with the City of Melton
- Regularly work at the Mens Shed on various projects
- Horticulture group working with another school to develop a garden
- VCAL students involved with the retirement village

St Anthony's of Padua Primary School

- Provide a very safe environment – important for kids & parents
- Have hired a school psychologist to be resident at school several days a week; runs social skills program – offers opportunities to reflect and learn about handling emotions
- KidsMatter started up two years ago – it's brilliant
- Restorative Practice approach for over 4 years
- Share afterschool and before school care with Melton South PS
- SWC and Special Needs Coordinator (high number needing support)
- Arts specialist – 1 hr per week, she also runs lunchtime club arts activities

MacKillop Child and Family Services

- Run groups in partnership with local schools
- Young Carers Group
- Youth Mentoring Programs
- Education & Training for young people
- ChildFIRST program (Child & Family Information Referral & Support Team)

Djerriwarrh Health Services

- Strong partnerships with schools and the local Council
- Able to respond to crisis
- Preventing family violence through workshops

Melton City Council Youth Services

- Partnerships with schools
- Health sector partnerships
- Provide an outlet for the local youth to participate in various recreational activities
- Provide a safe space for youth to go and hang out

Melton City Council Family Services Team

- Work with anyone who lives or works in the Melton Municipality
- Provide financial support
- Provide family support
- Have strong links with the local Police
- Network with local schools

Centre for Multicultural Youth

- Working closely with the Council through the Melton Youth Advisory Network and through the community's established Melton New and Emerging Communities Network.

Melton Police

- Semi-rural municipality; word travels quickly around the town which has its positives and negatives
- The community agencies and the police problem solve together
- Police have a good relationship with local schools, e.g. Staughton College, where teaching staff are a strength and provide students with good values
- Community agencies know and work with each other, e.g. Melton Railway Station Safety Committee
- Protective Security Officers now based at Melton Station, ensuring safety for travellers at night
- Sport is popular and considered important in the community
- Community comes together for Djerriwarrh Festival each year, many people in the community make their own floats
- Community fundraiser "Big Charity Golf Day". Brings police and local businesses together. Have raised between \$400-500,000 over the last 4-5 years.
- Keen to get more youth activities going involving new Youth Liaison Officer

Melton South Community Centre

- Offer a wide variety of services and course such as
 - Computer Course
 - Hobbies
 - Taster Courses (Employment)
 - Languages
- Subsidize programs for participants
- Have been at the same location for over 20 years
- RCH Mental Health; Team Coordinator, Mid West Community Team
- Has a good understanding of the local community and the associated issues
- Provide counselling services for young people with mental health disorders

Foundation House – Catherine Smith

- Runs PD sessions for schools around CALD issues
- Worked with Migrant Education officer at Catholic Regional College Foundation House have successfully used the Kaleidoscope resource (available online)
- Looking at her next DEECD Networking project to take place with Melton schools from June 2013 (tbc)

APPENDIX 2.3

‘What skills would you like your children and young people to develop?’

Initial responses have included:

MacKillop Family Services

- Help seeking
- Knowing how to access services and where to go to get professional help
- Self Protection:
 - Re Drug Use and impact of Alcohol
 - Practising safe sex (if sexually active)
 - Self care
- Empowerment
- Building Relationships
- Developing Internal and External coping skills which help to foster Resilience
- Identify Emotional Triggers and know what to do when they feel a certain way.
- Being able to keep themselves safe
- Inclusion

Melton South Primary School

- To have self beliefs and to know that it’s ok to follow your dreams
- Dealing with the effects of gang culture
- Teaching children how to cope with problems at home
- Tolerance
- Care
- Honesty
- Fairness
- Respect
- Responsibility
- Cooperation
- Fun

Djerriwarrh Health Services

- ‘I’d love to get the message across to the youth of today that it doesn’t have to be this way!!!’
- Listening
- Education about what’s available to prevent things like teenage pregnancy and knowing what services are available to help them in tough situations
- Knowing how to say No
- Managing peer pressure

Melton Secondary College

- Connectedness within the school and the wider community, including being involved with extracurricular activities
- Motivated to be successful
- Achieve the student values of Success, Teamwork, Ambition, Respect, Responsibility
- Everyone has the right to work and learn without distraction
- Everyone has the right to feel safe and comfortable

Coburn Primary School

- Connectedness within the school and the wider community
- Knowing how to get involved
- Developing the confidence to try something new
- Developing a sense of pride within the school and wider community

CaLM

- Self Esteem
- Confidence
- Making positive choices
- Knowing how to mix with mainstream students
- Engagement
- A sense of belonging

Staughton Secondary College

- Communication
- Tolerance
- Perseverance 'keep on keeping on'

DEECD Melton Student Support Services Coordinator

I would like the children and young people to experience what it really is to:

- Feel safe
- Laugh
- Communicate without threatening
- Appreciate different people e.g. disability, colour, race
- Connect family, students and community
- Embrace our Indigenous heritage
- Koorie Education Support Officer DEECD Western Region
- Confidence
- Express themselves, speak up have a voice

