

NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS



NORTHERN TERRITORY

2010

ANNUAL REPORT

(Submitted MAY 2011)

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Annual reporting requirements under the National Partnership on Youth Attainment and Transitions are contained in paragraphs 69 to 72 (reproduced below). In addition, Schedule B of the National Partnership on Youth Attainment and Transitions contains Indigenous reporting requirements.

69. Thereafter, States and Territories will provide annual reports to the Commonwealth against the outcomes, performance benchmarks and performance indicators specified in this Agreement as outlined in table 1 at paragraph 16 and in table 3 at paragraph 59.

70. To meet a shared commitment to reporting on efforts to close the gap for Indigenous people, States and Territories also commit to including in their annual reports progress towards halving the gap in Indigenous Year 12 or equivalent attainment by 2020. Progress measures towards halving the gap in Indigenous Year 12 or equivalent attainment are at Schedule B.

71. Reporting will include detail of funding provided to the non-government sector and maintenance of any existing State and Territory funding for careers and transitions support services (see paragraph 52 and 53).

72. The first annual report, for the period 1 July 2009 to 31 December 2010 is due by 31 May 2011. Subsequent annual reports for each calendar year of the Agreement are due by 31 May of the following year. The final report, for the 2013 calendar year, is due by 31 May 2014.

PART A: Northern Territory, National Partnership on Youth Attainment and Transitions

Outcome	Performance Indicator	Source	May 2011	August addendum	May 2012	August addendum	May 2013	August addendum	May 2014	August addendum
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12 ¹	National Schools Statistics Collection (ABS)	3,824	-	2011 School	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12 ²		1,123	-	2011 School	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10 ³		2,096	-	2011 School	-	2012 School	-	2013 School	-
	15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher ⁴	VOCSTATS (NCVER)	-	2010 VET	-	2011 VET	-	2012 VET	-	2013 VET
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher ⁵		-	2010 VET	-	2011 VET	-	2012 VET	-	2013 VET
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate I level ⁶		-	2010 VET	-	2011 VET	-	2012 VET	-	2013 VET
Increased attainment of young people aged 15-24, including Indigenous youth	The proportion of young people aged 20-24 who have attained Year 12 or Certificate II or above	Survey of Education and Work (ABS)	73.1%	-	2011 SEW	-	2012 SEW	-	2013 SEW	-
		VET completions (VOCSTATS) ⁷	-	2010 VET	-	2011 VET	-	2012 VET	-	2013 VET
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above	ABS Census	-	-	-	-	2011 Census	-	-	-
		VET completions (VOCSTATS) ⁸	-	2010 VET	-	2011 VET	-	2012 VET	-	2013 VET
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	Survey of Education and Work (ABS) ⁹	60.2%	-	2011 SEW	-	2012 SEW	-	2013 SEW	-
Improved Indigenous attendance	Attendance rates for Indigenous students in years 1-10 in government schools	MCEECDYA National Schools Attendance Collection (NSAC) ¹⁰ Figures awaiting release by ACARA	Year 1 2010 attendance	-	2011 attendance	-	2012 attendance	-	2013 attendance	-
			Year 2	-	-	-	-	-		
			Year 3	-	-	-	-	-		
			Year 4	-	-	-	-	-		
			Year 5	-	-	-	-	-		
			Year 6	-	-	-	-	-		
			Year 7	-	-	-	-	-		
			Year 8	-	-	-	-	-		
			Year 9	-	-	-	-	-		
			Year 10	-	-	-	-	-		
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status ¹¹	National Schools Statistics Collection (ABS)	81.0%	-	2011 ARR	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status ¹²		29.8%	-	2011 ARR	-	2012 ARR	-	2013 ARR	-
Improved Indigenous participation and engagement	School level strategies ¹³	Jurisdiction information								

Notes on the data

- Attainment measure for 20 to 24 year olds is sourced from the ABS Survey of Education and Work. The survey is undertaken in May each year with results normally reported in December of the same year. The data from the survey relates to measures at that point in time.
- The ABS Survey of Education and Work is a sample survey; results are therefore reported with confidence intervals. For smaller jurisdictions confidence intervals can be substantial. The nature of the survey and the size of the error mean that it may not be possible to accurately identify change over time, even in larger jurisdictions. These data limitations were signalled by the COAG Reform Council (2010).
- Data from NCVER VOCSTATS are normally available in July of the following year. VET statistics reflect a cumulative summary of the year's activity as opposed to a point in time.
- According to MCEECDYA guidelines, "Attendance rates for indigenous students" relates to students who identify as Indigenous. The data are collected for the first semester of the school year, and reported in the first quarter of the following year. There are data quality issues. Significant numbers of students in all jurisdictions have not indicated their Indigenous/non-Indigenous status. Collection methodologies vary across some jurisdictions and sectors. Data should be treated with caution.

¹ As per 2010 Participation target measure

² As per Schedule B

³ As per Schedule B

⁴ As per Schedule B

⁵ As per 2010 Participation target measure

⁶ As per Schedule B

⁷ To monitor annual changes – reported for calendar year VET completions, age to be determined.

⁸ As per Schedule B. To monitor annual changes – reported for calendar year VET completions, age to be determined.

⁹ As per NP YAT Table 3 (p14)

¹⁰ As per Schedule B. This section will be populated by DEEWR pending data availability. This may result in this information being part of the August addendum.

¹¹ As per Schedule B

¹² As per Schedule B

¹³ As per Schedule B- This information is to be provided under Part B – Indigenous Reporting

PART B:

Jurisdictional Context

Overview

The Northern Territory (NT) and the Commonwealth are working collaboratively to increase the educational engagement, attainment and successful transitions of young people.

The NT's Youth Attainment and Transitions focus is on:

- building capability to implement targeted, place-based school improvement approaches;
- building strong partnerships with families, community, business and industry; and
- developing flexible and innovative solutions to support remote students to engage more fully with education and ensure their effective transition to post schooling pathways.

The outcomes of the Youth Attainment and Transitions National Partnership (YAT NP) are closely aligned with those of the Smarter Schools National Partnership. The Smarter Schools reforms expand on existing good practice and provide the opportunity to trial innovative ways to address the challenges of delivering education in the NT. Existing school improvement planning processes are being used to ensure these reforms complement and align with core business and other Territory and national reforms, such as those under the Closing the Gap and YAT NPs.

All schools that have received funding through the Smarter Schools National Partnership (SSNP) are expected to publish annual school improvement plans online, through the NT's [SSNP website](#). These plans provide an overview of the strategies and approaches being implemented by schools to improve student outcomes, including youth attainment and transition outcomes.

The NT's reform effort is beginning to gain momentum with improvement emerging across a range of areas. In particular, in the schools participating in the SSNP there are improvements in student achievement in the Northern Territory Certificate of Education (NTCE) and in Vocational Education and Training (VET), and the implementation of a range of specifically targeted initiatives is leading to significant improvements in enrolment and attendance at a number of schools. While the impact of improvement generated by these initiatives on system measures will take time to emerge, there is significant progress being made which is continuing to build momentum.

The NT continues to enjoy strong cross-sectoral relationships in the implementation of the YAT NP, particularly in relation to the Maximising Engagement, Attainment and Successful Transitions (MEAST) reform.

The reform context

The NT is committed to achieving significant and sustainable improvements in education, training and employment outcomes for all young Territorians, especially Indigenous youth.

Prior to the announcement of the Council of Australian Governments (COAG) Agreement on Youth Attainment and Transitions, the NT had already embarked on an ambitious suite of initiatives aimed at improving participation and productivity outcomes for young people.

The central plank of the NT's strategy to drive radical change in this area was the Government's announcement of its intention to require young people to complete Year 10 and thereafter to participate in education, training and/or employment until age 17 years. The necessary amendments to the *Education Act* were in place to allow implementation of this reform from 1 January 2010. This change is consistent with COAG's National Youth Participation Requirement.

To support this new participation requirement, the NT is implementing a range of initiatives aimed at improving literacy and numeracy outcomes (through the SSNP); improving student attendance (through the *Every Child, Every Day* Strategy and Action Plan); providing access to more flexible and meaningful pathways for young people, especially in the senior years of schooling (particularly evident in the *Strong Start, Bright Future* initiative), and establishing a *Jobs Guarantee* and

Beyond School Guarantee to encourage young people to complete their schooling so they are assured of a post school pathway into further education, training or employment.

Whereas the NT's youth reform occurs across the Territory, it is in remote locations that the most significant reform needs to occur. It is also in remote locations that the Northern Territory and Australian Governments are focussing significant investment and effort to re-shape remote communities, improve service delivery and infrastructure, and drive major improvement in outcomes for Indigenous people.

The NT Government is driving transformational change through two key initiatives:

- *Territory 2030*; and
- *Working Future*

For both initiatives, education is the focal point. Together, these two frameworks are steering the NT's planning and effort around youth attainment and transitions.

The Strategies

The Northern Territory Department of Education and Training's (DET) Strategic Plan 2011 – 2014 details the ambitious program of reform for NT Government schools driven by the objective of successful student transition to further training, employment or higher education. These reforms, which have commenced, or are being implemented, include:

- the new *Northern Territory Certificate of Education and Training (NTCET)*, which ensures that all students achieve sound levels of literacy and numeracy, are provided with clear, flexible pathways to university, further training or work and that both academic and vocational pathways and outcomes are equally valued;
- partnering with Charles Darwin University to progressively create five *Centres for Excellence* within existing senior secondary campuses for capable, motivated students. These centres provide opportunities for students who meet the entry criteria to gain access to innovative programs, industry experience and fast-tracked university entry.
- expanded access to high quality, job-aligned *VET in Schools* programs in all senior secondary schools, that deliver real qualifications and make students work-ready.
 - Through this initiative DET is:
 - aligning the focus of new Trade Training Centres to industry and employer need;
 - increasing the number of school-based apprenticeships and traineeships; and
 - facilitating more students to complete Certificate II and/or III and get a NTCET;
- improved access to South Australian Certificate of Education (SACE) approved academic and VET courses, using virtual schooling to deliver real time quality learning for school-based senior secondary students who do not have these courses available in their home school;
- expanded access to Clontarf academy programs across more schools and communities for a wider range of students including young men in the senior years;
- establishing a *Beyond School Guarantee* and local *Jobs Registers* to ensure students a pathway to work, university or further training based on students fulfilling requirements including attendance, participation and behaviour;
- establishing a *Jobs Guarantee* for NTCET graduates in Territory Growth Towns;
- creating targeted pathways support for senior students in smaller remote schools;
- requiring all year 10 students to develop a *Personal Learning Plan*;
- ensuring greater use of school facilities to assist tertiary education and training outside school hours;
- in consultation with industry, developing and providing students with access to workplace literacy and numeracy programs;
- expanded Work transition and WorkReady programs, especially in the Territory Growth Towns and investment in VET driven by specific job pathways in each community;

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- trialling a Birth to Jobs approach in six Territory Growth Towns as a key plank in implementing a number of National Partnership Agreements – the *Strong Start, Bright Future* College model;
 - working as part of a joined up team to enhance the capacity of schools to support students, families and the community to prevent and address Child Protection issues; and
 - working with parents and the community to implement the *Every Child, Every Day* strategy which is designed to improve the enrolment, attendance and participation of young Territorians, including extended services through flexible timing of school programs.

Factors impacting on progress

The NT has a substantial challenge in driving improvement in youth attainment and transition outcomes. While schools have focussed on a range of initiatives to prepare students for successful transition from school to further education, training or employment, most must first address student literacy and numeracy, attendance, engagement and wellbeing issues as key enablers for learning. In many schools, students display poor or irregular attendance in large part because they experience extreme poverty, often living in overcrowded or non-permanent homes, with little access to support for their basic well-being such as adequate sleep, hygiene, nutrition, medical attention and/or safety. Those most affected have sometimes been exposed to significant trauma and/or are exposed to mental illness. Some students also lack the basic behavioural or social preparedness to participate in schooling and can cause significant disruption when placed in classes without adequate support. Working closely with families and the community to identify ways to address these issues, and increase the value of schooling is essential.

Whilst 2010 was the first full year of activity under this National Partnership, substantial progress has been made in gaining momentum for reform. Implementation planning undertaken in 2010 is positioning schools, regions and the system for consolidation in 2011. Never the less, aggregated performance data for schools is showing early progress, with:

- increased numbers of 15-19 year olds participating in VET and school-based apprenticeships; and
- improved student achievement in both NTCE and VET unit of competency achievement for both Indigenous and non-Indigenous students.

