NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS

SOUTH AUSTRALIA

2010

ANNUAL REPORT

(Submitted May 2011)

Contents

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.

Note: In South Australia, the term 'Aboriginal' is inclusive of the terms Indigenous, Aboriginal and Torres Strait Islander.

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)	38,887	-	2011 School	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12[2]		1,030	-	2011 School	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10[3]		1,429	-	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)	80.2%	-	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]	59.8%	-	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)	99.2%	-	2011 ARR	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status[12]		62.1%	-	2011 ARR	-	2012 ARR	-	2013 ARR	-
Improved Indigenous participation and engagement	School-level strategies[13]	Jurisdiction information								

Notes on the data

a) 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.

b) 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).

c) 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.

d) 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:

This report covers the 18-month period from 1 July 2009 to 31 December 2010. In the first six months (1 July – 31 December 2009) a Youth Attainment and Transitions (YAT) Working Group was established with representatives from the three schooling sectors, Department of Further Education, Employment Science and Technology (DFEEST) and Office for Youth.

In consultation with the Australian Government, the working group helped to establish a state model for the School Community Partnership Brokers and Youth Connections. Representatives from the three schooling sectors were also involved in the two-tiered tender evaluation process for the two programs. During this same period the working group developed, completed and finalised the South Australian Implementation Plan.

Jurisdictional context

South Australia has implemented and continues to support a range of strategic policy and program reforms to the education and training systems that develop, support and enhance transitions and multiple learning and training pathways. South Australia's Implementation Plan for the Youth Attainment and Transitions (YAT) National Partnership (NP) contributes to this and has been effectively implemented across the three schooling sectors.

The YAT NP contributes towards five of South Australia's Strategic Plan (SASP) targets, which are currently under review with revised targets due towards the end of 2011.

The interim DECS *Strategic Directions for 2011* has a goal of continued commitment of young people in SA to achieve a positive social and economic future. The intention is for the development of a DECS strategic plan beyond 2011 to commence in mid-2011.

From the start of the 2011 school year DECS implemented a 'student centred funding model'. This model was developed and consulted upon over several years and has been a significant part of the backdrop of implementing the YAT. Under this model schools will receive a specified amount of funding for every student enrolled, providing a fairer, clearer, more accurate and predictable way of allocating resources to schools while resulting in less vulnerability to funding variations. The new model gives schools the flexibility to tailor funding and resources around the needs of individual students which enables schools to implement programs that support the attainment and transition of students.

VET programs for senior secondary students have been an important component of the South Australian Certificate of Education (SACE). Since 2010 DFEEST has consulted with the three schooling sectors – the Association of Independent Schools South Australia (AISSA), Catholic Education South Australia (CESA) and the Department of Education and Children's Services (DECS) – to develop a Training Guarantee for SACE Students scheme that builds on the successes of the Youth Compact and the longer established VET in Schools initiative. The Guarantee will commence in July 2011, and its very conception has influenced aspects of the 'multiple learning pathways' component of South Australia's Implementation Plan for the YAT.

Links between the Maximising Engagement, Attainment and Successful Transitions (MEAST) and other national partnerships and agreements

The links between the MEAST initiatives and broader reforms have been identified in South Australian Implementation Plan. SA is aware of the ongoing developments in other national partnerships and agreements and the integral links they have with the schooling and higher education sectors.

For descriptions of the relevant programs that are linked to YAT NP refer to the SA Implementation Plan see http://www.federalfinancialrelations.gov.au/content/national_partnership_agreements/education.aspx

Identified factors impacting on YAT progress

Over the past 18 months no factors have been identified that have had significant adverse impact on the implementation of YAT progress or have jeopardised any related programs.

Not all strategies operate in all schooling sectors. In sectors where strategies are teacher-focused the issue for some teachers is their ability to manage the range of competing demands on their time and energy. This includes teachers and schools managing SA's implementation of the new SA Certificate of Education (SACE) and familiarisation with the Australian Curriculum. Teachers and schools have recognised that they must be increasingly selective when committing their time to programs and strategies.

Other key factors that are being addressed to minimise adverse impact on YAT progress include:
- the lack of nationally comparable VET data across states and territories is impacting on reporting requirements for this national partnership and also on other policy decisions such as reporting of senior secondary school outcomes on the *My School* website
- implementing the compact with young Australians in advance of the roll-out of a flexible student-centred funding model for public education in SA
- strengthening and streamlining methods to engage parents and the community and insulating them as much as possible from competing demands
- identifying adults suitable for mentoring ,particularly in relation to mentoring indigenous students
- the risk of overlap and duplication between initiatives within the YAT and with other schooling national partnerships
- the availability of expert staff to undertake work due to funding being delayed at the State treasury level.

Destination survey

No comprehensive destination survey exists in SA. For information on the Southern Suburbs Destination Survey pilot study, see the MEAST strategy of 'Improving Transitions' on page 11 of this report.

Improvements in Year 12 completion

To calculate a SACE completion rate it is necessary to define a baseline cohort of students who are on a pathway to complete the SACE in that year. These students are defined as 'potential completers'. Table 1 shows SACE completion for 2008, 2009 and 2010, which is steady. This data does not include equivalent attainment.

Table 1: South Australian Certificate of Education (SACE) completion rates for all students 2008-2010

	2008	2009	2010
SACE completion rate	89.5%	90.7%	89.8%

Source: SACE Board of South Australia

Maximising Engagement, Attainment and Successful Transitions (MEAST)

The following commentary covers the period 1 July 2009 to 31 December 2010. The report reflects the beginnings of the planning, development and initial implementation of the actions identified in the implementation plan.

The strategies and actions implemented in SA are a combination of new initiatives and those which build on and add value to other programs funded by the Australian Government and State Government including: the new South Australian Certificate of Education (SACE), School to Work Transition program, Innovative Community Action Networks (ICAN) program, Trade Schools for the Future, former South Australian Technical Colleges, Workforce Development Strategy, Skills for All Strategy and the Aboriginal Turn Around Team.

The MEAST has assisted in building and strengthening relationships between the three school sectors and the youth and VET sectors.

Implementation and progress against strategies under the reform area of South Australia's Successful Transitions program

The MEAST reform is known as Successful Transitions in SA. SA's key outcome is identified as:

Young people make a successful transition from school to further education, training or full time employment.

The three SA schooling sectors have collaboratively developed strategies and actions for the Successful Transitions reform and have each taken on responsibility for leading activities in their own sector. Joint ongoing monitoring and reporting arrangements, and opportunities for recognising and sharing key learnings have occurred on a regular basis through the consultative and governance arrangements under the Successful Transitions Committee.

The Successful Transitions program expands and enhances existing services that provide multiple learning pathways, mentoring and career development resulting in more young South Australians making a successful transition from schooling to further education and sustainable employment. The programs selected by SA have a strong evidence base in local, national and international research and have proven to be successful in the South Australian context.

A number of elements of the Successful Transitions program also have aimed to build capacity and expertise within the schooling sector through teacher professional development and supported learning.

Highlights of the MEAST program over the past 18 months include:

- The implementation of the destination survey has initially targeted 11 DECS secondary schools in the southern suburbs of Adelaide.
- A more extensive range of Industry Pathway Programs (IPPs) are being offered to students in higher level VET courses with 55 schools having IPPs in a substantial stage of development.
- A structured workplace learning program targeted 300 students with special needs who undertook 20 plus days in work places in industries related to identified VET training.
- External stakeholders, in-school mentoring support and expert consultants were engaged from semester 2, 2010. Cross collaboration between school sector areas, in particular, vocational education, Aboriginal education and special education areas has enabled the facilitation of these programs.

