

# NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS



**-ACT-**

**2011**

**ANNUAL REPORT**

(Submitted May 2012)



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

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

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

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

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

## PART A: Australian Capital Territory, National Partnership on Youth Attainment and Transitions – May 2012 report

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)	9,337	-	9,464	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12 <sup>2</sup>		132	-	165	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10 <sup>3</sup>		213	-	199	-	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)	-	1,230	-	949	-	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>		-	70	-	31	-	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>		-	3	-	3	-	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)	89.5%	-	90.1%	-	2012 SEW	-	2013 SEW	-
		VET completions (VOCSTATS) <sup>7</sup>	-	2,165	-	1,899	-	2011 VET	-	2012 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>	-	36	-	40	-	2011 VET	-	2012 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>	68.6%	-	74.8%	-	2012 SEW	-	2013 SEW	-
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status <sup>10</sup>	National Schools Statistics Collection (ABS)	96.4%	-	106.7%	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status <sup>11</sup>		58.8%	-	76.3%	-	2012 ARR	-	2013 ARR	-
Improved Indigenous participation and engagement	School level strategies <sup>12</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, except completions which take a further 12 months. 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> Significant lags in reporting of VET completions means data relate to the year before the reported VET enrolment data (ie August 2011 addendum relates to 2009 completions).

<sup>8</sup> As per Schedule B. Significant lags in reporting of VET completions means data relate to the year before the reported VET enrolment data.

<sup>9</sup> As per NP YAT Table 3 (p14). This is taken from ABS unpublished SEW data.

<sup>10</sup> As per Schedule B

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

<sup>12</sup> As per Schedule B- This information is to be provided under Part B – Indigenous Reporting

## **PART B:**

### **Jurisdictional Context**

The Australian Capital Territory (ACT) region, comprising the ACT and local government regions in close proximity, has a population of over 550,000. By 2050, the ACT population alone is projected to increase by 42 % to over 500,000. Overseas and interstate migration is expected to account for 27 % of this growth, with 73 % due to natural increase. The median age of the current ACT population is 34.7 - lower than any other Australian state.

The ACT covers an area of approximately 1 921 square kilometres including Capital Hill and adjacent suburbs, Weston Creek, Woden Valley, Stromlo, Tuggeranong, Oaks Estate, the industrial areas of Fyshwick and Hume and the remainder of the ACT to the south and west of the Murrumbidgee and Molonglo Rivers. The area is mainly residential with some light industry at Fyshwick and Hume. Because Canberra is the capital of the nation, the Australian and ACT Governments are major employers. Other industry sectors include:

- defence and security
- information and communications
- technology
- biotechnology
- public administration
- education
- space sciences
- building and construction
- sports science and administration
- tourism
- retailing
- environmental industries.

The ACT is classified as inner metropolitan with no rural or remote areas. It has a strong and resilient economy and a highly educated workforce. Of the ACT's 15 to 64 year old population, 25% have a bachelor's degree compared with 16.4% nationally. A further 9.9% of Canberrans have a post-graduate degree compared with the national average of just 4.1%. It is the Australian Government's target that by 2025, 40% of 25-34 year olds in the nation will hold a bachelor degree or higher.

Professional and managerial employment in the ACT accounts for 45% of all employment, compared with 33% of employment Australia wide.

Canberra has an Indigenous population of 1.2 %, an overseas born population of 21.6 %, and 13.4 % of the population speak a language other than English at home; this multicultural profile offers a microcosm of many of the world's populations. Over 55.3 % of the population age 15 and over have post school qualifications, the unemployment rate is 3.9 % with a percentage of total employed persons in medium to high skilled occupations of 63 %, for information see the [Australian Bureau of Statistics, National Regional Profile: Australian Capital Territory](#) guide.

The 15 to 24 year old age group, the Youth Attainment and Transitions National Partnership target cohort, makes up 15.9 % of the ACT population.

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Canberra's school system is recognised as the best in Australia. It has the highest retention rate of students completing secondary schooling, and the percentage of Canberra students gaining entrance to university is also the highest in the country.

The ACT Government's 85 public schools, along with over 40 independent schools, offer high quality learning in modern, well-equipped and supportive environments.

Families have access to excellent choices in schooling for children from preschool to year 12, with a range of school models not commonly available in other Australian states. In addition to traditional primary schools and high schools, students in the ACT have access to senior secondary colleges, schools that cater for pre-school to year ten, and early childhood schools offering childcare, education and welfare services.

The ACT Government has recently invested \$561 million in public schools, with new state-of-art schools built where they are needed most. Newly opened Gungahlin College in the north of Canberra caters for 686 Year 10, 11 and 12 students and Namadgi School in the south services students from Kindergarten to year 8 and will expand to year 10 by 2014.

Students in Canberra enjoy a balanced education with opportunities for intellectual, sporting and cultural development. International students are made particularly welcome, with high quality public education in a safe, friendly and multicultural city. There are currently 403 international fee paying students enrolled in ACT Schools. Intensive English programs are available to support students for whom English is their second language.

Students in the ACT also have the opportunity to learn with the latest technology in one of the world's best-connected education systems, with high speed fibre broadband internet and a major rollout of new computers and interactive whiteboards being undertaken.

The new virtual learning environment allows students to do homework online and collaborate with classmates or other schools on assignments, as well as providing easier access for parents to participate in their child's education.

The ACT Education and Training Directorate (the Directorate) also provides one year of public preschool education for children of ACT residents. Public preschools are amalgamated with their local primary school to support the continuity of learning for children throughout their public schooling from preschool onwards. Children who turn four on or before 30 April are eligible for attendance at preschool in that year.

Canberra is home to many tertiary institutions, including the Australian National University (ANU), the University of Canberra, the Australian Catholic University and the Canberra Institute of Technology (CIT).

The ANU is consistently ranked as one of the best universities in the world and the University of Canberra ranks in the top ten among Australian universities for excellence in learning and teaching.

In an Australian first, the ANU Secondary College offers enhanced learning for high-achieving year 11 and 12 students in selected courses as part of their senior studies.

CIT is the largest provider of vocational education and training in Canberra. CIT offers over 400 courses across five campuses. Qualifications range from certificate to degree level and provide a range of flexible learning options.

## **Excellence and Enterprise: Advancing Public Schools of Distinction**

*Excellence and Enterprise: Advancing Public Schools of Distinction* represents a long term approach to enhancing public secondary schooling in the ACT. Eleven Key Directions under three broad themes, guide short, medium and long term actions:

- Advancing distinctive public schools – focuses on building excellence in every area of the curriculum across all secondary public schools in the ACT as well as the opportunity for every school to develop areas of curriculum specialisation or excellence to enhance choice and flexibility for students.
- Flexibility, pathways and partnerships – will ensure that the pathways through schools are coherent and understood by students, parents and the community and that the necessary support is provided to students as they navigate these pathways.
- Strengthening the system – seeks to build confidence in the quality of the teaching and learning environment and the capacity of school leaders to make effective decisions to enhance student learning.

The Framework aligns with many of the strategies introduced through National Partnership agreements including those designed to address youth attainment and transitions, disadvantage, literacy and numeracy, closing the learning and achievement gap between Aboriginal and Torres Strait Islander students and other students and further develop our school leaders.

*Excellence and Enterprise* complements a number of the recommendations in the ACT Tertiary Education Taskforce's report *Learning Capital: an integrated tertiary education system for the ACT* particularly: encouraging capital region employers to further build partnerships with education providers, supporting tertiary providers to engage in increased collaboration and enhancing the quality and scope of career counselling for everyone in the ACT.

A Secondary Schooling Innovations Fund has been established to provide seed funding to schools, clusters of schools or networks to develop innovative approaches to support secondary educational renewal under the *Excellence and Enterprise* framework. Five initiatives received support through the first round of funding. It is anticipated that there will be two further gateways for funding in 2012.

*Excellence and Enterprise* is overseen by a Steering Group chaired by the Executive Director, Learning, Teaching and Student Engagement. The themes and directions outlined in the framework connect with a range of actions being taken both within the Education and Training Directorate and across ACT Government to improve secondary schooling in the ACT. Where applicable, the actions will be coordinated across a range of related projects and services to maximise efficiency and outcomes.

## **Australian Curriculum in ACT Schools**

The ACT commenced implementation of the Australian Curriculum from the beginning of 2011. Implementation of the Australian Curriculum is being led by the cross-sectoral (government, Catholic and independent sectors) Australian Curriculum Implementation Committee, which is overseen by the ACT Curriculum Taskforce and chaired by the ACT Education and Training Directorate (the Directorate).

A bridging document, provided to every ACT teacher (K-10) in late 2010, explains the implementation strategy and contains information and advice regarding moving from the ACT curriculum framework – *Every chance to learn* – to the Australian Curriculum for the Phase 1 learning areas.

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Nine schools received additional resourcing in 2011 as 'Lead Schools', to develop units of work, map their work and lead professional development for other schools. This initiative will continue in 2012, with an invitation for more schools to become 'Lead Schools'.

A cross-sectoral Assessment Working Party was convened in 2011 to lead work in the area of the Australian Curriculum 'Achievement Standards' and assessment. This working party reports to the Australian Curriculum Implementation Committee.

Workshops were provided to school curriculum coordinators to support professional learning activities conducted in schools. The 'Achievement Standards' for Phase 1 learning areas were endorsed by the Education Ministers in October 2011. The then Minister, Andrew Barr MLA, agreed to the 'Achievement Standards' in the ACT equating to a 'C' grade. Students who meet the standard for a particular skill/process will be awarded a 'C' grade; a student who surpasses the standard will be awarded a 'B' or 'A' grade.

In the primary years, schools implemented English and science in 2011, with mathematics and history beginning in 2012. In year 7, schools implemented English, maths, science and history in 2011, continuing into year 8 in 2012. In year 9, schools implemented English, mathematics and science in 2011, with history beginning in 2012. In year 10, schools will begin implementing English, mathematics and science from 2012 and history from 2013. All ACT schools will be teaching all Phase 1 learning areas of the Australian Curriculum from the start of 2013.

Selected schools across all sectors in the ACT will support the Australian Curriculum, Assessment and Reporting Authority (ACARA) in the collection of student work samples in all Phase 1 learning areas during terms 2 and 3 2012. ACARA has gained feedback from teachers and jurisdictions regarding the 'General Capabilities' and the 'Cross Curriculum Priorities'. The feedback will be used to revise the current documentation.

A third version of the overarching paper, *Shape of the Australian Curriculum*, has been released. Phase 2 learning areas are currently being developed, with a call from ACARA for teachers as members of the advisory committees. Many ACT curriculum officers and teachers (across the three sectors – public, Catholic and independent) were involved in working with ACARA during 2011, on consultative panels, in curriculum workshops and in development work for Phase 2.

ACT public Lead Schools will continue to provide units of work in the learning areas of the Australian Curriculum, which will be published on the Directorate website. Cross-sectoral committees will continue in 2012.

### **Student Engagement Framework**

Ensuring that all students are actively engaged in meaningful education, training, or employment is a priority of the ACT Education and Training Directorate. Student engagement is at the heart of the ACT Youth Commitment and the strategic vision of the Education and Training Directorate:

that all young people in the ACT learn and are equipped with the skills to lead fulfilling, productive and responsible lives.

While the ACT has relatively high year 12 completion rates in comparison to other states and territories, more than 10% of ACT students do not complete year 12 (Report on Government Services, 2011). Disengagement and underachievement exacts an enormous cost on future employment, health, wellbeing and social outcomes for young people, their families and friends and the community.

The Directorate is currently in the process of developing a Student Engagement Framework that will lead best practice in engaging all young people in education, training or employment.

The Student Engagement Framework will be an evidence based framework for the coordination of universal (school wide), selected (small group) and positive targeted (individual) preventative and responsive strategies that promote engagement of students in their schooling.

The Framework will also outline current research, describe flexible learning options for disengaging or disengaged students, and describe opportunities presented by the new Community Services Directorate Child, Youth and Family Services Program Service Delivery Framework. These flexible learning options might be:

- school based solely
- school and community based partnerships
- school Network and community based
- community based.

### **Students Participating in Community Enterprise**

Students Participating in Community Enterprise (SPICE) is a program that coordinates work experience for young people who are at risk of disengaging from their education before completing their Year 10 Certificate. SPICE connects students aged 12 to 15 with volunteer business mentors who provide five full days of work experience over a five week period. In 2011, 216 students were referred to the SPICE program; 136 males and 80 females. Year 9 students were the most commonly referred year group with 107 students being 15 years of age.

The 2008-09 ACT Budget provided \$0.802 million to enable the ACT Education and Training Directorate to contract Volunteering ACT to deliver the SPICE program. During 2010-11 this equated to \$203,000 and \$208,000 during 2011-12. ACT Government funding for the SPICE program will continue to be provided past the last year of the Initiative.

### **100 ASBAs in ACT Public Schools Initiative**

The 2009-10 ACT Budget provided an additional \$1.454 million over four years to provide for up to 100 new Australian School-based Apprenticeships (ASBAs) in ACT public schools each year through established group training arrangements. Government funding for this initiative will continue to be provided past the 2012-13 financial year.

As of 1 April 2012 there were 101 ASBAs in ACT public schools, exceeding the 100 ASBA target. In addition to the 100 ASBAs in ACT public schools, employment of ASBAs across ACT Government directorates is promoted.

The two initiatives, ASBAs in ACT public schools and ASBAs in ACT Government directorates, have made a significant contribution to the achievement of the target of 500 ASBA commencements each year, first announced as an election commitment in 2007. The 500 target was reached and exceeded for the first time in the 2010 calendar year with 524 ASBAs. In 2011 there were 504 ASBA commencements.

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## Moving Forward Officers

The Moving Forward project provided a fulltime equivalent teacher in each ACT public college and a 0.4 School Leader C in the ACT Education and Training Directorate central office. Moving Forward Officers are experienced teachers with career development qualifications who facilitate the transition of students into and out of the college sector and improve students' access to further education, training or employment.

Moving Forward Officers are engaged with students across a range of activities:

- transition support for students moving from high school to college including
  - Pathways Planning
  - career advice
  - year 11 and 12 subject selection and enrolment interviews
  - programs and activities which support students who require additional support through this transition
  - liaison with the feeder high schools in particular the Pastoral Care Coordinator and Year 10 Coordinator
- transition support for students through college and to post school destinations including
  - development of career resource hubs within the college
  - career expos and guests speakers focusing on student interests
  - work experience, Try a Trade, Brick and Block programs
  - providing additional assistance to students undertaking Australian School-based Apprenticeships
  - study assistance programs which support students to remain engaged with school and achieve a Year 12 Certificate
  - coordination and management of alternative pathways to university
  - supporting students who seek to leave school before the end of year 12 to engage with an appropriate education, training or employment option
  - the development of a College Transition Plan to support the Pathways Planning process for years 11 and 12
- career education including:
  - individual career advice
  - group career advice
  - opportunities for students to participate in programs that promote awareness of career options such as Day Out programs – Science, Health, Animals, RMC, CIT taster courses
  - school based career expos
  - excursions to Canberra CareersXpo
  - improved methods of communication to students, parents and staff through electronic media
- vocational learning including
  - providing support to students to access vocational courses which are external to the high school or college
  - promoting recognition of prior learning (RPL) for students undertaking both internal and external vocational courses
  - developing relationships with local industry to support students who need an alternative pathway through school.

The Moving Forward project also supports the professional learning of teachers through the promotion of the need for qualified career advisors and by providing funding assistance for teachers to undertake the

Certificate IV in Career Development. There are currently 60 ACT public school teachers who hold a career qualification.

### **Pastoral Care Coordinators and Youth Support Workers**

Each ACT public high school has a Pastoral Care Coordinator as part of the schools leadership team and a Youth Support Worker. The Pastoral Care Coordinator works closely with the principal to provide strategic direction and implement a coordinated school wide approach to pastoral care for years 7-10 including transition support for students entering high school.

The role of the Youth Support Worker is to develop and deliver a range of programs that support student engagement and build partnerships between the school and community agencies. This includes working with school staff to develop and deliver social skills and personal development programs appropriate for young people.

### **Achievement Centres and Connect10**

Achievement Centres, established in 2009, focus on intensive academic and social support to build the confidence and competence of students in years 7 and 8. Three Achievement Centres are located across the ACT, each having capacity for 18 students at any one time. A Youth Support Worker complements the work of the three teachers in each centre by working with the teachers and by supporting transitions back to the home high school.

Three Connect10 programs were established in 2009. Each Connect10 program supports up to twenty year 9 or 10 students who have disengaged from schooling. Connect10 aims to re-engage students with schooling, training or work or complete a Year 10 Certificate and enrol in a college program. Each Connect10 program has the staffing capacity for two teachers and one Youth Support Worker.

### **Canberra College Cares**

The Canberra College in partnership with ACT Health and Connecting Young Carers to Life Opportunities and Personalised Support (CYCLOPS) provides an education and support program, known as CCCares, for pregnant and parenting students in the ACT and surrounding districts. Collaboration with other significant government and non-government community agencies is integral to the success of CCCares.

CCCares is based at the Weston Campus of Canberra College in an environment that enables parenting students to bring their children who are under five years of age to school with them. CCCares endeavours to provide a best practice model for pregnant and parenting students to access education in the ACT. CCCares offers year 12 certification; goal oriented learning packages, on-line learning, vocational education and development of employability skills within a mainstream ACT public college context.

In November 2009, the program was recognised for its achievements receiving \$750 000 as the inaugural Schools First National Impact Award winner.

### **Child and Adolescent Mental Health Services (CAMHS) - Cottage Day Program**

The Cottage Adolescent Day Program provides a therapeutic day program for children and adolescents aged 12 to 17 years who are experiencing moderate to severe mental health issues. The ACT Education and Training Directorate provide a fulltime classroom teacher to the Cottage.

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## **Maximising Engagement, Attainment and Successful Transitions**

The major priorities identified in the ACT Implementation Plan are:

- identifying current alternate education programs and ensuring that they are based on quality teaching and learning that leads to the attainment of VET qualifications and competencies
- developing strategies in collaboration with the Canberra Institute of Technology (CIT) and other partners to embed career development in education, beginning as early as year 4
- implementing Pathways Planning for all young people between the ages of 11 and 17, including those who are not enrolled in formal education and the establishment of a process that enhances the concept of 'one child, one plan' to support young people as they move through the stages of schooling and into work or further education and training
- ensuring that services provided by Partnership Brokers and Youth Connections providers mesh with and add value to established successful ACT activity and practices.

The three agreed reform areas under maximising engagement, attainment and successful transitions (MEAST) for the ACT are:

- The ACT Youth Commitment (including Pathways Planning, Student Transfer Register, Career and Transition Framework)
- Structured Workplace Learning (SWL)
- Alternative Education Programs.

Funding provided to the ACT for MEAST for each year of the National Partnership is \$412,000. The bulk of this is used to fund 3.6 FTE to develop and implement the major reforms under MEAST for all school sectors in the ACT. The positions are as follows:

- ACT Youth Commitment – one (1) Administrative Services Officer 4
- increasing the quality and quantity of structured workplace learning placements (SWL) – one (1) School Leader C, one (1) Administrative Services Officer 5
- development and coordination of alternative education programs – point six (0.6) School Leader C.

The total cost for the above staffing arrangement is \$357,000.

The remaining MEAST funding of \$55,000 was combined with unspent funds from the previous year's MEAST funding. The table below provides a breakdown of expenditure for 2011.

<b>Reform Area</b>	<b>Activity/Purpose</b>	<b>Amount</b>
Structured Workplace Learning	Database development	\$ 75,944
Alternative Programs	Programs x 17	\$117,000
<b>TOTAL</b>		<b>\$192,944</b>

Additional funding has been provided by the ACT Government for 1.6 FTE to implement the ACT Youth Commitment reform, with a further \$300,000 provided for the establishment of the ACT Career and Transition Framework (website).

### **ACT Youth Commitment**

The ACT Youth Commitment Steering Group (YC SG) is leading the development and implementation of the ACT Youth Commitment. There are three components to the ACT Youth Commitment:

## *1. Pathways Planning*

Current activity is focusing on:

- the development and implementation of Pathways Planning for years 5 and 6 students and year 9 students
- the promotion of Pathways Planning
- the provision of professional learning for teachers and youth support workers across the ACT
- the development of scope and sequence guides to substantiate the links between Pathways Planning, Transitions and the Australian Curriculum.

The target group for Pathways Planning is all young people in the ACT between the ages of 11 and 17. Pathways Planning is being implemented in the Catholic, independent and public school sectors. Pathways Planning is also being implemented in the community services youth sector to support young people who may have no connection to a school as well as in other settings where education programs are offered.

In 2011 Pathways Planning was introduced to students in years 10 and 11 and in 2012 to students in years 6 and 9. By 2014 all students from years 6 to 12 will be engaged in Pathways Planning.

A consultation meeting for years 5 and 6 Pathways Planning was held in March 2012 and from this meeting a working group was established. A years 5 and 6 Pathways Planning document was distributed to primary schools and high schools in April 2012. The document includes an 'All About Me' activity sheet that has been designed to support transition from primary to secondary school.