While, substantial change to system level attendance continues to be a challenge, the intense focus on this issue at the system, regional and school levels is beginning to show a number of schools performing well as a result of targeted reform effort. For example:

- the number of students attending over 80% - and in some instances 90% - has grown between 9% and 30% at Alekerenge School, Elliott School, Gunbalanya School and Maningrida School.
- between 30% and 90% improvement in average student attendance has been achieved at Laramba School, Mamuruni School, Nyangatjatjara College, Pigeon Hole School, Woolaning School and Kiana School.

Innovation highlights

***Strong Start, Bright Future* College Model**

The *Strong Start, Bright Future* College model of service delivery has been developed in alignment with the Australian Government's Remote Service Delivery National Partnership Agreement and the Northern Territory Government's 'Working Future' initiative. The model redesigns education, early years and training service delivery for Indigenous students in the 20 Territory Growth Towns and their surrounding small communities, homelands and outstations.

This strategy aims to provide a more integrated and holistic response in our provision of education and training services in each community with a strong focus on our very young people prior to schooling, while at school and through to their pathways beyond the formal years of learning. Localised variations are required to ensure unique opportunities in each location are developed.

The key planks of the *Strong Start Bright Future* College model are

1. Community/Whole School Engagement
2. Early Childhood

3. Participation and Pathways
4. Training and Job Pathways
5. Research and Evaluation

More detail about *Strong Start, Bright Future* can be found in the Indigenous Reporting section of this report.

Virtual Schooling

The Northern Territory is establishing a virtual schooling service which uses interactive technology and blended delivery models to enhance the availability of course offerings to a wider range of students. Materials have been developed to increase access to learning programs for students who live in remote and very remote contexts, where face-to-face support is limited and students in middle and secondary years often come to vocational training with limited literacy and numeracy skills. Online resources for delivery of a Certificate I in Hospitality now:

- enable access to learning for students by building industry literacy and numeracy requirements prior to commencement of the VET course; and
- support teachers in delivering hospitality courses online, in the classroom and through blended delivery models by providing a targeted teaching resource.

The resources have been trialled in eight remote and very remote schools undertaking Certificate I in Hospitality. The findings of the pilot highlighted the pre-VET literacy and numeracy requirements for students in middle and senior years to access learning. Teaching of these key skills will be embedded into the Middle Years Support Identification Package and Literacy for Work and Community and Numeracy for Work and Community senior year subjects in 2011 to ensure all students are ready and able to access the VET curriculum.

VET in the Middle

The development and trial of VET programs for middle years students through the *VET in the Middle* project has shown significant success with 72 students engaged across eight remote schools in Engineering, Manufacturing and Hospitality. All 72 students attained a full certificate or statement of attainment. This trial highlighted the need for blended delivery models – as many remote schools do not have the infrastructure to deliver specialist courses. The requirement for strong scaffolding of learning was also identified, particularly where students' literacy and numeracy performance is at a less advanced stage. Findings from this trial have been factored into 2011 course offerings.

Remote Personal Learning Plan Pilot

The Remote Personal Learning Plan (PLP) pilot offered the opportunity for senior years students to participate in a youth leadership and career development program, accredited as a Stage 1 Personal Learning Plan subject under the NTCET. 72 students in seven schools (West Arnhem College – Gunbalanya Campus, Gapuwiyak School, Shepherdson College, Laramba School, Maningrida School, Alparra High, Borroloola School) undertook the course in 2010 and were provided opportunities to participate in regional career expos and gain access to information, experiences and support which will assist them with planning their educational pathway to employment, training or further education. This program is being continued in nine schools in 2011.

The Participation and Pathways Division

The Participation and Pathways Division was established in 2010 to improve enrolment, attendance and participation and to drive youth attainment and transition outcomes across the NT. The Division is made up of five teams. These teams are leading and supporting many of the key reforms in the youth and transitions area.

1. The Enrolment, Attendance and Participation Team

The Enrolment, Attendance and Participation Team is responsible for supporting schools in the implementation of the Northern Territory's *Every Child, Every Day* Strategy. This team has responsibilities under the *Education Act* in relation to enrolment, attendance and youth participation. DET introduced the *Every Child, Every Day* Strategy in December 2010. The Strategy sets out how the NT will improve the enrolment, attendance and participation of young Territorians. Five Priority Action Areas have been identified and they are supported by new and innovative strategies to help parents, schools and communities to overcome some of the barriers to success. To support *Every Child Every Day* the NT government has amended the *Education Act* to create a range of new offences and significantly increase maximum

penalties for offences in relation to enrolment, attendance and youth participation. The amendments also provide for most offences to be dealt with by way of infringement notices.

The amendments:

- make a child living independently responsible for complying with the Act; that is, a child of or above the age of 14 years no longer living with a parent(s) or over whom the parent has insufficient control to ensure the child enrolls in or attends school or participates;
- make it clear that the Chief Executive (CE) of DET may obtain or use information about a child and their family for the purposes of ensuring compliance with the Act without offending the privacy provisions of the *Information Act*;
- enable the CE to direct a parent, a child or other relevant person to attend a conference for the purpose of dealing with enrolment, attendance and participation issues, including for the purpose of pursuing a Family Responsibility Agreement or similar pursuant to Part 6A of the *Youth Justice Act*;
- allow the CE to issue an Information Notice and a Compliance notice to a parent, or a child living independently, with a view to seeking information about a child, informing the parent/child of their legal obligations under the Act and requiring them to comply with those legal obligations. Failure to comply with an Information or a Compliance Notice without reasonable excuse will constitute an offence;
- broaden the powers and functions of an authorised officer, in particular to enable an authorised officer to deal with youth participation issues and not just enrolment and attendance matters as was the case. Failure to comply with directions of an authorised officer in relation to enrolment, attendance and participation will constitute an offence;
- ensure that action can be taken against the parent of a child enrolled in distance education.

2. The Corporate Engagement and Partnerships Team

This team brings corporate and industry players closer to the education and training system in schools. While the partnerships developed by the team support the system, there is currently a focus on improving school attendance and on providing a pathway from school to employment.

15 projects are currently underway. Projects vary from small one off agreements through to industry wide agreements. For example, an agreement has been negotiated with MacArthur River Mines (MRM) to support the Frequent Attender Program and to underwrite training at Borrooloola, Kiana and Robinson River schools. The Agreement provides \$1 million over 3 years.

Corporate support for the Frequent Attender Program currently consists of the MRM contribution, Telstra providing \$10, \$20 and \$50 music and movie downloads for students who attend more than 80% of the time in 6 Growth Towns. Outback Stores and the Arnhem Land Progress Association (ALPA) provide \$10 vouchers monthly at Gapuwiyak and Ali Curung Stores for students who attend more than 80% of the time.

Other examples of initiatives led by the Corporate Engagement and Partnerships Team include

- securing the Maurice Rioli Scholarship which will support 3 boys each year from the Tiwi College who successfully attend school and complete certificates in Sport and Recreation to spend a week with the Richmond Football Team; and
- industry wide agreements that will streamline the school to work transition process; for example, negotiations are currently underway for an agreement with the Minerals Council to provide template work placements and transitions to apprenticeship pathways across the whole of the industry.

3. The Remote Pathways and Planning Team

The Remote Pathways and Planning Team (RPPT) works to build capacity of remote schools to develop and deliver contextually appropriate senior years subjects for delivery and to assist completion, or pathways to completion, and to engage students in schooling that is culturally appropriate. Specifically the team aims to build capacity for remote schools to deliver the compulsory literacy, numeracy and PLP subjects in a contextually appropriate format and understand the

importance of school in the Senior Years. The RPPT provides regular support for teachers and schools to maintain their subject delivery and meet reporting and clarifying standards.

A Data Analysis position was created to ensure capture of student data in remote schools which contributes toward completion. This allows more accurate tracking of student progress towards NTCET completion and allows more streamlined and specific targeted outcomes.

4. The Learn or Earn Team

The Learn or earn Team is responsible for monitoring and supporting young people in the participation phase.

They are also responsible for the *Jobs Guarantee*. Through this initiative, NTCET graduates from Territory Growth Towns are guaranteed a pathway to an apprenticeship or base-grade employment in a Northern Territory Government Agency.

The *Jobs Guarantee* may involve participants being offered work outside of their home town, but the priority is on 'local jobs for local people'.

There is no compulsion for NTCET graduates to take up the offer of the Jobs Guarantee.

- In 2010 there were 25 NTCET completers from 10 of the 20 growth towns.
- 20 NT Public Service positions were offered to the completers in 9 of the 10 growth towns.
- Positions included:
 - Assistant Teacher traineeships;
 - Aboriginal Health Worker Apprenticeships; and
 - remote housing administration.

The Jobs Guarantee initiative complements DET's Beyond School Guarantee (BSG). Through the BSG, DET undertakes to help a young person who needs assistance to get back on track with an education or employment pathway for up to two years after they complete their NTCET.

The team is also responsible for conducting and managing a *student destination survey*. An online survey was carried out in April and May 2011. The purpose of the survey was to gather data on the destinations of students who completed the NTCE in 2010.

This is the first year that this type of survey has been carried out on the destinations of NTCE completers, therefore there is no data from previous years with which to make comparisons or conclusions regarding trends.

In 2010, 1039 students in the Northern Territory completed the NTCE (plus 3 International Students who have returned home so were excluded from the survey). The response rate to the survey was approximately 30 per cent.

Data indicated that:

- 62 per cent of respondents moved into employment; of these 40 per cent were in full time employment, 27 per cent in part time employment and 33 per cent in casual employment. The main areas of employment are retail (24 per cent), hospitality (17 per cent) and clerical/administration (15 per cent).
- 47 per cent of the respondents are doing further study. Of these 82 per cent are studying full time and 18 per cent are in part time study. Some respondents are doing a combination of work and study.
- The main areas of further study are Medicine and Health (23 per cent), Education (15 per cent), Business and Economics (12 per cent), and Computing Studies (10 per cent).
- 64 per cent of the respondents remained in the Northern Territory and 36 per cent went interstate for further study.
- The respondents to this year's survey will also be followed up as part of the 2012 destination survey.

5. The VET in Schools Team

As well as coordinating VET in Schools (VETiS) and the targeting and allocation of VETiS funding across the NT, the VET in Schools Team is responsible for the implementation of the NT's Maximising Engagement, Attainment and Successful

Transitions (MEAST) initiative. Through this initiative DET employs officers who coordinate structured workplace learning opportunities for VET in Schools students across all education sectors.

Performance against Participation and Attainment Targets

The following targets were agreed for the Northern Territory in the YAT National Partnership Agreement:

- for 2010, the *participation target* will be 5,350, an increase of 253 on the number of individuals participating in 2008.;
- for 2012, the *attainment rate* will be 68.35 per cent, an increase of 4.99 per cent from 2009. This equates to an increase of 293 individuals from 2009 to 2012; and
- for 2015, the *attainment target* will be 71.6 per cent, an increase of 4.75 per cent from 2012. This equates to an increase of 293 individuals from 2012 to 2015.

2015 ATTAINMENT TARGET - ACHIEVED

On the basis of data collected through the Survey of Education and Work, the Northern Territory has already achieved its 2015 attainment target, with 73.1 per cent of young people aged 20-24 having attained Year 12 or Certificate II or above.

PARTICIPATION TARGET

*It is not yet possible to determine whether the NT has achieved its 2010 participation target.
Not all relevant data sets are available.*

Board of Studies NTCE attainment rate data shows a very small decrease from 2009 to 2010

NTCE Summary, 2010 compared to 2009			
	2010	2009	Increase or Decrease
No. of students who received an NTCE	1,041	1,049	-8
No. of students who received an NTCE - males	463	476	-13
No. of students who received an NTCE - females	578	573	5
No. of students who received an NTCE - Indigenous	139	154	-15
No. of students who received an NTCE - non-Indigenous	902	895	7

(Note that this data cannot be used for comparisons across States and Territories and that this data cannot be used to measure change against the agreed indicator for Year 12 or equivalent attainment)

15 – 19 Year old enrolled in VET – 2009 & 2010

	2009		2010	
	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous
Cert I	705	1080	583	878
Cert II & above	3230	1603	3068	1441

Data Source: NT VET Provider data 2009 & 2010

Data has been filtered based on student's response to the Indigenous status question on their enrolment form and only counts people who have self identified themselves as Indigenous.

Data includes students that accessed training that may not have been publicly funded.

A student may be counted multiple times if they have either undertaken multiple qualifications and/or have undertaken training with multiple providers.

Maximising Engagement, Attainment and Successful Transitions

Funding

The agreed Northern Territory allocation of project funding for **Maximising Engagement, Attainment and Successful Transitions (MEAST)** is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$179,000	\$358,000	\$358,000	\$358,000	\$179,000	\$1,431,000

Overview

The Maximising Engagement, Attainment and Successful Transitions funding is being used to employ three (3) officers to work cross-sectorally to source appropriate structured work-placement opportunities for Vocational Education and Training in Schools (VETiS) students as part of the broader Multiple Learning Pathways reform area of the National Partnership Agreement. Funding is being used for salaries and travel.