South Australia Successful Transitions program

NP reform element	Strategies	Summary of actions	Activities	Progress

Multiple learning pathways	Improving student progression to higher skill and qualification levels	▪ Provide additional places in new Industry Pathways Programs (IPPs) so that more higher-level VET qualifications are achieved	▪ Expand the reach of industry pathways programs into all regions during 2010	▪ At the national level the Trade Training Centres (TTC) in schools program has required and encouraged the pursuit of higher skill and qualifications levels particularly in the vocational education and training area. The application process targets the traditional trades and Certificate III qualifications or pathways toward Certificate III. The program is aimed at improving access and the quality of trade training in schools. This has enabled an increase in the number of schools able to provide the facilities and access to training across the state.
				▪ The schooling sectors have promoted and supported schools in their application for a TTC. Further and ongoing assistance has been provided by way of:
				  - expertise support in the design and implementation of VET curriculum
				  - support in the development of quality resources to support training and assessment within TTCs
				  - consultation and negotiation with key stakeholders particularly registered training organisations (RTO) TAFE SA and private organisations
				  - investigating and providing advice on the feasibility of schools seeking RTO status
				  - up-skilling key school personnel to deliver higher skill and qualification levels.
				▪ The support provided to technical colleges (Marcellin and St Patrick's), vocational colleges (Windsor Gardens and Southern at Christies Beach) and schools with trade training centres have been catering for students in years 11 and 12 who wish to study for their SACE and undertake training in a vocational education and training, and possibly begin an Australian School-based Apprenticeship (ASbA) program, while still at school.
				▪ Planning for ASbA resources to support consideration of ASbA commenced in 2010.
				▪ The three schooling sectors have collaborated with DFEEST to develop the model for the Training Guarantee for SACE students' scheme that particularly encourages students to take up higher level qualifications in non-trade areas.
				▪ Further development of IPPs to take account of the Training Guarantee for SACE Students scheme to be implemented from July 2011.

NP reform element	Strategies	Summary of actions	Activities	Progress

			▪ Fast-track the number of industry streams available for 2010
			
			▪ Provide progressively more additional places in IPPs
				▪ The technical colleges offer and support students through both the academic and trade training with mentoring, career advice and business and employability skills. They currently deliver an integrated Year 11 and 12 academic and trade curriculum that meets both the SACE requirements and industry expectations. Students undertake trade training in Certificate III level and paid work through an ASbA.
				▪ All three schooling sectors have continued to provide professional development/learning opportunities and direct grants to schools:
				  - to assist key school personnel to maintain currency in their skill and qualification level delivery
				  - to continue to explore ways to improve student progression to higher skill and qualification levels
				  - to keep abreast of changes and opportunities linked to higher skill and qualification levels.
				▪ A more extensive range of IPPs have been offered to students in order to achieve a greater participation in higher level VET courses. These included:
				  - Allied Health - Business Services
				  - Civil Construction - General Construction
				  - Community Services - Digital Media
				  - Electro-Technology - Engineering
				  - Food Processing and Preparation - Manufacturing Technology
				  - Plumbing and Primary Industries.
				▪ In South Australia a total of 55 schools have IPPs in a substantial stage of development ahead of the target for this period. Another 66 have begun the development process.
				▪ Reported data from the Central Education Data Store (CEDS) has shown that in 2010, 1 797 students undertook Certificate III, Diploma or Advanced Diploma courses while at school.
				▪ State-wide there was greater than 5% increase in the number of Certificate III or above training hours.
				▪ The number of students that are able to participate in training has increased as a result of funding being provided for students undertaking higher level VET qualifications, in non-low socio economic schools.
				▪ Data from one program initiative regarding numbers of students and the training being undertaken, should be available later this year.

NP reform element	Strategies	Summary of actions	Activities	Progress
	Increasing engagement by Aboriginal young people and young people with a disability	▪ Support schools to increase opportunities for students with disabilities through linkages with support agencies	▪ Expansion of the School to Work Transition program for students with special learning needs to include more clusters from metropolitan and regional schools and continued collaboration with TAFE SA. The program has included delivery of Certificate I Work Preparation, Certificate II Community Services and work observation and work experience.	▪ Targeted programs for Aboriginal young people and young people with a disability between years 8 and 12, as well as those who work with these young people, have been developed and initial implementation commenced in semester 1, 2010. The programs include: - supporting the two identified student cohorts and their families/caregivers - providing specific and one-on-one/learning case management/mentoring support - raising awareness of career pathways and options for this cohort of students - supporting students to gain work readiness/ employability skills - providing work experience and/or structured workplace learning (SWL) opportunities - improving understanding of study and work options, post-school pathways - building capacity in schools, supporting teachers and other key school personnel with directed professional learning opportunities to address the particular transition needs of these two students cohorts - facilitating opportunities to write and implement units in SACE subjects such as Integrated Learning. ▪ Extensive workshopping has occurred in the northern and southern Adelaide metropolitan schools to promote the 'School to Work Transition' program. ▪ Schools with Aboriginal student enrolments and have special units have also been targeted for the 'School to Work Transition' program.

NP reform element	Strategies	Summary of actions	Activities	Progress
		▪ Expanding opportunities for Aboriginal students in career pathways and tailored VET programs	▪ Expansion of the Career Pathways and Vocational Education program – goal setting and pathway planning activities for Aboriginal students. The program includes tutoring sessions, follow up work and relevant field experiences that explore: ▪ goal setting ▪ interests – strengths and abilities ▪ time management and study skills ▪ career planning and work choices ▪ resume preparation ▪ pathway planning ▪ useful contacts/visits to universities and TAFE SA.	▪ External stakeholders, in-school mentoring support and expert consultants were engaged from semester 2, 2010. ▪ Cross collaboration between school sector areas, in particular, vocational education, Aboriginal education and special education areas has enabled the facilitation of the above mentioned programs. ▪ The programs will improve and build on current access to career services to support informed career and study choices.

NP reform element	Strategies	Summary of actions	Activities	Progress
	Improving access to structured workplace learning (SWL)	▪ Appoint a coordinator for school clusters to facilitate SWL, improve student access to programs including accredited courses and community-based learning and monitor achievements	A specialist will work with a clusters of schools to promote and increase access to and student participation in SWL by: ▪ liaising with school, industry/ employers/ businesses to establish sustainable high quality structured work placements for students ▪ ensuring adequate induction for students and employers ▪ coordinating, facilitating and monitoring work placements ▪ promoting SWL ▪ assisting new TTCs.	▪ Structured workplace learning (SWL) opportunities have been made available to all students including Aboriginal young people and young people with a disability. ▪ The strategies and initiatives aim to build capacity in schools to establish, develop and facilitate the implementation of quality SWL models, build on current effective models of practice and enhance young people's employability skills. ▪ The learning will provide students with broad understandings of the work environment and career opportunities. Students will develop a range of knowledge, skills and attributes relevant to the work environment and career opportunities. ▪ One program targeted 300 students with special needs who undertook 20 plus days in work places in industries related to identified VET training. ▪ SWL in programs such as VET in Schools (VETiS) programs and IPPs have been strengthened by the work undertaken by specialist consultants, mentors and key school personnel who have worked to improve access to quality SWL. ▪ Further consultation and negotiation with potential SWL providers is continuing to assist in forming partnerships to establish and strengthen on-going quality SWL relationships with business, industry and community. ▪ In 2010 one program initiative engaged a specialist to support schools that delivered VET, to develop a mentoring program and to case manage the work placements. ▪ SWL has been supported by current resources available in SA in particular the *Workplace Learning Guidelines* 2004. These guidelines serve as the sole authoritative document on the planning and conduct of workplace learning programs in all SA schools. Other resources such as those used to prepare students for their unsupervised work placement in industry, include those generated by the individual schooling sectors and those created at the school level.

