



PARENTS INFORMATION PACKAGE

Empowering young
people for the future

ABOUT OUR TEAM



Etienne Gilbert
Program Manager



Harrison Scott
Program Facilitator



Wes Sefuiva
Program Facilitator



Steven Tavita
Team Leader



Carly Thomas
Program Facilitator



Kate Hickson
Program Facilitator



OUR STUDENT ENGAGEMENT TEAM



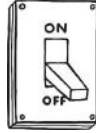
All members of our team are multi-disciplined with tertiary qualifications and are highly experienced in youth programs development and facilitation. Each worker holds a current Working With Children Check and National Police Check.



Our team receives ongoing training in key areas such as mental health first aid, accidental counselling, trauma informed practice, crisis intervention, cultural competency and career development.

WHY STUDENT ENGAGEMENT PROGRAMS

40%



Of students in Australian schools are disengaged from learning ¹

25%



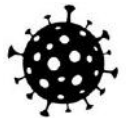
Of disengaged young people do not complete school ²

TOP 3 PERSONAL CONCERNS



1. Coping with stress 43%
2. Mental health 34%
3. Body image 33% ³

PERSONAL CONCERNS DURING PANDEMIC



1. Education 34%
2. Mental health 17%
3. COVID-19 9% ⁴

56%



Females are extremely/very concerned about coping with stress ⁵

90%



Of young people in the juvenile justice system are male ⁶

1- Grant Institute

<https://www.documentcloud.org/documents/3453407-Engaging-Students-Creating-Classrooms-That>

2- Pearl Subban, Lecturer, Faculty of Education, Monash University

<https://peersupport.edu.au/blog/2019/02/23/australian-students-are-becoming-increasingly-disengaged-at-school-heres-why/>

3-4-5- Mission Australia Youth Survey 2020

<file:///C:/Users/Etienne%20Gilbert/Downloads/Mission%20Australia%20Youth%20Survey%20Infographic%202020.pdf>

6- Australian Institute of Health Welfare 2020

<https://www.aihw.gov.au/getmedia/37646dc9-dc6f-4259-812d-1b2fc5ad4314/aihw-juv-135.pdf.aspx?inline=true>

PROGRAM OUTCOMES & BENEFITS

Our current evaluation framework, developed in collaboration with participating schools, measures students' engagement, improvements in mental health, lifestyle behaviours and attitudes, knowledge, and skillsets.

The principle focus is on maximising student engagement which is achieved via a strengths-based and harm-minimisation approach that utilises innovative delivery methods

Between 2017-21, YUF has delivered student engagement programs to over 1000 students across 30 High Schools in the North Sydney region.

Over the years our various programs have resulted in:



Increased students' school attendance and engagement.



Decreased students' detention and suspension



Improved students' wellbeing



Improved student's positive connection to learning



Improved positive social connection and relationships



TESTIMONIALS

WHAT WERE THE GREATEST BENEFITS AND WHAT DID YOU VALUE MOST ABOUT THE PROGRAM?

"Gaining more confidence, making new relationships with peers and facilitators and learning some important life skills."

Year 9, Female

"It gave me time to relax and learn about real-life situations without the school stress."

Year 10, Female

"I've learnt how to communicate better and be more confident in my life."

Year 9, Male

It gave me perspective and a better outlook on problems in my life and others.

Year 9, Male

"Year after year we find the students who attend love the program and have learnt so many valuable and transferable skills that enable to them to transition smoothly and successfully into the workforce or into full-time learning. The students we have placed in the program have often experienced a continued sense of failure and disengagement at school. The student engagement program has offered them a place where their skills are valued and improved upon, leading to an incredibly improved sense of self-esteem, self-value, resilience and much better sense of their own place in their world. These students have gone on to significant successes both in the workplace as well as here at school. "

Career Adviser, Northern Beaches High School



SKILLS FOR LIFE PROGRAMS

Includes the noted core units and a selection of school identified elective units.