Reform Detail

The reform that is being delivered under the MEAST element of this National Partnership is part of the much wider reform agenda in the NT. At a funding level of \$358,000 per annum, only minimal reform specific to this element can be achieved.

Some young Indigenous Territorians, and in particular Indigenous young people in remote locations, have a poor understanding of the pathways within and between school and post-school options. Therefore they drop out of education and training or restrict themselves to one pathway, rather than explore the multiple pathways available to them.

One difficulty for young people in making a commitment to education is that there is often no clear relationship between formal schooling and employment. Vocational Education and Training in Schools (VETiS) is one way that schools can meet the increasing challenge of preparing young people for the world of work. There is also evidence that a curriculum that fosters closer links between school and work results in higher levels of student satisfaction.

As part of its broader senior years' reform agenda the Northern Territory is ensuring that more young people have access to flexible and meaningful learning pathways. Expanding access to quality VETiS courses that are better aligned with local, regional and Territory labour market priorities and are underpinned by well-focussed Structured Workplace Learning (SWL) is a key priority. That is why the MEAST initiative is a critical component of the reforms leading to improved youth attainment and transitions outcomes. The outcomes, performance indicators and targets for this reform area are as follows:

Maximising Engagement, Attainment and Successful Transitions : Multiple learning pathways			
Outcome	Performance Indicator	Source	Target – by Dec. 2012
<ul style="list-style-type: none"> Increased access to Structured Workplace Learning (SWL) to support VETiS Improved VETiS completion rates 	<ul style="list-style-type: none"> Number of Years 10 – 12 students participating in SWL placement as part of a VETiS program Percentage of students achieving a VET in Schools qualification 	<i>School level reporting-annually</i>	<ul style="list-style-type: none"> All students undertaking a VETiS course will have access to SWL 20% completion rate for attaining a VET in Schools qualification <small>[consistent with DET Strategic Plan]</small>
Monitoring and Review The Northern Territory will undertake internal analysis of the impact of the reform. This will include: <ul style="list-style-type: none"> establishing baseline data - <ul style="list-style-type: none"> VETiS completions at December 2009, Students undertaking SWL placements at December 2009; six monthly monitoring of data; trend analysis; and annual review. 			

What does this reform mean for Young People in the Northern Territory?

The employment of officers to source and coordinate SWL:

- provides higher quality learning pathways for young people leading to better engagement in schooling;
- provides expanded access to well-targeted SWL placements;
- is enhancing the quality of learning and assessment in VETiS courses, which will lead to higher levels of attainment and more successful transition outcomes for young people;
- is driving stronger industry engagement in VETiS by providing a single point of contact for employers; and
- ensures SWL is well coordinated across education sectors.

Over time it is expected that this initiative will:

- improve industry perception of the qualifications achieved through a VETiS pathway, particularly for students who complete VETiS qualifications in remote locations; and
- ensure VETiS is seen by industry and the community as a highly valued and valuable pathway for young people.

Participation and Pathways Division

On their own, three (3) officers employed with the funding provided under the MEAST element would have been ineffective in achieving the outcomes of the reform. Therefore the Northern Territory Department of Education and Training (DET) has established a Participation and Pathways Division which increases the number of officers performing this role and embeds them in a structure which is focussed on achieving three main objectives:

- getting students to school;
- engaging them in school; and
- focusing them on an employment pathway.

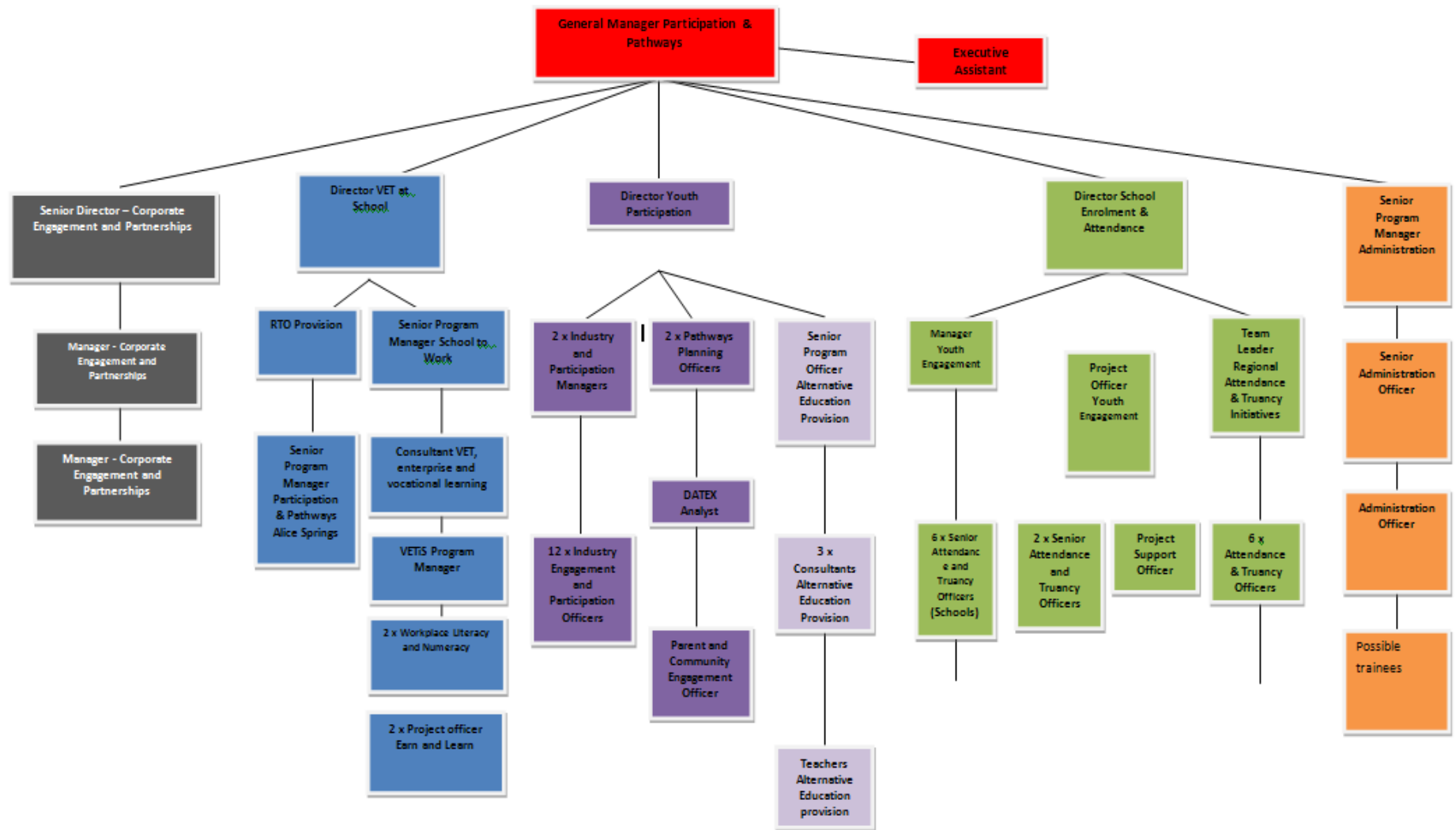
To achieve the second and third objectives the Division is focusing on improving the quality and targeting of Vocational Education and Training in Schools (VETiS). Twelve (12) Industry Engagement and Participation Officers (IEPOs) have been employed to work primarily on the coordination of structured work placements, but they have the added responsibilities of building relationships with employers and assisting Learn or Earn officers to support young people who have left school but are in the participation cohort.

In addition, a Corporate Engagement and Partnerships team has been created to engage major industry groups from across Australia and internationally.

This Division was established at the beginning of 2010 and was consolidating its role in the latter part of that year when the specific tasks required for effective implementation of the reform became clearer. As a result, data collection is still in its establishment stages.

In 2011 additional senior roles have been added to the Division and the Organisation Chart is being amended to better align work areas with NT and national priorities.

2010 ORGANISATION CHART FOR THE PARTICIPATION AND PATHWAYS DIVISION



The VET in Schools (VETiS) Team

As well as coordinating VET in Schools (VETiS) and the targeting and allocation of VETiS funding across the NT, the VET in Schools Team is responsible for the implementation of the NT's Maximising Engagement, Attainment and Successful Transitions (MEAST) initiative. Through this initiative DET employs officers who coordinate structured workplace learning opportunities for VET in Schools students across all education sectors.

The VETiS team coordinates the delivery of VET in Schools across the Northern Territory. This includes advice to schools on managing VETiS programs in their school context, working with Registered Training Organisations to ensure quality delivery and working with industry to ensure relevance of the training to the world of real work. VETiS staff have a role in determining the funding for VETiS programs across the Territory and do so in a way which ensure that VETiS funding is relevant to the needs of the local area and tied as closely as possible to the twin outcomes of boosting student engagement and providing a clear employment pathway.

This has seen the reduction in programs which do not have a real job attached to them and a greater focus on funds being directed to pathways that lead to further training and employment.

The VETiS Team works with the Participation Team and the IEPOs to ensure that structured work placements occur in an efficient and focussed manner.

To ensure that the delivery of VETiS remains current and modernised and that quality programs accommodate the very remote nature of the Northern Territory, the VETiS team initially funded and employed staff focussed on writing online programs for the delivery of VET to students in remote communities. These roles are now funded through a Department of Education, Employment and Work Relations grant.

Industry Engagement and Participation Officers

Industry Engagement and Participation Officers play a lead role in the NT's MEAST reform initiative. Their role involves:

Employment Brokerage

- brokering partnerships with industry to identify and secure jobs for young people,
- coordinating Structured Workplace Learning placements;

Industry Relationship Management

- working with local businesses and industry to raise the profile and credibility of VET in Schools programs,
- brokering Structured Workplace Learning placements and ensuring a good match between student and placement,
- work with local industry and training providers to ensure VET in Schools courses are aligned to job opportunities and are meeting the needs of employers;

Youth Participation Support

- Assisting with monitoring youth participation pathways,
- Working with Learn or Earn Officers, Attendance and Truancy Officers and Alternate Education Officers to ensure coordinated support for disengaged young people in the participation phase.

IEPOs work in industry areas. They are tasked with structured work placements within those industry groups. They are required to work with VET Coordinators and Careers Counsellors in both Government and non-Government schools, Training Advisory Councils and industry to assess industry needs and student interest. They then match students with employers and work placements.

This provides the student with a clear path from their school based learning through to potential employment. It helps establish if the student is interested in this career and it exposes the student to potential employers.

Corporate Engagement

The Corporate Engagement and Partnerships Team has been established to focus on major industry engagement. The team engages major industry groups from across Australia and internationally to support the education and training system in the NT.

An example of the work being done by the team is a \$1 million grant from the MacArthur Mines Community Benefit Trust to Borroloola , Kiana and Robinson River School that is engaging senior students in training and in a work pathway to the MacArthur River Mine.

'P' Plate Program

The Australian Employment Covenant's 'P' Plate Program is also embedded in the Participation and Pathways Division. Embedding this program enhances youth and transitions outcomes through:

- access to established relationships with industry,
- an expanded range of employers, and
- more support for Indigenous students and school leavers .

The Outcomes to Date

There have been significant improvements in VETiS outcomes as a result of the work of these teams. While Official VETiS completions (sourced from DATEX) [see Figure 1 below] show a decrease in completions from 2009 to 2010, data sourced directly from Registered Training Organisations (RTOs) indicates a 29.5 per cent increase in completions over the same time frame [see Figure 2 below].

Figure 1: OFFICIAL VETiS COMPLETIONS SUMMARY (data sourced from DATEX)

VETiS SUMMARY: 2010 COMPARED TO 2009					
	2010	2009	Increase or Decrease	Percentage Completions 2009	Percentage completions 2010
No. of students who received a VET Certificate (1), (2)	369	384	-15	14	19.04
No. of students who received a VET Certificate - males	191	203	-12		
No. of students who received a VET Certificate - females	178	181	-3		
No. of students who received a VET Certificate - Indigenous	84	143	-59		
No. of students who received a VET Certificate - non-Indigenous	285	241	44		
<p>Note:</p> <p>1. VET Certificate at Certificate Level I or above.</p> <p>2. A student may have received more than one VET Certificate.</p>					

Figure 2: DATA COLLECTED FROM REGISTERED TRAINING ORGANISATIONS (RTOs)

VETiS DATA COLLECTION 2010			
Registered Training Organisation	Total Commencements	Total Completions	Percentage Completions
ABLE Pty Ltd	38	33	
ATI	116	61	
BIITE	28	2	
Casuarina Senior College	44	26	
CAT	12	0	
Chamber of Commerce	0	0	
Charles Darwin University	1828	365	
Darwin High School	36	20	
Kormilda	47	0	
Nhulunbuy High	120	55	
NTCSA	94	23	
NTOEC	77	2	
Taminmin College	619	317	
TOTAL	3059	904	29.5

Several issues impact on the Official Data Set that result in the discrepancy between reporting sources. These issues relate to misalignment of reporting timeframes and requirements for RTOs and schools.