NP reform element	Strategies	Summary of actions	Activities	Progress
	Improving transitions	▪ Conduct a research program in the Southern region that includes a destination survey, analysis of results and identification of support needs	Appoint contractor for 2010 to: ▪ construct survey and research program ▪ commence research ▪ conduct survey three months after school leaving and follow up after 6-9 months and analyse results ▪ assist with follow up services for 'at risk' young people in Southern region identified in destination surveys ▪ results will be analysed and recommendations provided ▪ follow-up contact will be made with a sample from the survey and all Indigenous young people in 2011 and 2012 ▪ identify additional young people to be referred for further support.	▪ A professional research company will commence work in January 2011 to assist with the implementation of this project. Work planned includes: - Consultation with regional leadership regarding foci and process - Establishment of regional management group - Development of survey instrument - Training of personnel as required - Provision of information and support to ensure appropriate quality assured data collection processes ▪ This program is being managed by the Youth Compact Project Manager in consultation with the Southern suburbs Regional Director and the regional implementation management team, with one of the principals representing the 11 participating schools. ▪ A survey instrument will be constructed with input from participating schools, with preliminary research informing specific actions with regard to gathering data. The data being collected will relate to students' destinations in the year following the end of their schooling, along with factors which have impacted upon their successful transitions. ▪ Based upon data regarding the number of student enrolments and leavers over recent years, a target of 450 school leavers has been set as a minimum in order to obtain data which would be statistically valid as an expression of school leavers for the 2010 Southern Adelaide school leavers cohort. ▪ Data collection will commence in March and conclude late April 2011, with data collected from 698 young people. ▪ The research company will collate, analyse and report upon the data gathered during March/April 2011 and then again in August/September 2011. ▪ When these reports and accompanying data are made available, the findings will be used to inform the work of schools in terms of the curriculum and services they provide to their students and building of connections, with the wider community, which are shown to improve successful transitions.

NP reform element	Strategies	Summary of actions	Activities	Progress
		▪ Appoint regional coordinators for pathways options (in each of the Northern, Southern, Western regions) to facilitate the implementation of Youth Compact in schools. The Southern regional coordinator will provide follow up services for at risk young people identified in destination surveys	▪ Regional coordinators appointed for 2010 ▪ Regional coordinators liaise with relevant schools and School Business Community Partnerships brokers (2010) ▪ Use data from destination survey to determine service level needs ▪ Provide and facilitate identified services	▪ A Youth Compact Project Manager and three Youth Compact Liaison Officers (regional coordinators) were appointed in January 2010 for the pathway options to facilitate the implementation of the Youth Compact in schools. ▪ These personnel have worked closely with schools and their local communities to build connections with training organisations, School Business Community Partnership brokers and other relevant bodies that can provide services to improve successful transitions for young people.
Career development	Improving the industry relevance of career advice and tailoring it appropriately	▪ Increase completion of staff development qualifications in career education through facilitating enrolments in appropriate courses, publication and accessing of career development materials and supporting the use of existing materials in schools	To enhance the capacity of career advisers and teachers in schools to provide accurate, relevant information by: ▪ supporting increased completion of studies in career education by teachers and career advisers eg, Certificate IV in Career Development with RPL as offered by TAFE SA as an entry point and promotion of the postgraduate courses – Graduate Diploma and Masters available eg, QUT, RMIT, ACU, Uni SA scholarships may be offered ▪ facilitating industry placements for teachers and career advisers ▪ industry focus days for VET coordinators and career advisers ▪ supporting development and implementation of the Australian Blueprint for Career Development.	▪ Professional development and learning has supported key school personnel by: - improving their understanding of the field of career development - in delivering the SACE PLP subject - accessing up-to-date career advice, resources and networks - developing, designing and revisiting current understandings and practices of career programs/services. ▪ School vocational education coordinator, career adviser, VET coordinator and those involved in providing career advice to young people have been encouraged and financially supported to complete appropriate higher level study in career development including: - 15 in Postgraduate Certificate in Education (Career Development); and - 22 in Certificate IV in Career Development. ▪ The professional standards for career development practitioners are being phased in through the Career Industry Council of Australia (CICA) and its member association. These standards will be regarded as the minimum requirement of membership to professional associations that are members of CICA. ▪ A program for facilitating industry placements was established, promoted and resourced, and whilst there was some limited interest, due to short timelines, the program will now be extend into 2011.

NP reform element	Strategies	Summary of actions	Activities	Progress
Mentoring	Increasing provision of a variety of meaningful quality mentoring opportunities	▪ Conduct workshops and support staff to implement the theory and practice of successful student mentoring	Workshops and implementation support for senior staff, pastoral care staff and career advisers exploring best practice in school-based mentoring A pilot mentoring program will be initiated to support the trade training centres (TTCs) as they come on line from 2010. This will involve: ▪ providing structures for linking schools, VET, business and the community ▪ developing opportunities for tutoring, job shadowing, career exploration, SWL and ASbAs ▪ nurturing structured relationships that bring young people together with employers and business people who can offer guidance, support and encouragement aimed at developing the competence of and future opportunities for the young person ▪ supporting trainers and staff in TTCs.	▪ A key strategy here is to embed a mentoring aspect into many of the initiatives identified in the preceding reform areas of the MEAST. ▪ This strategy included both teachers and students with the intention of supporting the transition of young people through a range of multiple learning pathways and career development programs. ▪ The pilot mentoring program in the TTCs has yet to be fully implemented due to the timeframe involved in the completion of the facilities and the commencement of training programs.

Funding to non-government schooling sector

South Australia has divided the Australian Government project funds provided for the Successful Transitions program from 2009-10 to 2013-14 between the three schooling sectors.

During 2009 the three schooling sectors in South Australia developed a method for apportioning the program funds. It was agreed by the schooling sector heads that for the duration of the project, funds would be divided accordingly to the percentage of individual students enrolled in years 8-12 in each sector, based on 2009 enrolment information.

The exact split of funding has been determined on the completion of the 2009 Government Term 3 School Enrolment Census, and the provision of 2009 non-government Term 3 school enrolment census data to the South Australian Department of Education and Children's Services (DECS) from the Department of Education, Employment and Workplace Relations (DEEWR) (*refer to Table 2*).

Table 3 outlines the total funding allocation across the three schooling sectors that was agreed to by sector heads on the 18 May 2010. In summary, DECS will receive a $4,431,284 share, CESA will receive $1,634,617 and AISSA will receive $1,681,099. This project funding supports the MEAST strategies identified in South Australia's Implementation Plan.

Table 2: Government/non-government student FTE and count by age

Student cohort	Government		Non-government		Independent		Catholic CD	
	Persons	FTE	Persons	FTE	Persons	FTE	Persons	FTE
12	12870	12863.2	6996	6995.2	3386	3385.4	3610	3609.8
13	12310	12293.9	7905	7904.6	3819	3819	4086	4085.6
14	12632	12616.9	8112	8112	4002	4002	4110	4110
15	12612	12534	7962	7961.3	3993	3992.8	3969	3968.5
16	12174	11925.1	7968	7956.1	4323	4314.1	3645	3642
17	9276	8833.6	6875	6797.3	3606	3559.4	3269	3237.9
18	2415	2146	1135	1090.8	637	613.3	498	477.5
Total	**62699**	**73212.7**	**46953**	**46817.3**	**23766**	**23686**	**23187**	**23131.3**

Source: SCS 2009 Term 3 Enrolment Census, DECS

Notes:
1. Total number of students for 2009 12-18 year old cohort for SA (Govt & Non-Govt) = 109 652 persons (FTE = 120 030)
2. Percentage of total person from Government = 57.2% (FTE = 61%)
3. Percentage of total persons from Non-government = 42.8% (FTE = 39%)
4. Percentage of total persons from Independent = 21.7% (FTE = 19.7%)
5. Percentage of total persons from Catholics CD = 21.1% (FTE = 19.3%)

Table 3: Funding allocation for government and non-government schools*

Funding years	SA allocation	Government allocation	Non-government allocation (total)	Independent allocation	Catholic ED allocation
2009/10	$968,000	$553,696	$414,304	$210,056	$204,248
2010/11	$1,937,000	$1,107,964	$829,036	$420,329	$408,707
2011/12	$1,937,000	$1,107,964	$829,036	$420,329	$408,707
2012/13	$1,937,000	$1,107,964	$829,036	$420,329	$408,707
2013/14	$968,000	$553,696	$414,304	$210,056	$204,248
4 Year Total	**$7,747,000**	**$4,431,284**	**$3,315,716**	**$1,681,099**	**$1,634,617**

*Government and non-government funding allocations are based on the percentage of the total persons (12-18 student cohorts)

Notes:
1. Rounding has occurred to all figure and dollar amounts
2. As stated in Part 6 of the Financial Arrangements (pages 16 & 17) of the National Partnership Agreement on Youth Attainment and Transitions
3. Funding output against maximising engagement, attainment and successful transitions = $106,400,000
4. Notional allocation of project funding available to South Australia's share of the ABS projected 2009 12-18 year old cohort = $7,747,000

Aboriginal reporting

South Australia understands and is committed to working towards meeting "the shared commitment to reporting on effort 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" (page 15, NPA YAT).