A primary to secondary Transitions Guide has been distributed to all primary and high schools. This Guide builds on the Aboriginal and Torres Strait Islander transition program developed by North/Gungahlin Network in 2011.

A year 9-12 Pathways Planning sequence has been developed based on the existing Pathways Planning pack to assist schools in 2012.

Pathways Planning and Transitions documents have been distributed to schools as working documents. Strategies are being established to maximise collaboration on the creation of more comprehensive documents and guides that will be ready to roll out at the beginning of the 2013 school year.

Work is continuing this year to establish and highlight the practical links between Pathways Plans, Individual Learning Plans and Personalised Learning Strategies; to embed Pathways Planning within the other learning plan structures.

## *2. Student Transfer Register*

The Directorate has engaged a project officer to examine the existing processes in place for tracking the transfer and movement of young people under 17 in the ACT, and recommend strategies to enhance the processes. Initial recommendations were presented to the ACT Youth Commitment Steering Group in February 2012 and implementation of the initial recommendations has commenced.

A welcome outcome of the research is the increased communication and collaboration between various teams within the Education and Training Directorate and between the Catholic, independent and public

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school sectors, about processes and record keeping relating to tracking young people under 17, including those with Exemption Certificates, Approval Statements and Traineeship or Apprenticeship contracts.

Discussions are underway with training providers and community agencies, including Centrelink and Medicare, to determine how young people can be better supported as they move from one sector to another to access programs and services. Questions such as:

- how do we, as a jurisdiction, appropriately share information and data about the transfer and movement of young people under 17?
- how can we connect up more effectively to find and share information to better meet the needs of young people under 17 in the ACT?

### 3. *Career and Transition Framework (website)*

Oakton Consulting Technology has been engaged by the Directorate to develop the business requirement specifications (BRS) for the Career and Transition (CaT) Framework. The purpose of the CaT website is to provide a gateway or directory of services and resources for young people and a repository for Pathways Plans and other personal documents such as a résumé.

Oakton facilitated a series of User-Centred Design (UCD) workshops with stakeholders during February and March 2012 to support development of the CaT Framework BRS. An ICT Project Board has been established to oversee the ongoing development and implementation of the CaT Framework.

The development and evolution of communities within the CaT Framework will allow the collective experience and observations of parents, government, schools, community groups and industry to support young people in decision making and navigating a pathway to further education, training or employment.

### **Structured Workplace Learning**

Structured Workplace Learning (SWL) is the workplace component of a nationally recognised industry specific vocational education and training in schools (VETiS) program. In the ACT it is undertaken by students in years 10, 11 and 12 who are currently enrolled in the relevant VETiS course. SWL placements provide supervised learning activities in the workplace contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package.

Under the Youth Attainment and Transitions (YAT) National Partnership, responsibility for SWL was transferred to the states and territories at the beginning of 2010.

In the ACT the following objectives and priorities have been identified for SWL.

For students:

- to give students meaningful outcomes that develop knowledge, skills and attitudes that are relevant to and recognised within a range of employment, training and further education settings
- to allow students the opportunity to receive training in an industry context outside the school and gain an understanding of the variety of roles and responsibilities in the workplace
- to assist students in basing future career choices upon current knowledge of career opportunities, occupational trends and expectations of the workplace.

For teachers:

- to satisfy relevant standards in the National Standards for Teachers – to enable VET staff to comply with legislative, administrative and organisational requirements under Standard 3 (Plan for and implement effective teaching and learning) and Standard 6 (Engage in professional learning)
- to implement a program that increases efficiencies and presents a professional image of SWL to business and industry and the wider community
- to create stronger connections and relationships between primary schools, high schools and colleges, by advertising opportunities for students to complete a SWL placement in their school network
- to streamline processes, thus reducing VET teacher workload.

#### System wide:

- to provide a meaningful service that meets the needs of a diverse student population in the ACT
- to identify and present best practice examples
- to create streamlined processes that enable all young people to participate in an ongoing learning and/or employment pathways planning process.

At the beginning of 2010 the ACT Education and Training Directorate purchased a new database to complete SWL placements for non government school students. The database is now being used to coordinate public school SWL placements.

Investigation has shown that due to the size of the ACT and its relatively small employer base, a system that can facilitate the coordination of both SWL and work experience (WEX) placements would be more effective and efficient. A consultant has been engaged to develop business requirement specifications (BRS) for a coordinated system. It is envisaged that an off the shelf program can be purchased to suit the needs of both the WEX and SWL programs.

ACT Board of Senior Secondary Studies (BSSS) VETiS courses require SWL units to have competencies attached to them that can be assessed in the workplace. An industry focussed checklist concentrating on employability skills has been developed for use, and made available to teachers. Specific checklists for competency based assessment in industry areas were developed in consultation with industry and relevant school and college staff. These checklists will assist with the gathering of evidence for assessment of students while on their work placement.

In cooperation with the BSSS VET Subcommittee, opportunities for recognition of student paid work relating to a current VETiS course being studied were investigated. Recognition of paid work can now be given for all VET courses that have a SWL unit attached to them.

Customised leaflets about SWL have been published for students and host employers respectively, and have been provided to all schools and relevant agencies. These leaflets will be included in correspondence with host employers to assist them in understanding the benefits of SWL. There will be increased contact with host employers in 2012 to provide more detailed information on what a SWL placement entails.

Capacity building for teachers to carry out their SWL responsibilities continued in 2011. Teachers from both public and non government schools were offered the opportunity to up skill in industry areas of need under the Productivity Places Program (PPP). A total of 38 staff members, both teaching and administration, expressed an interest. Of these, 15 were for a Certificate III qualification (4 – Business Administration, 3 – Home and Community Care, 8 – Tourism), while 23 were for a Certificate IV qualification (4 – Business

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Administration, 19 – Training and Assessment). During 2011, many staff upgraded their qualifications from BSZ98 to TAE4011.

To assist VET teachers in coordinating quality SWL placements, a pilot program that employs ASBAs specifically for SWL at each public college has been implemented. These ASBAs are known as vocational placement officers (VPOs) and employed by the Directorate under the 100 ASBAs in ACT public schools program. The responsibilities of these VPOs include:

- recording relevant information in a spreadsheet (or database when available)
- distribution of SWL placement forms
- faxing/emailing forms to SWL administrators
- distribution of four way agreements to students
- distribution of workplace log books
- names of students and dates of placements emailed to VET teachers.

The SWL program manager and administrators will mentor these ASBAs and maintain regular contact throughout the year.

Difficulties in securing work placements in the IT and Media industries continue. Contact was made in the later part of 2011 with primary school principals to ascertain if there was an interest for extra assistance at end of year activities. A positive response meant that all students who requested a Media placement were able to complete one at a local school.

Because of the success of this initiative, it will be extended in 2012 to both feeder primary and high schools in areas of Media, IT, Business Administration, Sport and Recreation and Community Services.

#### *Summary of SWL placements for 2011*

- 945 total placements
  - 596 from public colleges
  - 55 from public high schools
  - 254 from non-government schools
  - 40 WorldSkills participants
  - 33 cancellations.

In 2011 approximately 55% of SWL placements were for females and 45% for males. Childcare accounted for over 20% of placements, followed by Hospitality and IT. Areas that had very few placements included Furniture, Metal Engineering and Automotive. These three areas will be investigated in 2012 to determine how the number of placements can be increased.

#### *Summary of SWL placements for 2012 (to June)*

- 451 total placements
  - 356 from public colleges
  - 19 from public 7-12 secondary school
  - 24 from public high schools
  - 52 from non-government schools.

Because the ACT is a very small jurisdiction it is imperative that employers are strongly supported and their perspective taken into account. The pressure on local employers will continue to grow, especially with new initiatives such as Trade Training Centres and National Trade Cadetships coming on board, which will significantly add to the already large number of students undertaking SWL placements.

### Alternative Education Programs

Alternative Education Programs are designed for year 9 – 12 students at risk of disengaging from main stream education or alternative education settings. Programs also provide vocational opportunities for students who are at risk of not achieving their Year 12 Certificate. Young people are supported to achieve nationally accredited Certificate II qualifications or partial qualifications. Career development and Pathways Planning support, based on the Australian Blueprint for Career Development, is embedded within programs.

Alternative Education Programs are fully funded, and transport and lunch provided to address at least some of the barriers young people face in accessing vocational training.

The following vocational courses were offered in 2011. Some programs ran more than once:

- Construction Pathways Certificate II
- Certificate II Horticulture
- GUM (Horticulture) program – Taster Day
- Bar Skills and RSA programs (x2)
- Waiting Skills programs (x3)
- Pace It programs 2011 (x 4) - Certificate I Business, Certificate I Community Services, White Card
- Pre vocational Hairdressing program (x 2)
- Certificate II Business
- Certificate III Hospitality
- Certificate II Retail.

All courses were well subscribed with the majority of students achieving either a full or partial vocational qualification. Outcomes for 2011 are summarised in the tables below.

Program	Commenced	Completed	Partial Completion	Cancelled/Deferred
Construction Pathways	10	8	0	2
Cert II Horticulture	2	2	0	0
GUM Horticulture	7	6	0	4
Bar Skills and RSA	22	22	0	0
Waiting Skills	35	35	0	0
Pace It	39	16	7	16
Prevocational Hairdressing	20	12	4	4
Cert II Business	20	5	15	0
Cert III Hospitality	10	2	8	0
Cert II Retail	17	17	0	0

The following vocational courses are offered in 2012:

- Sam Cawthorn motivational workshops
- Animal and Farm Skills program – Statement of Attainment
- Pre Vocational Hairdressing program - Statement of Attainment

- Clubstart - Bar Skills/RSA course – Statement of Attainment
- Clubstart – Wait Skills and Coffee Service Skills course - Statement of Attainment
- Pace It Program – Certificate I Business, Certificate I Community Services, White Card
- CIT College Pathways program – Statement of Attainment
- CRS/Quest – Certificate II Community Services
- Quest – Certificate III Business
- Careers Advice – Murrumbidgee School, Bimberi.

Outcomes to May 2012 are summarised in the tables below.

Program	Commenced	Completed	Partial Completion	Cancelled/Deferred
Sam Cawthorn Workshops	150	150	0	0
Animal & Farm Skills Program	10	In progress	0	0
Prevocational Hairdressing	11	6	0	0
Clubstart	19	19	0	0
Pace It	10	In progress	0	0

Alternative Education Programs are well subscribed and regular attendance by participants has been consistent. This, together with the percentage of young people who are completing courses indicate that Alternative Programs are successful as a first step to engaging disengaged or at risk of disengaging young people.

Importantly, successful completion of an Alternative Program has enabled some young people who were rejecting mainstream schooling to remain engaged and achieve their Year 10 Certificate.

### **ACT Strategic Funding Pool**

The ACT Youth Attainment and Transitions Strategic Funding Pool (SFP) is a joint venture between the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) and the ACT Education and Training Directorate. The SFP provides funding for projects that will build partnerships to improve the education experience for young people and their transitions to further education, training and/or employment.

The 2012 funding round opened in early April for both schools and community groups with applications closing on 1 June 2012. A total of \$280,000 is available to fund projects that:

- support the positive participation of young people in school (particularly those previously disengaged from school)
- support increases in the number of young people successfully achieving Year 12 Certificate outcomes or nationally accredited vocational qualifications at the Certificate II level
- support the positive transition of young people through school or from schooling into further education, training or employment.

In 2011, \$115,830 was allocated to school SFP projects and \$324,780 to community SFP projects. The following table provides a summary of each project's progress and outcome:

- *Successful SFP applicants 2011*

School	Project	Progress/Outcome
Brindabella Cluster	To support students and identify specific needs of students making the transition from high school to college. By utilising the Pathways Plan and conducting half-hour interviews with each high school student, information will be exchanged which will inform and guide students' career decision-making and help with their choice of college courses.	The student feedback and results clearly indicated that the one to one interviews assisted high school students to consider their pathways to college and beyond more meaningfully and to make decisions with greater confidence.
Gungahlin College	The College Green team (volunteers and students at risk) will undertake learning, develop various college projects and assist in local community projects such as Gungahlin Wetlands (The Valley Ponds). The focus will be around environmental sustainability, education and practice encompassing both natural and man-made environments. The team will work in conjunction with the Urban Waterways Coordinator and the Waterwise and Sustainable Schools Initiative, collecting scientific data to establish the waterways system. CIT will identify and deliver key competencies around Sustainability. Future goals include promoting Gungahlin as a Lighthouse College within the region and partnering with local schools.	<p>Program up and running with students involved in ecological surveys.</p> <p>Planning underway to establish resources for sustainability of raw foods for the Hospitality area of the college.</p> <p>Links established with cluster schools.</p> <p>On-going</p>
Hawker College	A transition program that supports youth at Hawker College who are at risk of disengaging from school and completing their Year 12 Certificate or equivalent, to re-engage with school and embark on a vocational pathway, achieving a nationally accredited qualification.	<p>There are 10 students involved in the program: 4 from Hawker College and 6 from Belconnen High School.</p> <p>Ongoing</p>
Melba Copland Secondary School	The project will support students in our Freedom to Learn, Engage and Excel (FLEX) program by providing extra face to face teaching for literacy and	The co-teaching and case management approach assisted students in accessing post school training.

	<p>numeracy development. It will also allow more continuity in supporting student access to work experience and VET opportunities. Teacher time will include making contact with current and potential employers, assisting students with travel to work and training and follow up visits while the student is on a placement.</p>	<p>The year 11 students in the FLEX program have returned in 2012 with a clear understanding for the need to seek work experience and training. They are attending with improved regularity in term 1, 2012. They have lifted their own expectations for attendance and behaviour.</p> <p>Use of Pathways Planning enabled focussed discussion with individual students about their options for post school work or training. This supported a case management approach which was successful in encouraging students lacking in confidence to undertake work experience and Certificate 1 training opportunities.</p>
<p>North Gungahlin Network</p>	<p>The North Gungahlin Network will appoint and train a dedicated transition officer and develop a program (Transition Guide) to meet the needs of Aboriginal and Torres Strait Islander students in the inner north. The plan is to further develop the transitions model specifically with a pilot program that focuses on the transitions for Indigenous students.</p>	<p>Results from implementation of the transition program indicate it was a success in identifying areas needing attention. A Pathways/Transitions Guide has been modelled off the Aboriginal and Torres Strait Islander transitions program developed by the North/Gungahlin Network for use with all students and by other school networks.</p>
<p>St Francis Xavier College</p>	<p>The aim of the project is to sustain the viability of providing quality structured workplace learning and pathways for students enrolled in the Creative Industries Certificate II course (Media) and to provide the students with the support and equipment required to deliver professional outcomes in this industry.</p>	<p>The success of the project was demonstrated by the National Folk Festival and SFX College working together to provide material for a documentary in 2012.</p> <p>The partnership is being extended in 2013 to have the Media students provide live vision and the recording of the professional performers. The project has led to other</p>

		successful projects with local community groups and industry stakeholders in 2012/2013.
<b>Total Funding</b>	<b>\$115,830</b>	

<b>Community Organisation</b>	<b>Project</b>	<b>Progress/Outcome</b>
ACT Council of P&C Organisations	Through a series of workshops for parents, students, carers (and teachers) the project will develop better educational and career outcomes for ACT students and particularly for those in difficult family or personal situations to improve partnerships between parents, students, carers and schools.	Project manager appointed.  Initial workshops planned and some held.  Strong community response.  On-going.
Northside Community Service	The Risky Business Program is a structured six - eight week program aimed at increasing the coping mechanisms of young people while they are navigating change. It does this by providing a series of targeted workshops and activities which increase an individual's awareness of their own instincts, triggers and reactions to change. This in turn will strengthen a young person's ability to manage their own behaviour and emotions during periods of transition.	Project manager appointed to develop resources and planning.  Initial workshops held with focus group.  Strong response from schools.  On-going.
Woden Community Service – Rock the 'Bundah'	Students will undertake practical event management activities prior to coordinating a live music event in the South Canberra region in partnership with Canberra and Narrabundah Colleges. This project will engage young people who are risk of disengaging from education in years 11 and 12. It will provide students with the opportunity to complete an R unit with practical experience in putting on a live music and performance event for their peers and families. The Boomanulla Aboriginal Corporation in Narrabundah will be engaged to host the event and engage young Aboriginal people in the program.	Initial planning done.  Discussions held with RTO to deliver additional competencies in musical production.  On-going.

<p>Volunteering ACT – SPICE Up</p>	<p>At-risk students referred by their school to the Students Participating in Community Enterprise (SPICE) program will be assigned a mentor who will provide one-on-one assistance with:</p> <ul style="list-style-type: none"> <li>• general literacy and numeracy skills</li> <li>• literacy and numeracy skills specific to the student’s occupation/industry of interest</li> <li>• career planning, depending on the student’s goals and related educational requirements</li> <li>• acquisition of e-learning knowledge and skills to foster capability for independent learning.</li> </ul> <p>Mentors will receive training by Volunteering ACT staff with tertiary qualifications in education, career development and management, supplemented by experienced members of MentorsACT!</p>	<p>Training sessions run.</p> <p>Information sessions run.</p> <p>Gathering referrals.</p> <p>Match ups being processed.</p> <p>On-going.</p>
<p>Mentors ACT! (auspiced under Volunteers ACT)</p>	<p>This project aims to increase the number of mentors in the ACT who are involved in effective mentoring programs with ACT young people. This will be achieved through the development of generic promotional materials and a website to facilitate the involvement of many more adults in the role of significant other for local youth. Professional learning will be provided for potential mentors and for existing mentors to support their involvement and ensure that they feel valued and appreciated.</p>	<p>Training sessions run.</p> <p>Information sessions run.</p> <p>Gathering information for publication and dispersal.</p> <p>Database of mentors underway.</p> <p>On-going.</p>
<p>RSPCA - CRADLE</p>	<p>This program focuses on the connection between people and animals. Equipping participants with improved social skills and a sense of responsibility for the care</p>	<p>Proving very popular with waiting lists generated.</p> <p>All positions taken up.</p>

	and welfare of others. It offers participants skills and experience which may be of benefit to them in seeking employment and offers an alternative approach to learning. Working directly with animals can address the challenging health and welfare problems associated with disengaged youth and provide a proactive and preventative approach for youth at risk.	Close to 100% attendance.  On-going.
Tjabal Centre, ANU	The aim of this project is to expose Indigenous high school students to university by running an annual event called "a day in the life of a university student" which would highlight the positive aspects of studying at university. It is intended that parents and carers will be involved.	30 students attended as well as their parents and carers. <i>"This was such a positive event that the ANU is looking at continuing the program with students in the ACT and regional NSW. We will look at extending the program for two days with students staying overnight in university accommodation."</i>
<b>Total Funding</b>	<b>\$324,780</b>	

*University of Queensland Research: Flexible learning options/centres in the ACT project*

Dr Glenda Macgregor & Professor Martin Mills

The research is intended to provide the ACT Education and Training Directorate with an indication of the types of alternative pathways available to young people who have rejected "mainstream" schooling. The focus has been on these sites where a "meaningful" education is offered and there is an opportunity for young people to obtain a year 10 or senior qualification. The research is well underway and the majority of data have been collected for this project. We have received widespread support for this research from all participants.

*Surveys*

Surveys have been completed with schools, young people in alternative education, and workers in alternative education sites. Surveys were to be completed with young people not in education or employment. However, there was a very low participation rate for this survey, the lack of "drop-in centres" in the ACT made it difficult to locate these young people. The survey data are currently being analysed.

*Interviews*

Interviews have been conducted with the youth sector and with senior policy officers. These interviews are currently being transcribed ready for analysis.

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## Case studies

Case studies have been completed at five diverse sites: CIT Vocational College Access 10, Youth Connections (Anglicare), Galilee, Canberra College Cares (CCCare), the Big Picture (Canberra College), and Gudan Gulwan. As part of the visit to case study sites, interviews were conducted with young people and workers. Interviews are currently being transcribed. Whilst the case study sites have been very welcoming and supportive, we have received some resistance to participation. This resistance seems to have stemmed from some historical tensions between sectors. However, the case study sites investigated provide an in-depth view of the types of alternative education provision in the ACT.

## Timeline

The intended submission date for the final report will be in August 2012.

## **Indigenous Reporting**

### **ACT Systemic Catholic Schools**

As a group, the four systemic Catholic colleges have had a 92% apparent retention rate of Indigenous students from year 9 to year 12. Over the period **2009-2012**, of the original **cohort of 12** students in year 9 in 2009, 11 completed year 12. Fluctuations occurred each year, with an additional two students arriving into year 10 in 2010, but with four fewer students beginning year 11 in 2011. By the beginning of year 12, one extra student arrived.

### **ACT Public Schools**

2011 was the first full year of implementation of the Education and Training Directorate's *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013*. The plan provides clear direction for closing the learning and achievement gap between Aboriginal and Torres Strait Islander students and other students.

In 2011, 131 students participated in the Aspirations Program. This program supports Aboriginal and Torres Strait Islander students to reach their potential through successful completion of secondary school and progression to higher education, training and employment options. A transition support officer was also appointed to support the successful transition of Aboriginal and Torres Strait Islander students.