GROWING YOUNG PEOPLE

CORE UNITS



Growth Mindset



Effective
Communication



Team Work



Respectful
Relationships



Work Readiness

GROWING YOUNG WOMEN/MEN

CORE UNITS



Growth Mindset



Effective
Communication



Team Work



Masculinity or
Femininity



Patriarchy

SKILLS FOR LIFE ELECTIVE UNITS

- Technology
- Cultural Awareness
- Financial Skills
- Behind the Wheel
- Living Skills
- Indigenous
- Goal Setting
- Spirituality
- Survival
- Role Models
- Sports Engagement Program
- Tools Program (Offsite Program)
- Beach Ready
- Creativity
- Environment
- First Aid Skills
- Giving Back
- Healthy Lifestyle
- Sexual Health
- Mental Health
- Drug & Alcohol Education
- My Happy Cafe
- Self Expression
- Transitioning Back-to-School

SKILLS FOR LIFE CONTENT

PROGRAM CORE UNITS



Growth Mindset

Explores how the growth mindset will allow students to flourish in whatever pathway they choose. The growth mindset is the ability to learn or develop any skill. Participants will explore both the growth vs fixed mindsets and engage in activities that will allow them to apply a growth mindset throughout the program and in their lives.



Respectful Relationships

Allows students to explore what respectful relationships look like and learn techniques that will assist them in developing and maintaining positive relationships. In these sessions, students will also learn self-management, self-awareness, communication, and responsible decision-making skills.



Effective Communication

A fun and engaging way to teach students about effective communication, communication styles and understand the influence of personal perspectives. This unit also allows students to explore managing conflict with their peers, parents & teachers.



Teamwork

Demonstrates the value of working in a team environment and the qualities of a positive team player and leader. Students will engage in activities that will allow them to develop positive team and leadership skills that they can use throughout the program and apply to their everyday lives.



Work Readiness

Prepares students for the workforce. Students will explore different careers, understand where to look for jobs or study opportunities, create their resumes, practise job interviews, and build confidence in making the right first impression on their future bosses.



Masculinity & Femininity

Explores how traditional masculinity or femininity is constructed and how negative role models influence unhealthy attitudes and behaviours. Participants develop critical thinking skills and reshape their understandings of masculine or feminine behaviour.



Patriarchy

Understand how traditional patriarchy is constructed and how it can influence unhealthy attitudes and behaviours. Participants develop critical thinking skills to define patriarchy and reshape their understandings of gender equality and respectful relationships.

SKILLS FOR WORK PROGRAMS

MY CAFE BOOTCAMP

Participants will work as a team to co-create a cafe brand and ultimately operate the cafe and serve real customers upon completion of the project. Participants will learn to search and apply for jobs, create their resumes and ace the interview.



Team Work



Effective
Communication



Personal
Presentation



Interview Skills



Job application



Branding



Customer
Service



Hospitality and
Barista Skills



Food Handling



The Cafe in Action

JNR JOBSEEKER

Participants will learn to apply for jobs, create their resumes and practise job interviews.



Team Work



Effective
Communication



Personal
Presentation



Interview Skills



Job application



SKILLS FOR WELLBEING PROGRAMS

Includes the noted core units and a selection of school identified elective units.

MY WELLBEING

MY HSC

YOUNG ATHLETES

CANINE ASSISTED LEARNING

CORE UNITS



Managing Emotions



Mental Health



Communicating Effectively



Self Confidence

PROGRAM ELECTIVE UNITS



MY WELLBEING

- Creativity
- Self Care / Identity
- Connection to Culture
- Drumming Circle
- Role Models
- Healthy Lifestyle
- Body Esteem
- LGBTQIA+ Awareness



MY HSC

- Goal Setting
- Studying Skills
- Career Coaching
- Mental Health
- Self care
- Healthy Lifestyle
- Coping with Stress
- Mindfulness, meditation, Yoga



YOUNG ATHLETES

- Goal Setting
- Career Coaching
- Mental Fitness
- Mental Health
- Sport Psychology 101
- Healthy Lifestyle
- Drug and Alcohol in Sport
- Personal Branding



