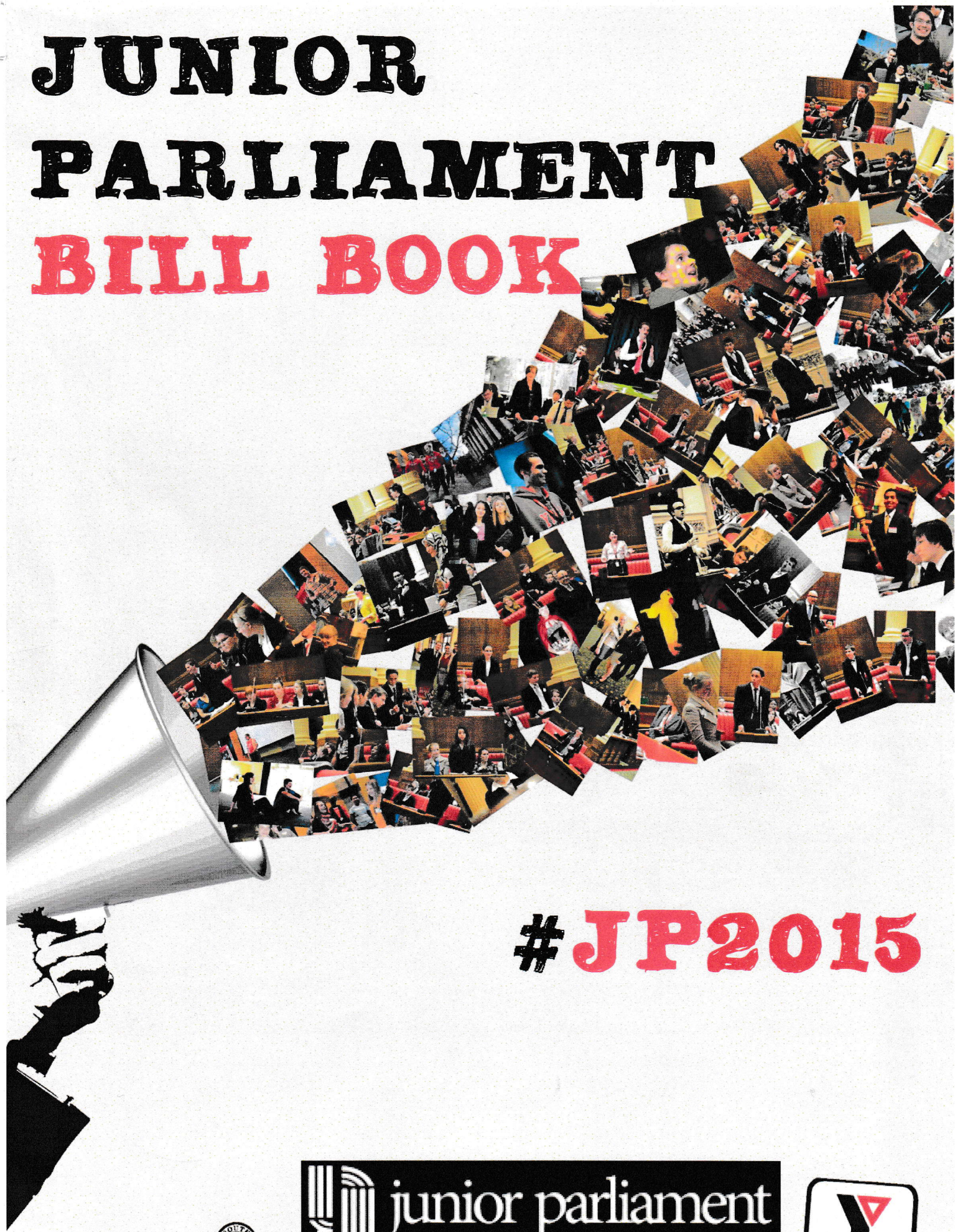


# JUNIOR PARLIAMENT BILL BOOK



**#JP2015**







# **Youth Governor's Motion of Public Importance**

Her Excellency, the Youth Governor Maria Hull directs and invites the Government of the Youth Parliament of South Australia to move and discuss that:

**'South Australia invests in developing purpose built facilities which allow young people who are homeless or at risk of homelessness to occupy a low cost apartment'**

This motion calls upon the Government to develop and allow young people to tenant these properties provided they engage with study and/or job seeking. The rental cost would equate to one third of the tenant's income, and this rental cost must not exceed 80% of the market value rent. The tenancy period is as long as the young person needs to possess sufficient living skills to live independently, not exceeding two years, with leases being reconsidered every 12 months.