Seven Aboriginal and Torres Strait Islander Education Officers and four Aboriginal and Torres Strait Islander Education Workers continued to support students and their families in high schools and primary schools. Koori Preschool is offered at five sites across the ACT. The Koori Preschool Program provides an early childhood education program for Aboriginal and Torres Strait Islander children aged 3-5 years.

In 2011 the Directorate commenced cultural competency training for all staff. Cultural competency training aims to build cultural awareness in staff enabling them to better understand and respond to Aboriginal and Torres Strait Islander communities in the ACT. A total of 105 principals, deputies and school executives participated in workshops and discussions about how to develop whole school approaches to improving outcomes for Aboriginal and Torres Strait Islander students.

In 2011, a total of \$150 000 was provided to 31 Focus Schools to support local activities around key actions in the national Aboriginal and Torres Strait Islander Education Action Plan 2010-2014. These schools are the primary schools with the highest Aboriginal and Torres Strait Islander student enrolments.

In 2011 closer collaboration with school networks has resulted in each network establishing a priority for action in schools. The following provides detail of the priority for each school network:

- North Canberra/Gungahlin – support for Aboriginal and Torres Strait Islander students at key transition points in their schooling, including year 6 to year 7, year 10 to year 11 and year 12 to further education, training or employment options
- Belconnen – curriculum, including how to incorporate Aboriginal and Torres Strait Islander content and perspectives in the English curriculum to improve literacy outcomes of Aboriginal and Torres Strait Islander students
- Tuggeranong – attendance, including an examination of the factors that contribute to sustained school attendance and participation in the life of the school
- South Canberra/Weston – vocational education and student pathways including a focus on Pathways Planning and Personalised Learning Strategies for Aboriginal and Torres Strait Islander students.

A refreshed Reconciliation Action Plan (RAP) is currently being finalised in collaboration with Reconciliation Australia. This RAP covers the period July 2011 to June 2013 and builds on achievements from the 2010-2011 RAP.

In 2012, 11 Aboriginal and Torres Strait Islander students in years 11 and 12 who wish to progress to university to pursue a teaching career are receiving scholarships of \$5000 each. Three Aboriginal and Torres Strait Islander students who are undergoing teacher training at the University of Canberra in 2012 are receiving scholarships of \$10 000 each per year to assist with their studies.

In March 2012 \$145,000 was allocated to public high schools and colleges to enable the provision of specific tutorial assistance for Aboriginal and Torres Strait Islander students based on individual need.

In 2012-2013 work on the development and implementation of Personalised Learning Strategies for Aboriginal and Torres Strait Islander students will be completed. Professional learning will be provided for staff to assist with the implementation of the strategies. The strategies will include individual targets and support mechanisms for improved literacy and numeracy for students at or below NAPLAN national minimum standards in reading, writing and numeracy.

The Directorate is enhancing its data collection to enable tracking and monitoring of performance progress and achievement of Aboriginal and Torres Strait Islander students. More efficient use of data will enable schools to develop targeted strategies to support students.

## **The Compact with Young Australians**

The Canberra Institute of Technology (CIT) has guaranteed entry for young people up to 24 years of age but this does not necessarily allow them into the program of choice. Currently CIT offers access to a wide range of programs from Certificates 1 and 11, 111 and IV through to Advanced Diplomas and Associate Degree/Degree programs.

While many young people feature heavily in traineeships and apprenticeships, many are doing standalone Certificate IV and Diploma courses. Flexible delivery is a hallmark of CIT; part-time and full-time day and night classes are available to students across many programs, resulting in a significant number of students studying while working.

Some students are enrolled at CIT while also completing year 10 or year 12 at school. CIT does not seek to compete with schools for years 10 or 12 and fully supports the retention aims of the ACT school system and ACT Youth Commitment.

CIT alternative programs were originally aimed at adults returning to complete years 10 or 12. However there has been a greater move to CIT as year 10, 11 and 12 students make use of alternative school options for under 18 year olds. CIT aims to effectively support young people attending the institute; Access 10 and year 12 courses have teams of Student Advisors specifically to assist the students in these programs, and the general CIT Student Support staff and facilities are also used to good effect.

There is an advantage in having campuses across the ACT located close to bus interchanges. Students may access facilities at any CIT Campus including computer labs and library services, from Tuggeranong to Gungahlin. Similarly some people use location and/or flexibility of courses to decide what they may study. In the ACT such considerations can be important for young people reliant on public transport.

The following table shows figures for students doing years 10 and 12 at CIT.

<b>Program</b>	<b>Age Breakdown</b>	<b>Age Breakdown</b>	<b>Total Student Numbers</b>
Access 10 (based on 2011 data)	70% under 17 years	30% over 17 years	120 over full year
Year 12	20% under 18 years	85% under 24 years	250

Number of students by age group enrolled at CIT in 2011.

<b>Student Age</b>	<b>Number of Students</b>
Total number of students	22,981
24 and under	9,696
17 and under	1,222
16 and under	594
Total number of Indigenous students	507
Indigenous students 24 and under	261
Indigenous students 17 and under	67
Indigenous students 16 and under	37

CIT is taking a whole of institute approach to addressing the ACT Youth Commitment; implementing policies and procedures to ensure they cover the latest national agreements and legislations, including those pertaining to closing the gap for Aboriginal and Torres Strait Islander students.

CIT, together with other agencies, is working with the Education and Training Directorate to establish how best to collect the data required to report effectively on students aged 17 and under. Changes to policy will enable data to be collected and reported to the Directorate regarding students with Exemption Certificates, Approval Statements and those who appear on the Student Transfer Register but are not found within the ACT school system.

**Challenges include the increasing number of young people with a disability or behaviour issues being referred to CIT, which present funding implications for addressing the need for duty of care, reasonable adjustment and student management requirements.**

**Another challenge is determining and developing reporting mechanisms with the Directorate for young people under 17 who are enrolled at CIT. This is an important process to get right if the ACT is to seriously deliver on the goals and objectives of the ACT Youth Commitment. It is essential that processes are in place that support and encourage young peoples' engagement, rather than measures that are excessively bureaucratic and adversarial.**

**Work is underway to streamline the Approval Statement application process. Currently, the Approval Statement application pack is 27 pages long, which is quite daunting for many people and the actual application doesn't start until page 19. The document is also not interactive which means people have to print the document and complete a hardcopy which then needs to be submitted by fax, post or in person. An interactive document that can be saved could be emailed thereby streamlining the process.**

**A part of the Approval Statement process is the completion and submission of a Pathways Plan or similar. The majority of applicants have either not submitted their Plan or have furnished very superficial details which demonstrates limited engagement with Pathways Planning.**

Reporting mechanisms require changes to address privacy and permission issues. Policy and procedures are being investigated regarding what, when and how information can be shared between agencies.

### **Exemption Certificates**

The grounds for issuing an Exemption Certificate are based on five categories as defined in the *Education Act 2004*:

- health considerations
- educational considerations
- sense of racial, ethnic, religious or cultural identity
- development
- Exemption Certificate beneficial to the child.

The table below represents activity with regards to applications and approvals for Exemption Certificates received and processed by the Directorate to 16 May 2012:

Calendar Year	Applications received	Applications pending decision	Certificates issued Total	Certificates issued Currently in effect	Certificates issued Expired	Applications declined Total	Applications declined Invalid applications	Applications declined Withdrawn applications	Applications declined Refused applications	Applications declined Applications no longer being considered
2010	44	0	26	0	26	18	7	4	1	6
2011	36	0	28	5	23	8	5	0	0	3
2012	48	8	33	30	3	7	7	0	0	0
<b>Totals</b>	128	8	87	35						

### Post Year 10 Alternative

On completion of year 10, if a young person wishes to leave school they must apply to the ACT Education and Training Directorate for an Approval Statement to engage in further education, training or employment, or a combination of these. The table below represents activity with regards to Approval Statements received and processed by the Directorate to 16 May 2012:

Approval Statements	Applications received	Applications pending decision	Statements issued	Applications declined
2010	13	0	12 expired	1 (withdrawn)
2011	143	13	44 still in effect 60 expired	18 (withdrawn) 8 (referred)
2012	44	7	34	3 ASBA students incorrectly applied for AS

### Cumulative Progress and Impact under the YAT NP

The ACT Youth Commitment Steering Group (Steering Group), chaired by the Executive Director, Learning, Teaching and Student Engagement, Education and Training Directorate (ETD), is leading the ongoing development and implementation of the ACT Youth Commitment. The Re-engaging Youth Leadership Group is one of four groups that report to the Steering Group and is co-chaired by the Director of Youth Services,

Community Services Directorate (CSD) and the Director, Aboriginal and Torres Strait Islander Education and Student Engagement, ETD. The engagement of at risk young people is a priority for both directorates.

The ACT Youth Coalition is a member of both the Steering Group and the Re-engaging Youth Leadership Group. The Re-engaging Youth Leadership Group has established four Re-engaging Youth Network Boards. The Re-engaging Youth Network Boards were officially launched by Dr Chris Bourke, ACT Minister for Education and Training on 28 May 2012.

The Boards have been established to provide a greater level of cooperation and collaboration across all providers and agencies to support young people who are disengaged, or at risk of disengaging, from education or training. These strategies will assist schools and providers to better meet the needs of young people in their region.

Each Board is responsible for developing their own action strategy that responds to the needs of their local community. The strategies and action plans for marginalised or disengaged young people align to the ACT Youth Commitment objectives:

- ensure that no young person is lost from education, training or employment
- establish a shared responsibility between stakeholders who serve young people including government/non-government schools, Canberra Institute of Technology, registered training organisations, community organisations, employers, parents, related government (Australian and ACT) and non-government agencies
- enhance the ACT's significant record of excellence in educational achievement
- work to make the transition through education and on to further education and training and/or employment a positive experience for each young person.

In November 2011 Julian Barrington-Smith, Director, Good Guys Tuggeranong and Deputy Chair, ACT Chamber of Commerce and Industry, was appointed as the Chairperson of the Tuggeranong Board. This Board met for the first time on 9 February 2012.

Mr Chris Taylor, Area General Manager, Telstra Countrywide was appointed Chair of the Belconnen Board; Mr John McGrath, Dealer Principal, John McGrath Auto Group was appointed Chair of the South/Weston Board; and Ms Kathy Kostyrko, Director, Public Sector, HAYS Recruiting experts worldwide was appointed Chair of the North/Gungahlin Board. These Boards met for the first time after the official launch on 28 May 2012.

The establishment of four Re-engaging Youth Network Boards, with the Chair of each being a prominent member of the business sector, is affirmation of the strong relationship between education and training and business and industry in the ACT, and the collective commitment to ensuring tight safety nets for those at risk, and effective institutions and processes are in place.

### **Catholic Education Office**

The four systemic Catholic colleges are signatories to the ACT Youth Commitment in response to the Youth Attainment and Transitions National Partnership, together with schools from the independent and public sectors. The systemic Catholic colleges have implemented the Pathways Planning process as part of their commitment to track students throughout their schooling and to provide them with a viable and appropriate plan for their learning pathways. Moreover, through the Catholic Education Office (CEO), they continue to regularly provide data on student movements between schools and other organisations for inclusion on the

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Student Transfer Register. Other initiatives of the colleges include cross-sectoral planning for the Australian Curriculum and the establishment of the Canberra Region Pathways Trade Training Centre program in conjunction with the Canberra Institute of Technology. Each college has also made a commitment to up-skilling their Careers Advisers by supporting teachers in obtaining Certificate IV in Career Development as part of the National Career Development Strategy. A representative of the CEO is on the Project Board for the development and implementation of the CaT Framework.

These initiatives have had a significant impact on, and have meant increased visibility for, vocational education, careers counselling and the provision of multiple pathways for Catholic sector students in the 15-19 age group as they move from the compulsory years of schooling to combinations of further education, training and employment.

### **Association of Independent Schools ACT**

The Association of Independent Schools (AIS) ACT is an active member of the ACT Youth Commitment, and represents the views of independent schools on the ACT Youth Commitment Steering Group. Sixteen of the 17 independent schools in the ACT took the decision to sign the Statement of Commitment to work together in developing and implementing the ACT Youth Commitment, and the three segments: supporting a pathways planning process in schools, ensuring that students are not 'lost' to education through the use of the Student Transfer Register, and actively promoting the Youth Commitment within their communities.

The Commonwealth's Earn or Learn agenda required states and territories to implement appropriate measures to support compulsory education and participation, and more broadly, the Youth Attainment and Transitions National Partnership. In the ACT amendments the *Education Act 2004* were implemented in January 2010 that require young people to remain in education until achieving year 10 and then participate full-time in education, training or employment until completing year 12 or equivalent, or reaching age 17, whichever occurs first.

The ACT Youth Commitment was introduced as a major strategy to support the amendments to the *Education Act*. The ACT Youth Commitment consists of three initiatives designed to complement one another: the implementation of Pathways Planning, enhancements to the Student Transfer Register, and the implementation of the ACT Career and Transition Framework.

The Pathways Planning initiative was announced by the ACT Government through media releases, flyers and letters to parents and carers. Two years on, the impact is difficult to measure; Pathways Planning is not yet fully embedded but as resourcing and support for the implementation of Pathways Planning continues, understanding and appreciation of the initiative becomes more widespread. Scepticism of what was seen as an initiative imposed in a top down fashion is now gaining general acceptance from the ground up as the benefits are being seen. A strong foundation is building that will ensure sustainability and the ongoing use of Pathways Planning.

The initiative to improve processes for tracking the transfer and movement of young people under 17 in the ACT and enhance the Student Transfer Register connects with Pathways Planning and the commitment to track students throughout their schooling and to provide them with a viable and appropriate plan for their learning pathways. As links between Pathways Planning, career development and the Australian Curriculum are strengthened, Pathways Planning will become more widely adopted.

Implementation of the CaT Framework (website) as a repository for Pathways Plans and an enabler for connecting stakeholders who support young people in decision making and navigating a pathway to further education, training or employment, will further complement the two initiatives outlined above. Communities such as the four Re-engaging Youth Network Boards will collaborate and share their collective experiences and observations within the CaT Framework.

The aim to increase the quality and quantity of SWL placements is on track and the suite of Alternative Education Programs on offer is benefitting young people who are disengaged or at risk of disengaging from their education.

Whilst strong evidence of the overall progress and impact of the three ACT Youth Commitment initiatives under the YAT NP is slow to emerge, the Directorate is certain that their combined impact will have a positive effect on youth attainment and transitions, and this will continue to build and strengthen over the long term as each initiative complements the other and becomes embedded in day to day practice.

In addition, development of the Student Engagement Framework through coordination of preventative and responsive strategies that promote engagement of students in their schooling will create greater cohesion across the ACT system.

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## ANNEXURE 1 A – Youth Connections - ACT

### National Summary

Now in its third year of operation Youth Connections is established and performing well.

Some key achievements over the past two years:

- Youth Connections providers are engaging young people from disadvantaged backgrounds. 39% of Individual Support Services participants are in the most disadvantage Socio-Economic Indexes for Areas quintile compared to 13% of the total population.
- The subjective wellbeing of young people receiving Individual Support Services improved during their time in the program.
- Early findings from the evaluation of the Youth Attainment and Transitions National Partnership (undertaken by dandolopartners) are positive - Youth Connections is performing as intended. The evaluation highlighted areas for DEEWR attention and program refinement.
- The flexibility of the model and the focus on disadvantaged groups has attracted additional funding for both the program and more importantly to provider organisations:
  - An additional \$1.4 million for Youth Connections in the 2011-12 Budget to better support teenage parents in 10 locations
  - Three Youth Connections providers have been contracted to deliver the \$3.5 million Youth Connections/Reducing Substance Abuse Pilot Projects for two years (2011-2012)
  - The network of Youth Connections providers in Victoria is being used for 'Springboard' a new Victorian Government program to support young people in residential out-of-home care (\$16.9 million over four years).

### **Individual Support Services**

Under '*Individual Support Services*', Youth Connections providers delivered 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.

In the first two years of operation, Youth Connections provided Individual Support Services to 38,102 young people. 22,574 (59%) young people 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 6,828 (18%) were assessed as making significant progress in addressing their barriers to full engagement in education. Individual Support Services appeared to help young people to re-engage in education and training.

Youth Connections service providers apply the *Personal Wellbeing Index – School Children* to assess the Subjective Wellbeing of Individual Support Service recipients. The survey is completed at entry and exit. 7,779 participants completed the survey. A significant 5.86 percentage point increase in Subjective Wellbeing was observed from when the participant entered the program compared to when they exited the program<sup>13</sup>. This is a very positive result and suggests that the Youth Connections program is having a substantial and positive impact on the personal wellbeing of many young people who have completed the program, at least in the short term. These data also suggests a considerable reduction in the proportion of young people who are likely to be depressed or at high-risk for depression after participating in Youth Connections.

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<sup>13</sup> Survey results are analysed by RMIT University.

While Youth Connections is performing well, supporting the needs of Youth Connections participants is a complex and resource-intensive challenge for providers. Demand for Individual Support Services outstrips program capacity, and some providers are unable to take on all referrals.

### **Outreach and Re-engagement Activities**

Under '*Outreach and Re-engagement Activities*', Youth Connections providers offer proactive, youth focused re-engagement activities and outreach services. Outreach and Re-engagement Activities 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. 10,607 activities were held to find and connect with at-risk young people, with providers linking with 276,982 young people through these activities.

Early findings from the Youth Attainment and Transitions National Partnership evaluation show that Outreach and Re-engagement Activities services began slowly, but are making inroads towards targeted outcomes. Improving provider understanding and performance has been, and will continue to be, a focus for DEEWR.

### **Strengthening Services in the Region Activities**

Under '*Strengthening Services in the Region Activities*', Youth Connections providers work to build capacity and strengthen services for young people at risk and ensure that providers of other services in a region are connected. Providers undertook a range of initiatives to strengthen services in the region, with 5,386 activities held.

Like Outreach and Re-Engagement Activities, Strengthening Services in the Region Activities was a less familiar service delivery component for service providers than Individual Support Services. Early findings from the dandolo evaluation confirm that objectives and roles for Strengthening Services in the Region Activities do not appear to be consistently understood by providers. While providers have been reporting effort, it appears their understanding and capacity in this area is not strong. Some of their 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.

DEEWR took steps early in the life of the program to address these issues, through revised guidelines, provider newsletters and proactive contract management. Improved provider understanding and performance against this element has been, and will continue to be, a focus for DEEWR in 2012.

### **Indigenous youth and humanitarian refugees**

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.

In the first two years of operation 6,803 Indigenous young people received Individual Support Services, and 30% of outreach activities included an Indigenous focus. The program continued to effectively engage Indigenous young people, who annually represented 19% of the caseload in 2011 - a small increase from 2010 (18%). While the rate of Indigenous young people achieving final outcomes is lower than for non-Indigenous (approximately 10% lower), 3,306 (46%) Indigenous young people achieved a final outcome in the program, and a further 1,498 (22%) made progress in addressing their barriers to engagement.

For humanitarian refugee participants the program was slower to deliver support and achieve outcomes, however improvements were apparent in 2011. This was a focus area for DEEWR during 2011 and providers

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received information, data and advice on how to better engage this group. DEEWR worked closely with the Department of Immigration and Citizenship, as well as consulting with state and territory governments on the revised data. Nationally, 160 humanitarian refugees received Individual Support Services from Youth Connections providers in 2010, this number more than doubled in 2011 to 340.

### **Provider networks**

DEEWR continues to work closely with the state and national Youth Connections provider networks, which are an important forum to engage key stakeholders and improve program delivery and outcomes.

The national Youth Connections provider network priorities for 2012 are:

- Create a greater awareness of the Youth Connections program with key stakeholders
- Undertake a project under Strengthening Services to improve access and support for young people in youth justice
- Provide input into the findings of the Youth Attainment and Transitions National Partnership Evaluation and the Schools Funding Review
- Continue to develop the program with an emphasis on improving Outreach and Re-engagement and Strengthening Services in the Region Activities.

### **YAT conference**

A highlight in 2011 was the Youth Attainment and Transitions National Partnership Conference sponsored by DEEWR. The Youth Attainment and Transitions National Networks hosted the Conference on 29-30 November in Sydney. The conference theme was “Achievement through Collaboration” and this was promoted through inspiring and motivational speakers and breakout sessions. All Youth Connections and Partnership Broker providers had the opportunity to send a representative and over 550 people attended the conference.

### **Youth Attainment and Transitions remote service providers’ forum**

The Youth Attainment and Transitions National Network also hosted the Remote Service Providers Forum on 23-25 August in Alice Springs sponsored by DEEWR. Youth Connections and Partnership Brokers representatives from 25 regions attended the forum. The theme of the forum was “Conversations, Connections and Community: Supporting positive pathways for young people in remote Australia”. The forum enabled providers working a remote environment to share best practice models and attend workshops tailored for remote service delivery and supporting Indigenous youth.

### **New website with case studies**

Youth Connections case studies have been developed to strengthen provider understanding, to showcase the Youth Connections program and to demonstrate effective practice. A number of case studies across the three service elements of the Youth Connections program are available on the new [Youth Attainment and Transitions website](#), launched in 2011.

