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# NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS



**-Tasmania-**

**2010**

**ANNUAL REPORT**

**(Submitted May 2011)**

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**PART A: Reporting Requirements outlines in the National Partnership on Youth Attainment and Transitions**

Outcome	Performance Indicator	Source	May 2011	August addendum	May 2012	August addendum	May 2013	August addendum	May 2014	August addendum
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12 <sup>1</sup>	National Schools Statistics Collection (ABS)	11,157	-	2011 School	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12 <sup>2</sup>		514	-	2011 School	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10 <sup>3</sup>		1,011	-	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 <sup>4</sup>	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 <sup>5</sup>		-	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 <sup>6</sup>	-		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)	77.1%	-	2011 SEW	-	2012 SEW	-	2013 SEW	-
		VET completions (VOCSTATS) <sup>7</sup>	-	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) <sup>8</sup>	-	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) <sup>9</sup>	60.1%	-	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) <sup>10</sup>	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 <sup>11</sup>	National Schools Statistics Collection (ABS)	110.8%	-	2011 ARR	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status <sup>12</sup>		43.4%	-	2011 ARR	-	2012 ARR	-	2013 ARR	-
Improved Indigenous participation and engagement	School level strategies <sup>13</sup>	Jurisdiction information	✓		✓		✓		✓	

The Annual report template will be pre-populated by DEEWR from the publicly available data sources indicated, except for orange shading which is to be provided by jurisdictions.

**Notes on the data**

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

<sup>1</sup> As per 2010 Participation target measure

<sup>2</sup> As per Schedule B

<sup>3</sup> As per Schedule B

<sup>4</sup> As per Schedule B

<sup>5</sup> As per 2010 Participation target measure

<sup>6</sup> As per Schedule B

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

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

<sup>9</sup> As per NP YAT Table 3 (p14)

<sup>10</sup> 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.

<sup>11</sup> As per Schedule B

<sup>12</sup> As per Schedule B

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

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## **PART B:**

### **Jurisdictional Context**

At its July 2009 meeting, the Council of Australian Governments (COAG) signed the National Partnership Agreement on Youth Attainment and Transitions (NP YAT). Through this National Partnership Agreement, the Commonwealth and Tasmania are committed to working collaboratively to increase the educational attainment and engagement of young people in education, training and employment.

In December 2009, Tasmania's Implementation Plan for the National Partnership Agreement on Youth Attainment and Transitions was signed by the then Premier of Tasmania David Bartlett and the Plan agreed to by the then Federal Minister for Education, Julia Gillard in April 2010. Information about Tasmania's Implementation Plan is available at:

<http://www.education.tas.gov.au/dept/strategies/national-partnerships/youth>

The Tasmanian Implementation Plan was developed collaboratively by a State Government Jobs, Training and Youth Transitions Working Group, with representation from the Department of Education (DoE), Skills Tasmania, Department of Premier and Cabinet, Tasmanian Qualifications Authority, Tasmanian Polytechnic, Tasmanian Academy and the Tasmanian Skills Institute, in consultation with the Tasmanian Catholic Education Office (TCEO) and Independent Schools Tasmania (IST).

The Implementation Plan focuses on the Maximizing Engagement, Attainment and Successful Transitions (MEAST) element of the National Partnership. The Plan outlines funding, targets, governance and strategies for Tasmania and also describes how the DoE will work with the Commonwealth to support the Partnership Brokers and Youth Connections programs and governance arrangements for the Agreement.

All three Tasmanian education sectors (government, Catholic and independent) share the aspirations and aims of the National Partnership and will make efforts collectively and individually to progress the National Partnership reforms. Sectors and Post Year 10 education and training providers are supported to progress reforms through MEAST project funding.

The DoE has established a Tasmanian Governance Committee to oversee the implementation of the National Partnership Agreement in Tasmania. The Committee is chaired by the Department of Education and includes representatives from the Department of Premier and Cabinet, Skills Tasmania, Tasmanian Polytechnic, Tasmanian Academy, Tasmanian Catholic Education Office, Independent Schools Tasmania, Tasmanian Qualifications Authority, a representative of senior secondary colleges and the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR). DEEWR worked with the state to determine the Committee's Terms of Reference. The Committee met twice between May and November 2010.

In July 2009, the DoE appointed a Youth Attainment and Transitions National Partnership Project Officer to manage aspects of the National Partnership Agreement including developing and managing Tasmania's Implementation Plan, providing leadership and strategic direction to the Commonwealth on behalf of the DoE and providing advice to government and senior management. The project officer represents the state on various National Partnership working groups and committees including the Multilateral Working Group, the National Career Development Working Group and the Data and Reporting Working Group and provides executive support to the Tasmanian Governance Committee and the YATNP Regional Advisory Committees. The project officer is located in the Strategic Policy and Performance section of the DoE.

In 2010, DEEWR worked with the DoE to establish two Youth Attainment and Transitions Regional Advisory Committees, the Northern Regional Advisory Committee and the Southern Regional Advisory Committee, to guide the implementation of the School Business Community Partnership Brokers and Youth Connections programs in Tasmania. Each Committee is chaired by a local representative from the DoE's Learning

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Services, nominated by Learning Service General Managers. Membership includes Partnership Brokers and Youth Connections providers and local education stakeholders from the DoE, Tasmanian Polytechnic, Tasmanian Academy, Catholic and Independent school sectors and DEEWR representatives. The YATNP Project Officer provides executive support to each Committee. Committees have met a number of times between July and November 2010.

To support the implementation of the Partnership Brokers and Youth Connections programs in Tasmania, four regions have been developed for providers to service that align exactly with the DoE's Learning Service regions. Learning Service personnel have been identified in each Learning Service as key contacts for providers in their region. Providers have worked collaboratively with Learning Services to develop Environmental Scans, Strategic and Service Plans for each region. Capturing key stakeholder feedback through DEEWR's annual evaluation report could further strengthen the operational and strategic intent of both the Youth Connections and Partnership Brokers programs. As agreed by the Commonwealth and Tasmania, the Partnership Brokers program in Tasmania is topped up by \$24,000 per annum from the Tasmanian allocation of the MEAST project funding.

Tasmania notes complexities in the National Partnership which impact on implementation. While all elements of the National Partnership aim to achieve the same broad aims and objectives, activity and programs do not always align directly with targets, performance indicators, timelines and reporting requirements. Data to be used to measure progress under the National Partnership and the appropriate and agreed approach to reporting such results add to the complexity.

## **Link between MEAST initiatives and broader reforms**

Tasmania is putting significant effort, resources and commitment into increasing the participation, engagement and attainment of young people and supporting their transitions through and from schooling into further education, training or employment. The state recognises the need to strategically align effort with other reforms, national agreements and partnerships in order to maximise educational outcomes for young Tasmanians.