DECS will report annually on South Australian strategies and leading indicators for Aboriginal young people in government schools with high numbers of Aboriginal secondary enrolments identified as specified in Schedule B of the national partnership.

In collaboration with the Department of Further Education Employments and Training (DFEEST), DECS is investigating the feasibility of combining administrative data sources to be able to calculate accurate data on attainment that includes information on achievement of Certificate II or beyond by Aboriginal students. Once this data has been proven to be robust, SA will advise the Australian Government and include this new information in annual reporting. SA is not in a position to provide this information for the 2010 annual report.

During the negotiations for the SA YAT Implementation Plan the non-government sector stated that they were unable to provide the quantitative data required for Schedule B. The implementation plan states in section 2.4.4 "Catholic and Independent sector authorities in South Australia will seek further discussion with the Commonwealth on reporting leading indicators for Indigenous students in non government schools."

The non-government sector does provide qualitative reporting on its MEAST initiatives and it continues to provide qualitative reports on all areas of the MEAST including Aboriginal initiatives to schooling sector heads meetings. The intention is for this matter to be clarified as a priority for South Australia in the year ahead.

SA participation of Aboriginal students

Table 4: DECS total enrolment of Aboriginal student enrolments in Years 11 and 12

2010 DECS Aboriginal Student Enrolments

	Year 11	Year 12	Total
FTE	512.2	373.6	885.8
Full Time	493	346	839

Source: 2010 Term 3 DECS School Enrolment Census

Table 5: 15-19 year olds without a Year 12 Certificate and not enrolled in school who are enrolled in a publicly funded VET course (full-time or part time) at *Certificate II* level or higher

Semester 2, 2009 1 July 2009 – 31 Dec 2010	Semester 1, 2010 1 Jan 2010 – 30 June 2010	Semester 2, 2010 1 July 2009 – 31 Dec 2010
Indigenous = 1 Non-Indigenous =7	Indigenous = 1 Non-Indigenous =14	Indigenous = 2 Non-Indigenous =16

Source: TAFE SA data

Table 6: DECS total enrolment of Aboriginal student enrolments in Years 9 and 10

2010 DECS Aboriginal student enrolments

	Year 9	Year 10	Total
FTE	615.6	642.6	1,258.2
Full Time	615	642	1,257

Source: 2010 Term 3 DECS School Enrolment Census

Table 7: 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

Semester 2, 2009 1 July 2009 – 31 Dec 2010	Semester 1, 2010 1 Jan 2010 – 30 June 2010	Semester 2, 2010 1 July 2009 – 31 Dec 2010
Indigenous = 0 Non-Indigenous =1	Indigenous = 1 Non-Indigenous =2	Indigenous = 0 Non-Indigenous =1

Source: TAFE SA data

SA leading indicators

Table 8:   South Australian apparent retention May 2011

Years 7/8 to Year 10	Years 7/8 to Year 10
99.2%	62.1%

Source: National Schools Statistics Collection (ABS)

Attendance

Data against the leading indicators of attendance and retention will be available from national bodies for the August addendum as noted on Part A, page 2.

Table 9:   SA SACE completion rate for Aboriginal students

	2002	2003	2004	2005	2006	2007	2008	2009	2010
% completed SACE	60.6%	61.1%	73.2%	71.7%	72.7%	78.5%	76.8%	81.3%	78.4%

Source: SACE Board of South Australia

Table 10: DECS Schools with Aboriginal secondary enrolments greater than 30 Aboriginal students enrolled and above 10% of total enrolments

Term 3, 2010 schools with Aboriginal secondary enrolments

School	Aboriginal Enrolments	All enrolments	% of total enrolments Aboriginal
Ceduna Area School	55.8	177.0	31.5%
Ernabella Anangu School	47.0	47.0	100.0%
Le Fevre High School	66.8	527.7	12.7%
Maitland Area School	32.0	108.3	29.5%
Mark Oliphant College (B-12)	60.0	434.0	13.8%
Mimili Anangu School	31.0	31.0	100.0%
Murray Bridge High School	103.0	938.6	11.0%
Port Augusta Secondary School	171.5	524.6	32.7%
Port Lincoln High School	108.2	758.6	14.3%
Roma Mitchell SC: Grand Junction Co-Ed	32.8	235.2	13.9%
Roma Mitchell SC: Hampstead Rd Co-Ed	41.0	356.0	11.5%
Stuart High School	58.0	339.0	17.1%
Warriappendi School	44.0	45.0	97.8%
Windsor Gardens Vocational College	62.2	557.4	11.2%
Woodville High School	146.3	1021.9	14.3%

Source: Term 3 DECS School Enrolment Census

Government schools with Aboriginal secondary enrolments as per criteria

Table 11: SACE completion rates

2010	Aboriginal	Non-Aboriginal
Potential completers	46	475
SACE completion	36	361
Completion rate	78%	76%

Source: SACE Board of South Australia

Table 12: Semester 1 attendance rates

2010	Aboriginal	Non-Aboriginal
Year 1	70.0%	91.0%
Year 2	74.9%	89.4%
Year 3	76.8%	91.1%
Year 4	73.6%	91.0%
Year 5	80.5%	91.2%
Year 6	76.8%	91.7%
Year 7	70.6%	90.7%
Year 8	72.0%	86.3%
Year 9	65.2%	83.3%
Year 10	63.6%	80.1%
Total year 1 to 10	**68.6%**	**84.4%**

Source: Semester 1 absence data collected in term 3 DECS school enrolment census

Table 13: Apparent retention rates (FTE)

2010	Aboriginal	Non-Aboriginal
Year 8 to 12	62.3%	108.0%
Year 8 to 10	103.4%	67.9%

Source: Term 3 DECS School Enrolment Census

Note: Excludes Mark Oliphant College which opened in January 2010 and therefore only has two years of data.

School level strategies for supporting Aboriginal young people in South Australia

DECS has identified 15 schools within SA that have 30 or more Aboriginal students where this equates to 10% more of total enrolments during 2010.

In SA, DECS schools and preschools are spread across 12 regions, each with a regional director and a support team which includes an Aboriginal education coordinator. The regions are designed to work in a cohesive, consistent way in supporting children's services, preschools and schools to implement government and department policy, and to support learner needs.

Each regional office is responsible for:
- providing supportive, enabling leadership to children's services and schools
- improving direct support to children's services, preschools and schools in the areas of curriculum, support and disability, inclusion and wellbeing, information technology and site improvement
- managing support services to children and students, their families and communities
- establishing local models of cross-agency, coordinated government services
- fostering decision making at a local level.

The 15 schools come from the following six regions:

Western Adelaide
Le Fevre High School
Warriappendi School
Woodville High School

Northern Adelaide
Mark Oliphant College (B-12)
Roma Mitchell SC : Grand Junction Co-Ed
Roma Mitchell SC: Hampstead Rd Co-Ed
Windsor Gardens Vocational College

Eyre and Western
Ceduna Area School
Port Lincoln High School
Stuart High School

Far North and Aboriginal Lands
Ernabella Anangu School
Mimili Anangu School
Port Augusta Secondary School

Yorke and Mid North
Maitland Area School

Murray and Mallee
Murray Bridge High School

The following school-level strategies for supporting Aboriginal young people from these schools have been highlighted below. The strategies are varied and range from:
- initiatives derived from Australian Government funding
- those initiated by DECS and implemented throughout the State
- localised speciality programs that address the particular needs of students from the school and community.