It is a major project of the VETiS team to improve the systems and processes for data collection so that requirements and timeframes are better aligned, and more accurate and timely data is available.

Funding to support VETiS delivery in Government and Non-Government Schools

Funding provided to RTOs to support VET delivery to school students as part of their school program in 2010 was:

- \$1.1 million dollars for Urban schools;
- \$900,000 for Remote delivery; and
- \$250,000 for VET delivery in the middle years.

The VET in School funding (\$2M) is used by RTOs to deliver vocational programs to schools throughout the NT. Under a competitive tender process, funding is allocated to those programs that satisfy specific criteria; that is:

- relates to a national, NT and local skill needs list;
- provides a job pathways;
- allows for full and higher qualifications;
- previous training results;
- the RTO and the school can provide a viable number of students for the program.

Examples of programs delivered include:

- Certificate I/II Automotive;
- Certificate I/II Engineering;
- Certificate I in Resource and Infrastructure;
- Certificate I/II Construction;
- Certificate I/II/III Agriculture or Rural Operations or Horticulture or CALM;
- Certificate I/II Hospitality;
- Certificate II in Hairdressing or Beauty;

- Certificate II in Retail or Beauty;
- Certificate II in Racing.

VET in the Middle has been delivered at 9 remote schools. Approximately 72 students received a Statement of Attainment for competencies achieved. The qualifications that students have been trained in are:

- Certificate I Engineering;
- Certificate I Manufacturing Pathways;
- Certificate I Hospitality.

A critical component of VET in Schools is Structured Work Placement. The opportunity for students to work in a particular industry and be assessed while working on-job is very important. Accessing employers who are willing to take on students in SWP is a major component of making sure that VETiS is considered worthwhile and relevant by industry. The employment of Industry Placement and Employment officers has facilitated the link between the school and local industry.

Structured Work Placement Data

In 2009 work placements were facilitated by an organisation funded by the Australian Government. Following establishment of the IEPO positions in 2010, DET began the process of creating an accurate and transparent data base for collection of structured work placement information, as distinct from information about work experience placements.

Data is now collected on numbers of work placements by school, region, qualification and industry grouping. Employers are also surveyed about their level of satisfaction with the administrative arrangements surrounding each work placement and the preparedness of students for work placement.

In 2010, all VETiS students who required a structured work placement, and who were adequately prepared to undertake one, completed a work placement.

2010 Placement by School

Year of placement	School	Term 1 placements	Term 2 placements	Term 3 placements	Term 4 placements
2010	Alcoota	0	0	0	3
2010	Alcoota School	0	0	3	0
2010	Barkly College	0	0	5	11
2010	BIITE	0	0	0	1
2010	Casuarina Senior College	0	0	4	1
2010	Centralian Secondary College	0	0	0	2
2010	Centralian Senior College	0	0	10	5
2010	CSC	1	1	6	0
2010	Darwin High School	35	36	34	1
2010	Dripstone Middle	0	0	2	0
2010	Dripstone Middle School	0	0	6	0
2010	Good Shepherd Lutheran College	0	0	3	0
2010	Katherine High School	0	38	0	31
2010	Kormilda College	1	1	1	0
2010	Marrara Christian College	0	0	3	0
2010	Nhulunbuy High School	1	13	5	5
2010	NTOEC	2	1	2	1
2010	O'Loughlin Catholic College	1	3	10	0
2010	O'Loughlin College	0	0	3	2
2010	Our Lady Of The Sacred Heart	0	0	0	3
2010	Palmerston	3	3	0	0

2010	Palmerston High	0	0	2	0
2010	Palmerston High School	0	0	6	0
2010	Taminmin	73	0	20	6
2010	Taminmin College	4	11	68	2
2010	Yirrkala CEC	0	0	2	0
TOTAL					<u>497</u>

Employer Surveys

After each Structured Work Placement (SWP) employers complete an Employer Survey. Responses indicate that students are well prepared for their work placement. Employers rated the students' performance as very good to excellent across a range of criteria, including willingness to learn new skills, ability to work as part of a team, appropriate use of industry equipment and tools; communication skills, and understanding of the importance of productivity in the workplace.

Employers also report satisfaction with the administrative processes surround work placements.

The Next Steps

The Participation and Pathways Division will evolve further in 2011 as we establish best practice for the various areas of responsibility.

In 2011 the Division will be refocused. This will see the division take two specific foci:

- Industry Engagement and Employment Pathways;
- Enrolment, Attendance and Youth Participation.

Work has also commenced on the establishment of a Northern Territory Schools Industry Academy.

Indigenous Reporting

From Schedule B:

States and Territories will monitor and report on Indigenous participation annually, noting that this will not be taken into account for reward payments but as a progress measure toward achieving the halving the gap target.

Annual monitoring and reporting of participation of Indigenous students will be the total enrolment of full-time students in Years 11 and 12, and 15-19 year olds without a Year 12 Certificate and not enrolled in school who are enrolled in a VET course (full-time or part time) at Certificate II level or higher.

Annual monitoring and reporting of Indigenous students will also include a separate category of the total enrolment of full-time students in Years 9 and 10, and 15-19 year olds without a Year 12 Certificate and not enrolled in school who are enrolled in a VET course (full-time or part time) at Certificate I level.

States and Territories will monitor and report annually on a range of leading indicators in addition to participation, such as attendance, retention and trends in administrative data. This information will also be used to determine the 20-24 year old Indigenous attainment rate in non-Census years, including 2015 and 2020.

States and Territories will also monitor and report on: school level strategies; leading indicators (participation, attendance and retention); and Year 12 attainment; initially for schools with 30 or more Indigenous students where this equates to 10 per cent or more of total enrolments, to be expanded over time as agreed through State and Territory implementation plans, to schools with 10 per cent or more Indigenous enrolments or more than 30 Indigenous students.

As agreed in the Implementation Plan, the Northern Territory will use existing data sources to report against its halving the Indigenous Year 12 or Equivalent attainment trajectory.

Reporting required against the Smarter Schools National Partnerships will provide school level strategies and progress towards achievement of targets agreed as part of the Youth Attainment and Transitions National Partnership; specifically:

- School level strategies - school improvement plans will be published in line with the milestones stated in the Smarter Schools and Closing the Gap Bilateral Agreement. Schools will be required to focus their planning and effort on three key areas:
 - early childhood,
 - schooling, and
 - post-schooling;
- Performance outcomes and relevant measures will be:

Outcomes	Relevant NT Performance Measures
<p>All children are engaged in, and benefiting from, schooling^{NEA}</p> <p>Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children^{NEA}</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <p>Average attendance rates – Baseline 2009</p> <p>Proportion of students attending over 80% - Baseline 2008</p> <p>Proportion of 'at risk' enrolments – Baseline 2009</p> <p>Average enrolment – Baseline 2008</p> <p>Apparent retention rates - Baseline 2008</p> <p>Level of student, parent and community satisfaction – Baseline 2010</p>
<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving^{NEA}</p> <p>Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade^{NIRA}</p>	<p>NAPLAN gain measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009</p> <p>Apply to year levels 3, 5, 7 & 9 as appropriate – and to all test domains :</p> <ul style="list-style-type: none"> - Mean scale score – ALL students - Mean scale score – Indigenous students - Mean scale score – Non-Indigenous students - Number and % of ALL students at or above National Minimum Standard - Number and % of Indigenous students at or above National Minimum Standard - Number and % of Non-Indigenous students above National Minimum Standard - Participation rates – ALL, Indigenous and Non-Indigenous students <p>Computer-based diagnostic assessment – annual measure – baseline 2011</p>
<p>Young people make a successful transition from school to work and further study^{NEA}</p> <p>Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020^{NIRA}</p>	<p>Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of:</p> <p>Number and Proportion of 15-19 year olds participating in education until Year 12 or equivalent</p> <p>Number and Proportion of NT Certificate of Education and Training and/or VET in Schools certificate completions</p>

The outcomes of the Youth Attainment and Transitions National Partnership are closely aligned with those of the Smarter Schools National Partnership. The Smarter Schools reforms expand on existing good practice and provide the opportunity to trial innovative ways to address the challenges of delivering education in the NT. Existing school improvement planning processes are being used to ensure these reforms complement

and align with core business and other Territory and national reforms, such as those under the Closing the Gap and Youth Attainment and Transitions National Partnerships.

All schools that have received funding through the Smarter Schools National Partnership (SSNP) are expected to publish annual school improvement plans online. These plans provide an insight into the school level strategies and approaches being implemented to improve student outcomes, including youth attainment and transition outcomes. These School Plans can be access through the SSNP website at www.det.nt.gov.au/smarterschools.

There is a strong correlation between the SSNP schools and the schools that have 30 or more Indigenous students where this equates to 10 per cent or more of total enrolments. Given the high proportion of Indigenous students, the schools participating in the SSNP account for 80.6 per cent of the total number of Indigenous students in the NT. For the purpose of demonstrating improvement in Indigenous outcomes, it is therefore relevant in the NT to consider the SSNP schools in the first year, as these schools have a higher proportion of Indigenous students, often over 90 per cent of the total school cohort. As agreed, this will be expanded over time to include schools with 10 per cent or more Indigenous enrolments or more than 30 students. This will cover almost all schools in the NT. While some large urban schools meet the criterion for this May 2010 reporting period, they will be reported on during the next reporting period.

Participation

NT	Schools in NP	Students* in NP (FTE)	As a % of all students (NT)	Indigenous students in NP	As a % of Indigenous students (NT)
Literacy and Numeracy	15	4,543	11.8%	1,215	7.9%
Low SES School Communities*	106	13,479	34.9%	10,350	67.7%
Both NPs	7	1,515	3.9%	762	5.0%
Total	128	19,536	50.6%	12,326	80.6%

Based on DEEWR data (current as of 05/11/2010). Full Time Equivalent (FTE). Totals may not add due to rounding.

*Of the 106 schools participating in the Low SES School Communities NP, 77 are also receiving support through the Closing the Gap NP.

Closing the Gap NT – QTP, EL -	77	8,243	21.3%	6,681	54.5%
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Also, as initiatives have been developed and rolled out it has become apparent that it is more appropriate to report on school level strategies, leading indicators, and Year 12 attainment from T – 12, rather than only for secondary schools.

In addition to the School Improvement Plans which show school level strategies and initiatives, a number of system wide innovations are in place to improve outcomes for indigenous students. These include:

1. Strong Start, Bright Future;
2. Jobs Guarantee;
3. Clontarf Academies;
4. Corporate Partnerships.

Non-government schools are also pursuing a range of programs and initiatives to improve participation and attainment outcomes for Indigenous young people.

1. The Catholic Education Office has appointment an Education Officer – Curriculum: Student Pathways to support schools in senior secondary education and in particular to support the expansion of VET in schools, Trade Training Centres and flexible learning and to support schools to increase the numbers of students gaining their NTCET. The Education Officer works primarily with remote schools, where the student cohort is Indigenous. There are a number of projects in the planning phase for which the sector anticipates having reportable outcomes by the end of 2011.
2. The Northern Territory Christian Schools Association provides support for indigenous young people in a wide variety of ways including:

- Running 2 remote indigenous homeland schools registered up to Year 10 (Gäwa Christian School – Elcho Island and Mäpuru Christian School – north east Arnhem Land);
- Running 2 Family Group Home programs for residential indigenous students enrolled in secondary education;
- Running an RTO which provides training opportunities for Indigenous young people with the following number of Indigenous 15-19 yr olds enrolled:
 - Cert II in Engineering – 18 students,
 - Cert II Construction – 15 students,
 - Cert II Community Services – 7 students,
 - Cert IV Education Support - 2 students.

The cost of providing education, training and care to Indigenous young people in both remote and non-remote areas across the NT is extraordinarily large. As an organisation, NTCSA achieves a high level of activity and support for indigenous young people within limited amounts of funding. Sourcing Christian staff (teachers, house parents, other support staff) with a calling to serve indigenous young people in both remote and non-remote areas provides an ongoing challenge to the organisation.