### **The Tasmanian Department of Education's Learner at the Centre Framework**

The aims and objectives of the National Partnership align well with the state's strategic education goals to enable every Tasmanian to reach their potential, at all stages of life and to nurture a culturally rich, socially cohesive and economically productive community through improvement priorities around the early years, literacy and numeracy, retention and attainment and building a knowledge-based society. Further information about the department's Learner at the Centre policy is available at:

[www.education.tas.gov.au/dept/strategies](http://www.education.tas.gov.au/dept/strategies)

### **Tasmanian Skills Strategy**

The Tasmanian Skills Strategy contains targets and actions that address three major outcomes from the National Partnership.

- The *Better System for Clients* theme of the Tasmanian Skills Strategy addresses the National Partnership outcome *Increase participation of young people in education and training*. Actions underpinning this theme include creating a seamless pathway between VET and Higher Education, increasing competition in the training market, improving the quality of the training system, establishing effective training system client information services and creating a Strategic Plan for Skills Infrastructure.
- The *Increasing Opportunity* theme of the Tasmanian Skills Strategy addresses the National Partnership outcomes *Young people make a successful transition from school to further education, training or full-time employment* and *Increased attainment of young people aged 15-24, including Indigenous youth*. Actions underpinning this theme include targeting specific groups of people for government funded training, building the literacy skills of Tasmanian adults and families,

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encouraging more people to continue their education and gain a meaningful qualification, better connecting Tasmanians with information, learning and other government and community services through Learning and Information Network centres (LINCS), linking state and Commonwealth skills and employment opportunities and increasing regional engagement in skills development.

Information about the Tasmanian Skills Strategy is available at:

<http://www.skills.tas.gov.au/skillstas/tasskillsstrategy>

### **Post Year 10 Education and Training Reforms**

Significant reform was undertaken in the Post Year 10 education and training sector in Tasmania 2009 and 2010. At the time the Tasmanian Implementation Plan for the National Partnership Agreement on Youth Attainment and Transitions was developed and during the early implementation of the National Partnership, Tasmanian education was in the process of a significant restructure of education Post Year 10. This reform, entitled *Tasmania Tomorrow*, created three new statutory organisations (the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute) from the merger of state government colleges (Years 11 and 12) and TAFE Tasmania. As a result, in 2009 four of Tasmania's eight government colleges, along with TAFE Tasmania, were restructured and brought under the authority of the Tasmanian Academy and the Tasmanian Polytechnic. The four remaining colleges continued under the authority of the Tasmanian Department of Education with one to transition into the new structure by 2011 and the remaining three by 2012.

A review of these reforms, commenced in July 2010, led to an evolved Post Year 10 education and training model to be implemented in January 2011. Under the evolved model, the eight colleges (Years 11 and 12) have been reinstated under the umbrella of the Tasmanian Academy while the Tasmanian Polytechnic will be the entry point for adults wishing to undertake Vocational Education and Training (VET) qualifications. Both the Academy and the Polytechnic will become part of the Department of Education from January 2011. The Skills Institute, the employer and industry aligned training provider focusing on workforce skills development including apprentices and trainees, will remain an independent statutory body.

To support the implementation of the evolved model, a number of new leadership positions were created in the Post Year 10 sector including a Deputy Secretary PY10, and General Managers for the Academy and Polytechnic. A new unit, called the PY10 Learning Services, has also been created with a specific focus on transition, engagement, retention and attainment. This unit intersects with both the Academy and the Polytechnic and employs four Principal Education Officers Retention. One of the first tasks for the PY10 Learning Service in 2011 is to develop and implement a PY10 Retention and Achievement Strategy. In 2011, in the DoE sector, MEAST strategies and funding will closely align with the PY10 Retention and Achievement Strategy.

### **Guaranteeing Futures Initiatives**

As part of the state's first long-term strategic framework for Post Year 10 education and training (*Tasmania: A State of Learning*), a number of initiatives aimed at meeting the needs of young Tasmanians in transition from compulsory education to independent young adulthood were implemented under the Guaranteeing Futures element of the strategy. Initiatives provided for universal provision of pathway planning support for students in Years 8, 9 and 10 (refocused to Year 10 students in 2010), support for students at risk of not making a smooth transition into continuing education or training, and vocational learning support for schools that included the development of school, business and community partnerships. The *Youth Participation in Education and Training (Guaranteeing Futures) Act 2005*, enacted late in 2007, was one of the cornerstones of the policy framework provided by *Tasmania: A State of Learning*. Information about Guaranteeing Futures Initiatives is available at:

<http://www.education.tas.gov.au/school/curriculum/guaranteeing-futures>

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## Links with other National Partnerships and Agreements

The NP YAT aligns with Tasmanian strategies established in a number of other National Partnerships and Agreements including:

### **Smarter Schools National Partnerships (SSNP)**

Through the three Smarter Schools National Partnerships, Tasmania is implementing systemic and sustainable education reform aimed at improving literacy and numeracy outcomes for Tasmanian students (*Smarter Schools – Literacy and Numeracy*), strengthening the capacity and resilience of disadvantaged school communities (*Smarter Schools – Low Socio-Economic Status (SES) School Communities*) and driving quality and continuous improvement in teaching (*Smarter Schools – Improving Teacher Quality*). These National Partnerships support Tasmania's efforts to achieve a future in which Tasmanian students have every opportunity to arrive at school as learners, acquire sound literacy and numeracy skills, demonstrate positive attitudes to learning while they develop the skills to participate in the globalised, creative and innovation-based community and economy of which they belong. Participation in the SSNP will support Tasmania's efforts to ensure equity in opportunity for all students and to eliminate the gap between Indigenous and non-Indigenous student achievement.

While raising educational achievement in the early years and improving leadership and teaching quality throughout schooling will have pay-off for improved educational attainment, strategies being implemented through the Low SES School Communities National Partnership directly support several reforms in the NP YAT. Of particular relevance are the transition initiative that strengthens relationships between high schools and Post Year 10 education and training providers (SES7); support for families through linked up services; strengthening partnerships between school, business, community and local support services and a whole-of community focus that promotes strategic partnerships with local government, interagency departments and community organisations.

The SES7 *Post Year 10 (Polytechnic/Academy) Transition Initiative* will to be delivered in every Low SES School Communities National Partnership government high school and focuses on building cooperation, collaboration, professional learning teams and relationships among schools and all DoE Post Year 10 providers to support student transition from Year 10 into Year 11. The strategy requires schools and campuses/colleges to work together assessing the current situation and transition challenges for their students while planning for improvement. An interim plan was developed and implemented in the second half of 2010. Given the importance that action taken through SES7 aligns with, and complements, PY10 reform directions and NP YAT strategies and reforms, the strategy will be renamed the *PY10 Transition Strategy* and an SES7 Management Group will to be formed in 2011 to provide leadership to develop an implementation plan and provide direction and appropriate consultation mechanisms. The NP YAT Project Officer will be a member of the Management Group.