## **Arguments FOR and AGAINST the development of these facilities:**

### **For:**

- This internationally renowned 'Foyer' model originated in the UK is the only model of its kind that combines on-site accommodation with the various services vulnerable young people need as they transition into independence.
- Throughout 2013-2014, HYPA Housing in Adelaide has supported 49 young tenants and 19 accompanying children throughout their 39 apartments over three sites. 27 of these young people moved onto independent living.
- Stable accommodation will enable young people to achieve their education and employment goals, as well as stabilise their health and wellbeing. If appropriate, they may achieve reconciliation with their families.
- Services available to these young people will also include mental and physical health support, drug and alcohol support, and mentoring. Towards the end of the program, participants will be assisted into alternative accommodation including private rental.
- There are many services that cannot be accessed without a permanent address, such as a Tax File Number (TFN), Centrelink payments, and a driver's licence.
- With case management support and a rental history, young people may have a greater likelihood of acquired private rental accommodation at the end of each lease.
- This model allows for sustainable long-term growth, and reduces the number of young people cycling through homelessness at various stages of their lives.

### **Against:**

- On any given night in Australia, close to 50,000 people under the age of 25 are homeless. This model does not support those requiring emergency housing, yet one apartment has the potential to accommodate 730 young people over two years.
- Lack of accommodation may not be the inhibiting factor for some young people.
- The young people who need this service the most may be turned down or delayed by those already in the apartments with a lesser need.
- People under the age of 18 fall under the jurisdiction of Families SA.
- Those without the skills to live independently may disrupt or present a danger to other tenants in the apartment complex or to themselves.
- Some argue that young people may take advantage of this 'handholding' system.



South Australia

## Education for Life Bill 2015

### Brief

The aim of this Bill is to prepare students for situations that they may encounter once they have left school. In South Australia, the homeless rate is 49 people for every 10,000- and this can be caused by traumatic events such as job loss or in a dangerous level of debt. This may be prevented if these people know how to avoid these issues.

The goal of having education for life is to create a compulsory subject for high school students in years 10 and 11. This subject aims to teach a variety of topics that could be useful to prevent the issues specified above. The three categories that will be taught are finance, general knowledge and practical skills. These categories cover all the key areas of adult life which our teenagers are currently not adequately prepared for. By providing a base level of crucial life skills to all South Australian upper high school students, regardless of their situation, we will ensure that our students are prepared to meet the variety of challenges they will face in their lives.

South Australia

# Education for Life Bill 2015

A Bill For

An Act to ensure young people in South Australia are adequately educated for life; and for related purposes.

**The Junior Youth Parliament of South Australia enacts as follows:**

## **Part 1—Preliminary**

### **1—Short title**

This Act may be cited as the *Education for Life Bill 2015*.

### **2—Commencement**

This Act will come into operation on a day to be fixed by proclamation.

### **3—Object of this Act**

The objects of this Act are—

- (a) to help prepare young people for issues they will encounter; and to
- (b) establish a new subject called 'Life Skills'.

### **4—Interpretation**

In this Act, unless the contrary appears—

*Life Skills Subject* means a high school subject that teaches young people skills in various areas that will help them in their adult lives; and

*SACE* means South Australian Certificate of Education.

## **Part 2—Life Skills Subject**

### **5—Creation of the Life Skills subject**

- (a) A subject called Life Skills shall be created;

- (b) This subject will be compulsory for all students in years 10 and 10; and
- (c) This subject will be worth 20 credits for students enrolled for one year.
- (d) When students do in this subject in subsequent year levels, they may earn additional SACE credits as stated in (c).

## **Part 3—Life Skills Details**

### **6—Content of subject**

This subject will teach students three broad concepts;

- (i) Finance; and
- (ii) General knowledge; and
- (iii) Practical application.

## **Part 4—Specifics of Concepts**

### **7—Creation of Life Skills subject**

- (a) The finance component will teach the following skills:
  - (i) how to find appropriate insurance and to budget appropriately;
  - (ii) how to lodge a tax return and to teach a basic understanding of the tax system;
  - (iii) how to keep a budget:
    - (A) how to save money; and
    - (B) how to create a bank account; and
    - (C) how to apply for bank loans
    - (D) how to avoid debt
- (b) The general knowledge component will teach the following skills:
  - (i) what Australia's road rules are;
  - (ii) the basics of Australia's political system; namely:

- (A) how to vote at elections; and
- (iii) a basic understanding of human rights and other political systems.
- (c) The practical application component will teach the following skills:
  - (i) how to deal with unexpected situations;
  - (ii) basic cooking skills;
  - (iii) how to resolve personal conflicts.