System-wide Strategies

1. Strong Start Bright Future

i. Community Whole School Engagement

- Strong local education governance representative of community stakeholders; augmented leadership; and integrated service delivery.
- An overarching leadership position closely aligned with DET's regionalised service delivery model and focussed on engaging with community, building capacity and championing the model. This position works collaboratively with cultural advisors and is supported by a College Advisory Council.
- Improved business management model.
- Formalised use of DET facilities for after school, evening and weekend programs.

ii. Early Childhood

- Strong educational leadership focussed on the stages of schooling including an Integrated Child and Family Leader coordinating services to families and children from birth to 8 years old.

iii. Participation and Pathways

- Cultural background, perspectives and interests reflected in the learning program.
- Flexible and extended school year arrangements to mitigate the impact of localised cultural related factors that impact on school attendance.
- Engagement programs focussed on secondary students, including enhanced program delivery to encourage student engagement – such as specialist subject areas, boys and girls programs (Clontarf and A Sporting Chance), Vocational Education and Training.
- After hours programs that offer training and alternative education programs for disengaged and at risk students.

iv. Training and Job Pathways

- Training focussed on pathways and getting real jobs for school leavers.
- Strong focus on vocational education and training including a dedicated industry liaison officer and a beyond school guarantee inclusive of work, further training and higher education.

v. Strong Start, Bright Future current sites are:

Commenced in 2010	Commenced in 2011	To be commenced in 2011
Semester 1: West Arnhem College	Semester 1: Yambirra (Yirrkala) College	Semester 2: following recruitment of College Directors
Semester 2: Groote Eylandt College	Shepherdson College	Warlpiri College N'taria College

Work to scope the piloting of a distance education model that improves the support provided by these sites to their associated homeland learning campuses has commenced.

vi. Research and Evaluation

The *Strong Start, Bright Future* evaluation, being conducted by Menzies School of Health Research, is the evaluative centrepiece to assess the impact of the Northern Territory's Indigenous education reform agenda in very remote schools. This longitudinal evaluation focuses not only on place-based reforms, but also on systemic effort and will assist to ensure that effort and resourcing are being targeted to areas that will make the most difference to students as they prepare for and participate in school and transition to further education, employment or training pathways. This work is longitudinal and has been commenced in three of the five *Strong Start, Bright Future* pilot sites.

Participation and Pathways Strategies in each of the sites include:

West Arnhem College

- *Culture First Program* runs as part of curriculum and commenced at Jabiru Area School in partnership with Gundjehmi Aboriginal Corporation.
- An *Educational Residential College* is progressing through the strong community relationships with Gunjeihmi Aboriginal Corporation who designed and funded the development of this facility in Jabiru. DET has committed to provide onsite recurrent educational human resources.
- *Frequent Attender Incentive Programs* for student who maintain high level attendance for example Gunbalanya awarded a student a game and the parent a \$100 Power and Water Voucher for 100% attendance during Term 1.
- *Industry Partnerships* with ERA Ranger Mine, ILC Meatworks, Inalak Art Centre are creating real job pathways for students.
- *VET in Schools* programs are expanding with the College Director working with local businesses to identify positions students can move into and build on programs being run by other organisations within the community.
- *School-based Apprenticeships* are being undertaken by six Gunbalanya students with ILC Meatworks.
- *3-9 Programs* are providing after-hours access at the Gunbalanya School and has seen increased adult confidence and participation in learning.
- *Clontarf and Girls Academies* – over 100 Indigenous students are engaged in these programs across both campuses of the College.

Current 3 – 9 programs include:

- Community Library Program with a mixture adults and children;
- Softball with a range of adults and older adolescent students;
- Zumba is a women's only program;
- Drivers Licence Program with Clontarf (secondary boys) on the program currently, to be followed by Girls Academy;
- Woodwork is a men's only program;
- Gunbalanya wide sports competition began in May with a number of teams formed from various agencies around Gunbalanya aimed at encouraging more local participation.

Groote Eylandt College

- *Community Partnerships* like the first Umbakumba School Fair was supported by GEMCO, Kamahl, Mikbamurra Store and N-Carta. It is these partnerships that made the Fair possible.
- *Saturday School Program* is currently running at Angurugu School, with a focus on 'at risk' middle year boys.
- *Industry partnerships* - Strong GEMCO partnership with a memorandum of understanding currently being finalised which will focus on supporting all aspects of the Strong Start, Bright Future College, with a

focus on early childhood, school attendance, VET Training , community wellbeing and employment pathways.

- *Trade Training Centre* has been approved for the College and is currently in the tender process.
- *School Based Apprentices* at Angurugu in partnership with GEBIE have commenced. Further, the Training Centre at Angurugu has been set up and the College is in the process of getting funding for training facilitators and mentors.
- Current 3 – 9 programs include:
 - *Girls Basketball Programs* with eight teams that participated in a recent carnival held at the new Angurugu School court. Over 30 women and girls obtained a Community Basketball Referee Certificate. Fundraising efforts continue to support the teams heading to the Barunga Festival in June.
 - *Manufacturing pathways in Sewing*. Mother’s textile program in Certificate 1 Manufacturing is being run in partnership with GEBIE industries. The products manufactured including zip dresses, shorts and wallets were sold out at Umbakumba’s first fair.

Shepherdson College

- *Central Arnhem Hub* schools are working with Stronger Smarter Institute on building and growing regional capability through instructional leadership for remote schools leaders. The schools are focused on working together and include Shepherdson, Gapuwiyak, Milingimbi, Warruwi, Maningrida and Ramingining.
- *Alternative school delivery models* will be investigated in Term 2 and Term 3. These include running dual sessions with morning and afternoon programs for middle and senior years to increase access.
- *Saturday program* is being run as a joint venture with Youth Health and three school council members. The program works with nine at risk young men and has a focus on undertaking cultural activities.
- *School-based Apprenticeships* are being undertaken by six students.
- Current 3 – 9 programs include:
 - A range of courses for the community, with 154 regular attendees. Current courses include:

Car Maintenance	Woodwork	First Aid
Dance and Drama	Welding	Drum Beat
Traditional Yolngu art	ITC for Life	Fork Lift Ticket
Visual Art	Maths for Men	4X4 Driving Training
Traditional Yolngu Dancing	Pathways to Motel Employment	Yolngu Dream Time Stories
Young Women with Babies	AFL Level 1 umpires Certificate	Mental Health Program

- Three Drivers Licensing programs have been run, with a 100% success rate.

Yambirrpa (Yirrkala) College

- *VET in the Middle* programming and recruitment of a trainer have commenced for the delivery of Certificate 1 in Hospitality.
- *Enrolment and Attendance* - will focus on developing strategies to address the challenges of mobility between homelands and Yirrkala. Current work is about clarifying cultural and environmental impacts on attendance then identifying strategies that support students and families.
- *3-9 Programs* are providing after-hours access at Yirrkala and have seen increased confidence and participation in learning. Current programs include:

- School leaders and staff currently undertaking consultations with community regarding pre-VET and VET course needs for the 3-9 Programs which will inform decisions about adult training budget.
- Negotiation underway for the appointment of a trainer in 11/12 financial year.

2. The 'Jobs Guarantee'

Northern Territory Certificate of Education and Training (NTCET) graduates from Territory Growth Towns are guaranteed a pathway to an Apprenticeship or base-grade employment in a Northern Territory Government Agency.

The *Jobs Guarantee* may involve participants being offered work outside of their home town, but the priority is on 'local jobs for local people'.

There is no compulsion for NTCET graduates to take up the offer of the Jobs Guarantee.

The Jobs Guarantee program forms part of the overarching Local Jobs for Local People initiative and complements the Department of Education and Training's (DET) Beyond School Guarantee (BSG). The BSG commits DET to work with senior secondary students to provide pathways to work, university or further training subject to students fulfilling certain requirements.

2010 Jobs Guarantee Summary

- There were 25 NTCET completers from 10 of the 20 growth towns.
- 20 NT Public Service (NTPS) positions were offered to the completers in 9 of the 10 growth towns.
- NTPS positions included:
 - Assistant Teacher traineeships;
 - Aboriginal Health Worker Apprenticeships; and
 - remote housing administration.
- NTPS jobs were offered in the following Growth Towns:

• Umbakumba;	• Maningrida;	• Nguiu;
• Yirrkala;	• Milingimbi;	• Galiwin'ku;
• Numbulwar;	• Ramingining	• Gapuwiyak.

3. Clontarf Academies

The aim of the Clontarf program is to engage 'at risk' young Indigenous male students in mainstream education until they complete Year 12 and then assist them to find employment. Through sport, Clontarf focuses on mentoring and improving the school attendance, retention and suspension rates of participants. Clontarf Academies have been operating in schools across the NT since 2007 and currently provide programs in the following schools;

- Alice Springs Academy (Centralian Middle and Senior Schools and Yirara College)
- Casuarina Senior College Academy
- Dripstone Academy
- Gunbalunya Academy
- Jabiru Academy
- Katherine Academy
- Palmerston Academy
- Sanderson Academy
- Yirrkala Academy
- Tennant Creek Academy
- Tiwi Academy

Girls Academies

Since 2010 Role Models and Leaders have been contracted to administer a girls program at the following schools

- Palmerston High School
- Centralian Senior and Middle Schools
- Rosebery Middle School

The Stronger, Smarter Sisters girls program operates at Katherine High school which operates separate to the Role Models and Leaders.

Both of these programs offer a range of activities for participants including;

- Camps and excursions
- Mentoring
- Sports
- Community based activities
- Career Opportunities
- Health and Wellbeing classes

4. Corporate Partnerships

i. Groote Eylandt Project:

Status: Well progressed

- Negotiations involve BHP Billiton in an agreement to underwrite various aspects of school programs on the Eylandt.
- Negotiations underway with GEBIE to establish work pathways for students.
- Negotiations beginning with the Groote Eylandt Trust fund to underwrite various educational programs.

ii. Borroloola Project:

Status: Agreement complete and implementation underway

- \$1 million over 3 years being for:
 - \$200 000 per annum for a trainer,
 - \$50 000 per annum for transport,
 - \$10 000 per annum for uniforms,
 - \$75 000 per annum for Frequent Attender Program;
- Agreement to Structured Work Placements.

iii. Territory Schools Industries Academy Project

Status: Well Progressed

- This project is designed to establish a system of Industry Academies that provide linkage between business and schools and establish a structure to guide the delivery of VET in Schools and other employment pathways programs into the future.
- Currently negotiating MOU of support with Minerals Council of Australia.

iv. Frequent Attenders Program

Status: Launched

- Corporate support is now being received from Telstra for 6 Growth Towns, Arnhem Land Progress Association for Gapuwiyak and Outback Stores for Ali Curung.

v. Jabiru Project:

Status: ERA Project- Agreement signed and work underway Gundjeihmi Aboriginal Corporation (GAC) boarding facility- underway

- Existing agreement with ERA to employ an agreed number of students who get through agreed levels of work.
- Agreement with local indigenous organisation to assist in the employment and training of four young men from the school who do not wish to pursue mining as an option.

vi. Financial literacy project:

Status: Well progressed

- The project is to roll out a comprehensive financial literacy project in schools across the 20 towns. It has three (3) elements:
 - an online unit contained within 'Numeracy for Work and Community'. Being written on funds provided by Federal Government grant.
 - Foundation units for WorkReady and school to work transition years and Pre-VET. Funding being sought from Corporate groups.
 - Primary school financial literacy projects. Plan to use introduction of *Cash for Containers* as an opportunity. Also re-introduction of school banking.

vii. There are a number of other projects in the early stages of development.

AVAILABLE DATA

Year 11 & 12 Full Time Enrolment Summary by Indigenous status

This data is sourced from the Age Grade universe and includes Distance Learning Schools which may have dual enrolled students. Please note that the data has been provided for the requested purpose only. This data cannot be used for commercial purposes and the source of this data should be acknowledged in any publication using or referring to this data. DET will not provide any data externally that can identify individuals as per the Information Privacy Principles of the Northern Territory Information Act.

Government

	2009			2010		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 11	583	1086	1669	618	1134	1752
Year 12	285	891	1176	314	888	1202
Total	868	1977	2845	932	2022	2954

Non-Government

	2009			2010		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 11	134	367	501	161	390	551
Year 12	82	306	388	68	320	388
Total	216	673	889	229	710	939

Year 9 & 10 Full Time Enrolment Summary by Indigenous status

This data is sourced from the Age Grade universe and includes Distance Learning Schools which may have dual enrolled students. Please note that the data has been provided for the requested purpose only. This data cannot be used for commercial purposes and the source of this data should be acknowledged in any publication using or referring to this data. DET will not provide any data externally that can identify individuals as per the Information Privacy Principles of the Northern Territory Information Act.