### **2011 DEEWR focus areas**

At the beginning of 2011, DEEWR identified a number of areas to improve program and provider performance. Throughout 2011 DEEWR supported providers through: updating the program guidelines; additional case management support around the focus areas; bulletins to providers containing advice; meetings with provider networks; publishing good practice case studies and remapping the humanitarian refugee flagged regions.

### **2012 DEEWR focus areas**

- Continued promotion of the program beyond existing service networks
- Improved provider understanding and performance against ‘Outreach and

Re-engagement Activities’ and ‘Strengthening Services in the Region Activities’

- Ongoing strengthening and development of the program
- Continued focus on improving outcomes for Indigenous and humanitarian refugee participants.

## **Australian Capital Territory Summary**

### **Context**

In the ACT, the Youth Connections program is targeted to young people aged 12 to 18. There is one Youth Attainment and Transitions (YAT) service region in the ACT and the Youth Connections program is delivered by one organisation with four subcontractors. Youth Connections services are provided through five hub locations across the ACT in Civic, Belconnen, Gungahlin, Woden and Tuggeranong.

A new ACT Government’s Youth and Family Services suite became operational from March 2012 to provide increased support to young people, children and their families and young people who are homeless or facing housing issues. These services have been funded by the ACT Government, Community Services Directorate (CSD), Office for Children, Youth and Family Services (OCYFS) and the Office for Housing and Community. This change has had an impact on the operating environment of the Youth Connections provider.

### **Program Status**

In the first two years of operation in the ACT, Youth Connections provided individual support services to 498 young people. 402 (81%) 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 50 (10%) were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 79 Outreach and Re-engagement activities were held to find and connect with at-risk young people, with providers linking with 2,919 young people through these activities. In this period, the provider undertook a range of initiatives to strengthen services in the region, with 80 activities being held.

In the Australian Capital Territory 59 (12%) of young people in the program were identified as Indigenous Australians. 39 (66%) Indigenous young people achieved a final outcome, and a further 10 (17%) were assessed as making significant progress in addressing their barriers.

The ongoing support from ACT Education and Training Directorate (ACT ETD) to Youth Connections created a strong platform for entry and collaborative partnerships with most schools in the ACT. The Youth Connections provider developed a referral pack, which was distributed to all ACT ETD high schools and primary schools, targeting Welfare Teachers, Principals, Youth Support Workers, Counsellors and Pastoral Care Coordinators. The referral pack was developed in conjunction with the ACT Education and Training Directorate and provided a structured referral pathway flow chart for both case management and group work. The pack has been very successful in promoting Youth Connections and gaining trust and additional referrals from ACT schools.

One of the key elements of the Youth Connections in ACT service model is the group work that each of the Hub Services conduct. Both in school settings and the community, group work facilitation is run to promote resilience, self-esteem and provide additional training opportunities to enhance career prospects. These groups include:

- OH&S White Card
- Choppers Program
- Art programs
- Pride Painters
- Young men’s mentoring program in partnership with the Gungahlin Men’s group
- Young carers’ support groups

- 
- Social and sporting activities at the Yerrabi skate park to engage young people disengaged from the education system
  - Horizons program
  - A Bimberi transition program for young people.

### **Challenges**

In the ACT, the recruitment and retention of suitable and qualified staff has been an ongoing challenge. These concerns continue to affect Youth Connections and the wider Canberra Youth and Community Sector. The ACT Government Community Services Directorate tendering process took longer than anticipated and this resulted in staff uncertainty and mobility in the community services sector.

One of the factors that impacted on the Youth Connections service achieving outcomes with young Indigenous Australians and humanitarian refugees was the response of the specialised services that worked with this target group. With the low level of humanitarian services in the outer areas of Canberra such as Tuggeranong, West Belconnen and Gungahlin, many young people used the cultural services in the city centre. The Central Hub has therefore established an ongoing relationship with the service, and the outer areas of Canberra are working to build connections with the humanitarian services.

## Youth Connections program data

### Connection Level definitions

- Connection Level 1: young people who are attached to/attending school/education on a regular basis but who are the most at risk of disengaging from learning and/or disconnecting from school/education
- Connection Level 2a: young people whose attendance record at school/education is poor
- Connection Level 2b: young people who have been continuously disconnected from school/education for longer than three months

**Table 1: Participant Status**

Participant Status	ACT	National
Receiving Individual Support Services	37	6125
Receiving Individual Support Services previously and exited	461	31,977
Registered but not yet enrolled for Individual Support Services	57	3769
<b>Total</b>	<b>555</b>	<b>41,871</b>

**Table 2: ACT Contract Levels**

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
<b>ACT (%)</b>	40%	30%	30%

**Table 3: Comparison between ACT and National Participant Numbers**

	Participants Level 1	Participants Level 2a	Participants Level 2b
<b>ACT (No.)</b>	198	190	139
<b>ACT (%)</b>	38%	36%	26%
<b>National (No.)</b>	10,218	13,798	14,794
<b>National (%)</b>	26%	36%	38%

**Table 4: Comparison between ACT and National Participant Outcomes**

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
<b>ACT (No.)</b>	183	174	120
<b>ACT (%)</b>	38%	36%	25%
<b>National (No.)</b>	8255	10,742	11,010
<b>National (%)</b>	28%	36%	37%

Figure 1: ACT – Age of Participants

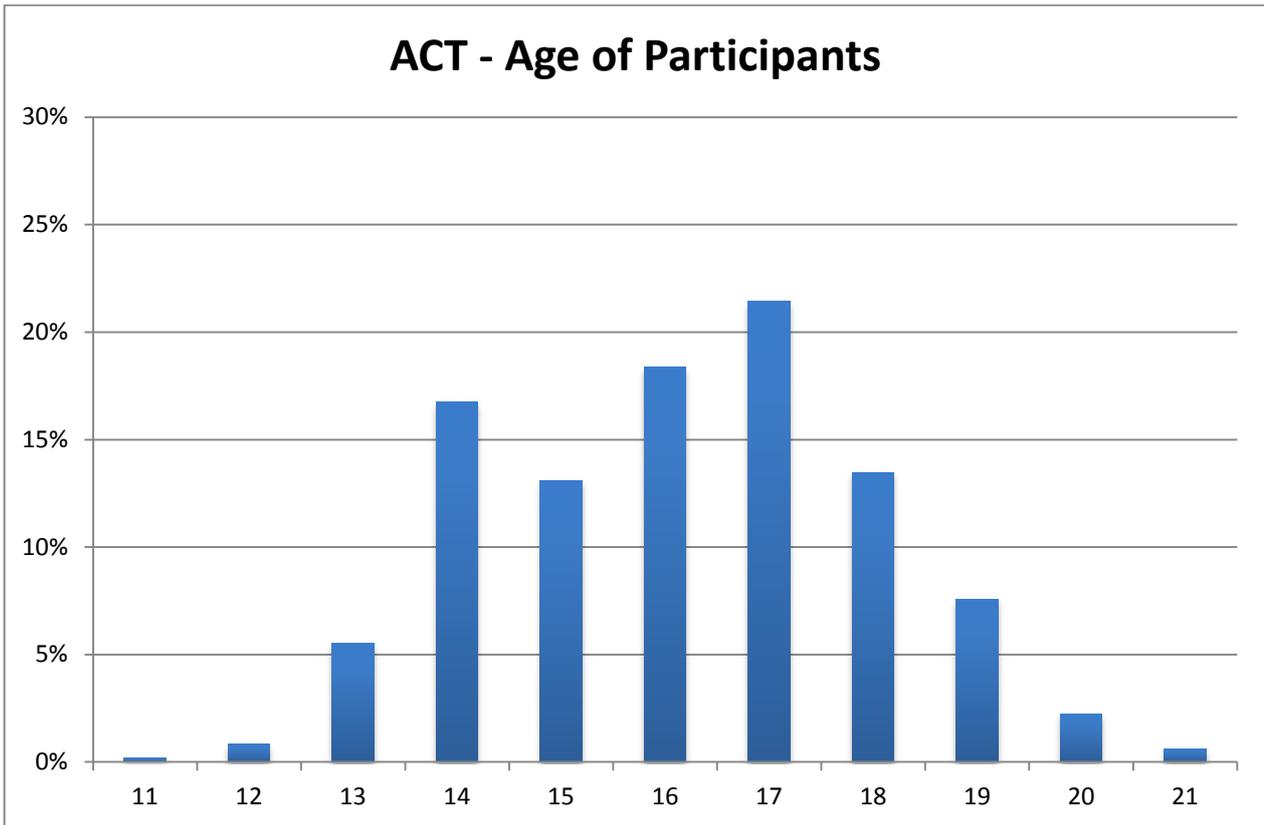
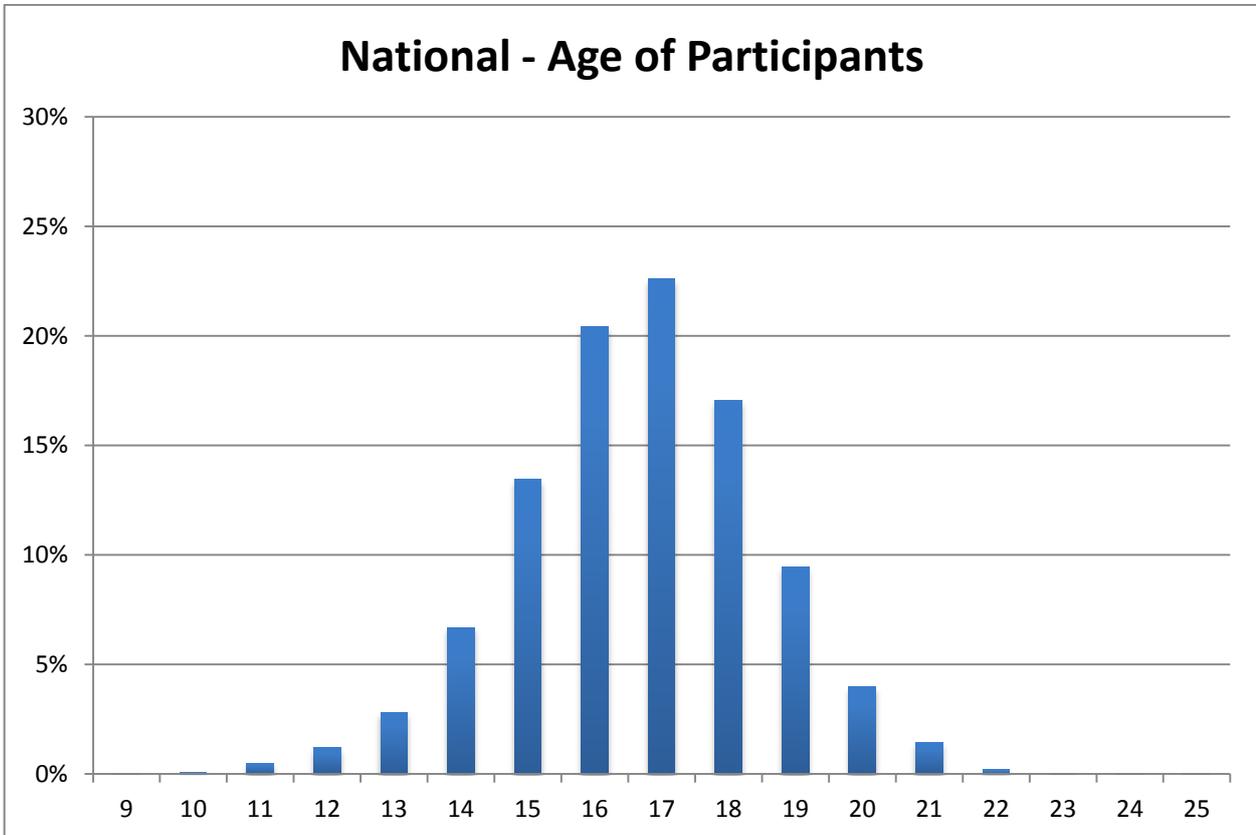


Figure 2: National – Age of Participants



**Table 5: ACT - Age of Participants**

	Level 1	Level 2a	Level 2b	Total	% Total
<b>11</b>	0	1	0	1	0%
<b>12</b>	4	1	0	4	1%
<b>13</b>	14	13	1	27	6%
<b>14</b>	52	36	2	82	17%
<b>15</b>	36	24	5	64	13%
<b>16</b>	36	33	31	90	18%
<b>17</b>	34	45	33	105	21%
<b>18</b>	14	25	31	66	13%
<b>19</b>	4	10	27	37	8%
<b>20</b>	3	1	8	11	2%
<b>21</b>	1	1	1	3	1%

**Table 6: National – Age of Participants**

Age	Level 1	Level 2a	Level 2b	Total	%
<b>7</b>	2	0	0	2	0%
<b>8</b>	1	0	0	1	0%
<b>9</b>	9	0	0	9	0%
<b>10</b>	28	5	1	34	0%
<b>11</b>	156	29	3	186	1%
<b>12</b>	325	113	18	442	1%
<b>13</b>	680	317	80	1044	3%
<b>14</b>	1341	936	293	2482	7%
<b>15</b>	2088	2235	915	5000	13%
<b>16</b>	2447	3500	2078	7579	20%
<b>17</b>	1850	3489	3480	8389	23%
<b>18</b>	889	2047	3683	6324	17%
<b>19</b>	315	829	2474	3508	9%
<b>20</b>	65	212	1225	1473	4%
<b>21</b>	20	64	462	535	1%
<b>22</b>	0	13	63	74	0%
<b>23</b>	0	5	12	16	0%
<b>24</b>	1	1	6	8	0%
<b>25</b>	1	2	1	4	0%
<b>27</b>	0	1	0	1	0%

Figure 3: ACT Age profile by Connection Level

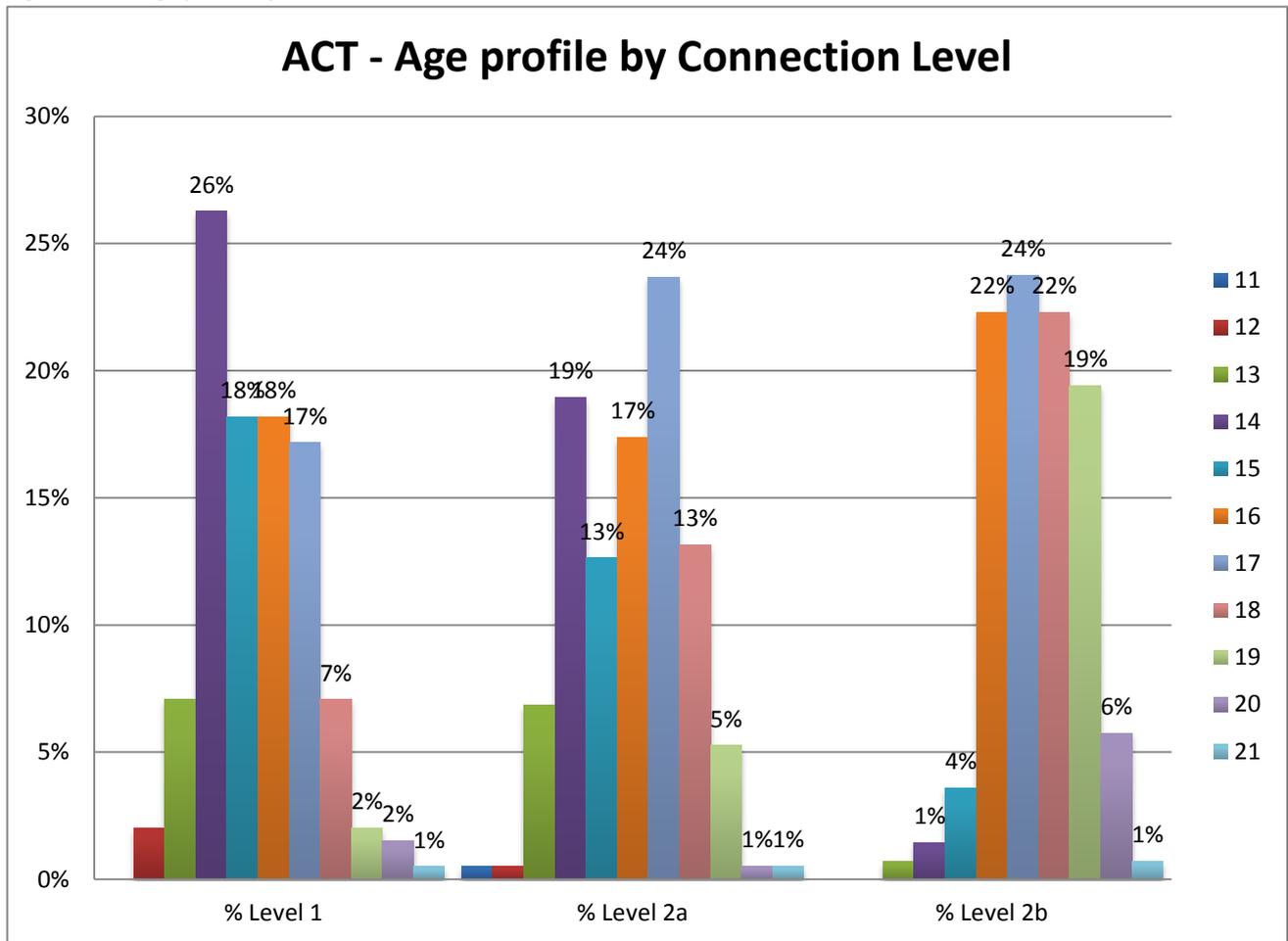


Figure 4: National Age profile by Connection Level

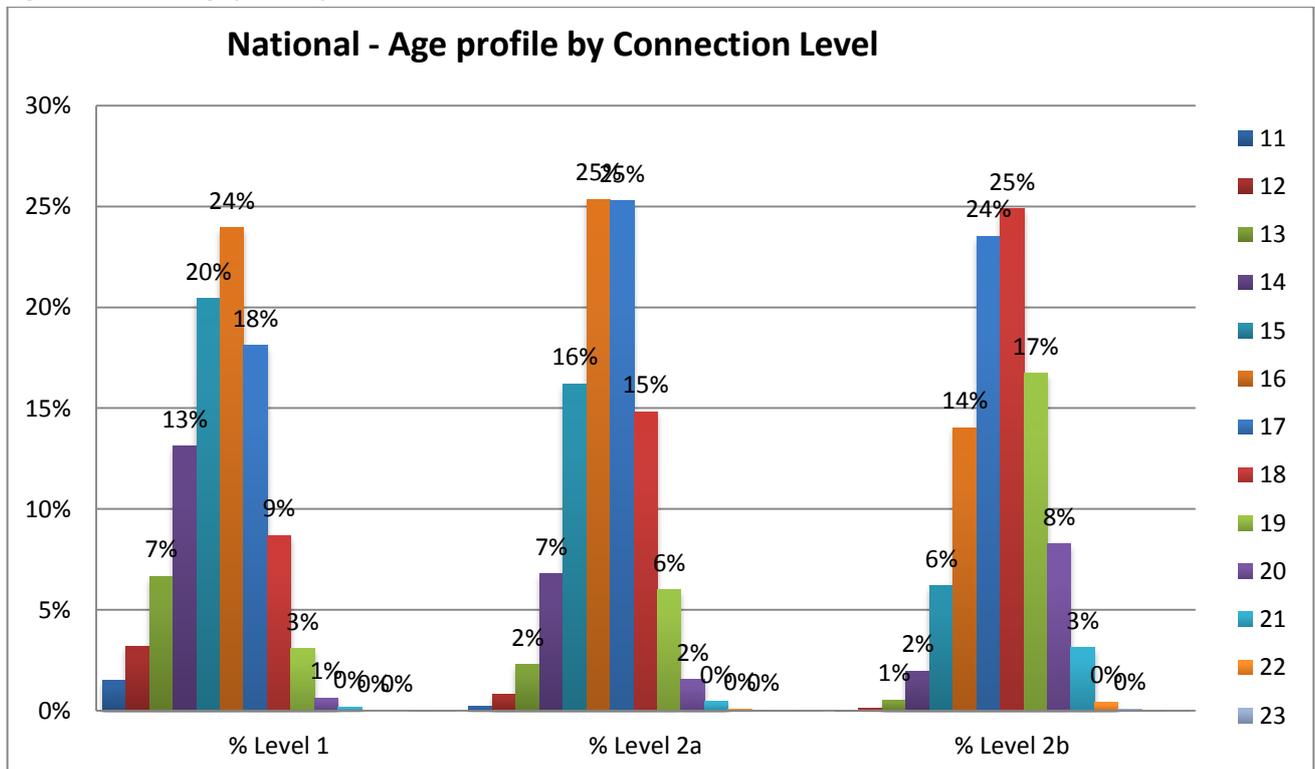


Figure 5: Percentage of Participants who have been identified as having a characteristic