Information about Tasmania's SSNP Implementation Plan is available at:

<http://www.smarterschools.gov.au/ParticipatingSchools/Pages/TASOverview.aspx>

### **National Agreement for Skills and Workforce Development**

The National Skills and Workforce Development Agreement sets out the commitment between the Commonwealth and other jurisdictions to work towards increasing the skill levels of all Australians, including Indigenous Australians. Intended outcomes include reduction of gaps in foundation skills and building the depth and breadth of skills and capabilities required for the 21st century labour market.

### **Partnership Agreement on Pre-Apprenticeship**

Tasmania is implementing two projects under the Apprentice Kickstart: Increased Pre-Apprenticeship Training Opportunities initiative, one through the Tasmanian Polytechnic and one through the Tasmanian Skills Institute. The projects aim to expand pre-apprenticeship opportunities for young people (16 - 19 year olds), including those from groups under-represented in training, and to build workforce capability and opportunities for employment in the trades and selected industries. Training opportunities for 694 individuals are offered under the projects. Both projects incorporate work placements for participants.

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- The Tasmanian Polytechnic Kickstart Pre-Apprenticeship Program expands opportunities for young Aboriginal people, students from non-English speaking backgrounds, students with a disability and young parents. Kick Start provides significant training opportunities in trade areas previously not offered by the Polytechnic and at delivery sites previously not available through rural and regional Trade Training Centres.
  - The Tasmanian Skills Institute Pre-Apprenticeship Program supports participants to make a successful transition to employment as an apprentice and to accelerate achievement of competency and completion of qualifications. The program builds on the TSI's strong relations with employers of apprentices to provide work placements.

Tasmania received \$ 4.36 million to implement the two programs. Funding is administered by Skills Tasmania. Further details are available at:

[http://www.federalfinancialrelations.gov.au/content/national\\_partnership\\_agreements/education/pre\\_apprenticeship/Pre-Apprenticeship\\_Training\\_TAS\\_IP.pdf](http://www.federalfinancialrelations.gov.au/content/national_partnership_agreements/education/pre_apprenticeship/Pre-Apprenticeship_Training_TAS_IP.pdf)

### **Board of Studies Data**

Information provided by the Tasmanian Qualifications Authority (TQA) shows a significant upward trend in the proportion of Year 12 students attaining a Tasmanian Certificate of Education (TCE) and the proportion undertaking some Vocational Education and Training (VET) units as part of their study in Years 11 and 12 in 2010. Other data from the TQA shows a significant increase in the proportion of the 15-19 age-cohort attaining the TCE and a significant three year upward trend in the proportion of the age-cohort completing the equivalent of at least two years full-time education and training. Further information is available at:

<http://www.tqa.tas.gov.au/2349>.



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## Maximising Engagement, Attainment and Successful Transitions

The Tasmanian Implementation Plan for the National Partnership Agreement on Youth Attainment and Transitions focuses on three key strategies for the Maximising Engagement, Attainment and Successful Transitions (MEAST) reform areas of multiple learning pathways, career development and mentoring:

1. Improved monitoring of young people's participation in education and training and achievement of a Tasmanian Certificate of Education (TCE) or its equivalent for 15-19 year olds in Post Year 10 organisations (Tasmanian Polytechnic, Tasmanian Academy, senior secondary colleges, Independent Schools Tasmania (IST) and Tasmanian Catholic Education Office (TCEO) schools and the Tasmanian Skills Institute).
2. Strengthened accountability model based on participation and attainment data that will inform the negotiation of targets for participation and attainment with providers of Post Year 10 education and training.
3. Establishing and enhancing flexible and customised approaches by education and training providers in supporting 15 – 19 year olds to overcome barriers to participation and achievement of qualifications.

Strategies 1 and 2 are systemic with strategy 3 focusing on individualised, locally determined and managed approaches.

Through the Implementation Plan, Tasmanian education sectors (government and non-government) and Post Year 10 education and training providers, individually and collectively, commit to working towards increasing the educational engagement and attainment of young people, to improve their transition to post school education, training and employment and to progress measures towards agreed National Partnership participation and attainment targets.

Strategy one, *improved monitoring of young people's participation in education and training and achievement* is being implemented through the introduction of an Early Leavers Survey and a Post Year 12 Destination Survey. The Tasmanian Qualifications Authority (TQA) has been contracted to develop, implement and report on each survey.

The Early Leavers Survey will be undertaken annually and aims to improve our understanding of why young people leave school early so we can better engage students in learning, and to identify early leavers and provide them with support to reengage with education or training. In 2010, the survey was undertaken in August but in subsequent years, the survey will be undertaken in April. To assist providers to reengage early leavers with education or training, the TQA provides each education sector with a list of early leavers who indicated through the telephone survey that they would like someone to contact them in relation to future education and training option. The TQA will produce a 2010 Early Leavers Report early in 2011.

The annual Post Year 12 Destination Survey will provide Tasmania with more comprehensive data about where young Tasmanians go after finishing Year 12. The survey is scheduled to commence in 2011 but the TQA undertook some preliminary work in this area in 2010. Both surveys will provide an information base to support policy development and actions needed to help young people engage and remain engaged in education and training.

Strategy two, *strengthened accountability by negotiating participation and attainment targets with providers of Post Year 10 education and training*, is premised on a shared responsibility by all education sectors and institutions for ensuring young people make successful transitions. Memorandums of Understanding (MoUs) between the Department of Education (DoE) and Post Year 10 education and

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training providers have been agreed, setting out funding and participation targets that will contribute to Tasmania's retention and attainment outcomes. MoUs are with the Tasmanian Catholic Education Office (TCEO), Independent Schools Tasmania (IST), Tasmanian Polytechnic and Tasmanian Academy, senior secondary colleges and the Tasmanian Skills Institute. This strategy is enhanced by the tracking of early school leavers described in strategy one and supported by the development of locally determined and customised strategies for 15 to 19 year olds described in strategy three.

Strategy three, *establishing and enhancing flexible and customised approaches*, enables Post Year 10 education and training providers across all sectors to develop and implement locally determined and managed strategies to improve the engagement, attainment and transitions for their cohort of students and to work towards achieving agreed participation and attainment targets. The emphasis on local solutions to address local need is a feature of this strategy where sectors and provider are empowered to drive improvement strategies that are meaningful, relevant and appropriate to their contexts while addressing the specific reforms required through the National Partnership. Sectors and providers are supported in their efforts through MEAST funding to implement locally determined strategies.