Strategies and programs devised are an outcome of student needs and the resources available within the school and community. Table 14 highlights the strategies and programs for supporting Aboriginal young people in South Australia. This is followed by a number of case study examples of some of the strategies and programs operating at the school level.

Table 14: South Australian government school level strategies for young Aboriginal people

Name of strategy/program	Keeping them on Track	A Taste of High School	Aboriginal Student Mentoring Program	Aboriginal Programs Assistance Scheme	South Australian Aboriginal Sports Training Academy and SANFL/AFL Programs	Tirkandi and Staff Collaboration	Indigenous New Media Program (PaCE Project)	ATSI Learner Support	Reconciliation Strategy	Senior Secondary Mentoring	Laptop Loan system	Youth Opportunities	Pathway program	VET Scholarships Program	University of South Australia Camps Project	Parents in Partnership	ICAN Program	Student Care	Youth Engagement Strategy Program	Literacy Extension Centre	CAFÉ Enfield	Parndenai Training Cafe	Twilight School Program	Tumbelin Program
Implemented at the school (✓)																								
REGION /SCHOOL																								
Western Adelaide																								
Le Fevre High School	✓				✓		✓	✓	✓	✓														
Warriappendi School	✓		✓	✓		✓																		
Woodville High School	✓	✓	✓	✓						✓	✓	✓	✓	✓										
Northern Adelaide																								
Mark Oliphant College (B-12)	✓									✓														
Roma Mitchell SC: Grand Junction Co-Ed	✓				✓					✓			✓			✓						✓		
Roma Mitchell SC: Hampstead Rd Co-Ed	✓				✓					✓			✓			✓								
Windsor Gardens Vocational College	✓				✓					✓			✓									✓	✓	
Eyre and Western																								
Ceduna Area School	✓			✓	✓					✓			✓				✓	✓						
Port Lincoln High School	✓			✓	✓			✓		✓			✓				✓	✓						✓
Stuart High School	✓	✓								✓			✓				✓	✓						
Far North and Aboriginal Lands																								
Ernabella Anangu School	✓												✓											
Mimili Anangu School	✓														✓									
Port Augusta Secondary School	✓			✓	✓					✓	✓		✓					✓	✓	✓	✓			
Yorke and Mid North																								
Maitland Area School	✓				✓																			
Murray and Mallee																								
Murray Bridge High School	✓		✓		✓					✓			✓											

Case study examples of government school-level strategies aimed at young Aboriginal people

Keeping Them On Track – retention, completion, transition

An initiative designed to assist Aboriginal students to engage, complete and transition from the South Australian Certificate of Education (SACE) to real life pathways of training, employment or higher education.

The initiative aims to:
- support progress towards the Australian Government target (year 12 or equivalent completion rate of 90% by 2020)
- facilitate individual, family and round-table conversations about students' SACE requirements in the context of persona; aspirations and individual learning plans (ILP)/personal learning plans (PLP).
- support the development of monitoring and tracking processes at a regional and site level and to ensure the process is ongoing throughout the year
- initiate agreed targets to ensure that 'joined up' interventions and solutions support SACE completion and that every student has a real life pathway
- build on existing work being carried out throughout DECS to improve Aboriginal student outcomes
- continually develop and maintain partnerships with key stakeholders so that high standard educational outcomes in secondary years become everyone's business.

School progress/outcomes

Warriappendi School
- Meeting with regional staff occurs each term, including deep discussions regarding student attitudes, attendance and support needs.
- School has achieved significant numbers of SACE completers (eg, six in 2009, seven in 2010)
- Individual learning plans exist for all students and are utilised as a working document
- Data is utilised on a district level to inform progress toward targets and to plan strategies through the Aboriginal Sub-Committee.
- Schools ensure all students transition to a successful post school option. The school stays connected through regular contact after leaving.

Le Fevre High School
- IEP established and monitored through existing care-group structure.
- Regular communication with families about student progress.
- Attendance of Aboriginal students is improving due to students feeling of connection with support at school.
- Deliver programs with stake holders in school (SAPOL living skills program)
- Case-management approach of pastoral care program.
- Individual learning plans have been negotiated with care group and AET, broadening the understanding base of teaching staff of individual Indigenous student learning needs. The implementation process has begun.

South Australian Aboriginal Sports Training Academy (SAASTA) and SANFL/AFL programs

The South Australian Aboriginal Sports Training Academy (SAASTA) is a school-based education program designed to support young Aboriginal students achieve their SACE.

SAASTA is an initiative of the South Australian Government's Social Inclusion Unit and is managed by the DECS. The academy caters for students who are committed towards completing their SACE and are interested in health and physical activity.

SAASTA offers curriculum to schools across the State with a sport and health focus and aims to improve education, including literacy and numeracy, health and fitness, self esteem, life skills, cultural identity, employment opportunities.

A key component of the program is to offer rich learning experiences that are integrated into curriculum. The following is an indication of the activities that are centrally coordinated by the SAASTA team for school and student participation: Duke of Edinburgh Award Scheme, Aboriginal Power Cup, State & National Indigenous Carnivals, Certificate II in Community Recreation, Surf Rescue Certificate, Athletics and Surf Life Saving carnivals.

The program also aims to provide SAASTA graduates with appropriate skills in order for them to be competitive in future employment or improve access to tertiary courses at University and TAFE.

School progress/outcomes

Murray Bridge High School (MBHS)
- In 2010 this was a transition year with staff and students both getting used to the program, curriculum and expectations. Boys had great success at the Power Cup which is an incentive offered after two terms where SAASTA teams from across the State compete in an AFL competition.
- MBHS received a recognition award for their behaviour and participation at the Power Cup.
- In 2011 MBHS has offered the program to year 10-12 girls.
- SAASTA is seen by the students as a great way to complete their SACE and there is so much interest staff have been able to increase expectations about participation, attendance and behaviour for students to be involved in the program there is now a waiting list for students to enrol into the program. Students involved in the program have increased their participation, attendance and attitude towards to education.

Le Fevre High School
- Two Aboriginal graduate students from 2010 have gained traineeships through the SAASTA and SANFL programs in the school.

Port Augusta Secondary School
- Specialised retention program the Power Cup, which is an affirmative action curriculum offering for Aboriginal students. The school also has a strong partnership with the Port Adelaide Football Club.

Maitland Area School
- Program is to commence in 2011.

Twilight School program – Windsor Gardens Vocational College

The Twilight School is successfully engaging students who might otherwise have disconnected from education. It operates at the college from 3.30-5.30pm Monday to Thursday. The students are drawn from within the North Eastern District and are students who have previously had difficulty engaging with formal education for a variety of reasons.

The Twilight students are supported by a youth worker from Mission Australia. The youth worker assists students to overcome barriers to learning, by building on their strengths.

Successes in 2010 included a student completing SACE Stage 1 and making a successful transition into a Certificate II Building and Construction course. Two students are returning to full-time mainstream education in 2010 and another has successfully completed her literacy and numeracy tests for an automotive apprenticeship.

'A Taste Of High School' Transition program – Woodville High School

Woodville High School (WHS) conducts the 'A Taste Of High School' transition program for years 7 and 8. In addition to Aboriginal community education officers (ACEOs), Aboriginal education teacher (AET), WHS has an Aboriginal secondary transition officer (ASETO) who works with primary schools to support smooth transition.

The program:
- provides high quality, holistic and culturally inclusive transition processes to support students in their new learning environment
- supports the development of relationship building between students, staff, care group teachers and the WHS school community
- connects students and families with the Aboriginal Education support team (AET, ASETO and ACEOs)
- orientates students to the structures, processes, expectations and physical environment of WHS
- offers extra/extended transition visits offer to Aboriginal students.