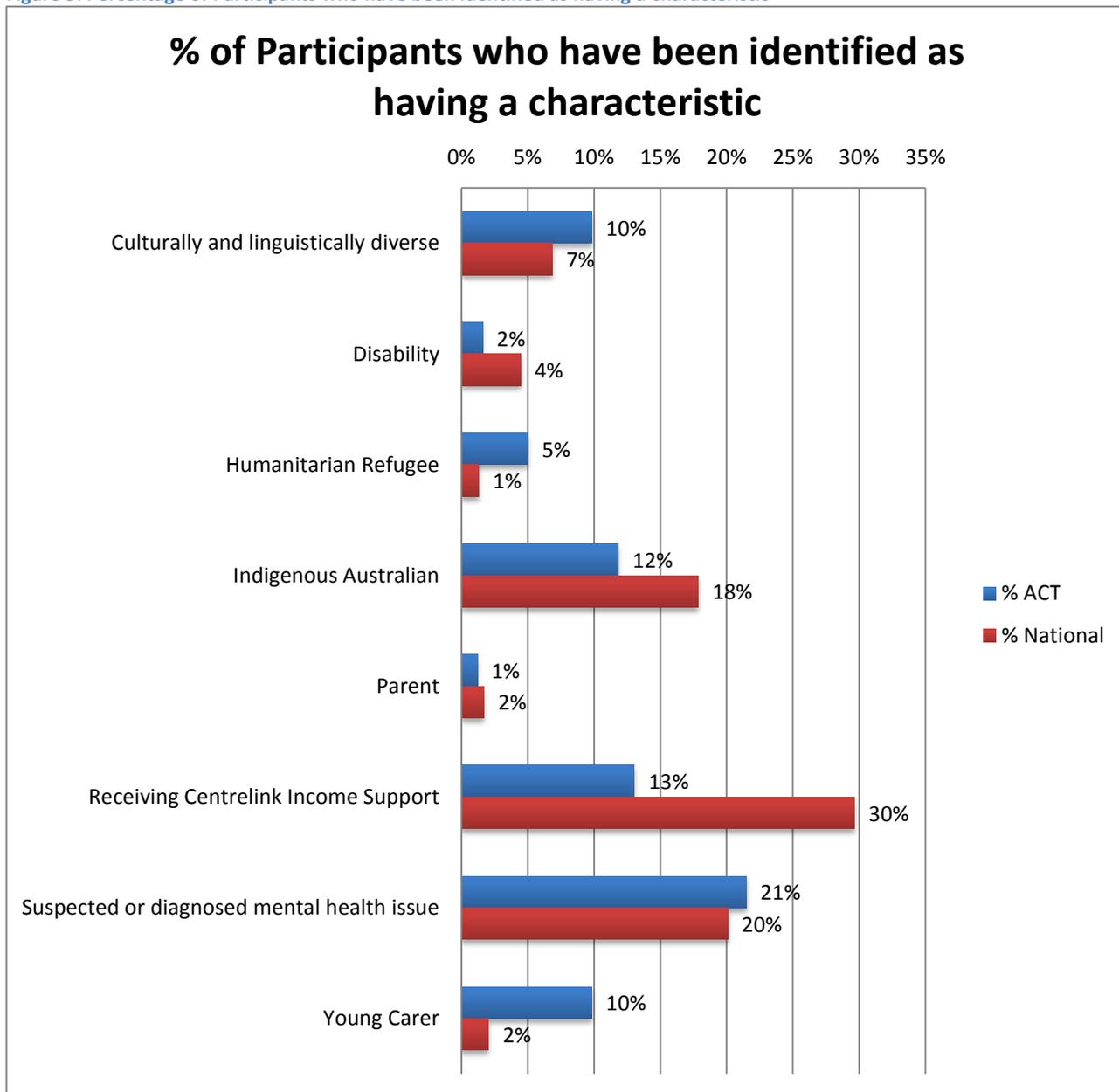
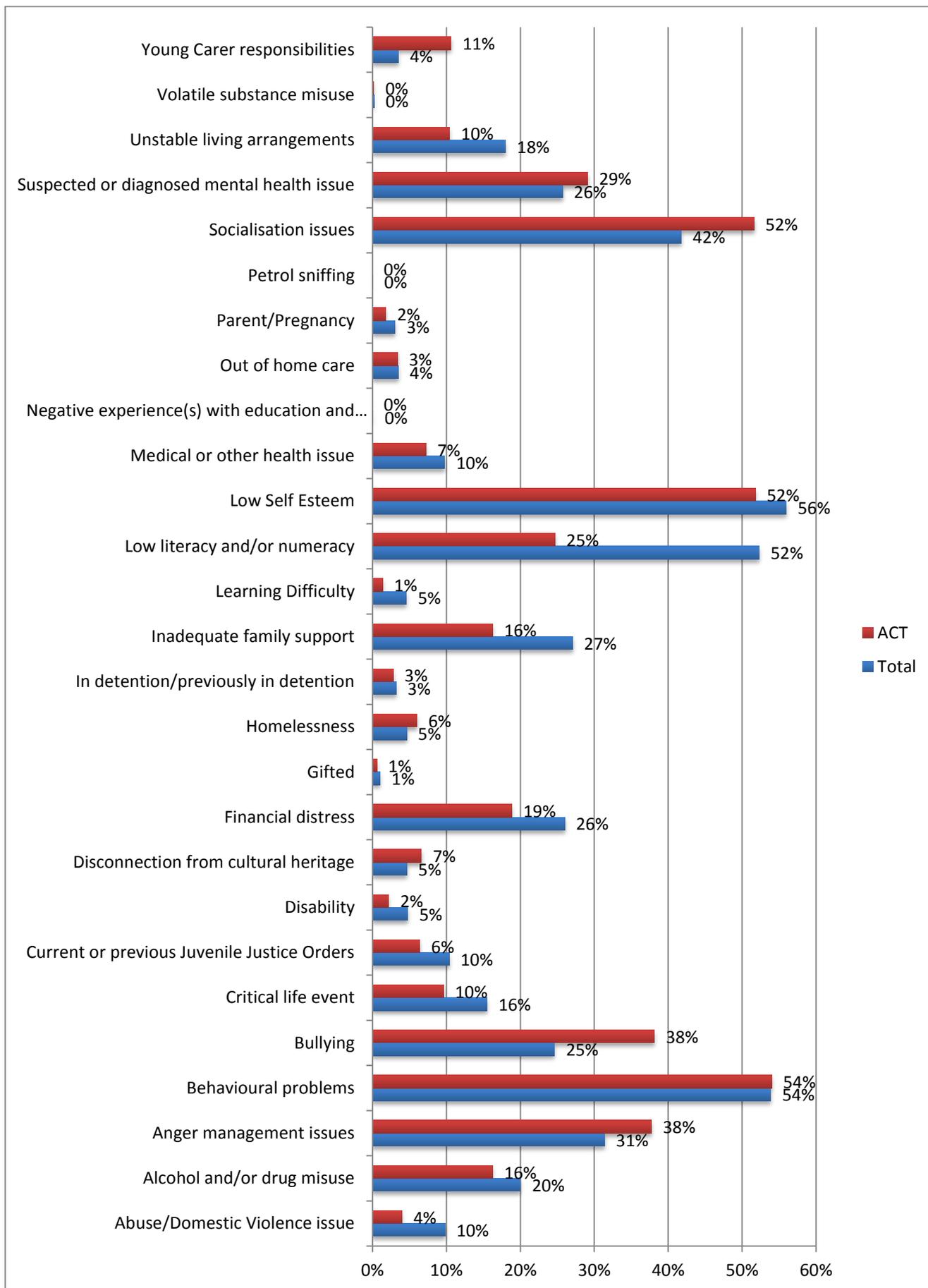


Table 7: Percentage of Participants who have been identified as having a characteristic

	ACT	% ACT	National	% National
Culturally and linguistically diverse	49	10%	2609	7%
Disability	8	2%	1702	4%
Humanitarian Refugee	25	5%	506	1%
Indigenous Australian	59	12%	6803	18%
Parent	6	1%	651	2%
Receiving Centrelink Income Support	65	13%	11,299	30%
Suspected or diagnosed mental health issue	107	21%	7651	20%
Young Carer	49	10%	784	2%

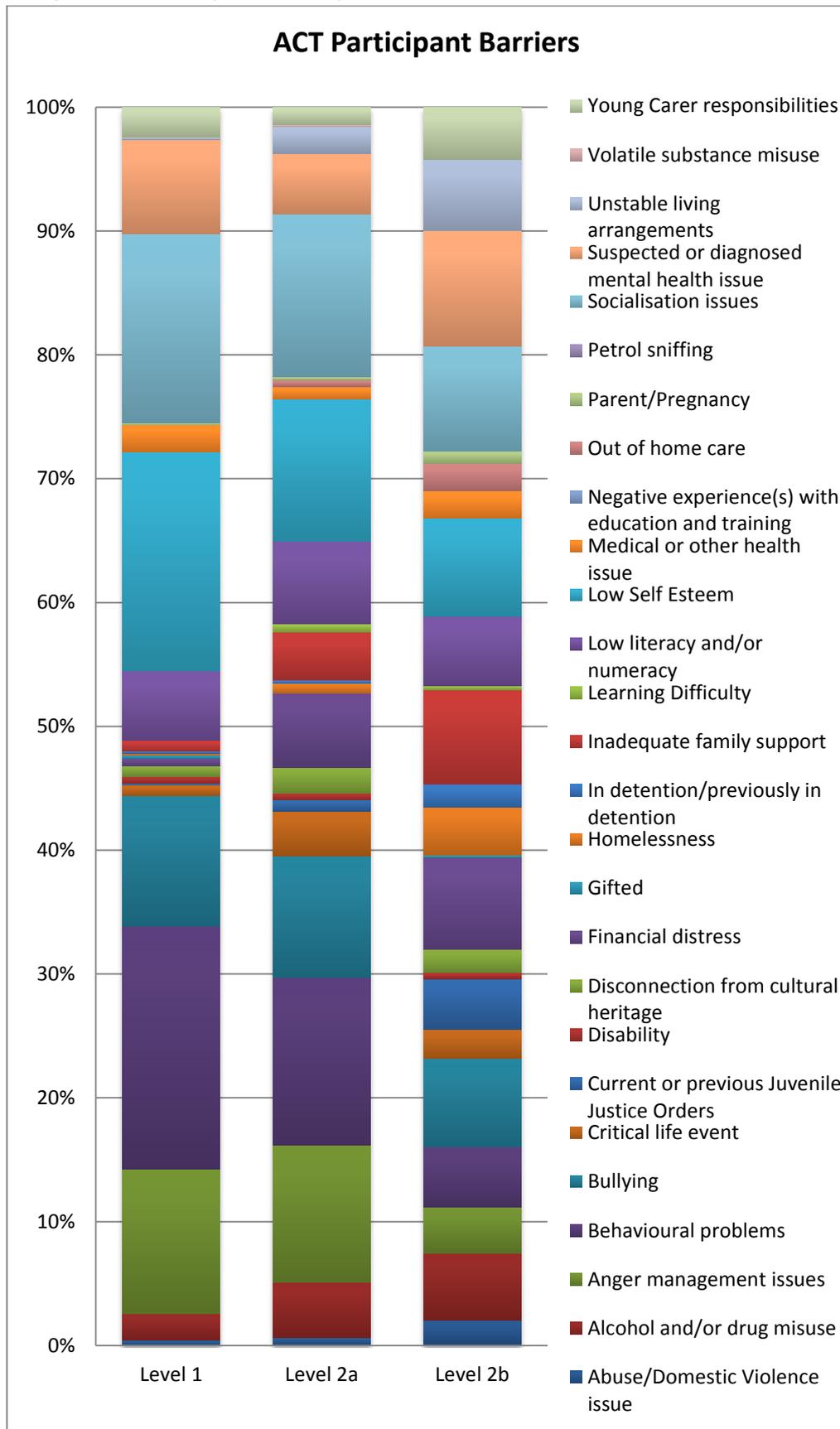
Figure 6: Percentage of Participants who have been identified as having a barrier



**Table 8: Percentage of Participants identified as having a barrier**

<b>Barrier</b>	<b>ACT</b>	<b>National</b>
Abuse/Domestic Violence issue	4%	10%
Alcohol and/or drug misuse	16%	20%
Anger management issues	38%	31%
Behavioural problems	54%	54%
Bullying	38%	25%
Critical life event	10%	16%
Current or previous Juvenile Justice Orders	6%	10%
Disability	2%	5%
Disconnection from cultural heritage	7%	5%
Financial distress	19%	26%
Gifted	1%	1%
Homelessness	6%	5%
In detention/previously in detention	3%	3%
Inadequate family support	16%	27%
Learning Difficulty	1%	5%
Low literacy and/or numeracy	25%	52%
Low Self Esteem	52%	56%
Medical or other health issue	7%	10%
Negative experience(s) with education and training	0%	0%
Out of home care	3%	4%
Parent/Pregnancy	2%	3%
Petrol sniffing	0%	0%
Socialisation issues	52%	42%
Suspected or diagnosed mental health issue	29%	26%
Unstable living arrangements	10%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	11%	4%

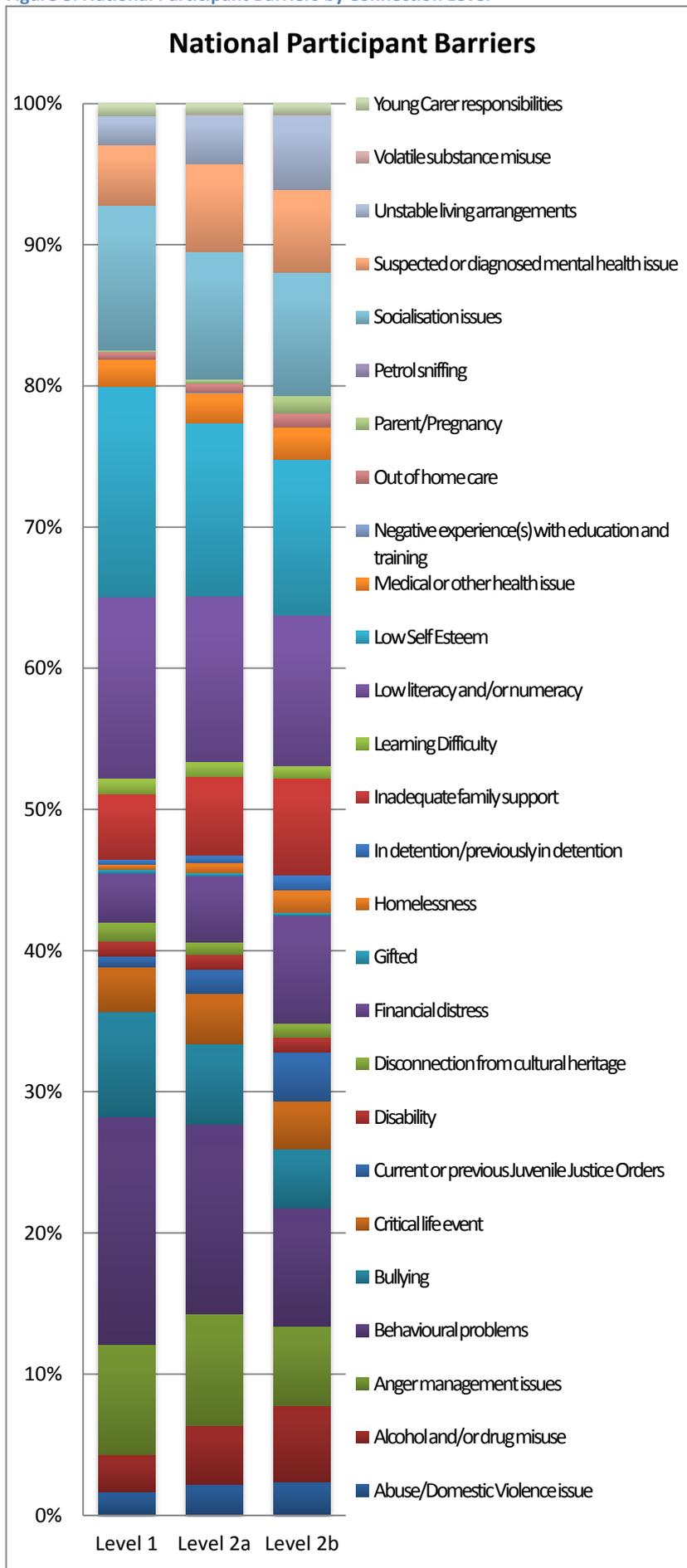
Figure 7: NSW Participant Barriers by Connection Level



**Table 9: ACT - Percentage of participants identified as having barrier, by Connection Level**

Barrier	ACT Level 1	ACT Level 2a	ACT Level 2b
Abuse/Domestic Violence issue	2%	3%	9%
Alcohol and/or drug misuse	8%	18%	23%
Anger management issues	41%	45%	16%
Behavioural problems	69%	55%	21%
Bullying	37%	39%	30%
Critical life event	3%	15%	10%
Current or previous Juvenile Justice Orders	1%	4%	17%
Disability	2%	2%	2%
Disconnection from cultural heritage	3%	8%	8%
Financial distress	2%	24%	32%
Gifted	1%	0%	1%
Homelessness	1%	3%	17%
In detention/previously in detention	1%	1%	8%
Inadequate family support	3%	16%	32%
Learning Difficulty	0%	3%	1%
Low literacy and/or numeracy	20%	27%	24%
Low Self Esteem	62%	46%	34%
Medical or other health issue	8%	4%	9%
Negative experience(s) with education and training	0%	0%	0%
Out of home care	0%	2%	9%
Parent/Pregnancy	1%	1%	4%
Petrol sniffing	0%	0%	0%
Socialisation issues	54%	53%	36%
Suspected or diagnosed mental health issue	27%	19%	40%
Unstable living arrangements	1%	9%	24%
Volatile substance misuse	0%	1%	0%
Young Carer responsibilities	9%	6%	18%

Figure 8: National Participant Barriers by Connection Level



**Table 10: National - Percentage of participants identified as having barrier, by Connection Level**

Row Labels	Level 1	Level 2a	Level 2b
Abuse/Domestic Violence issue	6%	10%	12%
Alcohol and/or drug misuse	9%	19%	28%
Anger management issues	28%	36%	28%
Behavioural problems	57%	61%	43%
Bullying	26%	26%	21%
Critical life event	11%	16%	17%
Current or previous Juvenile Justice Orders	3%	8%	18%
Disability	4%	5%	5%
Disconnection from cultural heritage	5%	4%	5%
Financial distress	12%	21%	39%
Gifted	1%	1%	1%
Homelessness	1%	3%	8%
In detention/previously in detention	1%	2%	5%
Inadequate family support	16%	25%	35%
Learning Difficulty	4%	5%	5%
Low literacy and/or numeracy	45%	53%	54%
Low Self Esteem	53%	55%	56%
Medical or other health issue	7%	10%	11%
Negative experience(s) with education and training	0%	0%	0%
Out of home care	2%	3%	5%
Parent/Pregnancy	0%	1%	6%
Petrol sniffing	0%	0%	0%
Socialisation issues	36%	41%	44%
Suspected or diagnosed mental health issue	15%	28%	30%
Unstable living arrangements	7%	16%	27%
Volatile substance misuse	0%	0%	0%
Young Carer responsibilities	3%	3%	4%

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## **Outcomes**

**Table 11: Participant Outcomes – All participants (current and exited)**

<b>Participant outcomes</b>	<b>ACT</b>	<b>ACT %</b>	<b>National</b>	<b>National %</b>
Young people enrolled in individual support services	498	-	38,102	-
Young people who have achieved a progressive outcome*	439	88%	27,743	73%
Young people who have achieved a final outcome**	402	81%	22,574	59%

**Table 12: Participant Outcomes – exited participants**

<b>Participant outcomes</b>	<b>ACT</b>	<b>ACT %</b>	<b>National</b>	<b>National %</b>
Young people enrolled in individual support services	461	-	31,977	-
Young people who have achieved a progressive outcome	407	88%	23,431	73%
Young people who have achieved a final outcome	378	82%	19,527	61%

\*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.