The range of customised approaches implemented with MEAST funding in 2010 is exemplified by:

- DoE senior secondary colleges implemented a range of targeted interventions and strategies including school-wide and student-focused interventions. Strategies included employing an Attendance and Retention Counsellor to work with assistant principals in monitoring student attendance and retention and to develop and implement programs and approaches, including individual case management, for students at risk of disengaging; engaging students in project-based learning involving real-life projects with tangible outcomes; expanding vocational education and training (VET) opportunities; team-based approaches to teaching, and expanded learning opportunities through community-based activities. All approaches involved employing additional staff. Elements identified as critical to all approaches were relationships between students and teachers, the relevance of the program to the students at the time and the qualities and attributes of staff implementing the programs.
- The Tasmanian Academy Board utilised MEAST funding to partially fund the appointment of a project officer to develop and manage the *Flexibility in Teaching and Learning Project*. One of the aims of the project was to improve student engagement by the use of technology to facilitate the adoption of more flexible methods of delivery. The project included a review of the Flexible Learning Network (distance education for Post Year 10 students) in order to develop an Academy-wide vision of flexible educational programs regardless of students' geographical or social isolation or personal circumstances. These conceptual developments were supported by practical measures such as the design of an Academy intranet with a wide range of learning and teaching facilities and practical tools to support teaching and learning. These developments have continued into 2011.
- The Tasmanian Polytechnic targeted their effort to implementing three initiatives to improve retention rates:
  1. Partnerships with district and regional schools aimed at improving retention rates for regional students through the recruitment of an additional Regional School Liaison Officer to provide advice and support to teachers in regional schools.
  2. Targeted student support services to provide support to young people from regional areas living in student accommodation, by providing a range of social activities to increase social networks and informal support available.
  3. Provision of additional student support on campuses for 16-19 year olds to support students who are at risk of disengaging by providing timely and targeted support to assist them to engage in meaningful and relevant learning options.

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- The Tasmanian Skills Institute identified as a key strategy improving completions of trainees and apprentices through the provision of student support services and structures. MEAST funding partially funded a specialist provider to deliver support services and Skills for Life training for trainees and apprentices enrolled at the Skills Institute, and mentoring and coaching training for teachers and employers. Mentoring and coaching workshops included a mentoring/coaching program for the Skills Institute Trainers and Assessors who work with apprentices and trainees to enhance communication and life skills development, and a joint mentor/coaching program for workplace supervisors and the Skills Institute Trainers and Assessors to build relationships and common language around the support of apprentices and trainees and to provide them with skills to assist trainees and apprentices through effective communication strategies.
  - The Tasmanian Catholic Education Office (TCEO) employed a project officer as part of a re-engagement strategy to contact and arrange counselling and support for students who left the Catholic sector after Year 10 or Year 11 in 2009 and who did not enrol in Year 11 or Year 12 in 2010. Early leavers were identified primarily through the Tasmanian Qualifications Authority (TQA) destination surveys and enrolment matching. Follow-up contact was also provided to early leavers who, through the TQA Early Leavers Survey, indicated they would like someone to contact them about future education and training options. The TCEO also produced a project report outlining the processes and procedures undertaken in implementing this strategy, and key findings and recommendations for improved monitoring and tracking of early leavers for both the broader education system within Tasmania and the Catholic school sector and a proposed four level model for follow-up support.
  - Independent Schools Tasmania (IST) targeted their MEAST funding to developing and implementing a re-engagement strategy based on information from the 2010 Early Leavers Survey and data from IST schools and their communities. This included examining retention, engagement and attainment issues within the sector and starting to identify areas of risk and possible strategies to assist. Funds have also been invested in the long term involvement of IST and IST schools in development, promotion and implementation of MEAST reforms and the Youth Connections and Partnership Brokers program elements of the National Partnership.

Project funding to implement MEAST reforms is received by the Department of Education (DoE) and allocated to sectors and providers as described in Memorandums of Understanding. In 2011, the proportional allocation of project funds to sectors will be based on data from the 2010 Early Leavers Survey. As agreed by the Commonwealth and Tasmania, \$24,000 is drawn annually from the Tasmanian allocation of the MEAST project funding to top up the Partnership Brokers program in Tasmania.

In 2011, additional funding will be available for the implementation of MEAST strategies due to the state government allocating funds to support the implementation in the first year of the National Partnership and the late allocation of the project payment to the state in 2010, allowing for carry-over of funds to 2011.

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## Indigenous Reporting

Tasmania is committed to improving Indigenous Year 12 attainment or equivalent qualifications by 2020 and has agreed to progress measures toward this target. As outlined in the state's Implementation Plan for the National Partnership Agreement on Youth Attainment and Transitions (NP YAT) (p. 11), Tasmania has set indicative targets based on a trajectory of halving the national gap in Indigenous Year 12 or equivalent attainment as measured by the proportion of young Indigenous people aged 20-24 who have attained these qualifications.

As noted in the Implementation Plan (p. 12), the school enrolment specifications that apply to the monitoring and reporting on school level strategies for the National Partnership Annual Report (leading indicators: participation, attendance and retention and Year 12 attainment) will have limited applicability (either currently or over time) given the small distribution of Aboriginal students through mainstream Tasmanian schools. For the 2009/2010 reporting period, the nominated school enrolment specifications were not applicable for senior secondary colleges in the Tasmania either in the government or non-government sector.

Finalising new systems and processes to enable the delivery of comprehensive participation and attendance data for Post Year 10 students enrolled in institutions created through the Tasmania Tomorrow reforms, has impacted on the capacity to report on school level strategies linked to leading indicator data for these institutions. This is noted in the Tasmanian Implementation Plan.

All three schooling sectors in Tasmania are working towards closing the gap in educational disadvantage for Aboriginal students and have made significant investments to address Indigenous specific targets in this regard across mainstream and specific programs. Targeted strategies, initiatives and programs, and actions through other National Partnership Agreements, include:

***Closing the Gap in Aboriginal Educational Outcomes – A Tasmanian Strategy for Aboriginal Student Success through School Improvement:*** This strategy was developed by the Department of Education (DoE) in late 2010. The strategy sets out a range of actions aimed at 'Closing the Gap' in the educational achievement of Tasmanian Aboriginal students and focuses on the priority areas of readiness for school, engagement and connections, attendance, literacy and numeracy, leadership, quality teaching and workforce development, Year 12 or equivalent attainment and pathways to post-school options. From 2011, all schools will be working within the guidelines of this strategy. These initiatives are consistent with priority actions established in the National Indigenous Education Action Plan agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs.

School-based initiatives include:

- improving use of data to focus on Aboriginal early leavers
- personalised learning plans for all Aboriginal students
- aboriginal student attendance strategies for Focus Schools
- enhancing professional development for teachers and Aboriginal Education Workers to support higher levels of literacy and numeracy achievement for Aboriginal students
- improving pathway to further education, training and employment for young Aboriginal people.