Success in 2010 included:
- strong Aboriginal parent involvement and well-attended *Nunga BBQ Nights*
- strong Aboriginal student voice and leadership
- strong, trusting and respectful relationships between Aboriginal students and the support Aboriginal Education focus team
- effective information transfer (which includes Aboriginal individual learning plans) from feeder schools regarding Aboriginal cohort (rigorous information assists the relationship building between the new student and their care group teachers.

Tirkandi and staff collaboration – Warriappendi School

This program is about the case management of students through regular discussions and planning between school based youth workers and teachers for educational, social/emotional and behavioural needs. The focus is on barriers to attendance and retention.

Student progress is mapped using a case management model. This is done using a combination of teacher and youth worker input to meet the varied needs of students and families. Individual learning plans are documented.

Warriapendi School has the ability (because of youth workers) to provide a holistic approach to address both educational needs and social needs.

University of South Australia Camps project – Mimili School

This is a collaborative project between Mimili School and the University of South Australia. Students are identified in Year 10 through attendance, behaviour and academic ability to attend four one week camps per year for three years. This project achieved a Ruby Award[14] in 2010 to fund the project for the next three years.

The aims of the project are to:
- support students to achieve a positive educational future through expose to educational possibilities after school.
- establish a solid relationship between school and university
- immerse students in university subjects, Foundation Studies, Nursing, Engineering and Business Management over the three years
- allow students to experience independent living skills.

Progress so far:
- Project now funded for three years.
- Uni SA medical students now visiting Mimili Community as a practicum.
- One student has successfully applied and completed an Engineering Summer Scholarship at Curtin University in Western Australia.

Senior secondary mentoring – Woodville High School

The Secondary Mentoring program has strong links with the raising of the compulsory education age to 17; SACE, Trade Schools for the Future, ICAN, Learner Wellbeing and South Australia's Strategic Plan.

The program aims to:
- improve the learning or earning prospects for all young people who are on the cusp of disengaging, particularly at transition points such as year 10-11, year 11-12, and to further education, training and/or employment.

Progress so far:
- There has been improved learning or earning outcomes for Aboriginal students through the development of literacy, numeracy and employability skills.
- Improved wellbeing through increased resiliency and optimism, enabling young Aboriginal students to establish and maintain effective relationships.
- Increased student participation, engagement and achievement through individual learning plans and personal learning plans.

Youth Engagement Strategy program (YES) – Port Augusta Secondary School (PASS)

The purpose of YES is to:
- maximise educational outcomes – healthy students learn better
- build students' knowledge and skills by focusing more on the affective than the cognitive domain – less talking, more about 'Kids doing things'
- support students to: Be healthy and happy in their school work; Believe in themselves; Be good at something; Be responsible for something at school; Have something to look forward to
- provide students with case management, a flexible learning and wellbeing plan and an individualised timetable. Students may be able to attend some programs outside the school as well as some school programs and lessons.

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[14] South Australia's arts and cultural annual awards held to celebrate excellence, innovation, enterprise and achievement.

The YES program commenced in term 1, 2011. There are 125 current enrolments.

Progress so far:
- Established a coordination centre which brings together all the programs and allied heath services outlined in a connected manner.
- Six staff (assistant principal, case manager, two mentors, lecturer and teacher) and 110 students accessing flexible learning programs to date with additional staff coming on board in term 2 (social worker, case manager and office administration trainee via DECS Tarkaritya Tirkandi Aboriginal Traineeship program). With this staffing in place we will be in a better position to support existing students and increase new referrals.
- Students' programs are individualised and flexible with students accessing
- Varying degrees of support according to need. In response to identified student needs and (for some courses) skills shortage areas offering in term 1 2011 the following programs: Certificate I in Hospitality, Certificate I in Animal Studies, Certificate I in Retail, Certificate II in Community Services, Certificate II in Hairdressing/Introduction to Beauty.
- Students are also involved in other school programs including: TAFE SA programs eg, Certificate I in Construction, mentoring, open access learning, and work experience, study lessons with our YES teacher, career counselling and allied health services. Students are also involved in community programs such as the bike program (Uniting Care Wesley/Port Augusta Youth Centre)
- The program is presently supporting a student on exclusion of those who would otherwise have a limited program. PASS offers a breakfast, lunch and recess program for all students.
- PASS will expand options in term 2, in relation to our current co-location and available space and facilities. These programs are likely to include: Certificate II in Health Support Services, Certificate II in Community Services (Child Care focus), Certificate I: Media, Rock and Water, Small Engines, True Colours.

The compact with young Australians

Implementation of the compact

The South Australian Government approved the implementation of the Youth Compact on 29 June 2009 by making a targeted education and training entitlement available to (i) 15–16 year olds through the government school system and (ii) 17–24 year olds through TAFE SA or the government school system subject to admission requirements and course availability.

The Learning Works Information and Referral Service was publicly launched in July 2009 and continues to provide an 1800 hot-line telephone service as well as a website to provide young people with up to date information about options specifically available to them under the Youth Compact and about education and training options more broadly.

The DFEEST and DECS established an inter-agency working group to lead the implementation of the Youth Compact and appointed a Youth Compact project manager and three Youth Compact liaison officers to support school students who took up education or training options through the initiative. DECS ran a comprehensive information campaign for schools and community partners through series of forums across all regions of the State.

The Youth Compact formally commenced in South Australia at the beginning of 2010.

Up to the end of 2010, young people under the age of 17 wanting to access opportunities through Youth Compact were required to first enrol at a government school and be counselled by a liaison officer.

Some students chose to enrol full time in the SACE at a school, while others then chose to enrol full-time at a TAFE SA college and undertake a VET course jointly paid for by DFEEST and DECS.

Most students who elected to do the full SACE option also chose to include some VET in their learning programs, which was either taught by the school under a partnership arrangement with a registered training organisation (RTO), or was delivered by TAFE SA or a private RTO through a fee for service arrangement paid for by the school from its enrolment funding.

From the beginning of 2011 young people aged 16 or over were able to access government subsidised Youth Compact training places at TAFE SA fully funded by DFEEST by applying and enrolling directly with TAFE SA without first having to enrol at a government school. DECS is continuing to support those young people who are choosing to access their Youth Compact entitlement while maintaining a government school enrolment.

The implementation of the Youth Compact has been strongly supported by the new student centred funding model in DECS schools which has allowed schools more flexibility in offering students pathway options. The new model ensures:

- schools have more flexibility and are better able to manage and control local budgeting
- funding is better tailored around the needs of individual students
- a smoother start to each school year with less disruption to students and parents
- greater certainty in class structures and the courses which can be offered
- a simpler, fairer and more equitable funding system for all public schools
- schools have greater certainty about the resources available to meet the needs of individual students.

Table 15: 2010 Semester enrolments for the Youth Compact

	1 Jan 2010 – 30 June 2010 (Semester 1, 2010)	1 Jul 2010 – 31 Dec 2010 (Semester 2, 2010)
SCHOOL SECTOR ~ student is undertaking SACE program that may include VET ~ funded by DECS		
• **Total Youth Compact students undertaking school-based program**	**561**	**720**
TRAINING SECTOR ~ student is undertaking VET program delivered by TAFE SA ~ jointly funded by DECS and DFEEST		
• **Total Youth Compact students undertaking TAFE SA-based program**	**163**	**163**
• Total course enrolments (some students have two or more separate course enrolments)	182	182
Level of training: total hours by AQF level		
• Not known	2,443	1,841
• Certificate I	12,080	4,213
• Certificate II	44,315	23,049
• Certificate III	11,510	4,619
• Certificate IV	5,617	4,407
• Diploma	929	716
• Advanced Diploma	1,602	173
• **Total training hours for Youth Compact students undertaking TAFE SA-based program**	**78,496**	**39,018**

Source: DECS Youth Compact Data and Business Intelligence and Information Services Unit, DFEEST

Youth Connections and School Business Community Partnership Brokers in South Australia

School Business Community Partnership Brokers

National summary

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 1,200 active and self-sustaining partnerships associated with partnership brokers nationally (excludes Victorian data[15]) involving over 8,000 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 19% of these partnerships have an Indigenous focus. There have been approximately 5,800 outcomes framework key performance measure (KPM) evaluations with approximately 1,770 (30%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'[16] Approximately 80% of the partnerships being supported by partnership brokers are newly created. The remaining 20% are pre-existing partnerships that are being enhanced with support from the partnership brokers.

