

Secondary Schools



Hume Regional Youth Commitment – what is it?

There is considerable evidence which clearly links lack of qualifications, non-completion of secondary school education, and basic numeracy and literacy problems with unemployment, poor health, relationship breakdown and prison in Australia and other developed countries. The overall cost to our communities due to disadvantage is estimated at **\$2.6 billion every year.**

The Hume Regional Youth Commitment is a partnership between the **Department of Education and Early Childhood Development (DEECD)**, Hume Region, and the four **Local Learning and Employment Networks (LLENs)**.

The Hume Regional Youth Commitment, through this partnership, provides a framework which brings together a range of stakeholders for an integrated approach to all young people aged 15-19 years old. It will assist the State and Commonwealth Governments to increase the number of young people completing year 12 or equivalent to 90% by 2015 by:

- Focusing on getting and keeping more young people engaged in learning and work
- Ensuring all young people feel supported, have direction, and have choices
- Encouraging young people to contribute more to their community
- Knitting together the efforts of local education, training and employment providers and other agencies who are working towards this outcome
- Promoting consistent systems across providers and agencies, and making sure they are widely understood

- Challenging the limitations of the way we do things

Hume Regional Youth Commitment – what does it mean?

We will be asking that members of our communities commit to work together and operate in ways that will support every young person to succeed in a dynamic and changing world.

Hume Regional Youth Commitment – what will change?

As a result of the Hume Regional Youth Commitment, we expect:

- Increased numbers of young people completing year 12 or equivalent
- A reduction in numbers of young people leaving school to unknown destinations
- A reduction in duplication of activity and networks across the region
- Increased sharing of data amongst schools and other agencies and education providers
- Increased understanding amongst employers in business & industry that working together as a whole community is also laying the foundations for a more skilled and adaptable workforce, which will benefit them in the long run
- That there is a broad understanding which is embedded into organisational policy & procedure that no single provider, support agency or employer can meet all the needs of a young person for them to achieve their best.

Hume Regional Youth Commitment – our invitation to you

The Regional Manager of DEECD Hume Region, and the four LLENs collectively invite all Secondary Schools in Hume Region to become partners in the Hume Regional Youth Commitment. By identifying specific actions you agree to take, and signing this Action Plan, you are making a public statement to others across the Region about how you will support young people in your community.

As partners in the Hume Regional Youth Commitment we invite you to identify and celebrate the actions that your school has already taken to support young people, as well as those you agree to take in the future. In the list below, please identify those things you are already doing, and up to **six actions** you will take in the future. This Action Plan will form part of the School Annual Implementation Plan.

Name of School: _____

As partners in the Hume Regional Youth Commitment we commit to:

Existing	New	School-wide strategies	Existing	New	Supportive school culture	Existing	New	Student-focused strategies
<input type="checkbox"/>	<input type="checkbox"/>	Making all post compulsory options available for students (VCE, VCAL, VET, SBAs)	<input type="checkbox"/>	<input type="checkbox"/>	Developing a Transition Team for students at risk of leaving school, which includes school staff (welfare, careers, MIPs) and relevant community-based organisations such as TAFE, ACE providers and youth support programs	<input type="checkbox"/>	<input type="checkbox"/>	Developing Student Engagement Policy in consultation with a broad range of stakeholders, which includes specific strategies to manage students at risk
<input type="checkbox"/>	<input type="checkbox"/>	Developing partnerships with other education providers, such as Adult Community Education and TAFE to increase range of studies available for students	<input type="checkbox"/>	<input type="checkbox"/>	Using relevant resources, such as the Student Mapping Tool for all students to identify and plan for those most at risk	<input type="checkbox"/>	<input type="checkbox"/>	Accommodating individual students' needs by taking a flexible approach e.g. allowing part time study- part time work arrangements
<input type="checkbox"/>	<input type="checkbox"/>	Forming partnerships with other schools (government and other) to increase range of curriculum options for students	<input type="checkbox"/>	<input type="checkbox"/>	Implementing individual learning plans for students at risk of leaving early, including engagement of parents	<input type="checkbox"/>	<input type="checkbox"/>	Supporting students to develop programs with a vocational focus

Existing	New	School-wide strategies	Existing	New	Supportive school culture	Existing	New	Student-focused strategies
<input type="checkbox"/>	<input type="checkbox"/>	Developing timetabling that is flexible and allows for a full range of student choice, including compatible timetabling with other local schools	<input type="checkbox"/>	<input type="checkbox"/>	Ensuring all staff are aware of DEECD student support and wellbeing services	<input type="checkbox"/>	<input type="checkbox"/>	Providing relevant pathways for students at risk or who can no longer be engaged at their school, in line with Effective Schools are Engaging Schools: Student Engagement Policy Guidelines
<input type="checkbox"/>	<input type="checkbox"/>	Using data for curriculum planning, eg On Track, School Attitude Survey, School Level Report, VCE data	<input type="checkbox"/>	<input type="checkbox"/>	School leadership discussing a range of post compulsory data	<input type="checkbox"/>	<input type="checkbox"/>	Providing opportunities for student input and voice; consulting with a range of sub-groups of students
<input type="checkbox"/>	<input type="checkbox"/>	School leadership agreeing to undertake action research in a specified area of post compulsory education, based on need identified in their school data	<input type="checkbox"/>	<input type="checkbox"/>	Developing proactive partnerships with community-based welfare service providers. Using a range of strategies which includes input from external agencies	<input type="checkbox"/>	<input type="checkbox"/>	Providing a staged response and specific programs for students at risk eg drama, art
<input type="checkbox"/>	<input type="checkbox"/>	Accessing technology such as video links to increase the range of curriculum options for students	<input type="checkbox"/>	<input type="checkbox"/>	Developing effective links with Youth Provider Networks and Interagency Teams	<input type="checkbox"/>	<input type="checkbox"/>	Providing a range of supports for students who leave school before completing year 12
<input type="checkbox"/>	<input type="checkbox"/>	Providing personalised options for Year 10 students to access VCE and VCAL studies	<input type="checkbox"/>	<input type="checkbox"/>	Forming relevant partnerships for specific engagement projects, such as School Focused Youth Service	<input type="checkbox"/>	<input type="checkbox"/>	Developing up to date personalised MIPs plans in consultation with students and relevant staff
						<input type="checkbox"/>	<input type="checkbox"/>	Providing all students with personalised, timely and up to date careers advice

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Name of School: _____

Action (from list)	Tasks relating to implementation	Milestones	Responsibility	Timelines