Figure 9: ACT - Number of young people achieving outcomes

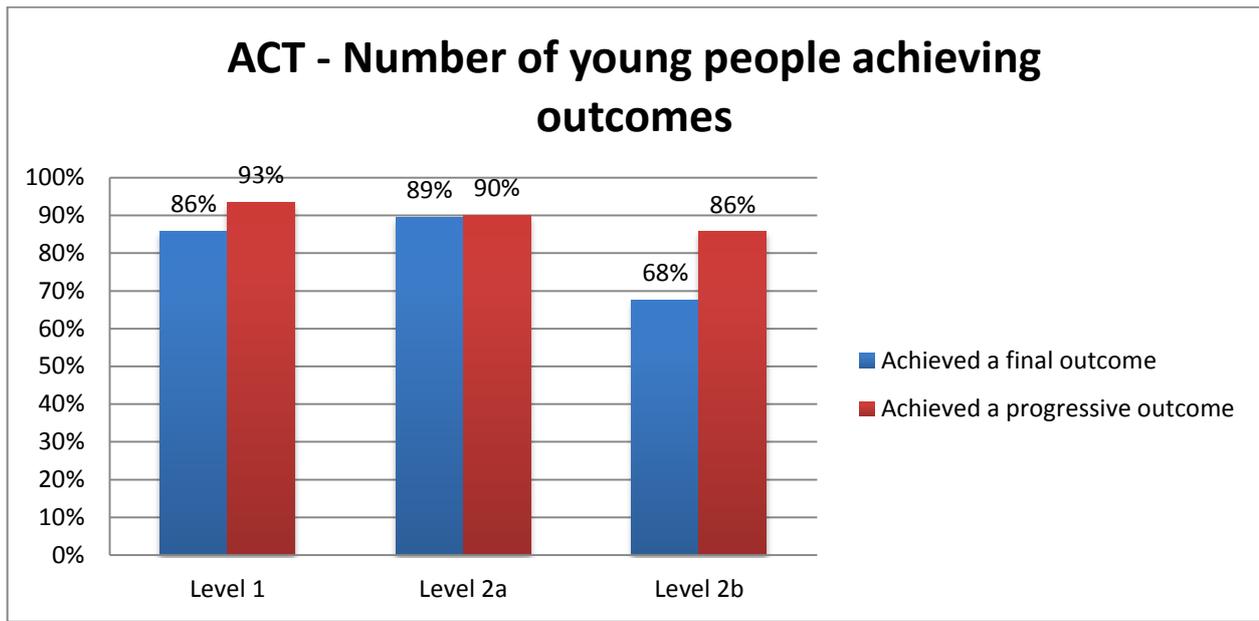


Table 13: ACT - Number of young people achieving outcomes

ACT Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	170	86%	170	89%	94	68%
Achieved a progressive outcome	185	93%	171	90%	119	86%

Figure 10: National - Number of young people achieving outcomes

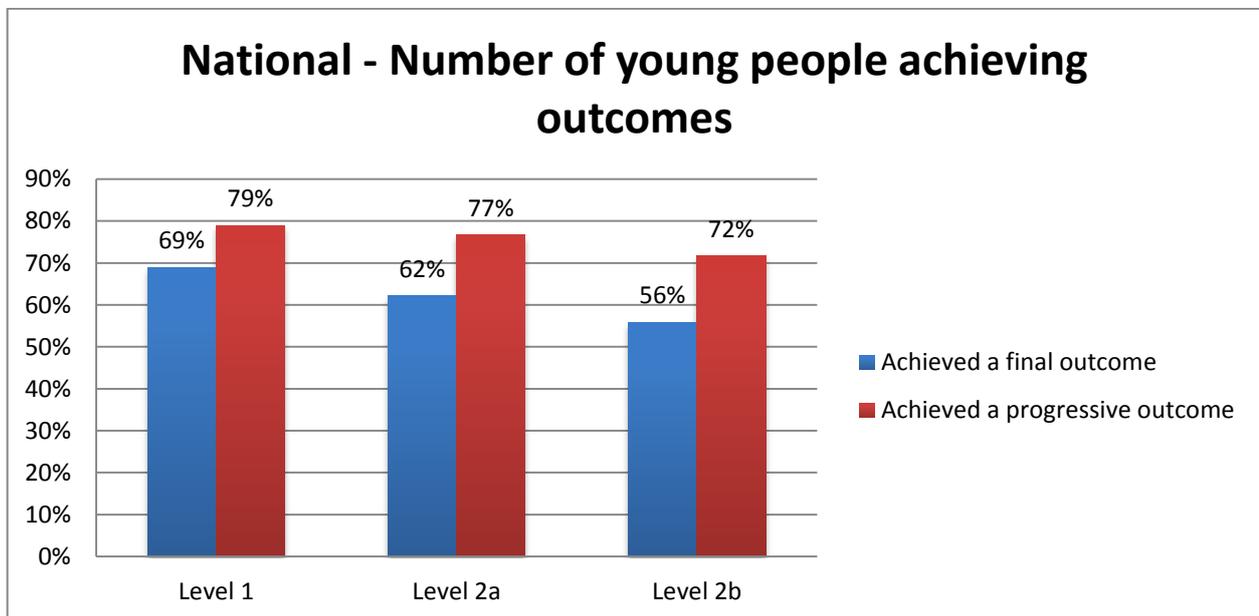


Table 14: National - Number of young people achieving outcomes

National Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	7040	69%	8580	62%	8260	56%
Achieved a progressive outcome	8068	79%	10,579	77%	10,599	72%

Figure 11: % Achieving an outcomes (progressive or final) by characteristic

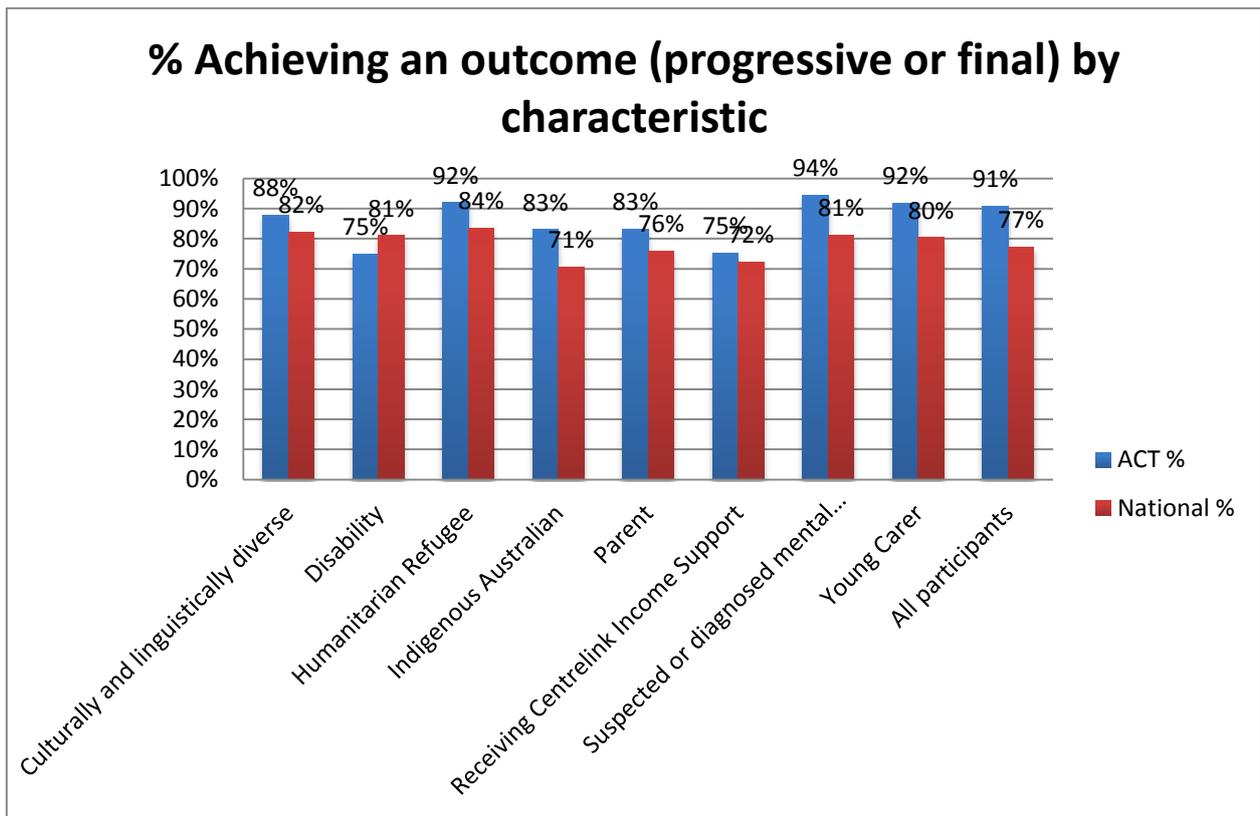
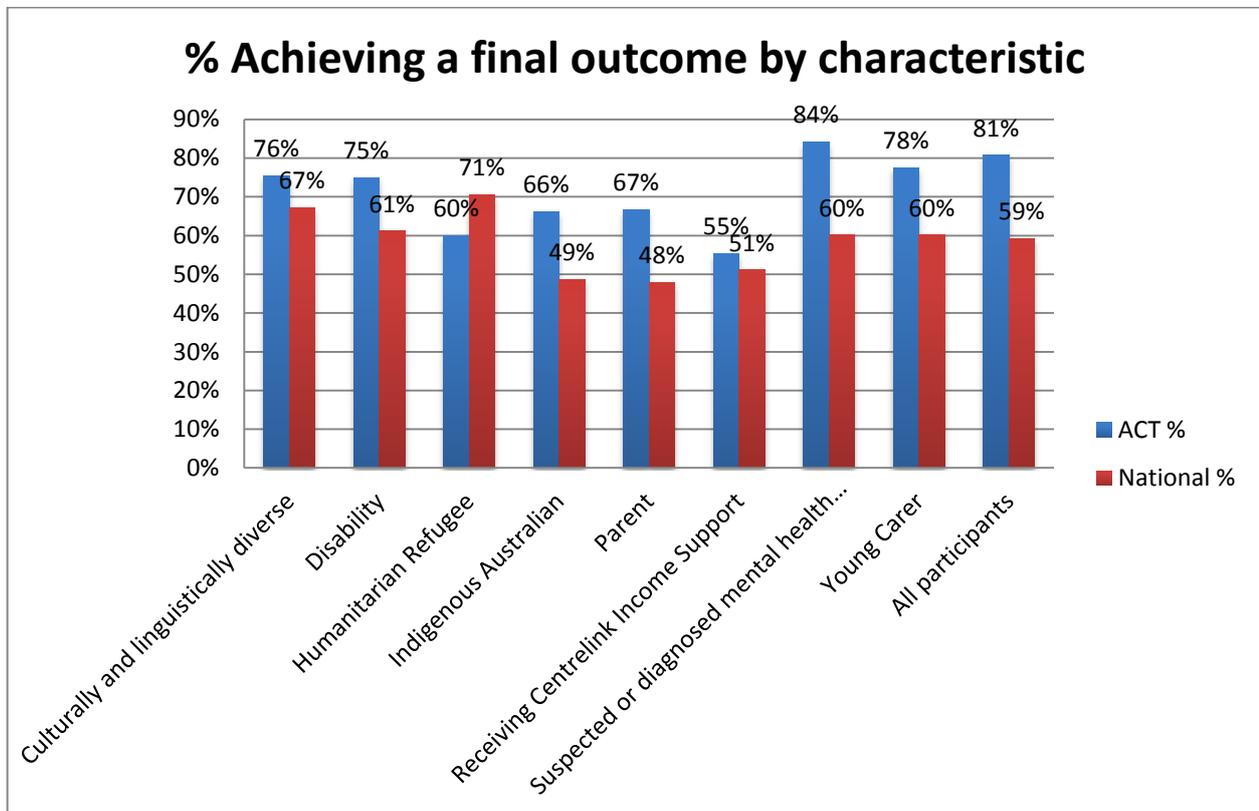


Figure 12: % Achieving a final outcome by characteristic



**Table 15: ACT- Participant outcome achievement by characteristic**

ACT	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Grand Total	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	43	37	6	49	88%	76%
Disability	6	6	2	8	75%	75%
Humanitarian Refugee	23	15	2	25	92%	60%
Indigenous Australian	49	39	10	59	83%	66%
Parent	5	4	1	6	83%	67%
Receiving Centrelink Income Support	49	36	16	65	75%	55%
Suspected or diagnosed mental health issue	101	90	6	107	94%	84%
Young Carer	45	38	4	49	92%	78%

**Table 16: National- Participant outcome achievement by characteristic**

National	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Grand Total	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	2144	1754	465	2609	82%	67%
Disability	1380	1041	322	1702	81%	61%
Humanitarian Refugee	423	357	83	506	84%	71%
Indigenous Australian	4804	3306	1999	6803	71%	49%
Parent	495	312	156	651	76%	48%
Receiving Centrelink Income Support	8178	5780	3121	11,299	72%	51%
Suspected or diagnosed mental health issue	6216	4602	1435	7651	81%	60%
Young Carer	630	471	154	784	80%	60%

Figure 13: ACT – Final outcomes achieved

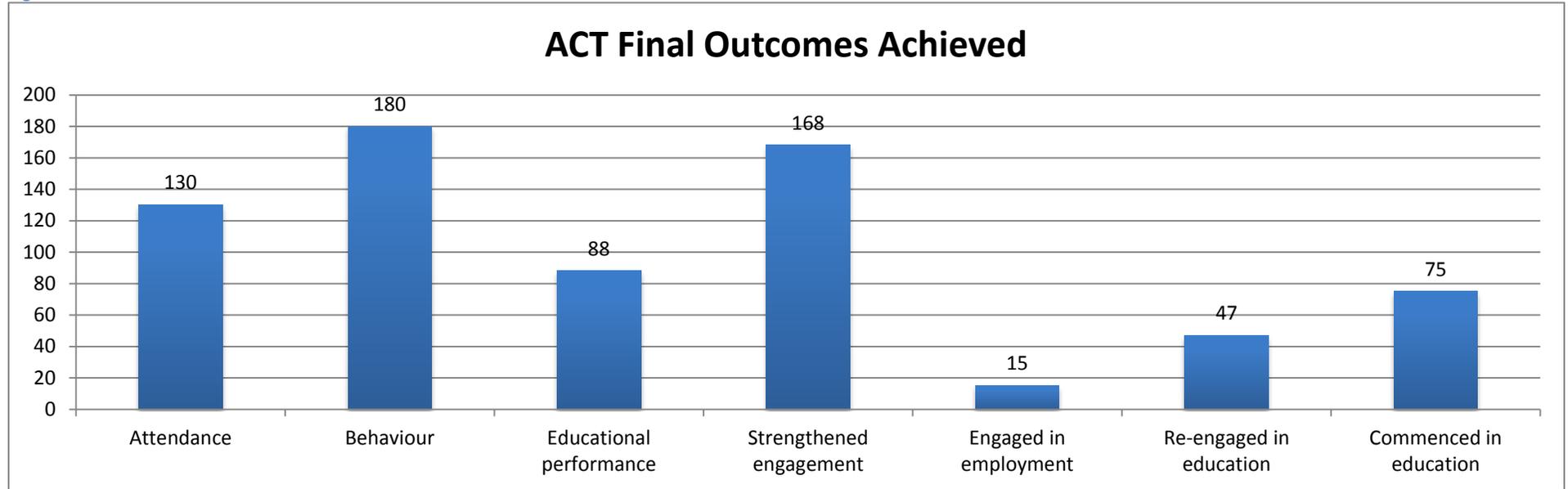


Figure 14: National – Final outcomes achieved

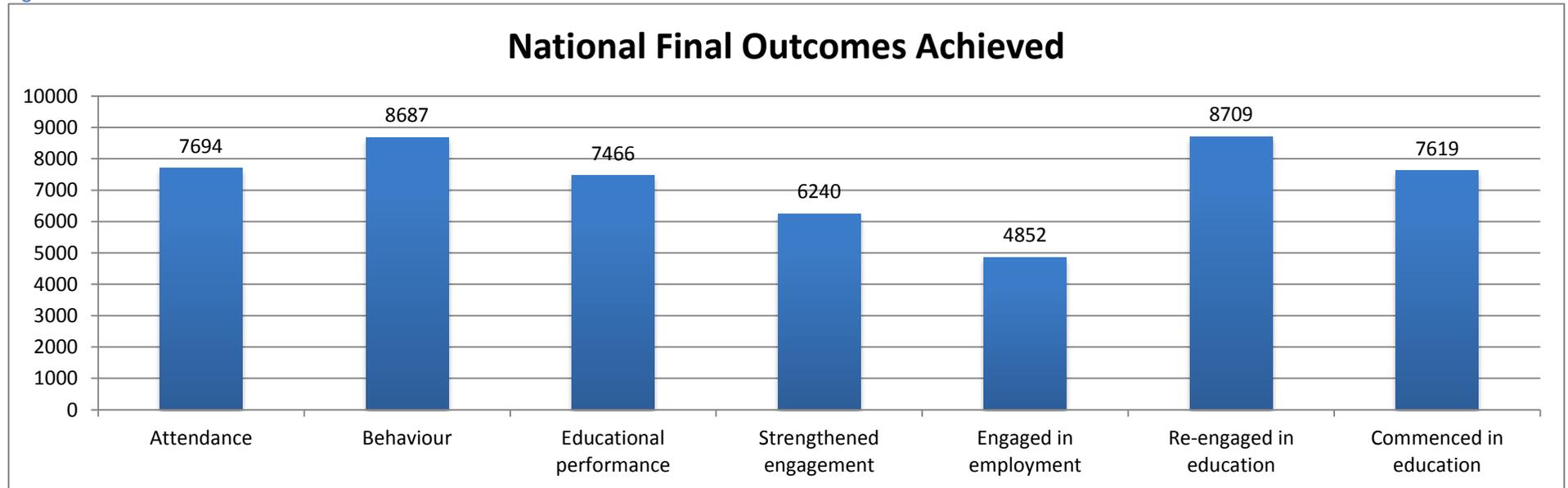


Figure 15: ACT – Final Outcomes Achieved by Connection Level

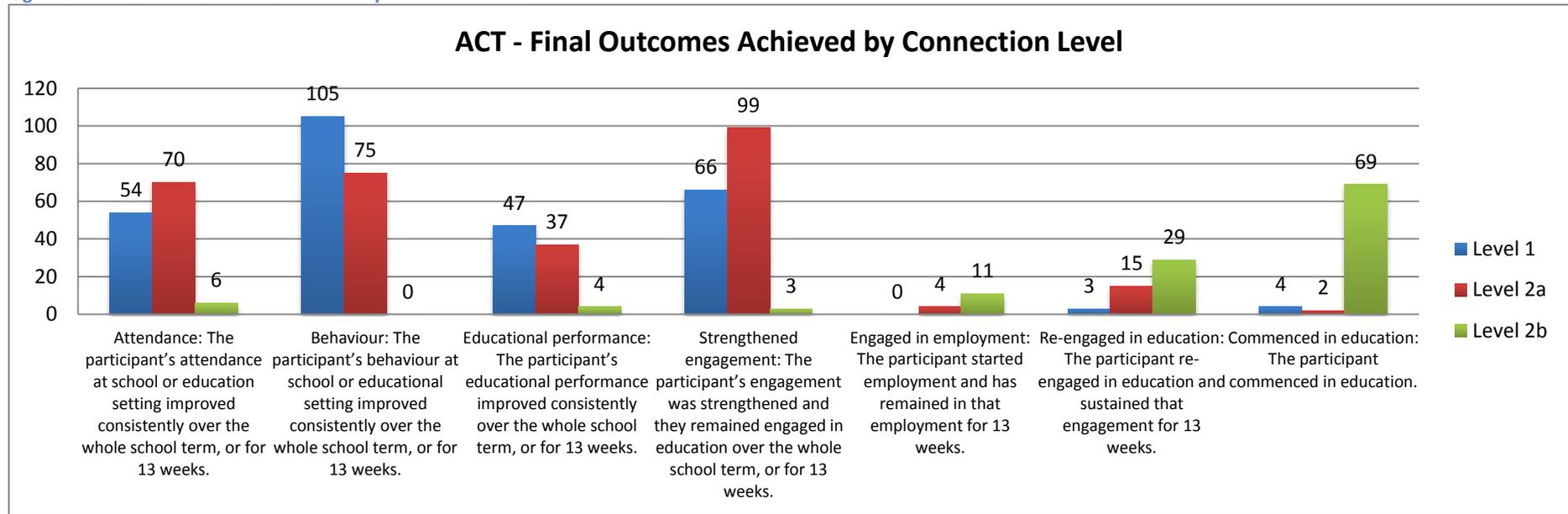
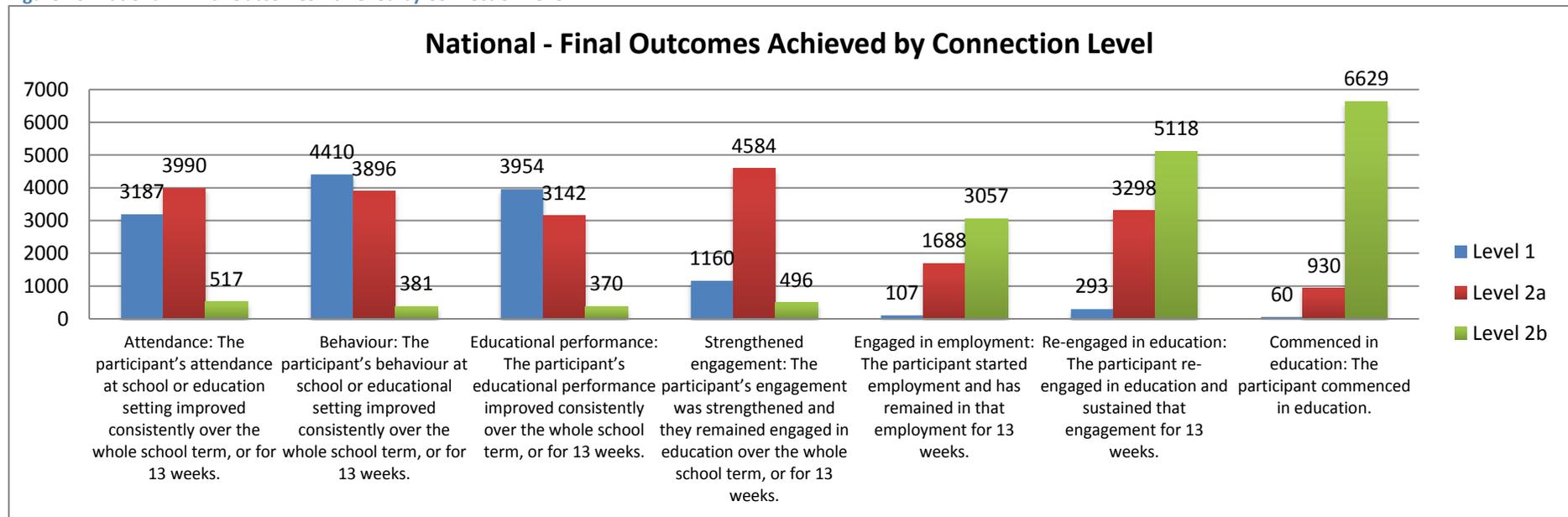