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 Australian Government 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 broker 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 do not 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

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[15] 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.
16 Data cited is accurate as at 12 April 2011.

intent of the partnership broker 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% 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

Sixty-one 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.

South Australia

Context

In South Australia four of the eight regions were declared gaps in the initial request for tender process. These regions were subject to gap-filling processes which delayed the implementation of services in regions affected. In the early stages of program implementation, partnership brokers focused on establishing a presence for themselves and raising awareness of their role among stakeholders. This establishment phase was undertaken within the context of an education sector undergoing significant change. This included: expansion of the Innovative Community Action Networks initiative under the Smarter Schools Communities Making a Difference National Partnership; introduction of the new South Australian Certificate of Education; implementation of the SA Industry Skills program within schools; funding model changes to State Government schools; and rolling out of other related activity under the three Smarter Schools national partnerships.

Program status – South Australia

By April 2011, there are more than 70 active and self-sustaining partnerships associated with partnership brokers in SA involving approximately 860 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 16% of these partnerships have an Indigenous focus. There have been approximately 360 outcomes framework key performance measure (KPM) evaluations with about 100 (29%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

Challenges

While the information above indicates significant progress, individual providers and the program have also faced many of the challenges outlined in the national summary. In particular, it is an ongoing challenge for providers to better understand the strategic direction and planning for school systems in order to create partnerships that align to the goals and efforts of schools in their regions. There are also challenges for providers which operate in service regions that are geographically large but have relatively small populations concentrated in regional and remote communities. The level of collaboration between partnership brokers and Youth Connections providers in SA is consistent with the national picture. 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.

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 (SA)		National	
	Total	% of Total	Total	% of Total
Business & Industry	174	20%	2475	29%
Community	235	27%	2297	27%
Education	443	52%	3741	43%
Parents and Families	8	1%	127	1%
Total	860	100%	8640	100%

SA Partnerships by Stakeholder Group

- 1%
- 20% Business & Industry
- 27% Community
- 52% Education
- Parents and Families

National Partnerships by Stakeholder Group

- 1%
- 29% Business & Industry
- 27% Community
- 43% Education
- Parents and Families
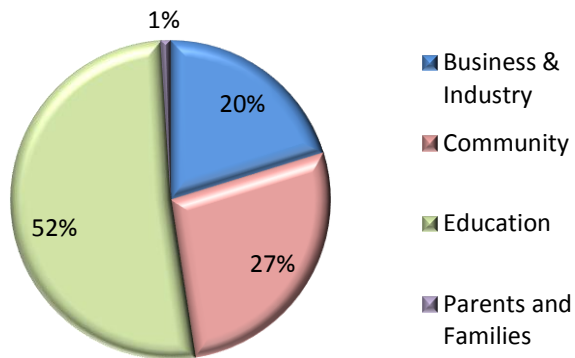
Table B – Key performance measure (KPM) evaluation ratings (SA) (data as at 12 April)

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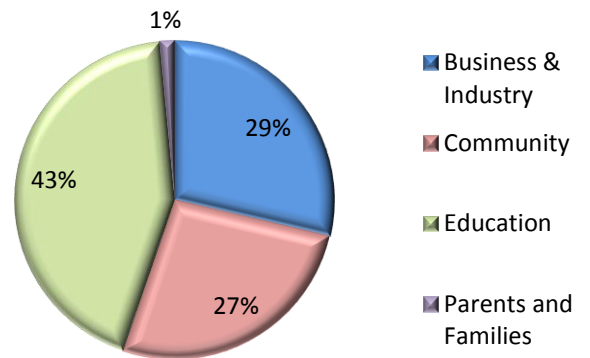
Key: 1 = Limited Progress; 2 = Some Progress; 3 = Satisfactory Progress; 4 = Considerable Progress; 5 = Achieved

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.	96	17 (18%)	21 (22%)	19 (20%)	19 (20%)	20 (21%)

The following KPMs contribute to this outcome:

An increase in the number of education and training providers who accredit community-based learning	10	30%	20%	20%	20%	10%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	6	17%	33%	33%	0%	17%
An increase in the number of education and training providers who have increased their career practitioner capacity	16	13%	25%	19%	19%	25%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	64	17%	20%	19%	22%	22%

The data above shows that:
- providers reported 41% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome
- providers reported 40% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome
- there are 64 partnerships (91% of the total number of partnerships in SA) 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.	73	22 (30%)	17 (23%)	18 (25%)	9 (12%)	7 (10%)

The following KPMs contribute to this outcome:

An increase in the number of businesses providing mentoring/coaching opportunities for young people	20	25%	25%	35%	10%	5%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	17	53%	18%	12%	6%	12%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	36	22%	25%	25%	17%	11%

The data above shows that:
- providers reported 22% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- providers reported 53% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- there are 36 partnerships (51% of the total number of partnerships in SA) that have made progress towards increasing '*the number of businesses providing quality workplace and community learning opportunities for young people*'. Providers reported that 28% 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.[17]	**74**	**26 (35%)**	**13 (18%)**	**10 (14%)**	**7 (9%)**	**18 (24%)**

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	8	50%	13%	25%	0%	13%
An increase in the number of parents and families that are actively involved in career transition planning for their children	11	27%	9%	18%	9%	36%
An increase in the number of parents and families that are better informed about learning and career options	20	25%	20%	10%	20%	25%
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	15	33%	33%	20%	0%	13%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	20	45%	10%	5%	10%	30%

The data above shows that:
- providers reported 33% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- providers reported 53% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- there are 20 partnerships (29% of the total number of partnerships in SA) that have made progress towards providing '*an increase in the number of parents and families that are better informed about learning and career options*'. Providers reported that 45% of these partnership 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.	**121**	**31 (26%)**	**33 (27%)**	**34 (28%)**	**10 (8%)**	**13 (11%)**

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	15	27%	47%	7%	13%	7%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	34	21%	15%	44%	9%	12%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	15	20%	33%	20%	7%	20%
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	11	27%	36%	27%	0%	9%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	19	32%	26%	21%	11%	11%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	9	44%	11%	33%	0%	11%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	18	22%	33%	28%	11%	6%

	Total KPM evaluations	1	2	3	4	5
Overall Total	**364**	**96**	**84**	**81**	**45**	**58**

The data above shows that:
- providers reported 19% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- providers reported 53% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- there are 34 partnerships (49% of the total number of partnerships in SA) 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 21% of these partnerships have *achieved* or made *considerable progress* against this KPM.

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[17] 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.

Youth Connections

National summary

In the first 14 months of operation, Youth Connections has provided individual support services to 24,738 young people. Some 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.

South Australia

Context

In South Australia the Innovative Community Action Networks (ICANs), a DECS program, is being progressively implemented across the State and will be established in all regions by early 2012. As ICANs are established, the Youth Connections service is adjusted to complement the ICANs.

In addition to the mainstream Youth Connections service that is delivered across 12 regions, in South Australia Youth Connections also delivers a specialised service for young people at risk of entering, in, or exiting the juvenile justice system.