## **Part 5—Sunset Clause**

### **8—Sunset Clause**

Four years from proclamation this Act will be reviewed by the Legislative Review Committee.



South Australia

## Compulsory Mental Health Education Bill 2015

### Brief

Concern about mental health in young people is growing, with suicide being the number one cause of death in young Australians. Young people need to be educated on the types, prevalence, recognition, management and services available in regards to mental health issues that they may come into contact with throughout their lives so that they are better equipped to manage their own mental health and to support people around them.

There is a stigma surrounding mental health issues that can often mean that young people in particular are hesitant to seek help, which results in a needless impact on the lives of individuals and communities as a whole.

This bill aims to reduce the stigma surrounding mental health issues and decrease their impact on society through education and early intervention in the early years of high school.

# Compulsory Mental Health Education Bill 2015

## A BILL FOR

An Act to educate young people on mental health issues including recognition and treatment so as to reduce stigma and decrease the impact of mental illnesses; and for related purposes.

**The Junior Youth Parliament of South Australia enacts as follows:**

## **Part 1—Preliminary**

### **1—Short title**

This Act may be cited as the *Compulsory Mental Health Education Bill 2015*.

### **2—Commencement**

This Act will come into operation on a day to be fixed by proclamation.

### **3—Object of this Act**

The objects of this Act are—

- (a) To reduce the stigma surrounding mental health issues in the community; and
- (b) To decrease the impact of mental health issues on everyone but particularly on young people.

### **4—Interpretation**

In this Act, unless the contrary appears—

***mental health issue*** means a condition which causes serious disorder in a person's behaviour or thinking;

***the program*** means the Mental Health Education program as established in this Bill; and

***school week*** means the weeks included in the yearly school calendar according to the South Australian Department for Education & Child Development; and

***student*** means any student studying in the South Australian education system, including government, independent and home-schooling.

## **Part 2— Mental Health Education Modules**

## **5—Introduction of the Mental Health Education Program**

- (a) All South Australian students in years seven (7) to nine (9) will be required to undertake a compulsory mental health education program covering the minimum contents for a minimum of one (1) hour per school week as outlined by this Bill.

## **6—Contents of the Mental Health Education Program**

- (a) The Mental Health Education Program shall include but not be limited to an overview of:
  - (i) The most common mental health issues and their prevalence;
  - (ii) The recognition of mental health issues in oneself and others;
  - (iii) Common treatments and management strategies for mental health issues; and
  - (iv) The available services for the discussion and treatment of mental health issues.

## **Part 3—Regulation of the Administration of the Mental Health Education Program**

### **7—Responsibility for the regulation of the administration of the Mental Health Education Program**

- (a) The South Australian Office for Youth will be responsible for:
  - (i) Ensuring that every student completes the Compulsory Mental Health Education Program within the appropriate timeframe;
  - (ii) Ensuring that schools with programs independent of the Mental Health Education Program meet the minimum requirements of the program, and
  - (iii) Reviewing and updating the program on a yearly basis to ensure that the information taught remains up-to-date and relevant to general society's needs.

## **Part 4—Sunset Clause**

### **8—Sunset Clause**

Four years from proclamation this Act will be reviewed by the Legislative Review Committee.



South Australia

## Criminalisation of Bullies Bill 2015

### Brief

Bullying can be any form of behaviour, physical or verbal, intended to berate, humiliate, scare, or harass another person. The behaviour is usually repetitive, and can extend over a long period of time. Bullies are frequently in a position of power over their victims, either physical or social. Bullying has always existed in schools and in a myriad of other environments from the home to the workplace. In the past, it was viewed as a harmless rite of passage children had to go through to 'toughen up'. In recent years, a better understanding of the traumatic effects it can have on its victims has increasingly highlighted how damaging a phenomenon bullying is. It can lead to serious psychological problems, like depression and even suicide.

Both the shooters in the Columbine high school massacre (1999) and the Virginia Tech School shooting (2007) had been bullied for years before they opened fire on fellow students and then killed themselves. The media has also shined a light on the problem by widely reporting on high profile cases like that of Tyler Clementi, 18, who committed suicide after being outed as gay on the internet by his roommate, and Phoebe Prince, 15, who hung herself after months of torment by students at her school. There are also indications that the rates of suicide caused by bullying are higher for LGBT (lesbian, gay, bisexual, transgendered) youth. This heightened awareness has led to numerous initiatives to tackle the problem, through both government and civil society programmes.