- Self Esteem
- Improve well being

St Anthony's of Padua Primary School

- Learn social skills
- Improved relationships
- Have a safe environment
- Gain access to educational opportunities

Melton City Council Youth Services

- Money Management Skills
- Relationship Skills (Family relationships/peer relationships)
- Respect
- Girls to be more forthcoming in reporting sexual behaviour they've been exposed to
- Connectedness within the school community and the wider community

Melton City Council (Family Services)

- Stay at School
- Break the cycle of "No School, no job, no money"
- Get a trade

FaPMI

- Pay attention to self

Melton Police

- Change the Perceptions of 'Melton South' within the wider Melton Community
- Discipline

Melton South Primary School Parents 'Coffee Chat Group'

- Coping Skills; particularly around transition
- Social Skills
- Confidence to believe they can do whatever they want and strive for success
- Leadership skills; particularly in the upper school chances to do public speaking etc
- Tolerance; around race. Brothers and Sisters program working well to communicate these messages, works with year 5's hopefully will filter down through the school.
- Resilience
- Perseverance

Melton South Primary School Students '6 Year 6 students'

- Confidence
- Social skills
- Anger management – some kids are easily ticked off

Melton Specialist School

- Self Development
- Confidence
- Self Esteem
- Social Skills
- Self Worth
- How to deal with Bullies

Headspace

- Andrea is currently in the process of presenting a session on anxiety to Staughton College.

Centre for Multicultural Youth

- English language
- Understanding of different education pathways available
- Understanding of the broader service system
- Confidence, self-esteem
- Strategies to talk to parents/ guardians
- Social networking opportunities – ways to connect with other young people of mainstream and diverse backgrounds
- Leadership skills

Staughton College Secondary Students (Year 11)

- Guitar
- Motivation

Melton South Community Centre

- Health & Nutrition
- Basic Knowledge of Life Skills
- Parenting Skills
- Employability Skills

RCH Mental Health; Team Coordinator, Mid West Community Team

- Resilience
- Personal coping skills, social skills
- Develop self-knowledge about emotions and managing one's own behaviour
- Dealing with past trauma including family violence

Foundation House

- Dealing with history of trauma and violence
- Bring old and young people together
- Build 'bridging capital' between recent arrivals and established community
- Develop the youth voice, working with Youth Services to encourage more participation in decision-making

Koorie Families

All parents expressed a desire for their child to be the best that they can be. Some of the skill sets included:

- Carpentry or bricklaying
- Reading and being able to write
- To be able to finish school

APPENDIX 3.0 – Plan Costings

Draft budgets for Plan A, B, & C – also available as excel spreadsheets, on request

Note that a very large amount of in-kind support is also anticipated from project partners, but this has not been costed here.

APPENDIX 3.1

MELTON FHL: Nov 2013 - DEC 2015

**PLAN A - 12 artists/wellbeing facilitators –ave.2 per school,
Project coordinator full time (1.0 eft)**

CASH EXPENDITURE - in financial years (Breakdown of individual line items such as salaries, equipment, travel/transport, administration etc.)	Year 1 July 2013 - June 2014	Year 2 July 2014 - June 2015	Year 3 July - Dec 2015	TOTAL
<u>FEES</u>				
Artists/Wellbeing Facilitators – introductory workshops series Term 4, 2013 12 facilitators x 3 days in Nov-Dec	\$12,960			\$12,960
Local Coordinator	\$51,750	\$71,070	\$36,601	\$159,421
Artist & Wellbeing Team - induction & training	\$5,040	\$2,835	\$945	\$8,820
Artist & Wellbeing Team - workshops facilitation <i>equivalent of 2 artists x 1 day/wk in each of 6 schools, for 30 wks in 2014 & 2015</i>	\$64,800	\$129,600	\$64,800	\$259,200
Production Manager	\$3,500	\$10,500	\$7,000	\$21,000
Events Crew - incl stage management	\$3,600	\$14,400	\$7,200	\$25,200
Sub total fees	<u>\$141,650</u>	<u>\$228,405</u>	<u>\$116,546</u>	<u>\$486,601</u>
<u>PRODUCTION & EXHIBITION</u>				
Materials & Equipment (incl circus gear)	\$2,000	\$8,000	\$10,000	\$20,000
Exhibition - framing/display	\$1,000	\$3,000	\$4,000	\$8,000
Celebration Event costs	\$2,000	\$6,000	\$4,000	\$12,000
Programs design + print	\$0	\$2,000	\$2,000	\$4,000
Transport (buses)	\$1,000	\$3,000	\$2,000	\$6,000
Contingencies	\$1,000	\$3,000	\$4,000	\$8,000
Sub total production and exhibition	<u>\$7,000</u>	<u>\$25,000</u>	<u>\$26,000</u>	<u>\$58,000</u>
<u>DOCUMENTATION</u>	<u>\$1,000</u>	<u>\$3,000</u>	<u>\$4,000</u>	<u>\$8,000</u>
<u>EVALUATION</u>	<u>\$10,000</u>	<u>\$15,000</u>	<u>\$12,000</u>	<u>37,000</u>
TOTAL CASH EXPENDITURE– PLAN A	<u>\$159,650</u>	<u>\$271,405</u>	<u>\$158,546</u>	<u>\$589,601</u>

APPENDIX 3.2

Note that a very large amount of in-kind support is also anticipated from project partners, but this has not been costed here.