CANINE ASSISTED LEARNING

- Resilience
- Emotional Awareness
- Impulse Control
- Mental Health
- Empathy
- Optimism
- Flexible Thinking
- Self Efficacy

STUDENT CODE OF CONDUCT

- No smoking on-premises
- No mobile phones during program activities
- Respect your peers
- Respect your trainers
- Respect the physical environment
- Do not harass, bully or discriminate against other
- Work cooperatively with other students and trainers
- Respect the learning needs of other students
- Take responsibility
- Be tolerant of differences
- Be punctual and regular in attendance
- Respect the prohibited substances and items list
- Respect the site's behavioural policies

DISCIPLINARY WARNING SYSTEM

SERIOUS INCIDENTS

- Physical Violence
- Use or possession of a prohibited weapon or knife
- Possession, supply or use of a suspected illegal substance
- Criminal behaviour/property damage – stealing – threatening – harassment

- Exited from program

(Parents / carers and school advised)
(Police will be advised if applicable)

DISOBEDIENCE OF PROGRAM EXPECTATIONS

- Refusal to obey staff instructions
- Defiance and disrupting other student/s

Parents and school are advised for every STRIKE

- STRIKE 1
- STRIKE 2
- STRIKE 3 = Program Exit

ONGOING INCIDENTS OF INAPPROPRIATE BEHAVIOUR AND/OR LANGUAGE

This will be left to staff discretion on a case by case basis. The student will be "pulled up" when inappropriate behaviours are being observed. Depending on behaviours or upon multiple "pull-ups", with no noticeable change in behaviour, throughout the day or programing, staff may administer a "STRIKE" to a student.

STUDENT ENGAGEMENT PROGRAM WAIVER

Excursion & Program Consent Information

Throughout the program, students may go on an excursion. Our organization will provide transport via our private bus. All excursions leave our site and return to our site. Whilst on excursions and during programming, students may engage in activities such as bushwalking, high rope courses, sporting activities, and edible plants' consumption. Please be aware that risk assessments have been prepared and reviewed for these activities and excursions and made available to all participating schools. Additional consent forms may be required. (Complete waivers attached & return to the school)

Privacy Consent Information

Under Chapter 16A in the Children and Young Persons (Care and Protection) Act 1998, it is no longer necessary to obtain the consent of parents/carers, children or students to exchange information about the safety, welfare or wellbeing of a child or young person. Youth Up Front has a legal and professional responsibility to disclose information where not reporting might cause harm to a client or another person. Confidential information is disclosed to those in a position to assist in client safety and the information provided is restricted to that which elicits assistance. At any time students are able to access their private information upon request. Where immediate danger to a child or young person is evident, the police and/or the Child Protection Helpline will be contacted immediately.

Photo Consent Information

Youth Up Front would like to be able to use your young person's photo image, video and quote in some of its printed and electronic promotional and marketing material available for viewing by the public. Signing this authority form means that you agree to the following:

1. Your photo(s), video and quotes may be used for multiple purposes and occasions, including publication in print and electronic media
2. Your photo may be reproduced in colour or black and white and maybe altered for design purposes
3. YUF is not required to inform you where and when your photo(s), video and/or quotes are being used
4. Material held will be kept for an indefinite time and stored securely.

Parent Consent

(Circle where appropriate)

Y/N I give consent for my young person to attend all excursions and be involved in all programming activities

Y/N I give consent for my young person's photos to be taken and published for promotional purposes only

Y/N I have read the Induction Booklet with my young person, and they agree to obey the students' Code of Conduct

Students Name: _____

Student D.O.B: _____

Student Mobile: _____

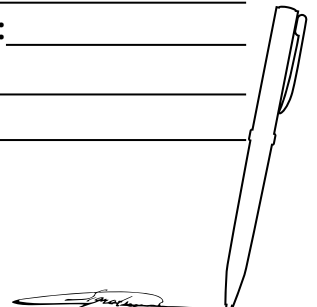
Students Email: _____

Parents / Carer Name: _____

Emergency Contact Number: _____

Parents/Carer Email: _____

Parents/Carer Signature: _____





CONTACT

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