Government

	2009			2010		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 9	725	1093	1818	753	1042	1795
Year 10	654	1137	1791	681	1174	1855
Total	1379	2230	3609	1434	2216	3650

Non-Government

	2009			2010		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 9	394	664	1058	346	729	1075
Year 10	250	523	773	333	543	876
Total	644	1187	1831	679	1272	1951

Board of Studies NTCE attainment rate data shows a very small decrease from 2009 to 2010

NTCE Summary, 2010 compared to 2009			
	2009	2010	Increase or Decrease
No. of students who received an NTCE	1,049	1,041	-8
No. of students who received an NTCE - Indigenous	154	139	-15
No. of students who received an NTCE - non-Indigenous	895	902	7

(Note that this data cannot be used for comparisons across States and Territories and that this data cannot be used to measure change against the agreed indicator for Year 12 or equivalent attainment)

15 – 19 Year olds enrolled in VET – 2009 & 2010

- 15-19 year olds enrolled in VET at Certificate I level; and
- 15-19 year olds enrolled in VET at Certificate II level and above

	2009		2010	
	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous
Cert I	705	1080	583	878
Cert II & above	3230	1603	3068	1441

Data Source: NT VET Provider data 2009 & 2010

Data has been filtered based on students response to the Indigenous status question on their enrolment form and only counts people who have self identified themselves as Indigenous.

Data includes students that accessed training that may not have been publicly funded.

A student may be counted multiple times if they have either undertaken multiple qualifications and/or have undertaken training with multiple providers.

Northern Territory Indigenous Year 12 or equivalent attainment Trajectory

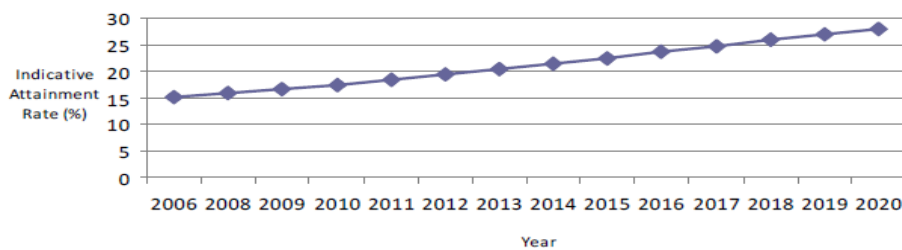
The estimated Northern Territory target for halving the Indigenous Year 12 or equivalent attainment gap for 20-24 year olds by 2020 is:

	2006 Starting point	2020 targets
Northern Territory	15.2%	27.9%

This target is the Northern Territory's contribution share of the national halving the gap target.

Indicative Trajectory

	2006	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Indicative Attainment Rate (%)	15.2	15.8	16.6	17.4	18.3	19.3	20.3	21.4	22.55	23.7	24.8	25.85	26.9	27.9



NT Indigenous Year 12 or Equivalent Attainment Trajectory

The Northern Territory has committed to achieving this very ambitious target in the spirit of the National Partnership Agreement. However, it should be noted that the Northern Territory target of 27.9 per cent, or 2077 Indigenous persons attaining by 2020, represents a 125 per cent increase on the 2006 baseline of 15.2 per cent, or 924 Indigenous persons attaining.

PROGRESS AGAINST THE HALVING THE GAP TARGET

The NT is making good progress towards achieving its Halving the Gap target. The intense focus on issues such as community/whole school engagement, early childhood, participation and pathways, and training and job pathways at the system, regional and school levels is beginning to show a number of schools performing well as a result of targeted reform effort.

Northern Territory Performance Measures - Schools Participating in the Low SES School Communities NP								
Performance Measure	Cohort	Baseline	Baseline Year			Target Year (2010)		
Average attendance	All	2009	71.3%			69.7%		
	Indigenous	2009	65.1%			62.8%		
	Non-Indigenous	2009	90.6%			91.0%		
Proportion of students attending over 80%	All	2009	43.1%			42.7%		
	Indigenous	2009	37.6%			36.9%		
	Non-Indigenous	2009	71.5%			70.0%		
Proportion of 'at risk' enrolments	All	2009	6.3%			8.0%		
	Indigenous	2009	8.1%			10.3%		
	Non-Indigenous	2009	0.2%			0.2%		
Average enrolment	All	2008	16,560			16,984		
	Indigenous	2008	12,552			12,799		
	Non-Indigenous	2008	4,008			4,186		
Apparent retention rates 2008			Years T-6	Years 7-9	Years 10-12	Years T-6	Years 7-9	Years 10-12
	All	2008	83.8%	91.3%	54.5%	96.7%	90.4%	42.7%
	Indigenous	2008	86.3%	84.8%	56.2%	104.0%	83.8%	30.4%
	Non-Indigenous	2008	75.8%	109.4%	52.2%	74.8%	107.2%	62.4%

Northern Territory Performance Measure - Schools Participating in the Low SES School Communities NP													
Performance Measure	Cohort	Year 3 Reading		Year 3 Numeracy		Year 5 Reading		Year 5 Numeracy		Year 7 Reading		Year 7 Numeracy	
		2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010
NAPLAN MSS	All	233.5	254.3	288.7	274.2	332.4	336.2	369.3	362.3	423.4	447.0	457.1	440.3
	Indigenous	191.8	221.3	262.9	248.8	290.6	302.6	346.1	335.5	357.6	398.7	412.0	393.3
Number of students at or above NMS	All	340	591	498	558	301	368	412	428	468	598	588	616
	Indigenous	167	390	295	346	111	179	217	234	132	226	241	242
% students at or above NMS	All	36.8%	54.0%	53.7%	51.3%	32.6%	35.4%	44.3%	42.4%	48.8%	54.3%	59.5%	54.0%
	Indigenous	23.8%	45.7%	41.7%	41.0%	16.2%	21.9%	31.2%	29.5%	21.7%	33.0%	38.0%	33.2%
Students above NMS	% Non-Indigenous	60.8%	68.5%	76.4%	63.8%	67.8%	60.9%	55.3%	69.3%	80.2%	73.1%	76.6%	71.4%
	# Non-Indigenous	135	165	168	155	160	134	130	149	283	305	272	295
Number students participating in NAPLAN testing	All	924	1095	927	1087	922	1039	931	1009	960	1101	989	1141
	Indigenous	702	854	707	844	686	819	696	794	607	684	634	728
	Non-Indigenous	222	241	220	243	236	220	235	215	353	417	355	413
% students participating in NAPLAN testing	All	70.4%	78.7%	70.7%	78.1%	71.7%	80.4%	72.4%	78.1%	66.1%	81.1%	68.1%	84.0%
	Indigenous	65.6%	75.0%	66.1%	74.2%	66.3%	77.5%	67.3%	75.1%	58.1%	73.8%	60.7%	78.5%
	Non-Indigenous	91.7%	95.3%	90.9%	96.0%	93.7%	93.6%	93.3%	91.5%	86.5%	96.8%	87.0%	95.8%

Northern Territory Performance Measure - Schools Participating in the Low SES School Communities NP				
Performance Measure	Cohort	Baseline	Baseline Year	Target Year (2010)
Number 15 – 19 year olds participating in school	All	2008	2381	2198
	Indigenous	2008	1517	1332
	Non-Indigenous	2008	864	866
Number of 15-19 year olds participating in VET	All	2008	499	468
	Indigenous	2008	322	313
	Non-Indigenous	2008	177	155
Proportion of 15-19 year olds participating in VET	All	2008	21.0%	21.3%
	Indigenous	2008	21.2%	23.5%
	Non-Indigenous	2008	20.5%	17.9%
Number of 15-19 year olds participating in school based apprenticeships	All	2008	11	37
	Indigenous	2008	5	13
	Non-Indigenous	2008	6	24
Number of students completing NTCE	All	2008	208	243
	Indigenous	2008	86	68
	Non-Indigenous	2008	122	175
Number of students aged 15-19 completing at least one VET Unit of Competency	All	2008	493	450
	Indigenous	2008	318	300
	Non-Indigenous	2008	175	150

Note: Source for number of students participating in schools measure is Age Grade Census, a point in time measure. Number of students participating in VET is a figure reflecting students participating in VET at any point in the year. Therefore, number of students participating in VET as a proportion of number of students participating in schooling may exceed 100%.

The Compact with Young Australians

- Advice has been provided to registered training organisations (RTOs) about the Compact and the associated entitlement to a publicly funded training place for 15 to 24 year olds. They are fully aware of the priority to be given to eligible young people who are seeking a funded training place.
- Those RTOs already in receipt of government funding, particularly the public providers, are encouraged to utilise training places already funded under recurrent funding arrangements between the Department of Education and Training and the provider.
- These RTOs are required to advise the Department of Education and Training if they are not able to accommodate demand within existing funding allocations.
- During the reporting period, all RTOs with existing funding were able to meet demand within existing funding allocations.
- RTOs in receipt of public funds are required to report their training activity through AVETMISS.
- Separate data collection for the Compact with Young Australians is not undertaken due to demand being accommodated within existing funding allocations.
- RTOs are advised that funded training places can be accessed under the Productivity Places Program to deliver training to young people.
- The training entitlement for 15-24 year olds has been fully implemented in the Northern Territory.

Youth Connections and School Business Community Partnership Brokers in the Northern Territory

School Business Community Partnership Brokers

In the early stages of 2010, the network of a 107 Partnership Brokers focused on engaging with stakeholders, and developing environmental scans and strategic plans for their region. As the year progressed, providers' focus shifted to exploring partnership opportunities and creating or enhancing partnerships to meet their region's needs.

Program Status

By April 2011, there were approximately 1200 active and self-sustaining partnerships associated with Partnership Brokers nationally (excludes Victorian data¹⁴) involving over 8000 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 19 per cent of these partnerships have an Indigenous focus. There have been approximately 5800 Outcomes Framework Key Performance Measure (KPM) evaluations with approximately 1770 (30%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'¹⁵. Approximately 80 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 20 per cent are pre-existing partnerships that are being enhanced with support from the Partnership Brokers.

¹⁴ In Victoria, the Partnership Brokers program is delivered through the Victorian Government's Local Learning and Employment Network (LLEN) and is managed by the Victorian Department of Education and Early Childhood Development.

¹⁵ Data cited is accurate as at 12 April 2011.

Providers have submitted their 2010 Case Studies which are currently under review with a number being developed to share good practice as well as for promotional purposes. Case Studies have provided some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. They include examples of providers leveraging off and adding value to local, state and Commonwealth programs/initiatives, as well as examples of innovative partnership models being established to meet the needs of young people. Case Studies have also highlighted the complex, multifaceted nature of the Partnership Broker role.

Stakeholder engagement

While these national figures and case studies indicate significant progress, individual providers and the program have also faced some challenges. One of these challenges has been connecting with education authorities in a way that enables Partnership Brokers to align their priorities for partnership development with the priorities for schooling at a systemic level.

Providers have also reported that some school leaders don't understand the role of the Partnership Broker as a facilitator, rather than service delivery provider. For historical reasons, confusion about the Partnership Brokers role is often centred around expectations that Partnership Brokers should be involved in coordinating Structured Workplace Learning (SWL) placements. This misunderstanding has resulted in tensions and impacted on some schools' willingness to consider how a partnership approach, supported by a Partnership Broker, can assist them to achieve the outcomes required under the Government's broad education reform agenda. Managing expectations and educating stakeholders about what Partnership Brokers can do, and importantly, what they don't do, has been an ongoing challenge for providers. In order to overcome this challenge, there is a need for education authorities to send a clear message to school leaders about the intent of the Partnership Brokers program and the benefits of schools partnering with business and community.

In terms of key stakeholder engagement, provider reporting has shown that parents and families represent just one per cent of the total number of organisations involved in partnerships. This data is supported by results from a recent provider survey which found that 75 per cent of Partnership Brokers felt that parents and families were the most challenging stakeholder to work with. While the number of parents in partnerships is low, the data shows that there are some emerging partnerships that involve parent bodies such as parent and citizen associations and state parent councils. There are a number of other partnerships that are focused on supporting parents without including them as formal members of the partnership.

Another challenge for providers is building cross-sectoral partnerships involving stakeholders that may not have worked together before. Within this context, an important part of the Partnership Brokers' work is building partners' understanding of each other's needs, developing trust between partners and securing commitment to a shared goal. To do this effectively, Partnership Brokers need to engage with organisations at a decision-making level where there is authority to enter into partnership arrangements and commit resources. Providers report that this is particularly challenging when working with schools and school systems.

Variation in performance

It is clear that there are varying degrees of success amongst providers and some providers appear to be struggling to deliver the program in line with program expectations. There are a number of reasons for this, including:

- Some Partnership Broker organisations were contracted under previous programs in a 'hands-on' service delivery role. Some of these organisations have struggled to make the transition to a strategic, facilitation role.