Program status

In the first 14 months of operation in South Australia, Youth Connections has provided individual support services to 1,470 young people. Some 491 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 323 were assessed as making significant progress in addressing their barriers to full engagement in education. In addition, 222 activities were held to find and connect with severely disconnected 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 413 activities being held. Four Youth Connections providers have opened dedicated Youth Spaces in seven locations and one provider is opening an Alternative Learning Facility in July 2011.
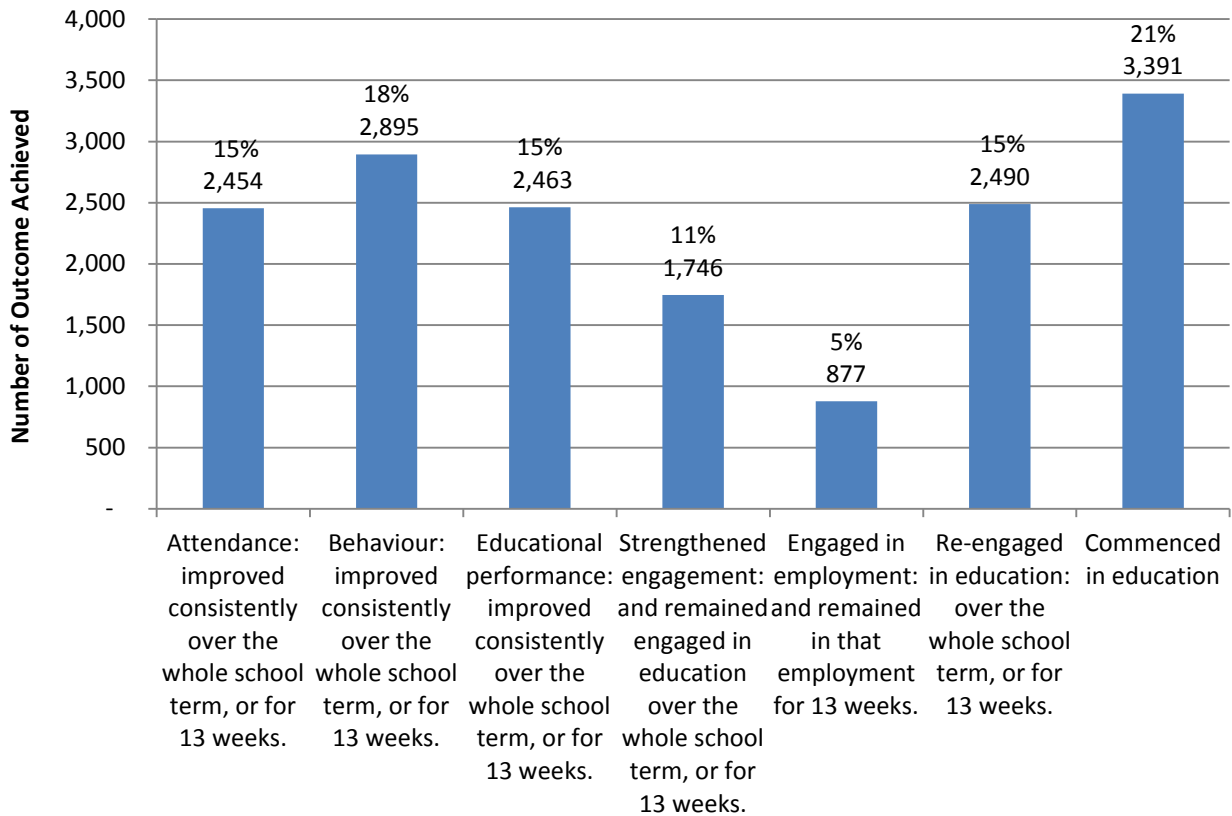
A key success includes the role the Youth Connections – Specialised Services program has played in co-ordinating cross-State assistance to young people in, at risk of entering, or exiting the juvenile justice system, including in the Far North and Aboriginal lands. The performance detailed above includes 52 young people who received support services under the specialised service, 39 of whom achieved outcomes. In addition, the specialised service delivered 39 activities to connect with severely disconnected young people, linking with 321 people, and 31 activities to strengthen services in the region.

Challenges

While Youth Connections has delivered significant outcomes, providers have faced many of the challenges outlined in the national summary. In addition, the lack of mental health facilities, transport, accommodation for homeless youth and alternate education opportunities is a challenge for providers. Most providers are working with a number of agencies including the Partnership Broker to overcome these barriers and strengthen the region for a long-term solution.

In addition, distance and travel time makes conducting business and supporting young people a challenge, particularly in large regions with small, widely spread out communities. The greatest challenge sits with the provider who manages the Far North and Aboriginal lands.

National - Final Outcomes Achieved

Bar chart titled "National - Final Outcomes Achieved" with y-axis "Number of Outcome Achieved" ranging from - to 4,000.

- Attendance: improved consistently over the whole school term, or for 13 weeks. — 15% 2,454
- Behaviour: improved consistently over the whole school term, or for 13 weeks. — 18% 2,895
- Educational performance: improved consistently over the whole school term, or for 13 weeks. — 15% 2,463
- Strengthened engagement: and remained engaged in education over the whole school term, or for 13 weeks. — 11% 1,746
- Engaged in employment: and remained in that employment for 13 weeks. — 5% 877
- Re-engaged in education: over the whole school term, or for 13 weeks. — 15% 2,490
- Commenced in education — 21% 3,391

South Australia - Final Outcomes Achieved

Bar chart titled "South Australia - Final Outcomes Achieved" with y-axis "Number of Outcomes Achieved" ranging from - to 250.

- Attendance: improved consistently over the whole school term, or for 13 weeks. — 9% 56
- Behaviour: improved consistently over the whole school term, or for 13 weeks. — 6% 41
- Educational performance: improved consistently over the whole school term, or for 13 weeks. — 7% 46
- Strengthened engagement: and remained engaged in education over the whole school term, or for 13 weeks. — 8% 50
- Engaged in employment: and remained in that employment for 13 weeks. — 14% 92
- Re-engaged in education: over the whole school term, or for 13 weeks. — 20% 129
- Commenced in education — 36% 233

	National	South Australia
Young people enrolled in individual support services (current and exited)	24,738	1,470

	National		South Australia	
Young people who have achieved a final outcome	11,320	46%	491	33%
Young people who have achieved an outcome - progressive or final[18]	16,410	66%	814	55%

| Final outcomes achieved[19]	National	SA
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	2,454	56
Behaviour: The participant's behaviour at school or education setting improved consistently over the whole school term, or for 13 weeks.	2,895	41
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	2,463	46
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	50
Engaged in employment: The participant started employment and remained in that employment for 13 weeks.	877	92
Re-engaged in education: The participant re-engaged in education over the whole school term, or for 13 weeks.	2,490	129
Commenced in education: The participant commenced in education.	3,391	233

	National	South Australia
Outreach and Re-engagement activities held	3,578 (125,900 young people attending)	222 (3,837 young people attending)
Strengthening services in the region activities held	3,049	413

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

Indigenous

% of Total Indigenous Participants by State
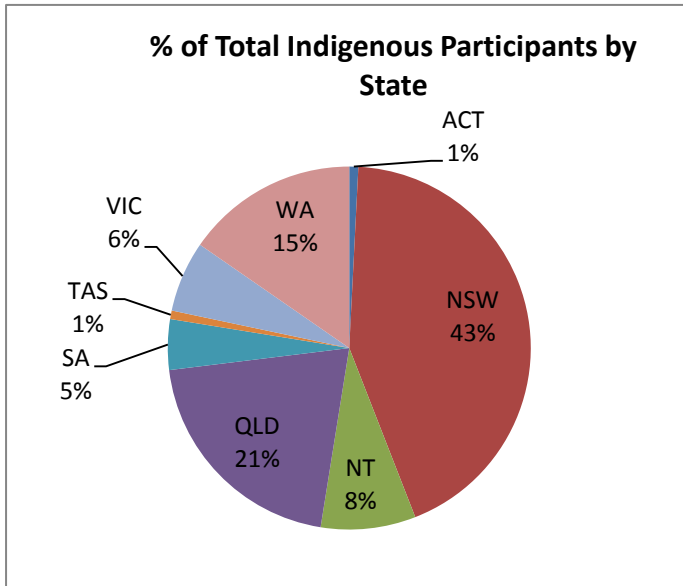
	National	South Australia
Indigenous participants	4,354	196
All participants	24,738	1,470
% Indigenous	18%	13%

% of caseload that is Indigenous in each state

National	18%
SA	13%