System-wide initiatives include:

- early identification of at-risk Aboriginal students
- culturally inclusive Child and Family Centres
- supporting school engagement with Aboriginal communities
- incorporating Aboriginal perspectives in the curriculum

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- building leadership in Aboriginal education for principals of Focus School and building cultural competency of teaching staff
  - specialist Aboriginal Education staff and cultural resources to assist schools to more effectively meet the educational needs of Aboriginal students and their families. A school-based network of Aboriginal Education Workers, Aboriginal Early Years Liaison Officers and Aboriginal Education Officers will be maintained across Tasmania to support Aboriginal student and community engagement, learning and pathways development. Aboriginal Education Officers will have a specific role in actively promoting Aboriginal student engagement, attainment and successful transitions, Years 8 – 12. These services will be provided through the DoE's Aboriginal Education Services.

***Memorandum of Understanding (MoU) with the Tasmanian Aboriginal Corporation for***

***Education (TACE):*** The TACE is committed to working in partnership with DoE and DEEWR to support the implementation of the various national Indigenous reforms. Work on a new and focussed MoU for 2011-2012 commenced in 2010. The MoU is designed around the National Indigenous Reform Agreement organisers and further supports efforts in Aboriginal Education Services and across Learning Services and schools to improve the performance of Aboriginal students.

***Raising the Bar Closing the Gap Indigenous initiative:*** This initiative, funded under the Australian Government's Expansion of literacy and numeracy programs for underachieving Aboriginal students, will help to accelerate literacy and numeracy achievement of participating Aboriginal students across five Tasmanian government National Aboriginal and Torres Strait Islander Education Action Plan (NATSIEAP) Focus Schools. These five schools will promulgate their learnings across other schools. This program will commence in 2011. The Raising the Bar Closing the Gap initiatives complement action in schools funded through the Smarter Schools Literacy and Numeracy and Low SES School Communities National Partnerships with the Australian Government.

DoE Aboriginal Education Services works with schools across the state to assist schools to better embed Aboriginal perspectives into the curriculum. All schools are encouraged to undertake professional learning in Cultural Understandings. In 2011 this will be a requirement for the five Focus Schools participating in the Raising the Bar Closing the Gap (RTBCTG) Indigenous initiative.

All schools are required to have Personal Learning Pathways (PLPs) for Aboriginal students by 2012. In 2010 work was underway to consider processes to develop these plans. More work will continue in 2011. This will be led by the five Focus Schools participating in the RTBCTG Indigenous initiative. The expectation is that these schools will cascade their learning to other schools.

***Aboriginal Education Project Officer Initiative:*** In 2010, Aboriginal Education Project Officers were employed in DoE senior secondary colleges to support Aboriginal student participation, engagement and attainment and to assist colleges to engage with Aboriginal community members, organisations and cultural resources in order to build their capacity to provide culturally responsive and inclusive learning environments. A major objective of the funding initiative from 2010 was to ensure strategic support linked to identified priority areas and targets as identified by the National Partnership on Youth Attainment and Transition (YATNP). These positions were jointly funded by the DoE's Aboriginal Education Services and individual colleges. In 2010, Aboriginal Education Officers worked in a number of high schools to support similar objectives.

***Indigenous Tutorial Assistance Scheme (ITAS):*** *ITAS On-Campus Tuition* is designed to support the inspirational aims of Aboriginal students in Years 11 and 12 through improving retention in Year 11 and the successful completion of Year 12, supporting students to complete courses of study, and assisting Aboriginal students to reach their full potential. This scheme was available to Aboriginal students in DoE senior secondary colleges in 2010.

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**The Alma Lily Stackhouse Scholarship** was launched in 2008 to honour Alma's commitment to the education for young Aboriginal people. The scholarship offers a two-year bursary of \$3000 per annum to support an Aboriginal student from a remote or rural area to complete Year 11 and 12 study. The goal of the scholarship is to facilitate the attainment of the Tertiary Entry Requirement to enter University or other tertiary-level study. The scholarship is administered by the DoE's Aboriginal Education Services.

**The Re-engaging in Schooling (RIS) program** for 2009 aimed to encourage Aboriginal students to continue with their education, through high school to senior secondary college and then on to university. The program is an initiative of the Riawunna Centre, located on the various campuses of the University of Tasmania to provide academic and cultural support for Aboriginal students and degree programs in Aboriginal Studies for all students. Two bursaries have been awarded under this program, both administered through the Tasmanian University Foundation and the Tasmania Scholarships Office:

- *The Re-engaging in Schooling Bursary*, a joint Riawunna and Joblink project, included a bursary along with assistance from Joblink officers to encourage Aboriginal students to continue with their education, to complete high school, go to college and then to university.
- *The Springboard to College Bursary*, which is aimed at redressing retention rates and encouraging Aboriginal students to continue with their education from high school to college and then on to university, is open to Year 10 Aboriginal students for study in Years 11 and 12. Recipients are also provided with access to mentoring and campus visits.

**meenah mienne** is an Arts mentoring and literacy-building program for Aboriginal young people in northern Tasmania. Through arts activities and individual and group mentoring with Aboriginal artists and cultural practitioners, *meenah mienne* aims to improve the emotional health and wellbeing of young people, improve community literacy skills, foster more confident cultural and community connection, increase opportunities for social/economic participation, support educational achievement and assist transitions to the workforce. The idea for *meenah mienne* was developed by Elders, artists and youth justice workers in northern Tasmania.

**School-based Apprenticeships and Traineeships:** As part of their senior secondary studies in 2010, a number of Aboriginal students undertook school-based apprenticeships and traineeships in a range of industry areas including banking, retail and automotive. Some students undertook their school-based traineeship through the Aboriginal School Based Traineeship Program.

**Smarter Schools National Partnerships (SSNP):** Through Tasmania's SSNP Implementation Plan, government and non-government schooling sectors commit to addressing the learning needs and improving educational outcomes of Aboriginal students. The range of activities and intervention strategies highlighted in Tasmania's SSNP 2010 Annual Report, illustrates the diverse ways in which SSNP action is addressing educational outcomes for Tasmanian Aboriginal students. Activities and strategies include:

- All Tasmanian Smarter Schools National Partnership (SSNP) school implementation plans are required to address the learning needs of Aboriginal students.
- Improved attendance and retention strategies in schools have targeted at risk students including Aboriginal students across the three schooling sectors.
- Work to increase the degree to which an Aboriginal perspective has been embedded into the curriculum of all schools has commenced. This work will be significantly progressed in 2011.
- Aboriginal students 'at risk' and/or below the National Minimum Standard are supported with targeted literacy and numeracy intervention, 1:1 or small group work. Data is better informing intervention.
- All networks monitor the progress of their Aboriginal students, analysing the data and responding to individual needs by providing additional support through Aboriginal Education teachers.
- Schools are developing and trialling new approaches to working with Aboriginal families and students. Significant work developing PLP templates also occurred during 2010.