- The varying nature of infrastructure, culture and capacity across Service Regions. There are different challenges for providers operating in metropolitan, rural and remote areas. Some Service Regions, and some communities within Service Regions, are more conducive to partnership development than others.
- The capacity of personnel undertaking the Partnership Broker role also varies across, and within regions. Some providers, particularly those in remote regions, have had difficulty finding people with the necessary skill set to deliver program outcomes.

Support from DEEWR

DEEWR has supported the achievement of program outcomes through the provision of induction forums, regional forums, training on the information management system, professional development, support tools and the funding of jurisdiction-based and national provider networks. The contract management approach in the first year of operation has been intensive, focused on reinforcing provider understanding and on developing provider capacity.

Provider networks at both a jurisdiction and national level have been established and are developing and implementing strategies to support improved outcomes for the program. However, performance of the networks has been variable and significant examples of the networks proactively engaging with organisations and peak bodies at a state and/or national level are yet to be seen.

Program Priorities

61 per cent of Partnership Brokers reported they were 'very effective' or 'extremely effective' in addressing their top regional priority for 2010. Among the most commonly reported priorities were:

- Increasing Indigenous engagement and attainment.
- Addressing regional or industry specific skills shortages.
- Minimising the impact of mental health, drug abuse and homelessness issues on retention and attainment.
- Enhancing parental and family engagement.
- Improving regional and remote service delivery.
- Engaging and improving outcomes for humanitarian refugees and culturally and linguistically diverse young people.
- Improving literacy and numeracy levels across all age groups
- Supporting youth mentoring arrangements.

Collaboration between Partnership Brokers and Youth Connections providers

An important feature of the Partnership Brokers and Youth Connections programs is the requirement for providers to work together to identify and address the needs of their region. In some regions, providers are working well together and progressing partnership arrangements to improve support services, however, the level of collaboration in other regions is variable. In regions where collaboration has been limited, Youth Connections providers appear to have concentrated on delivery of case management services and Partnership Brokers have focused on stakeholder engagement and partnership development more broadly.

NORTHERN TERRITORY

Context

The School Business Community Partnerships program is delivered across 5 regions in the Northern Territory (NT), which align with the NT shire and municipality region constructs. In the NT, Partnership Broker providers are required to focus remote service delivery in the 20 Territory Growth Towns identified under the NT Government's Working Future Initiative and Remote Service Delivery National Partnership. These towns are all very remote and have limited services when compared to like size towns in other rural and remote areas.

Program Status

By April 2011, there were over 35 active and self-sustaining partnerships associated with Partnership Brokers in Northern Territory involving approximately 200 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 60 per cent of these partnerships have an Indigenous focus. There have been approximately 200 Outcomes Framework Key Performance Measure (KPM) evaluations with around 40 (20%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

Challenges

While the information above indicates progress, individual providers and the program in the Northern Territory have also faced many of the challenges outlined in the National Summary. In particular, it is an ongoing challenge for some providers to make the transition from a 'hands on' service delivery role to a strategic facilitation role. The NT Partnerships Brokers have also had some difficulty finding people with the necessary skill set to deliver the program and this has impacted on the achievement of program outcomes. The Partnership Broker providers have also indicated that it has taken a considerable amount of time and effort to educate stakeholders about the role of a Partnership Broker and the assistance they can offer under the program.

In the Territory Growth Towns, the capacity of stakeholders to support Partnership Brokers work is often limited. Because of the attention and resources the Northern Territory Intervention and Remote Service Delivery activities have brought to these communities, there is a level of fatigue within organisations, key stakeholder groups and individuals. The NT Partnership Brokers have also found some Service Regions, and some communities, are more conducive to partnership development than others. A key strategy being employed by Partnership Broker organisations is to leverage off other business they are involved in to develop partnerships.

In addition, Partnership Brokers are required to travel long distances and access to many communities during the wet season is extremely difficult and communities can also be closed for cultural business at short notice. Coordinating key stakeholders to be available concurrently can be a significant challenge to service delivery.

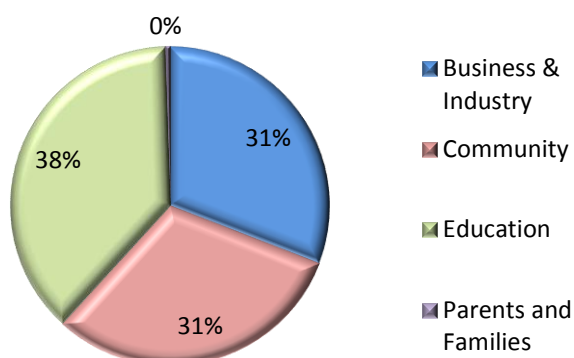
Table A – Number of Organisations in Partnerships by Stakeholder Group (as at 12 April 2011)

This table shows the stakeholder groups represented in partnerships added during the selected reporting period.

Note: this data includes organisations in partnerships with status active, self-sustaining, draft, inactive and terminated. National figures do not include Victoria.

Stakeholder Group	State (NT)		National	
	Total	% of Total	Total	% of Total
Business & Industry	63	31%	2475	29%
Community	63	31%	2297	27%
Education	77	38%	3741	43%
Parents and Families	1	0%	127	1%
Total	204	100%	8640	100%

NT Partnerships by Stakeholder Group



National Partnerships by Stakeholder Group

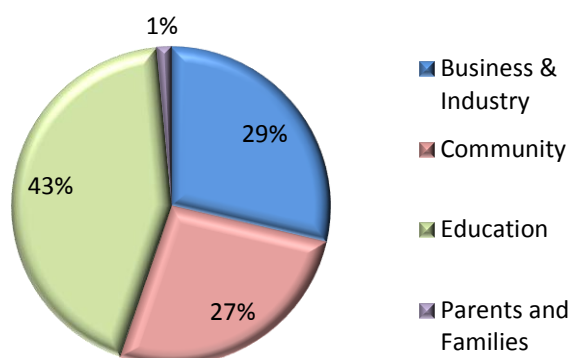


Table B – Key Performance Measure (KPM) Evaluation Ratings (NT) (data as at 12 April)

This table shows the number of times each KPM evaluation value (e.g. 1, 2, 3, 4, 5) has been selected, based on the latest evaluation rating recorded in the system (YATMIS). KPMs map to one of four program outcomes. Each evaluation value corresponds to a descriptor of the progress a partnership has made against a particular KPM. The values and their corresponding descriptors are outlined below:

Key: 1 = Limited Progress; 2 = Some Progress; 3 = Satisfactory Progress; 4 = Considerable Progress; 5 = Achieved

Outcome	Total KPM Evaluations	1	2	3	4	5
Education and training providers partnering with stakeholders in their community to ensure all young people participate in challenging, relevant and engaging learning that broadens personal aspirations and improves education and transition outcomes.	47	5 (11%)	14 (30%)	11 (23%)	6 (23%)	11 (23%)

The following KPMs contribute to this outcome:

An increase in the number of education and training providers who accredit community-based learning	5	20%	20%	0%	20%	40%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	11	9%	45%	36%	9%	0%
An increase in the number of education and training providers who have increased their career practitioner capacity	4	0%	50%	25%	25%	0%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	27	11%	22%	22%	11%	33%

The data above shows that:

- Providers reported 46% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 41% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 27 partnerships (77% of the total number of partnerships in NT) that have made progress towards providing ‘opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders’. Providers reported that 44% of these partnerships have *achieved* or made *considerable progress* against this KPM.

Outcome	Total KPM Evaluations	1	2	3	4	5
Business and industry actively engaged in sustainable partnerships that support the development of young people, contribute to the skills and knowledge of the future workforce and improve young people's education and transition outcomes.	35	10 (29%)	8 (23%)	6 (17%)	4 (11%)	7 (20%)

The following KPMs contribute to this outcome:

An increase in the number of businesses providing mentoring/coaching opportunities for young people	15	40%	20%	27%	0%	13%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	5	60%	20%	0%	20%	0%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	15	7%	27%	13%	20%	33%

The data above shows that:

- Providers reported 31% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 52% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 15 partnerships (43% of the total number of partnerships in NT) that have made progress towards increasing '*the number of businesses providing quality workplace and community learning opportunities for young people*'. Providers reported that 53% of these partnerships have *achieved* or made *considerable progress* against this KPM.

Outcome	Total KPM Evaluations	1	2	3	4	5
Partnerships that support parents and families to provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning, and improve their education and transition outcomes.¹⁶	51	15 (29%)	22 (43%)	6 (12%)	6 (12%)	2 (4%)

The following KPMs contribute to this outcome:

An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom	16	25%	31%	19%	19%	6%
An increase in the number of parents and families that are actively involved in career transition planning for their children	5	60%	20%	0%	20%	0%
An increase in the number of parents and families that are better informed about learning and career options	11	18%	55%	9%	9%	9%
An increase in the number of parents and families that are confident to interact with education and training providers, employers and community groups to support participation and engagement of their children	12	25%	50%	17%	8%	0%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	7	43%	57%	0%	0%	0%

The data above shows that:

- Providers reported 16% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 72% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 16 partnerships (46% of the total number of partnerships in NT) that have made progress towards providing ‘an increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom’ Providers reported that 25% of these partnerships have *achieved* or made *considerable progress* against this KPM.

Outcome	Total KPM Evaluations	1	2	3	4	5
Community groups participating in partnerships that harness resources and build social capital to support young people to identify and achieve their goals and improve their education and transition outcomes.	68	20 (29%)	38 (56%)	7 (10%)	2 (3%)	1 (1%)

The following KPMs contribute to this outcome:

An increase in the number of community groups that partner with stakeholders to align services for young people and reduce service duplication and resource wastage	7	71%	29%	0%	0%	0%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	14	21%	64%	7%	0%	7%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	14	21%	71%	7%	0%	0%
An increase in the number of community groups that partner with stakeholders to identify and respond to emerging trends and skill needs with reference to young people	8	50%	38%	13%	0%	0%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	10	20%	40%	20%	20%	0%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	7	14%	86%	0%	0%	0%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	8	25%	50%	25%	0%	0%

¹⁶ In many cases, progress against Parent and Family KPMs has been achieved through partnerships that do not include parent or family groups as members. While there are some partnerships that do involve parent and family groups, these groups represent only one per cent of the total number of organisations in partnerships.

	Total KPM Evaluations	1	2	3	4	5
Overall Total	201	50	82	30	18	21

- Providers reported 4% of partnerships that have been evaluated have *achieved* or made *considerable progress* against the outcome.
- Providers reported 85% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 14 partnerships (40% of the total number of partnerships in NT) that have made progress towards providing ‘an increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people’. Providers reported that 7% of these partnerships have *achieved* or made *considerable progress* against this KPM.

Youth Connections – National Summary

In the first 14 months of operation, Youth Connections has provided individual support services to 24,738 young people. 11,320 young people have achieved a final outcome in the program, which represents re-engagement or a sustained improvement in a young person’s engagement with education, training or employment. A further 5,090 were assessed as making significant progress in addressing their barriers to full engagement in education. In addition, 3,578 activities were held to find and connect with at-risk young people, with providers linking with 125,900 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 3,049 activities being held.

Under ‘*Individual Support Services*’, Youth Connections providers must deliver flexible and individualised services to young people at risk, including those who are most at risk of disengaging from learning or disconnecting from school or education through to those who are severely disconnected from education, family and community. Delivering services to individual young people has been a focus for providers in the first year of the program. Many providers had established services and were able to quickly deliver this aspect of the program. While Youth Connections has achieved significant results in 2010, the elements of the program relating to outreach and re-engagement activities, and activities to strengthen services in the region have been slower to be established and embedded in service delivery.

Under ‘*Outreach and Re-engagement Activities*’, Youth Connections providers must offer proactive, youth focused re-engagement activities and outreach services. Outreach and re-engagement services aim to find severely disengaged young people, and to connect these young people with activities to support their re-engagement with learning, family and community. In the first 14 months there has been considerable activity in this area, however not all of this activity has been well targeted or outcomes focused.

Under ‘*Strengthening Services in the Region Activities*’, Youth Connections providers must work to build capacity and strengthen services for young people at risk and ensure that providers of other services in a region are connected. Again, providers have been reporting effort in this area, however it appears provider understanding and capacity in this area is not strong. Some of this effort has been directed toward awareness raising and promotional activities or attendance at stakeholder group meetings, neither of which would be considered ‘Strengthening Services in the Region Activities’. This area of provider performance is most closely linked with the School Business Community Partnership Brokers program, and providers are expected to work together, where appropriate, to address the needs of their region. In some regions providers are working well

together and progressing partnership arrangements to improve support services, however, the level of collaboration in other regions is variable.