Figure 16: National – Final Outcomes Achieved by Connection Level



**Table 17: ACT- Final Outcomes achieved by Connection Level**

Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	54	70	6	130
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	105	75	0	180
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	47	37	4	88
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	66	99	3	168
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	0	4	11	15
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	3	15	29	47
Commenced in education: The participant commenced in education.	4	2	69	75

**Table 18: National- Final Outcomes achieved by Connection Level**

National				
Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	3187	3990	517	7694
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	4410	3896	381	8687
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	3954	3142	370	7466
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	1160	4584	496	6240
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	107	1688	3057	4852
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	293	3298	5118	8709
Commenced in education: The participant commenced in education.	60	930	6629	7619

## Indigenous

Figure 17: % of Total Indigenous participants by State

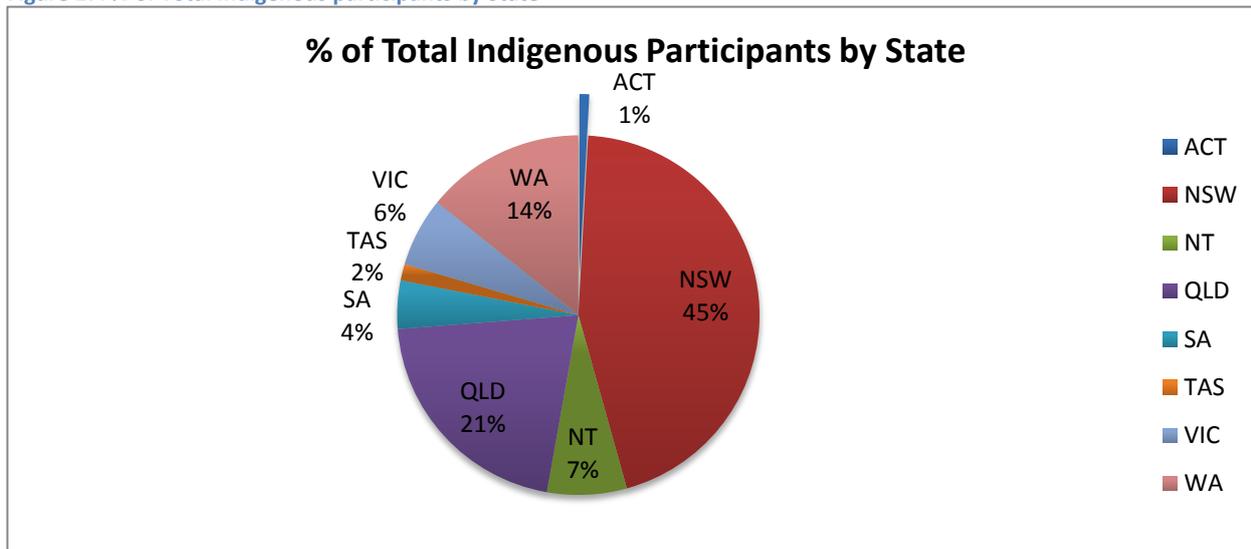


Table 19: % of Total Indigenous participants by State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
% of total indigenous participants	1%	45%	7%	21%	4%	2%	6%	14%

Figure 18: % of caseload that is Indigenous in each state

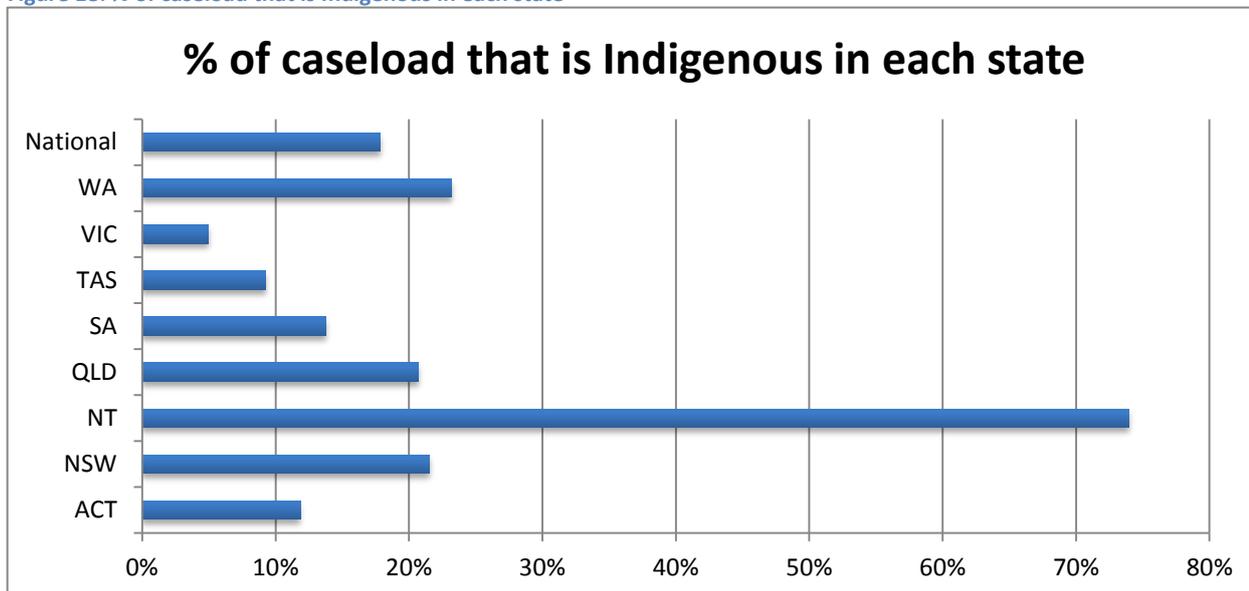


Table 20: % of caseload that is Indigenous in each State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
% of caseload that is indigenous	12%	22%	74%	21%	14%	9%	5%	23%	18%

**Table 21: Indigenous participants – ACT and National**

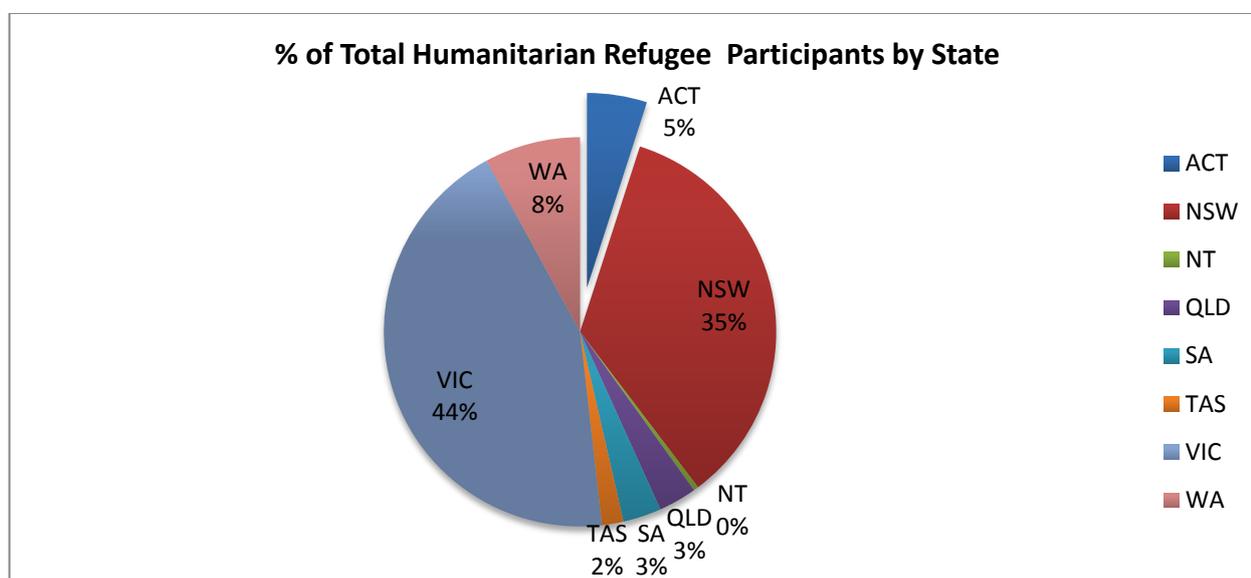
	ACT	National
Indigenous Participants	59	6803
All Participants	498	38,102
% Indigenous	12%	18%

**Table 22: ACT and National- Indigenous participant outcomes achievement**

	ACT	ACT %	National	National %
Indigenous young people enrolled in individual support services	59	-	6803	
Indigenous young people who have achieved a progressive outcome	48	81%	4573	67%
Indigenous young people who have achieved a final outcome	39	66%	3306	49%

## Humanitarian Refugee

**Figure 19: % of Total Humanitarian refugee participants by state**



**Table 23: % of Total humanitarian refugee participants by State**

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
% of total humanitarian refugee participants	5%	35%	0%	3%	3%	2%	44%	8%

Figure 20: % of caseload that is Humanitarian refugee in each state

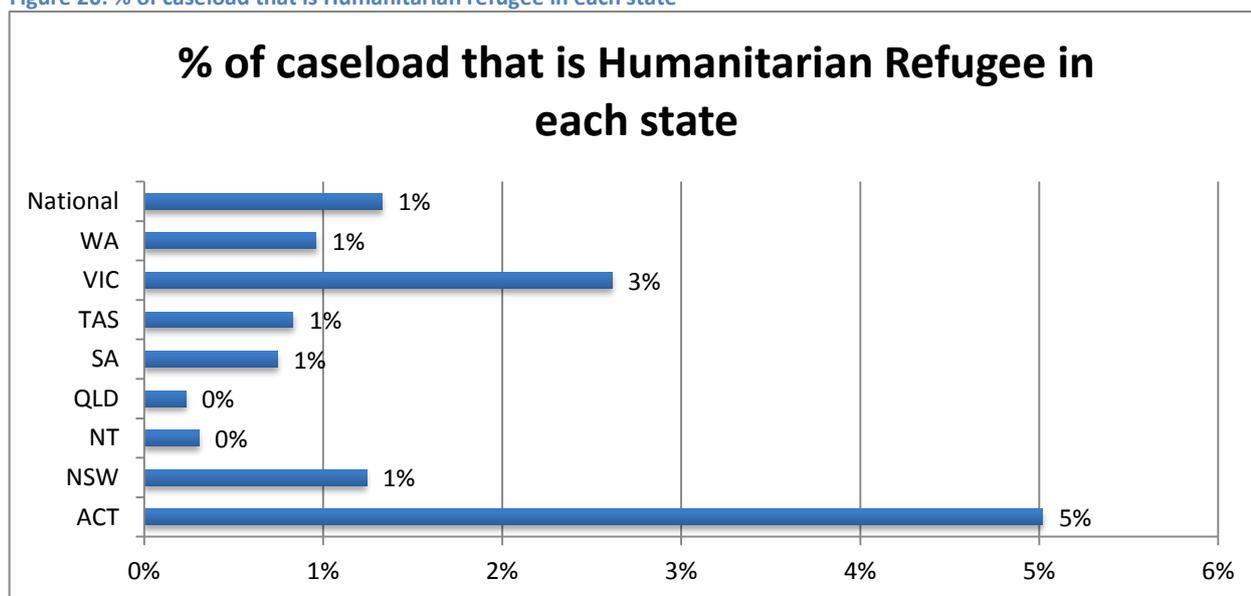


Table 24: % of caseload that is humanitarian refugee in each State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
% of caseload that is humanitarian refugee	5%	1%	0%	0%	1%	1%	3%	1%	1%

Table 25: Humanitarian refugee participants – ACT and National

	ACT	National
Humanitarian Refugee Participants	25	506
All Participants	498	38,102
% Humanitarian Refugee	5%	1%

Table 26: ACT and National- Humanitarian refugee participant outcomes achievement

	ACT	ACT %	National	National %
Humanitarian Refugee young people enrolled in individual support services	25	-	506	-
Humanitarian Refugee young people who have achieved a progressive outcome	23	92%	406	80%
Humanitarian Refugee young people who have achieved a final outcome	15	60%	357	71%

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## **Outreach and Re-engagement Services**

Providers in the Australian Capital Territory have conducted 79 Outreach and Re-engagement activities (some were held multiple times, resulting in 130 events). These activities were attended by more than 2,919 people.

**Table 27: ACT Outreach and Re-engagement activities**

<b>Number of people attending each event</b>	<b>Number of events</b>
<10	54
<20	44
<50	27
<500	5

48 of these activities were identified as having an Indigenous focus; 59 were identified as having a humanitarian refugee focus.

## **Strengthening Services in the Region**

Providers in the Australian Capital Territory have conducted 80 activities to strengthen services in their region. 28 of these activities were identified as having an Indigenous focus, 24 were identified as having a humanitarian refugee focus.

**Table 28: ACT Strengthening Services in the Region activities**

<b>Outcome</b>	<b>Number of times outcome selected</b>	<b>Average rating</b>
Communication channels between agencies which support at risk young people were created or strengthened.	54	4.30
Families and communities are more positively involved in the lives of at risk young people.	12	3.56
Families of at risk young people are more involved in their community.	5	3.33
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	14	3.75
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	14	3.75
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	25	4.18
Schools and education providers increased their referrals to support at risk young people.	28	4.21
Schools and education providers make referrals earlier to support at risk young people.	29	4.08
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	18	3.91
The use of infrastructure in the region to support at risk young people is better coordinated.	42	3.89
There are improved referral channels for community resources which support at risk young people.	42	4.09
There was a reduction in the duplication of community resources which support at risk young people.	13	3.67
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	20	3.50
There was an increase or improvement in the available services for families of at risk young people.	16	3.73
Young people disengage less frequently from school or education providers.	22	3.56

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# ANNEXURE 1 B – School Business Community Partnership Brokers – ACT

## National Summary

### Introduction

The *2008 Melbourne Declaration on Educational Goals for Young Australians*, agreed to by all Australian governments, recognises that educating our young people is the responsibility of the entire community, not just schools. In many cases, realising this collective responsibility requires a cultural shift and innovative approaches in order to bring about the systemic change that is needed. Change at this level often requires the sort of cross-sector collaboration that is best achieved through a partnership approach. This has led to an increasing focus on schools developing partnerships with business and the broader community. Therefore, it is not surprising that the Declaration lists ‘*developing stronger partnerships*’ among its eight areas of commitment to action.

It is within this context that the School Business Community Partnership Brokers program was put in place to build partnerships that support young people to reach their full educational and social potential. While some schools are already engaging in partnerships, we know that many schools, businesses and communities need support to make connections, build networks and develop partnering skills. Partnership Brokers offer this support and assist people and organisations to enter into partnership arrangements, provide tailored support as partners move through the various stages of partnership development and support partnerships to achieve their goals.

The support provided by Partnership Brokers is particularly important for disadvantaged communities, including Indigenous and low SES communities, which lack the networks, connections and/or infrastructure needed to support their young people. Program data shows that approximately 39 per cent of the schools involved in partnerships supported by Partnership Brokers, are from the most disadvantaged quartile based on their Index of Community Socio-Educational Advantage (ICSEA<sup>14</sup>) value.

The Partnership Brokers program is underpinned by the simple premise that by working together we can achieve outcomes that would not have been possible if each of us acted alone. Previous Commonwealth programs in the youth and transitions area focused on direct service delivery and ‘doing things’ for schools, business and community, rather than supporting the cultural shift and lasting reforms that are required to bring about a whole-of-community approach to supporting young people. Partnership Brokers build the capacity of communities to work together to drive change and take responsibility for the learning and development of their young people.

One of the great strengths of the Partnership Brokers program is the flexibility to tailor partnerships to meet the needs of communities and their young people. The partnerships being supported by the program are as diverse as the communities they serve, however, they are bound by the common thread of improving outcomes for young people. There are examples of partnerships adding value to local, state and Commonwealth programs and initiatives, as well as examples of innovative new partnership models being established to meet a community’s needs.

### Program Status

As at April 2012, there were approximately 1200 active and self-sustaining partnerships associated with Partnership Brokers nationally (excludes Victorian data<sup>15</sup>) involving over 4100 partner organisations.

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<sup>14</sup> ICSEA was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to gain an understanding of the levels of educational advantage or disadvantage that students bring to their academic studies.

<sup>15</sup> 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.

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These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 21 per cent of these partnerships have an Indigenous focus. There have been approximately 10 000 Outcomes Framework Key Performance Measure (KPM) evaluations with approximately 3500 (35%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'<sup>16</sup>. Approximately 85 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 15 per cent are pre-existing partnerships that are being enhanced with support from the Partnership Brokers.

A number of one page partnership 'snapshots' have been developed based on original provider case study submissions. These snapshots are designed to share good practice across the network, promote the benefits of partnering and highlight the support available through the Partnership Brokers program. Case studies and snapshots have provided some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. They include examples of providers leveraging off and adding value to local, state and Commonwealth programs/initiatives, as well as examples of innovative partnership models being established to meet the needs of young people. Snapshots and case studies have also highlighted the complex, multifaceted nature of the Partnership Broker role. A selection of snapshots is attached at the end of this report and can also be located under the 'Success Stories' section of the [Youth Attainment and Transitions website](#).

Building on the success of the 2011 Partner Survey, Partnership Brokers across the country (excluding Victoria<sup>17</sup>) administered a similar survey in early 2012 to capture partner organisations' views on the quality of the partnership they are involved in and the effectiveness of the Partnership Broker role. In 2012, the survey was administered to a much larger and random sample of over 4000 schools, businesses, community groups and parent and family stakeholders across the country. The survey was designed to complement other program evaluation activities and to validate aspects of provider reporting. Consistent with 2011 survey findings, the 2012 survey results were overwhelmingly positive and showed that the vast majority of partner organisations feel that their partnership possesses the key characteristics for effective partnering and is achieving outcomes that support their community and its young people. The results also indicated that partner organisations are strong believers in the benefits of a partnership approach and highly value the support provided by Partnership Brokers. Approximately 80 per cent of the schools surveyed agreed or strongly agreed that their Partnership Broker had helped them become more engaged with their community. Further information and analysis of survey results are available in the 2012 Partner Survey Report.

In April 2012, dandolopartners released their Interim Evaluation Report (Dandolo's Report) as part of a three-year independent evaluation of the National Partnership (NP) on Youth Attainment and Transitions (YAT). While Dandolo's Report does not reflect a detailed evaluation of the Partnership Brokers program, it does provide a high level assessment of the status and progress of each element of the NP, including the Partnership Brokers program.

## Challenges

While national program data, case studies and survey results indicate significant progress, individual providers and the program have also faced some significant challenges that have impacted on the achievement of program outcomes. Many of these challenges have been identified in Dandolo's Report.

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. A key factor in the success of the Partnership Brokers program is schools and school systems understanding the benefits of a partnership approach and actively exploring partnership opportunities that can help them achieve their goals. Achieving this understanding universally relies on clear communication from system leaders, at all levels of their organisations, about their expectations that schools should be connecting with business and the broader community. It should be made clear that the Partnership Brokers program is in place to help schools and communities that need assistance to

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<sup>16</sup> Data cited is accurate as at 2 April 2012.

<sup>17</sup> Victorian Partnership Brokers are administering a similar partner survey in September/October 2012.

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enter into partnership arrangements, and to build their capacity to work together to support their young people.

Dandolo's Report suggests that jurisdictional support is critical to the success of the program, but lacking. However, there are emerging examples of senior managers within the education sector embracing cross-sector collaboration as the way to succeed, and enlisting the support of Partnership Brokers to make it happen. These examples show how the Partnership Brokers network can work alongside education authorities to support a strategic, systemic and coordinated approach to building partnerships that meet identified school needs, with young people at the centre.

Managing expectations and educating stakeholders about the intent of the Partnership Brokers program remains an ongoing challenge for providers. Providers have reported that some school leaders don't understand the role of the Partnership Broker as a facilitator, rather than service delivery provider. This is consistent with Dandolo's finding that *'The role and value of Partnership Brokers is not well understood or appreciated'*. For historical reasons, confusion about the Partnership Brokers role is often centred around expectations that Partnership Brokers should be involved in coordinating Structured Workplace Learning (SWL) placements. This misunderstanding has resulted in tensions and impacted on some schools' willingness to consider how a partnership approach, supported by a Partnership Broker, can assist them to achieve the outcomes required under the Government's broad education reform agenda. However, results from the 2011 Provider Survey suggest that there is increasing recognition among stakeholders of the benefits of a partnership approach and growing interest in accessing the support offered by a Partnership Broker.