MELTON FHL: Nov 2013 - DEC 2015

PLAN B - 6 artists only: ave 1 per school

Project coordinator part-time (0.8 eft)

CASH EXPENDITURE - in financial years (Breakdown of individual line items such as salaries, equipment, travel/transport, administration etc.)	Year 1 July 2013 - June 2014	Year 2 July 2014 - June 2015	Year 3 July - Dec 2015	TOTAL
FEES				
Artists introductory workshops series Term 4, 2013 - 6 artists x 3 days in Nov-Dec	\$6,480			\$6,480
Local Coordinator	\$27,600	\$56,856	\$29,281	\$113,737
Artist Team - induction & training	\$3,780	\$2,835	\$945	\$7,560
Artist Team - workshops facilitation equivalent of 1 artist x 1 day/wk in each of 6 schools, for 30 wks in 2014 & 2015 – OR 2 artists x 1 day/wk x 15 weeks in each of 6 schools.	\$32,400	\$64,800	\$32,400	\$129,600
Production Manager	\$3,500	\$10,500	\$7,000	\$21,000
Events Crew - incl stage management	\$3,600	\$14,400	\$7,200	\$25,200
Sub total fees	\$77,360	\$149,391	\$76,826	\$303,577
PRODUCTION & EXHIBITION				
Materials & Equipment (incl circus gear)	\$2,000	\$8,000	\$10,000	\$20,000
Exhibition - framing/display	\$1,000	\$3,000	\$4,000	\$8,000
Celebration Event costs	\$2,000	\$6,000	\$4,000	\$12,000
Programs design + print	\$0	\$2,000	\$2,000	\$4,000
Transport (buses)	\$1,000	\$3,000	\$2,000	\$6,000
Contingencies	\$1,000	\$3,000	\$4,000	\$8,000
Sub total production and exhibition	\$7,000	\$25,000	\$26,000	\$58,000
DOCUMENTATION	\$1,000	\$3,000	\$4,000	\$8,000
EVALUATION	\$10,000	\$15,000	\$12,000	37,000
TOTAL CASH EXPENDITURE– PLAN B	\$95,360	\$192,391	\$118,826	\$406,577

APPENDIX 3.3

Note that a very large amount of in-kind support is also anticipated from project partners, but this has not been costed here.

MELTON FHL: Nov 2013 - DEC 2015

PLAN C - 4 artists only

Project coordinator half-time (0.5 eft)

CASH EXPENDITURE - in financial years (Breakdown of individual line items such as salaries, equipment, travel/transport, administration etc.)	Year 1 July 2013 - June 2014	Year 2 July 2014 - June 2015	Year 3 July - Dec 2015	TOTAL
<u>FEES</u>				
Artists	\$6,480			\$6,480
- introductory workshops series				
- Term 4, 2013 - 4 artists x 2 days in Nov-Dec				
Local Coordinator	\$17,250	\$35,535	\$18,301	\$71,086
Artist Team - induction & training	\$2,520	\$1,260	\$945	\$4,725
Artist Team - workshops facilitation	\$21,600	\$64,800	\$32,400	\$118,800
<i>equivalent of 4 artists x 1 day/wk, for 30 wks in 2014 & 2015, eg 2 artists x 1 day/wk per school for 10 weeks (team working across 2 schools only at any one time)</i>				
Production Manager	\$2,500	\$7,500	\$7,000	\$17,000
Events Crew - incl stage management	\$3,000	\$12,000	\$6,000	\$21,000
Sub total fees	<u>\$53,350</u>	<u>\$121,095</u>	<u>\$64,646</u>	<u>\$239,091</u>
<u>PRODUCTION & EXHIBITION</u>				
Materials & Equipment (incl circus gear)	\$2,000	\$6,000	\$6,000	\$14,000
Exhibition - framing/display	\$1,000	\$2,000	\$2,000	\$5,000
Celebration Event costs	\$2,000	\$4,000	\$3,000	\$9,000
Programs design + print	\$0	\$1,600	\$2,000	\$3,600
Transport (buses)	\$1,000	\$2,000	\$1,600	\$4,600
Contingencies	\$1,000	\$2,000	\$2,000	\$5,000
Sub total production and exhibition	<u>\$7,000</u>	<u>\$17,600</u>	<u>\$16,600</u>	<u>\$41,200</u>
<u>DOCUMENTATION</u>	<u>\$1,000</u>	<u>\$3,000</u>	<u>\$4,000</u>	<u>\$8,000</u>
<u>EVALUATION</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>30,000</u>
TOTAL CASH EXPENDITURE— PLAN C	<u>\$71,350</u>	<u>\$151,695</u>	<u>\$95,246</u>	<u>\$318,291</u>