The Youth Connections program includes a focus on Indigenous and humanitarian refugee young people. These two groups are more likely to be at risk, and may require mainstream programs to be tailored to meet their specific needs. The Youth Connections program has had mixed success in supporting these two target cohorts. Indigenous young people represent 18% of the caseload (more than 4,300 young people) receiving individual support services in the Youth Connections program, and 27% of outreach activities included an Indigenous focus. While the rate of Indigenous young people achieving outcomes is lower than for non-Indigenous, more than 1,500 Indigenous young people achieved a final outcome in the program, and a further 1,000 made progress in addressing their barriers to engagement. For humanitarian refugee participants, the program has been less successful at delivering support and achieving outcomes. Nationally, only 202 young humanitarian refugees have been provided with individual support services in the first 14 months of the program.

DEEWR has supported the achievement of program outcomes through the provision of induction forums, regional forums, training on the information management system, resource tools and the funding of jurisdiction based and national provider networks. The contract management approach in the first year of operation has been intensive and focused on reinforcing provider understanding and developing provider capacity. In February, DEEWR provided a redefinition of the service types, in an effort to clarify the intention of these activities for providers, and to focus their efforts. Case studies are being developed to strengthen provider understanding, and to demonstrate effective practice.

Program Priorities

In 2011, DEEWR is working, with jurisdictions and provider networks, to improve program and provider performance in a number of areas. These focus areas have been identified based on the quantitative and qualitative data that providers have reported, through contract management activities, and through feedback from jurisdictions. These focus areas include:

- *Services to individual young people* – increasing the number and the quality of outcomes for severely disconnected young people
- *Outreach and Re-engagement Activities* – improving provider understanding and increasing the number of young people who are referred from outreach activities into case management
- *Strengthening Services in the Region Activities* – improving provider understanding and the effectiveness of activities delivered
- Indigenous young people and Closing the Gap – continuing the focus on this priority area
- Humanitarian refugees – building provider capacity and focusing effort for this cohort
- Youth Connections and Partnership Brokers – improving their relationships and translating these into outcomes for at risk young people
- Improving the quality of data and reporting from providers.

Northern Territory Summary

Context

The Youth Connections program is delivered across five regions in the Northern Territory (NT), which align with the NT shire and municipality region constructs. In the NT, the program is aimed at 12 to 19 year old young people at risk of, or disengaged from education and has a strong focus on assisting Indigenous young people. Youth Connections providers are to focus remote service delivery in the 20 Territory Growth Towns identified under the NT Government's Working Future Initiative and Remote Service Delivery National Partnership. In these communities access to other youth services and programs can be limited, with their quality variable across communities. Average attendance at school in these communities can be as low as 30%, and there are anecdotally a large number of students who are not enrolled in schools.

Program Status

In the first 14 months of operation in the NT, Youth Connections has provided individual support services to 510 young people. 103 young people in the program achieved a final outcome, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 131 were assessed as making significant progress in addressing their barriers to full engagement in education. In addition, 73 activities were held to find and connect with at-risk young people, with providers linking with 3,837 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 37 activities being held.

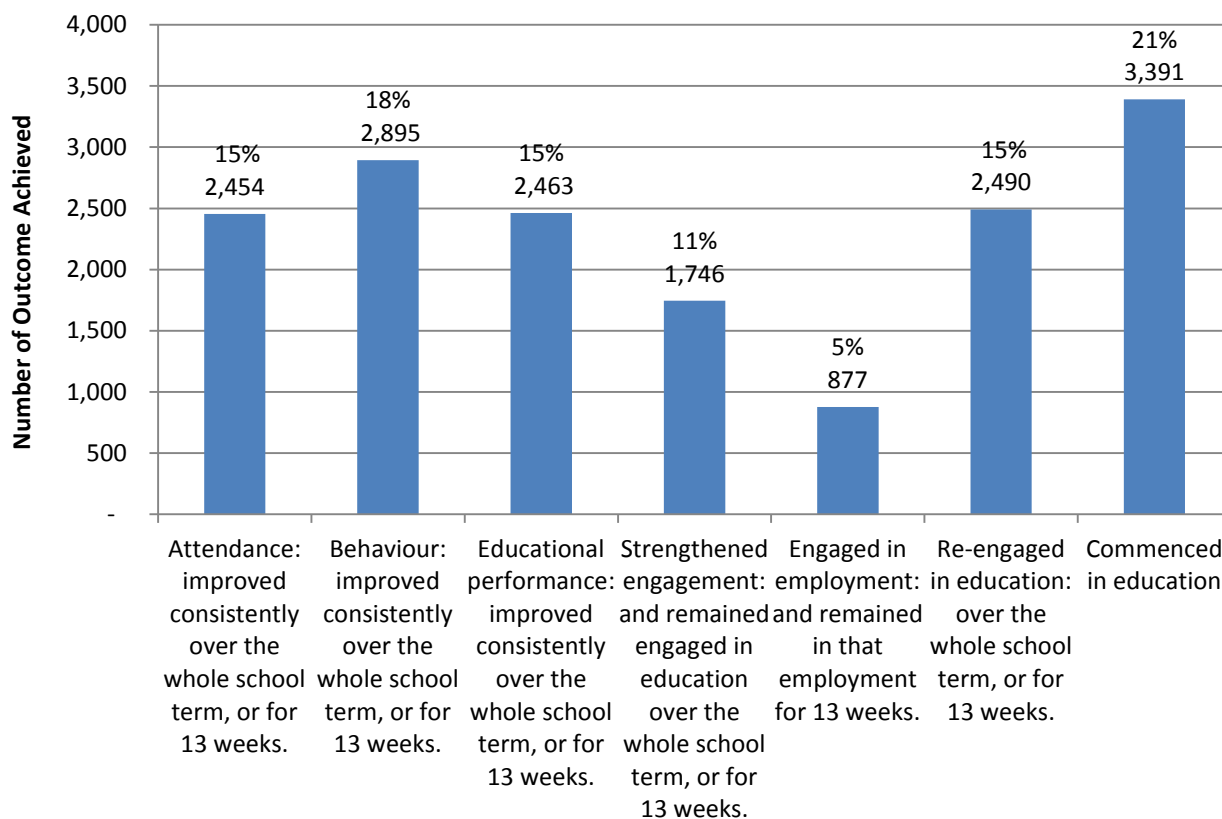
In the NT, provider effort has been focused on assisting the most disengaged young people and assisting Indigenous young people. Of all NT Youth Connections participants, 72% are Indigenous, compared to the national figure of 18%. Twenty-five per cent of Indigenous participants with addresses recorded (264) are from the Territory Growth Towns. Indicating there has been a focus on remote delivery in the Territory Growth Towns.

Challenges

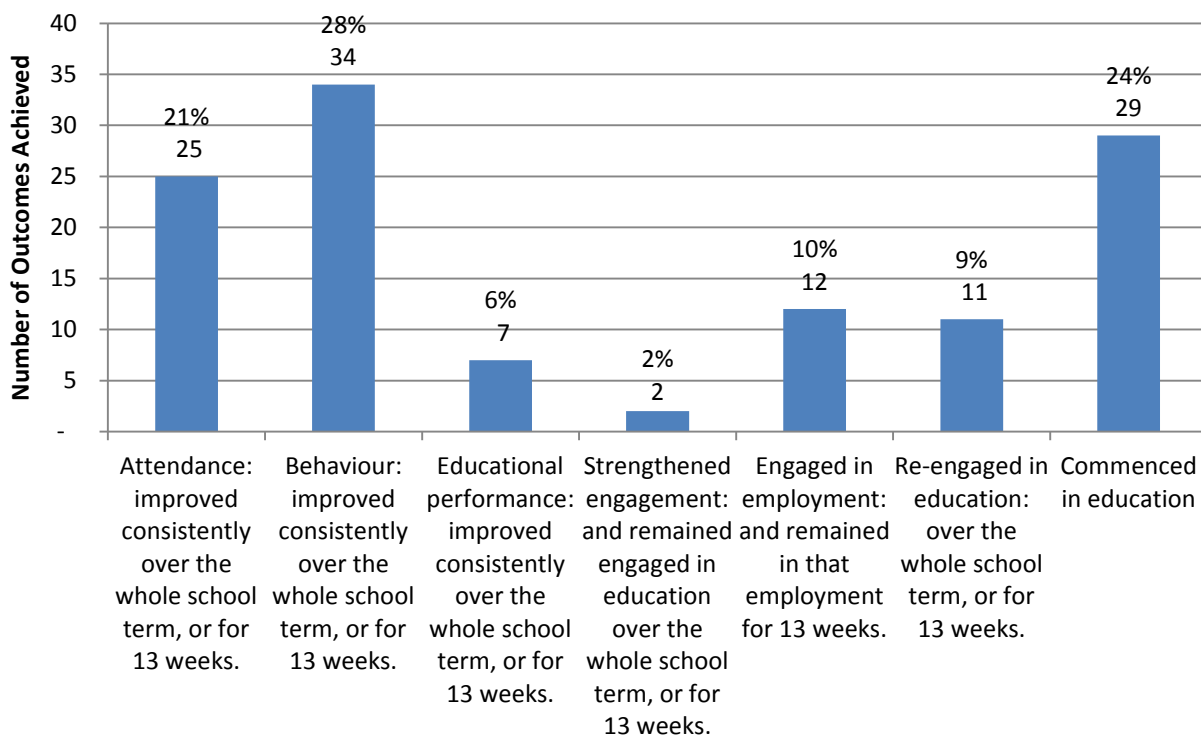
While Youth Connections has delivered significant outcomes, providers have faced many of the challenges outlined in the national summary. In particular, some providers have been slow to establish and embed outreach and re-engagement activities and activities to strengthen services in the region. As has been found nationally, Youth Connections providers and Partnership Broker collaboration across the Northern Territory varies, and while there are instances of the providers working collaboratively, for some providers this continues to be an area for development.

The delivery of Youth Connections in remote locations in the NT has been affected by a number of issues, such as the ability to recruit and retain suitable staff, the time and expense for travel and accommodation in remote communities. A fly in fly out service model is often the only possible model of service delivery available to providers and it is often difficult to build effective relationships as engagement is time limited and not consistently available. In addition limited access to specialist services and communities in remote areas has slowed the implementation of the Youth Connections program in the NT.

National - Final Outcomes Achieved



Northern Territory - Final Outcomes Achieved



	National		Northern Territory	
Young people enrolled in individual support services (current and exited)	24,738		510	
Young people who have achieved a final outcome	11,320	46%	103	20%
Young people who have achieved an outcome - progressive or final ¹⁷	16,410	66%	234	46%

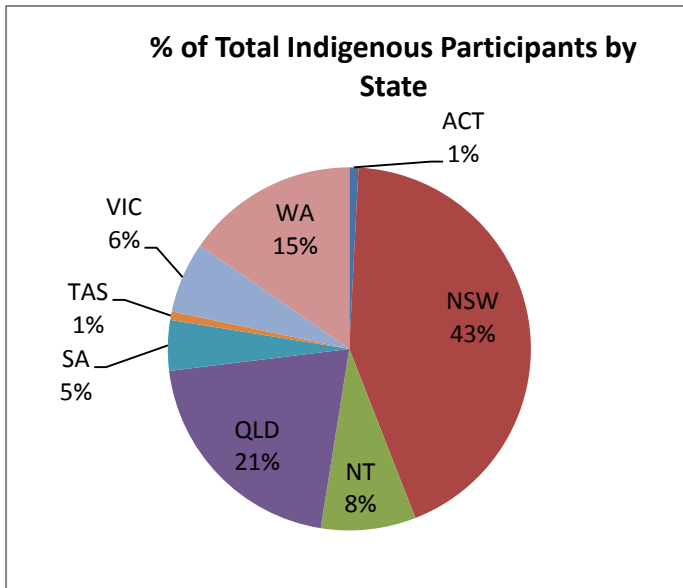
Final Outcomes Achieved ¹⁸	National	Northern Territory
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	2,454	25
Behaviour: The participant's behaviour at school or education setting improved consistently over the whole school term, or for 13 weeks.	2,895	34
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	2,463	7
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	1,746	2
Engaged in employment: The participant started employment and remained in that employment for 13 weeks.	877	12
Re-engaged in education: The participant re-engaged in education over the whole school term, or for 13 weeks.	2,490	11
Commenced in education: The participant commenced in education.	3,391	29

	National	Northern Territory
Outreach and Re-engagement Activities held	3,578 (125,900 young people attending)	73 (3,837 young people attending)
Strengthening Services in the Region Activities held	3,049	37

¹⁷ A final outcome represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment.
A progressive outcome represents a young person making significant progress in addressing their barriers to full engagement in education.

¹⁸ A young person can achieve more than one final outcome.

Indigenous



	National	Northern Territory
Indigenous Participants	4,354	368
All Participants	24,738	510
% Indigenous	18%	72%