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- Implementation of Tasmania's Low SES School Communities National Partnership PY10 Transition Strategy (SES7) addresses the learning needs of Aboriginal students.
  - A number of SSNP National Partnership schools (DoE and TCEO) have completed Dare to Lead Collegial Snapshots and engaged in Dare to Lead professional learning for leadership teams. More are planned for 2011.
  - A number of schools have established leadership roles to for the implementation of programs and to enhance Aboriginal Culture and Community elements identified in the Dare to Lead Snapshots.

Further information about systemic and school level strategies addressing the educational outcomes of Tasmanian Aboriginal students through the Low SES School Communities National Partnership is available at: <http://www.smarterschools.gov.au/ParticipatingSchools/Pages/TASOverview.aspx>



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## The Compact with Young Australians

### National Youth Participation Requirement

Tasmania has fully implemented the National Youth Participation requirement as per the information provided in Tasmania's Implementation Plan.

- Young people are required to participate under two *Acts* in Tasmania:
  1. Under the ***Education Act 1994*** all young people are required to be enrolled in a school or home-educated until the end of the year in which they turn 16.
  2. Under the *Youth Participation in Education and Training (Guaranteeing Futures) Act 2005* a young person must participate in one or more eligible education or training options once they turn 16:
    - for one year after obtaining the age of 16 years or
    - until they have obtained a certificate 111 or
    - until they turn 17.
- During the participation phase young people are required to participate full-time in one or more eligible education or training options. Further information is at [Education and Training Beyond Year 10](#)

### Education/training entitlement for 15 to 24 year olds

- Tasmania has a state entitlement for a guaranteed place in education and training post Year 10 for two years for 15 to 19 year olds. Young people can access fully funded places at the Tasmanian Polytechnic, Tasmanian Academy, senior secondary colleges and the Tasmanian Skills Institute for apprentices and trainees.
- Guaranteed places in training are available to 20-24 year olds through the Tasmania Polytechnic and the Tasmanian Skills Institute. Skills Tasmania has agreements with the Polytechnic and Skills Institute that support this training entitlement.
- Places that deliver on the entitlements are also provided through Skills Tasmania's open market programs: Apprentice and Trainee funding, Workplace Skills, Productivity Places and various equity programs.



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## **Youth Connections and School Business Community Partnership Brokers in Tasmania**

### **School Business Community Partnership Brokers**

#### **Context**

In Tasmania, the Partnership Brokers have reported that there is a developing partnership 'culture' in their regions, especially among education and training providers. Education stakeholders are showing an increasing awareness of the need for engagement with community and business to serve the needs of the growing number of young people who need more flexible, individualised education pathways in order to maintain their interest and engagement. Towards the end of 2010, education providers were noticeably more receptive to the support being offered by Partnership Brokers.

Structural changes in Post Year 10 education in the state have impacted on Partnership Brokers. The changes created uncertainty in the education sector and made the achievement of Partnership Broker outcomes more difficult. It is anticipated that greater stability in 2011 will enable Partnership Brokers to increase their effectiveness.

#### **Program Status**

By April 2011, there were over 60 active and self-sustaining partnerships associated with Partnership Brokers in Tasmania involving approximately 400 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 4 per cent of these partnerships have an Indigenous focus. There have been approximately 200 Outcomes Framework Key Performance Measure (KPM) evaluations with around 70 (35%) 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, key challenges affecting program performance in 2010 were a lack of clarity about the Partnership Brokers' role generally, a lack of clarity about the school sectors' expectations of working with Partnership Brokers, and difficulties experienced by Partnership Brokers in some regions in successfully engaging with schools. It is anticipated that a year's experience with the Partnership Brokers program and greater knowledge of its value will provide support for the strategic intent of the program in 2011. Post Year 10 reforms caused some difficulties for Partnership Brokers as structures and key personnel changed. Once the complexities of the new arrangements are understood, 2011 will offer more stability.

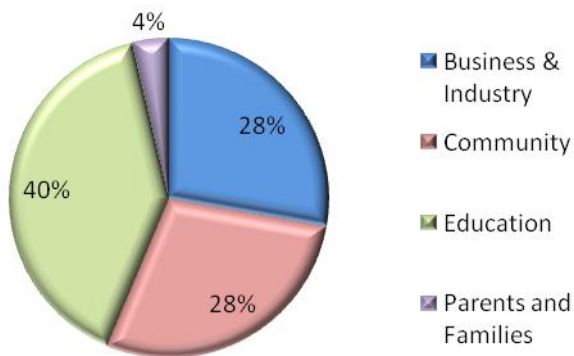
**Table A – Number of Organisations in Partnerships by Stakeholder Group** (as at 12 April 2011)

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

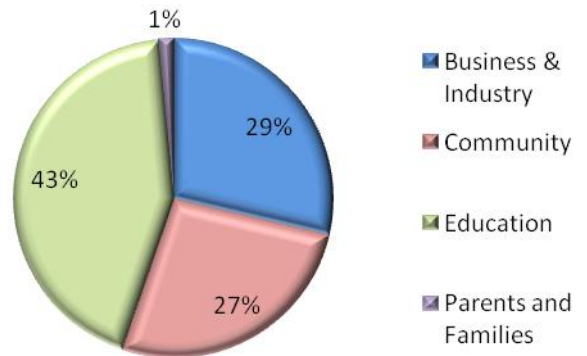
**Note:** this data includes organisations in partnerships with status active, self-sustaining, draft, inactive and terminated. National figures do not include Victoria.

Stakeholder Group	State (TAS)		National	
	Total	% of Total	Total	% of Total
Business & Industry	112	28%	2475	29%
Community	115	28%	2297	27%
Education	161	40%	3741	43%
Parents and Families	15	4%	127	1%
<b>Total</b>	<b>403</b>	<b>100%</b>	<b>8640</b>	<b>100%</b>

**TAS Partnerships by Stakeholder Group**



**National Partnerships by Stakeholder Group**



**Table B – Key Performance Measure (KPM) Evaluation Ratings (TAS)** (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
<b>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.</b>	<b>56</b>	<b>20 (36%)</b>	<b>5 (9%)</b>	<b>13 (23%)</b>	<b>8 (14%)</b>	<b>10 (18%)</b>

The following KPMs contribute to this outcome:

An increase in the number of education and training providers who accredit community-based learning	5	40%	20%	20%	0%	20%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	5	60%	0%	40%	0%	0%
An increase in the number of education and training providers who have increased their career practitioner capacity	13	46%	8%	15%	15%	15%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	33	27%	9%	24%	18%	21%

The data above shows that:

- Providers reported 32% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 45% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 33 partnerships (55% of the total number of partnerships in TAS) 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 39% of these partnerships have *achieved* or made *considerable progress* against this KPM.