This bill aims to establish and implement the illegality of bullying and harassment. This bill also aims to hold bullies legally responsible if said acts result in the death of a victim.

South Australia

# Criminalisation of Bullies Bill 2015

A BILL FOR

An Act to establish illegality of bullying-and to criminalise and hold bullies legally responsible if said acts result in death; and for related purposes.

**The Junior Youth Parliament of South Australia enacts as follows:**

## Part 1—Preliminary

### 1—Short title

This Act may be cited as the *Criminalisation of Bullies Bill 2015*.

### 2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

### 3—Object of this Act

The objects of this Act are—

- (a) To hold bullies legally responsible for their actions, if their actions result in the death of a victim regardless of the bullies age;
- (b) Aims to lower the statistics of suicide in the state of South Australia by criminalising this act; and
- (c) To promote on media and social media the effect of bullying to create awareness about the event.

### 4—Interpretation

In this Act, unless the contrary appears—

**Authorities** means police, lawyers, judges etc. any person legally able to uphold the law;

**Criminalisation** means making an event or act illegal;

**Harassment** means an act whether verbally, physically, emotionally or sexually breaches a person's comfort and/or feels personally attacked or violated;

**Legally responsible** means holding a person responsible into the effects of the law;

*Perpetrator* means a person who committed the crime; and

*Suicide* means when a person takes their own lives, and ceases to live.

## **Part 2—Auditing the Bully**

### **5— School Audit**

- (a) If the child is in school there will be a teacher (councillor) that can be contacted if a victim is bullied; and
- (b) An online forum will be established that allows victims or bystanders report to school staff that they have been/ witnessed bullying; and
- (c) the councillor is legally responsible to respect orders of authority; and
- (d) members of mental health companies are permitted (Beyond Blue) to come to schools in order to counsel students if needed.

### **6—The Workplace Audit**

- (a) In all workplaces there will be a member in the human resources team that will monitor the workplace in order to witness bullying.
- (b) This staff member will also monitor an online forum specifically related to the workplace
- (c) If bullying or harassment is witnessed or reported the human resource member will inform the authorities.

## **Part 3—Consequence of Bullying**

### **7—Penalties Upon Mandatory Reporting**

- (a) If bullying is witnessed or received and reported to the appropriate representative—
  - (i) In schools alleged perpetrators of the bullying behaviour will be warned by Head of Campus/Principal and caregivers will be informed.
  - (A) If a second offence occurs, police will be contacted and repercussions/ consequences will be at their discretion as directed by statute law. Head Of Campus will also suspend if required;



(ii) In workplace Human Resources will be contacted, and the alleged perpetrator of the bullying will be warned.

(A) If a second offence occurs, the authorities will be informed, the perpetrator will be warned again.

(B) If a third offence occurs, the bully will be dismissed and fined, and more legal efforts will be taken if the victim wishes.

## **8— In the Result of a Death**

(a) If in the event of a death of a victim occurs the Authorities will form an investigation into the death—

(i) If the victim/ bystander has reported the event, the authorities will follow these leads and investigate further.

(ii) Upon conclusion of the investigation if the perpetrator is found guilty a court of law will determine the consequences for the perpetrator's jail time.

(iii) The minimum term of jail time in the results of a death will be 1.5 years. More time can be added to the sentence at the court's discretion.

(iv) Repeat offenders will receive harsher penalties at the court's discretion.

## **Part 4—Sunset Clause**

### **9—Sunset Clause**

5 years from proclamation this Act will be reviewed by the Legislative Review Committee.

South Australia

## School Mentoring Refugee Program Bill 2015

### Brief

The school mentoring refugee program aims to address the problem of refugees integrating into Australian society. In particular refugees under the age of 18, Article 22 of the United Nations Convention on the Rights of a Child states that children who come into a country as a refugee should have the same rights as children who are residents in that country.

The School Mentoring refugee program aims to address the problem of refugee students feeling excluded, not having the same knowledge and opportunities of education and lifestyle as Australian students. This can result in disadvantages as they progress through life and schooling. By starting this program, the disadvantages would decrease as refugee children get mentored and educated as they start their new life. It will give them a chance to receive the same education, opportunities and life as Australian students.