Outcome	Total KPM Evaluations	1	2	3	4	5
<b>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.</b>	<b>36</b>	<b>5 (14%)</b>	<b>7 (19%)</b>	<b>7 (19%)</b>	<b>11 (31%)</b>	<b>6 (17%)</b>

The following KPMs contribute to this outcome:

An increase in the number of businesses providing mentoring/coaching opportunities for young people	11	0%	27%	27%	36%	9%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	6	33%	17%	33%	17%	0%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	19	16%	16%	11%	32%	26%

The data above shows that:

- Providers reported 48% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 33% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 19 partnerships (32% of the total number of partnerships in TAS) that have made progress towards increasing '*the number of businesses providing quality workplace and community learning opportunities for young people*'. Providers reported that 58% of these partnerships have *achieved* or made *considerable progress* against this KPM.

Outcome	Total KPM Evaluations	1	2	3	4	5
<b>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.<sup>1</sup></b>	<b>39</b>	<b>19 (49%)</b>	<b>7 (18%)</b>	<b>6 (15%)</b>	<b>4 (10%)</b>	<b>3 (8%)</b>

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	7	43%	29%	14%	0%	14%
An increase in the number of parents and families that are actively involved in career transition planning for their children	6	50%	17%	33%	0%	0%
An increase in the number of parents and families that are better informed about learning and career options	6	50%	0%	17%	17%	17%
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	10	70%	10%	10%	10%	0%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	10	30%	30%	10%	20%	10%

The data above shows that:

- Providers reported 18% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 67% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 10 partnerships (17% of the total number of partnerships in TAS) that have made progress towards providing 'an increase in the number of parents and families that have improved understanding of the link between learning and career aspirations'. Providers reported that 30% of these partnerships have *achieve* or made *considerable progress* against this KPM.

Outcome	Total KPM Evaluations	1	2	3	4	5
<b>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.</b>	<b>78</b>	<b>27 (35%)</b>	<b>8 (10%)</b>	<b>14 (18%)</b>	<b>20 (26%)</b>	<b>9 (12%)</b>

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	6	33%	33%	17%	17%	0%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	15	27%	7%	20%	20%	27%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	12	33%	8%	8%	33%	17%
An increase in the number of community groups that partner with stakeholders to identify and respond to emerging trends and skill needs with reference to young people	8	38%	0%	0%	63%	0%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	14	36%	21%	7%	14%	21%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	11	36%	0%	55%	9%	0%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	12	42%	8%	17%	33%	0%

	Total KPM Evaluations	1	2	3	4	5
<b>Overall Total</b>	<b>209</b>	<b>71</b>	<b>27</b>	<b>40</b>	<b>43</b>	<b>28</b>

The data shows that:

- Providers reported 38% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 45% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome. There are 15 partnerships (25% of the total number of partnerships in TAS) 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 47% of these partnerships have *achieved* or made *considerable progress* against this KPM.

<sup>1</sup> 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.

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## Youth Connections

### Context

In Tasmania Youth Connections services are targeted at young people aged 11-17. Transition points of grade 6 to grade 7 and, to a lesser extent, grade 10 to grade 11, are currently the focus for service delivery. Specific schools or federations of schools were nominated by the Department of Education's Learning Services Management Teams in each region as focus areas for Youth Connections activity in 2010. Referral mechanisms differ between regions, and within regions each school has a different level of support for addressing the needs of students, so Youth Connections roles have varied to meet the needs of the region and the schools they are working with.

### Program Status

In the first 14 months of operation in Tasmania, Youth Connections has provided individual support services to 595 young people. 309 young people 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 83 were assessed as making significant progress in addressing their barriers to full engagement in education. In addition, 282 activities were held to find and connect with severely disconnected young people, with providers linking with 7,684 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 219 activities being held.

Providers who held previous contracts with DEEWR capitalised on their existing relationships with schools to make strong progress from the beginning of 2010; other providers were slower to establish, but were able to take the time to consider the best approach without pressure from schools for immediate continuation of support.

The program is proving particularly effective where close links have been established with Department of Education Learning Services which lead to strategic, joint planning. The same applies to the Independent and Catholic sectors: where high level, strategic relationships have been successfully established, they are contributing to program outcomes.

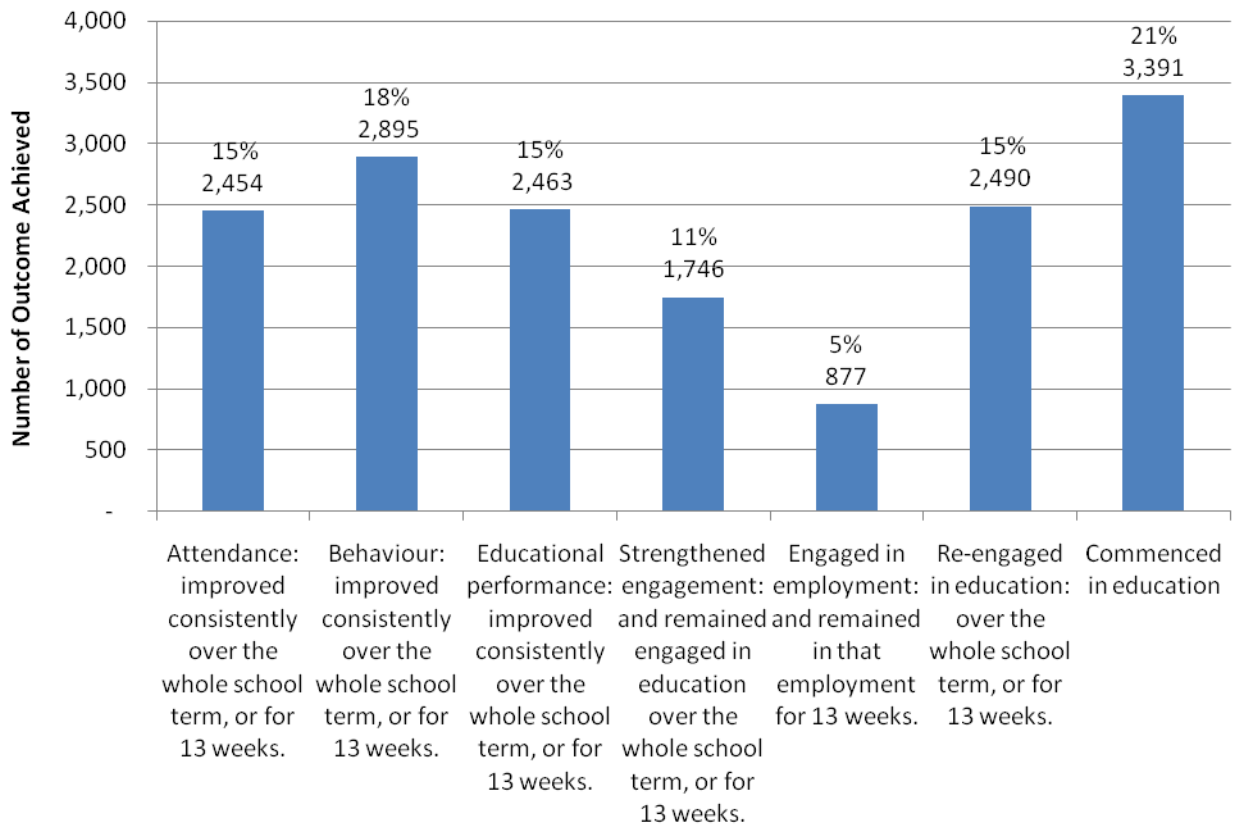
### Challenges

While Youth Connections has delivered significant outcomes, providers have faced many of the challenges outlined in the national summary. In particular, Tasmanian providers have been slow to understand and develop outreach and re-engagement activities, and to understand how to work to strengthen services in the region. Building the capacity of other service providers and strengthening services in their region has proven to be difficult, in part because schools historically have tended to be self-sufficient in responding to the needs of students, and because it takes time to establish credibility and trust with stakeholders. Providers continue to develop relationships and strengthen this aspect of their service.

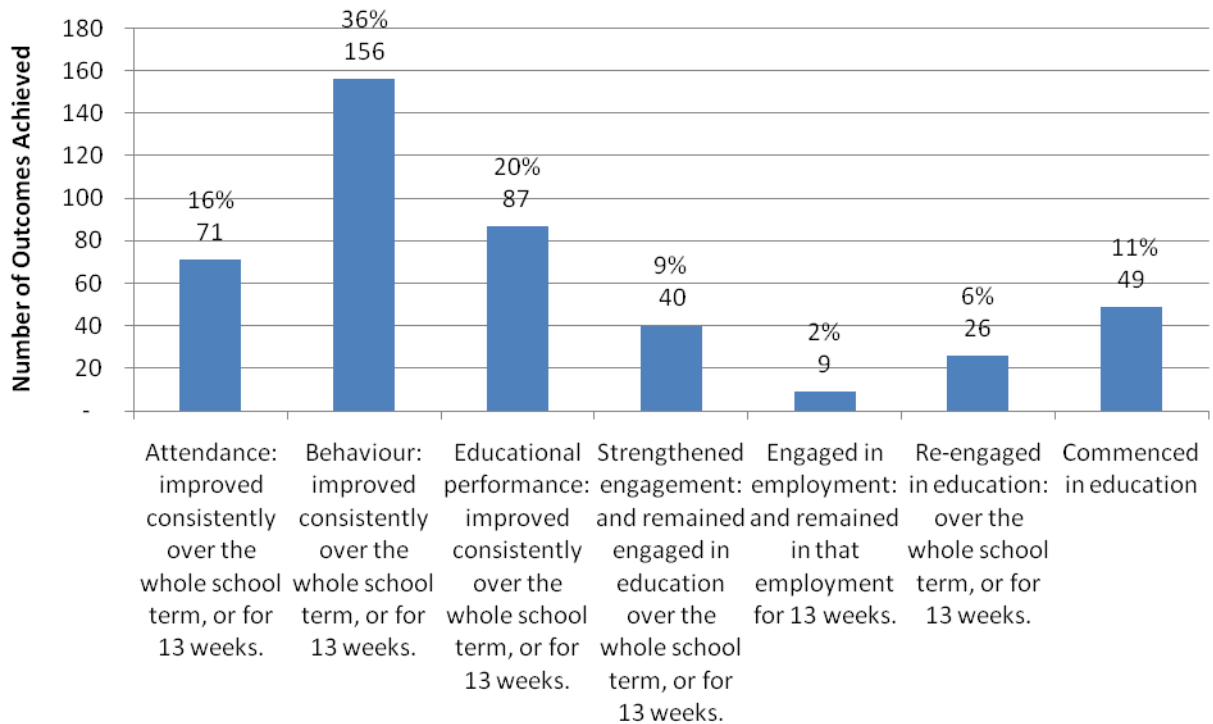
Tasmanian providers have also been slow to specifically address the needs of Aboriginal and humanitarian refugee young people. Establishing credibility and trust with these groups is taking time, as is finding a role for Youth Connections among groups who already have, in many cases, a range of specific services available to them in the community and in schools.

The regions where strong relationships have been established between the Youth Connections provider and Learning Services management have experienced greater program success; however, Youth Connections providers have reported mixed success in engaging the Learning Services. A focus for 2011 will be establishing and strengthening those relationships across all regions.

### National - Final Outcomes Achieved



### Tasmania- Final Outcomes Achieved



	National		Tasmania	
Young people enrolled in individual support services (current and exited)	24,738		595	
Young people who have achieved a final outcome	11,320	46%	309	52%
Young people who have achieved an outcome - progressive or final <sup>1</sup>	16,410	66%	392	66%

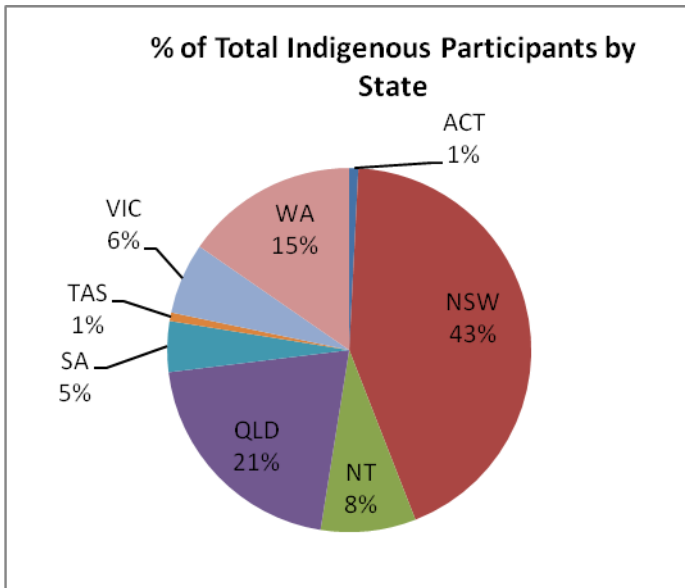
Final Outcomes Achieved <sup>2</sup>	National	Tasmania
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	2,454	71
Behaviour: The participant's behaviour at school or education setting improved consistently over the whole school term, or for 13 weeks.	2,895	156
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	2,463	87
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	40
Engaged in employment: The participant started employment and remained in that employment for 13 weeks.	877	9
Re-engaged in education: The participant re-engaged in education over the whole school term, or for 13 weeks.	2,490	26
Commenced in education: The participant commenced in education.	3,391	49

	National	Tasmania
Outreach and Re-engagement Activities held	3,578 (125,900 young people attending)	282 (7,684 young people attending)
Strengthening Services in the Region Activities held	3,049	219

<sup>1</sup> 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.

<sup>2</sup> A young person can achieve more than one final outcome

## Indigenous



	National	Tasmania
Indigenous Participants	4,354	33
All Participants	24,738	595
% Indigenous	18%	6%