The program will help the child's mental health by giving them the opportunity to meet other refugees and interact with Australian students of the same age group. This will help with their overall happiness and attitude to adjust into their new country. Counselling will be available for the refugee's scholars as well as chances to share their experiences and struggles with other refugees and Australian student through Alumni presentations. This will help them to share their life stories and express their emotions. This bill will address the problem by providing subjects that the refugees would participate in and why it would be beneficial for them, stating why it would help the refugees, it would provide refugees students with more educational help and opportunities and provide them with a way to get support from counsellors and other students – both refugee and Australian.

South Australia

# School Mentoring Refugee Program Bill 2015

A BILL FOR

An Act to establish a mentoring program between Australian students and school aged refugees in all South Australian schools; and for related purposes.

**The Junior Youth Parliament of South Australia enacts as follows:**

## Part 1—Preliminary

### 1—Short title

This Act may be cited as the *School Mentoring Refugee Program Bill 2015*.

### 2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

### 3—Object of this Act

The objects of this Act are—

- (a) To establish a compulsory mentoring program between Australian students and refugee students;
- (b) The program will be held through out the year and intakes dependent on each student situations; and
- (c) The program will be government funded to allow it to be free for all students to partake in.

### 4—Interpretation

In this Act, unless the contrary appears—

***Refugee*** means a person who has been forced to leave their country in order to escape social unrest, persecution or natural disaster;

***Community engagement*** means the process by which community benefit organisations and individuals build ongoing, permanent relationships for the purpose of applying a collective vision for the benefit of a community;

***Community service*** means voluntary work intended to help people in a particular area;



**Mentoring** means an Australian student training, advising, and/or supporting a refugee student of the same age;

**UN Child rights** means an official United Nations document that recognises the rights of a child below the age of 18;

**Basic life skills** means household skills including: cooking, currency, basic personal hygiene and basic road rules;

**DECD** means the Department of Early Childhood Development;

**Probation** means the period time refugees are examined and evaluated before receiving their citizenships;

**Refugee Student** means a student that has fled their home as a result of persecution, social unrest or natural disaster and is now enrolled at an Australian school;

**Australian student** means a student who is an Australian citizen or permanent resident who goes to an Australian school.

## **Part 2—Mentoring program**

### **5—Establishing a mentoring program**

- (a) Each south Australian school will have a refugee mentoring program for year levels 3 to 12;
- (b) The program will be available all year around with intakes throughout the year
- (c) There will be an intensive screening process for matching refugee students with Australian students.

### **6—Subjects taught in the mentoring program**

- (a) Languages, arts, basic hygiene, culture/history, basic road rules, transport and currency;
- (b) Compulsory subjects are: languages, Australian culture/history, recreational subject art or sports or music, basic life skills.

## **Part 3—Rules and regulations**

### **7—Conditions**

Conditions of the mentoring program—

(a) Refugee students—

- (i) The student must partake in the program for a minimum of 6 months within the probation period and can complete program at any time after probation period;
- (ii) It is the school's responsibility to manage all mentoring data and matching of students;
- (iii) The mentoring program will have some compulsory aspects but will predominantly be extra curricular subjects;
- (iv) The mentor will have to partake in a screening process that includes parents, school counsellor and home group teacher;
- (v) Student must show respect for all parties involved;
- (vi) Student will receive credit towards their grades by participating in the mentoring program;

(b) Australian students—

- (i) The student must partake in the program for a minimum of 6 months;
- (ii) It is the school's responsibility to manage all mentoring data and matching of students;
- (iii) The mentor will have to partake in a screening process that includes parents, school counsellor and home group teacher;
- (iv) Student must show respect for all parties involved;
- (v) Students will receive credit towards their grades once successfully participated in the program annually.

## **8—Consequences**

Consequences of breaking the conditions of the mentoring program—

(a) Refugee students—

- (i) Student who does not comply with the conditions of the program will result in automatic departure from the program;
- (ii) Student will not receive any credit towards their grade;
- (iii) Student will lose access to extra curricular privileges;
- (iv) It is compulsory to complete the language subject.

(c) Australian students—

- (i) Student who does not comply with the conditions of the program will result in automatic departure from the program;
- (ii) Student will not receive any credit toward their grade and their time recorded as community service will be voided;
- (iii) Student will lose access to extra curricular activities.

## **Part 4—Sunset Clause**

### **8—Sunset Clause**

3 years from proclamation this Act will be reviewed by the Legislative Review Committee.