Dandolo's Report recommends that *'Efforts should be made to improve communication of the value and achievements of partnerships and Partnership Brokers'*. This is a key area of focus for DEEWR and the Partnership Broker network for 2012, and will require effective collaboration with education authorities in the different jurisdictions.

Provider reporting has shown that the Parents and Families stakeholder group represents just three per cent of the total number of organisations involved in partnerships. This data is reinforced by results from the 2011 provider survey which found that 87 per cent of Partnership Brokers felt that parents and families were the most challenging stakeholder to work with. Despite the relatively low representation of parents and families as partners, program data indicates that approximately one third of all partnerships are seeking to address parent and family outcomes in some way.

There are a number of partnerships that involve parent bodies such as parent and citizen associations and state parent councils. DEEWR and the Partnership Brokers National Network are actively engaging with Australian Parent Council (APC) and Australian Council of State School Organisations (ACSSO) to explore ways that DEEWR, APC, ACSSO and the Partnership Brokers network can work together to support more, and deeper levels, of parental engagement through a partnership approach.

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,

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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 and retaining people with the necessary skill set to deliver program outcomes.

Partnership brokering is an emerging discipline requiring a sophisticated skill set. The ability and expertise of individual Partnership Brokers is a key factor in the success of the program. Dandolo's Report has also identified provider capacity as a key issue for the program. Therefore, building the capacity of organisations and their personnel is a focus for DEEWR and the provider networks at state and national level.

### **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, a Youth Attainment and Transitions website, sharing of program evaluation data and the funding of state and national provider networks. The contract management approach is focused on developing provider capacity and assisting providers to leverage off and add value to existing national and/or state programs and initiatives.

### **State and National Provider Networks**

Provider networks at both a jurisdiction and national level are developing and implementing strategies to support improved outcomes for the program. However, performance of the networks has been variable with coordination of effort presenting a challenge, particularly in the early stages of network operations. The establishment of an Executive Officer position to act exclusively on behalf of the Partnership Broker networks has assisted in moving them from an operational focus to a more strategic orientation. There are emerging signs that the networks are engaging with organisations and peak bodies at a state and national level in ways that drive educational reform.

For example, in November and December 2011, the Partnership Brokers National Network funded and supported a series of two-day workshops about School, Family, and Community Partnerships facilitated by Dr Darcy Hutchins from the National Network of Partnership Schools (NNPS) at John Hopkins University in Baltimore, Maryland, USA. The workshops were held in Brisbane, Sydney and Melbourne and were attended by education system leaders, principals, parent peak representatives, as well as Partnership Brokers. As a result, a number of schools in a variety of jurisdictions are trialling this internationally recognised model of family and community engagement. The National Network has used the workshops to drive a broader national discussion about how schools in Australia can better connect with their communities, and work in partnership with them to improve young people's education and transition outcomes.

### **Priorities for Partnership Development**

In February 2012, 55 per cent of Partnership Brokers reported they were 'very effective' or 'extremely effective' in addressing their regional priorities for 2011; an increase from 48 per cent in 2010<sup>18</sup>. Among the most commonly reported priorities for partnership development were:

- Addressing the needs of at-risk young people (including risk factors such as mental health, disability, low SES, learning difficulties, etc);
- Increasing Indigenous engagement and attainment; and
- Supporting the transition of young people from secondary schooling to further education, training or employment.

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<sup>18</sup> Data sourced from the 2011 Annual Partnership Broker Provider Survey. The 2012 Provider Survey is due for completion in January 2013.

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## **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 2011, 55 per cent of Partnership Brokers indicated they were working closely with Youth Connections providers and supporting new or enhanced partnership arrangements to meet identified needs in their region<sup>19</sup> (up from 47 per cent in 2010). However, in some regions, the level of collaboration 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 independently.

**Note:** *The September 2011 National Outcomes report cited 1350 active and self-sustaining partnerships and 8200 partner organisations. The number of partnerships as at April 2012 has gone down slightly as a result of a concerted effort by providers, supported by DEEWR Contract Managers, to review YATMIS data and ensure that partnership status is accurately represented in the system.*

*In addition, the number of partner organisations has gone down from 8200 to 4100 because of a different approach to the way the number of 'partner organisations' is expressed in this year's reports. For example, previous reports counted a school involved in two partnerships as 'two partner organisations'. This year, organisations in multiple partnerships are being counted once. This change in approach also applies to state level data.*

## **Australian Capital Territory Summary**

### **Context**

In the ACT, DEEWR and the ACT Education and Training Directorate (ETD) set aside a portion of Partnership Broker program funding to establish a Youth Attainment and Transitions Strategic Funding Pool (YAT SFP). The YAT SFP is jointly managed by DEEWR and ACT ETD through a Joint Working Group, which includes the Partnership Broker and Youth Connections program providers as non-voting members. YAT SFP funds are used to support partnership initiatives that are generated through a submission process. Applications for funding can be submitted by schools, stakeholders from the broader community or the Partnership Broker. The Partnership Broker's role is to work with stakeholders to develop their funding submissions, and to assist them to explore other sources of support for initiatives not funded through the YAT SFP.

In alignment with all states and territories of the Commonwealth, the ACT Government introduced changes to the ACT Education Act 2004 at the beginning of 2010, requiring young people to remain in education until completing year 10 and then to participate in education, training or employment until either completing year 12 or equivalent or reaching the age of 17. In response to this, the ACT ETD has collaborated with the ACT Department of Disability, Housing and Community Services (DHCS) and many government and non-government agencies in the community to develop the ACT Youth Commitment.

The ACT has an increasingly sophisticated small business sector that is focused on government agencies and businesses serving them. The Information and Communications Technology, Finance and Construction sectors are also major contributors to the region's economy. The ACT is also a hub for research activities with the strong presence of government and a number of universities.

### **Program Status**

As at April 2012, there were 28 active and self-sustaining partnerships associated with Partnership Brokers in the ACT involving approximately 80 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 25 per cent of these partnerships have an Indigenous focus. There have been approximately 370 Outcomes Framework Key Performance Measure (KPM) evaluations with around 90 (24%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

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<sup>19</sup> Data sourced from the 2011 Annual Partnership Broker Provider Survey.

The Partnership Broker and Youth Connections providers in the ACT have a strong collaborative relationship, with regular meetings and a number of partnerships they are working together to support.

Recently submitted Partnership Broker snapshots have provided some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. An example snapshot has been included at the end of this report.

## 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 the ACT, some key stakeholders, with well established relationships with the previous Local Community Partnership (LCP) program provider, initially resisted the implementation of the Partnership Brokers program and the provision of a more strategic, facilitation role. This is particularly true for schools that had become reliant on the direct service delivery provided under the LCP program.

Another challenge faced by the Partnership Broker in the ACT is the perception that they are representing the Chamber of Commerce. Stakeholders with little understanding of the role of the Partnership Broker sometimes based their perception of the program’s intent on assumptions about the role of the Chamber of Commerce in the local community. This led to expectations that the Partnership Broker would support partnerships by providing funding and employment opportunities, rather than through strategic facilitation and capacity building.

In 2010, the ACT Government announced a cut to funding for public schools of one per cent. One of the implications of this efficiency dividend is a reduction in ETD staff. This reduction is occurring in the context of a commitment from ETD to students under the ACT Youth Commitment, and has been identified as a challenge for Partnership Brokers who are finding it more difficult to engage with ETD personnel in a way that supports the development of strategic partnerships.

## Organisations

**Table A – Number of Organisations in Partnerships by Stakeholder Group**

This table shows the stakeholder groups represented in partnerships.

**Note:** this data includes organisations in partnerships with status active and self-sustaining. National figures do not include Victoria. Organisations involved in multiple partnerships have only been counted once.

Stakeholder Group	Total number of organisations in partnerships (ACT)	Percentage of organisations in partnerships (ACT)	Total number of organisations in partnerships (Nationally)	Percentage of organisations in partnerships (Nationally)
Business & Industry	20	24%	1171	28%
Community	25	30%	1220	29%
Education & Training	35	43%	1656	40%
Parents & Families	2	2%	108	3%
<b>TOTAL</b>	<b>82</b>	<b>100%</b>	<b>4155</b>	<b>100%</b>

**Table B – Number of Schools in Partnerships by Education Level**

This table shows the number of schools by education level, represented in active and self-sustaining partnerships.

**Note:** this data only includes schools in partnerships with status active and self-sustaining. National figures do not include Victoria. Schools involved in multiple partnerships have only been counted once.

Education level	Number of schools in partnerships (ACT)	Percentage of schools in partnerships (ACT)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in ACT
Primary	1	11%	149	16%	58%
Secondary	7	78%	509	55%	20%
Combined	1	11%	262	28%	22%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>	<b>920</b>	<b>100%</b>	<b>100%</b>

**Table C – Number of Schools in Partnerships by Sector**

This table shows the breakdown of schools by education sector, represented in active and self-sustaining partnerships.

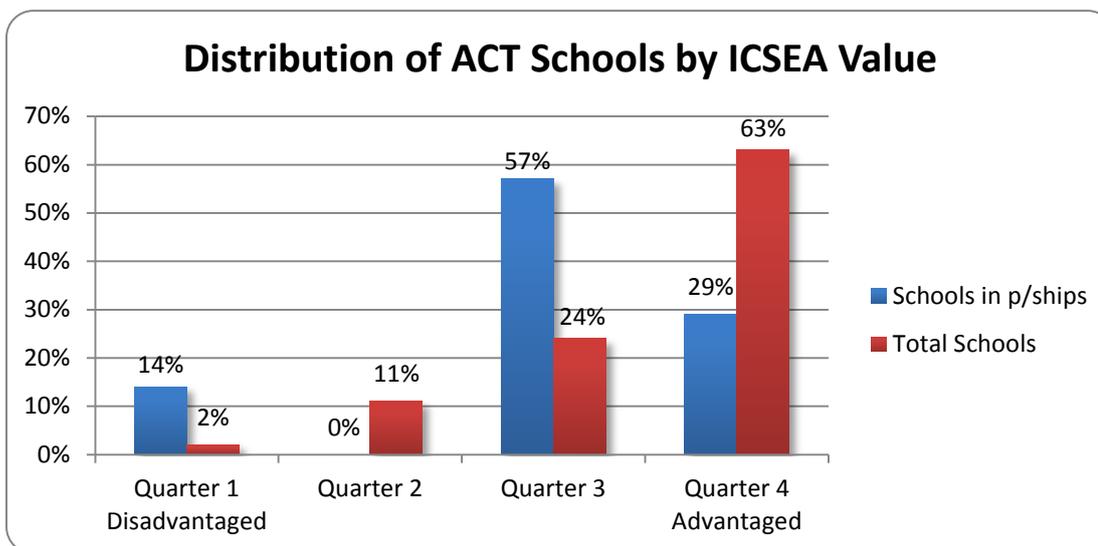
**Note:** this data only includes schools in partnerships with status active and self-sustaining. National figures do not include Victoria. Schools involved in multiple partnerships have only been counted once.

Education Sector	Number of schools in partnerships (ACT)	Percentage of schools in partnerships (ACT)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in ACT
Government	7	78%	714	78%	65%
Independent	0	0%	107	12%	13%
Catholic	2	22%	99	11%	22%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>	<b>920</b>	<b>100%</b>	<b>100%</b>

**Graph A – Number of Schools in Partnerships by ICSEA**

This graph shows the distribution of schools in partnerships by their Index of Community Socio-Educational Advantage (ICSEA) value. ICSEA is used to gain an understanding of the levels of educational advantage or disadvantage that students bring to their academic studies. The variables that make up an ICSEA value are family background information (including parental occupation, and the school and non-school education levels they achieved) and school characteristics (including whether a school is in a metropolitan, regional or remote area; the proportion of Indigenous students; and the proportion of students with language backgrounds other than English).

**Note:** This data only includes schools in partnerships with status active and self-sustaining. Schools involved in multiple partnerships have only been counted once.



**Table D – Number of Schools in Partnerships by ARIA Code**

This table shows the number of schools by ARIA Code, represented in active and self-sustaining partnerships.

**Note:** this data includes schools in partnerships with status active and self-sustaining. National figures do not include Victoria. Schools involved in multiple partnerships have only been counted once. Regions are defined by the Accessibility/Remoteness Index of Australia (ARIA) code developed by the Commonwealth Department of Health and Aged Care (DHAC) and the National Key Centre for Social Applications of GIS (GISCA).

Regions	Number of schools in partnerships (ACT)	Percentage of schools in partnerships (ACT)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in ACT
Major Cities of Australia	8	89%	463	50%	99%
Inner Regional Australia	1	11%	228	25%	1%
Outer Regional Australia	0	0%	145	16%	0%
Remote Australia	0	0%	36	4%	0%
Very Remote Australia	0	0%	48	5%	0%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>	<b>920</b>	<b>100%</b>	<b>100%</b>

## Partnerships

**Table E1 and E2 – Number of Partnerships Created by Status**

These tables show the status of partnerships including the number of partnerships with an Indigenous focus.

Please see below for descriptions of the different partnership status options:

**Active:** The partnership consists of two or more members (Organisations) and the Partnership Broker is playing an active role in assisting partners to achieve improved education and transition outcomes for young people. This includes building strong partnership foundations based on key partnering principles, such as transparency, equity and mutual benefit.

**Self-sustaining:** The partnership has reached a point in its development where it no longer requires direct support from the Partnership Broker.

**Draft:** The Partnership has been entered in the system (YATMIS) but further information or progress is required before it can be activated.

**Inactive:** These are partnerships that may be periodic or seasonal in nature. For example, the status of a particular partnership can be turned to 'inactive' when the partnership has achieved its purpose for the year and is likely to become active again in the following year.

**Terminated:** The partnership has achieved its purpose and been discontinued, or become unviable.

**Table E1 – Number of State Partnerships Created by Status for ACT**

Total number of Active partnerships (%)	Total number of Self Sustaining partnerships (%)	Total number of Active/ Self-Sustaining partnerships (%)	Total number of Draft/Inactive/ Terminated partnerships (%)	Total number of State partnerships (%)
19 (40%)	9 (19%)	28 (58%)	20 (42%)	48 (100%)

**Table E1 – Number of State Partnerships Created by Status with Indigenous focus for ACT**

Total number of Active partnerships (%)	Total number of Self Sustaining partnerships (%)	Total number of Active/ Self-Sustaining partnerships (%)	Total number of Draft/Inactive/ Terminated partnerships (%)	Total number of State partnerships (%)
6 (32%)	1 (11%)	7 (25%)	1 (5%)	8 (17%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 32% of the total active partnerships in ACT are Indigenous.

**Table E2 - Number of National Partnerships Created by Status**

**Note:** National figures do not include Victoria.

Total number of Active partnerships (%)	Total number of Self Sustaining partnerships (%)	Total number Active/ Self-Sustaining partnerships (%)	Total number of Draft/Inactive/ Terminated partnerships (%)	Total number of partnerships Nationally (%)
870 (36%)	345 (14%)	1215 (50%)	1224 (50%)	2439 (100%)

**Table E2 - Number of National Partnerships Created by Status with an Indigenous focus**

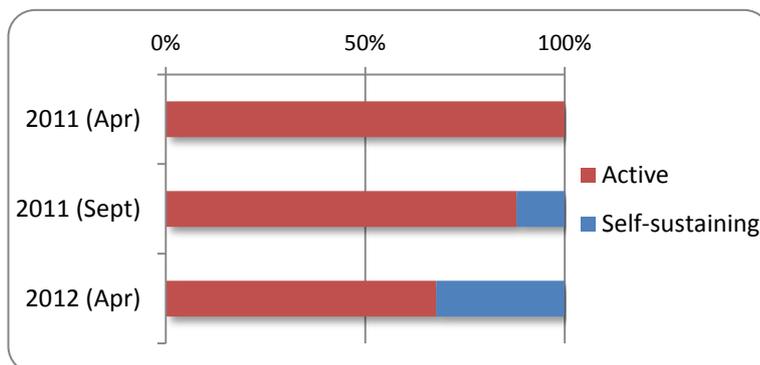
Total number of Active partnerships (%)	Total number of Self Sustaining partnerships (%)	Total number of Active/ Self-Sustaining partnerships (%)	Total number of Draft/Inactive/ Terminated partnerships (%)	Total number of partnerships Nationally (%)
204 (23%)	47 (14%)	251 (21%)	243 (20%)	494 (20%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 23% of the total active partnerships are Indigenous.

### Table F – Active vs. Self-Sustaining Partnerships (ACT)

This table shows change in the proportion of partnerships with status active and self-sustaining.

Year (month)	Active	Self-sustaining
2011 (April)	100%	0%
2011 (September)	88%	12%
2012 (April)	68%	32%



### Table G – Number of Partnerships by Partnership Category

This table shows the category of partnerships.

Please see below for descriptions of the different partnership category options:

**Brokered Partnership:** A brokered partnership is any ‘new’ partnership that is established or created with support from the Partnership Broker.

**Pre-existing Partnership:** A pre-existing partnership is a previously established partnership that is being enhanced with the support of the Partnership Broker.

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

#### Number of Partnerships by Partnership Category (ACT)

Number of Pre-Existing Partnerships (ACT)	Percentage of Pre-Existing Partnerships (ACT)	Number of Brokered Partnerships (ACT)	Percentage of Brokered Partnerships (ACT)	Total Number of Partnerships (ACT)	Total Percentage of Partnerships (ACT)
11	23%	37	77%	48	100%

#### Number of Partnerships by Partnership Category Nationally

Number of Pre-Existing Partnerships Nationally	Percentage of Pre-Existing Partnerships Nationally	Number of Brokered Partnerships Nationally	Percentage of Brokered Partnerships Nationally	Total Number of Partnerships Nationally	Total Percentage of Partnerships Nationally
372	15%	2067	85%	2439	100%

**Table H – Key Performance Measure (KPM) Evaluation Ratings (data as at 2 April)**

These tables show the number of times each KPM evaluation value (e.g. 1, 2, 3, 4, 5) have been selected, based on the latest evaluation rating recorded in the system (YATMIS). Each evaluation value maps to a descriptor of the progress a partnership has made against a particular KPM. The values and their corresponding descriptors are outlined below:

**1 = Limited    2 = Some Progress    3 = Satisfactory    4 = Considerable Progress    5 = Achieved**

**\*Note:** Regional Solution KPMs and KPM category ‘Other’ are not reflected. 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 three per cent of the total number of organisations in partnerships.

Table H1 – Outcome – Partnership Characteristics	Total KPM Evaluations	1 Limited	2 Some Progress	3 Satisfactory	4 Considerable Progress	5 Achieved
High quality partnerships are established that link key stakeholders together with shared commitment, goals and outcomes to improve young people’s education and transition outcomes.	212	42 (20%)	38 (18%)	59 (28%)	49 (23%)	24 (11%)

Table H1 continued – Outcome – Partnership Characteristics (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 Limited	2 Some Progress	3 Satisfactory	4 Considerable Progress	5 Achieved
Shared Goal - Partners have a clear, shared, realistic goal.	44	18%	20%	27%	20%	14%
Shared Decision Making - Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	44	20%	18%	25%	27%	9%
Communication - There is effective communication between partners.	36	22%	17%	33%	17%	11%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	44	20%	16%	32%	23%	9%
Review - Partners monitor and review their partnership and progress towards goals.	44	18%	18%	23%	27%	14%

The data above shows that:

- Providers reported 34% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 38% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 44 partnerships (92% of the total number of partnerships in ACT) that have demonstrated to some extent that ‘partners have a clear, shared, realistic goal’. Providers reported that 34% of these partnerships have *achieved* or made *considerable progress* against this partnership characteristic.

Table H2 – Outcome – Education & Training	Total KPM Evaluations	1 Limited	2 Some Progress	3 Satisfactory	4 Considerable Progress	5 Achieved
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.	109	26 (24%)	18 (17%)	37 (34%)	19 (17%)	9 (8%)

Table H2 continued – Outcome – Education & Training (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 Limited	2 Some Progress	3 Satisfactory	4 Considerable Progress	5 Achieved
An increase in the number of education and training providers who accredit community-based learning	25	28%	8%	40%	20%	4%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	30	23%	20%	33%	17%	7%

An increase in the number of education and training providers who have increased their career practitioner capacity	19	32%	21%	32%	16%	0%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	35	17%	17%	31%	17%	17%

The data above shows that:

- Providers reported 25% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 41% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome
- There are 35 partnerships (73% of the total number of partnerships in ACT) 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 34% of these partnerships have *achieved* or made *considerable progress* against this KPM.

<b>Table H3 – Outcome – Business &amp; Industry</b>	<b>Total KPM Evaluations</b>	<b>1 Limited</b>	<b>2 Some Progress</b>	<b>3 Satisfactory</b>	<b>4 Considerable Progress</b>	<b>5 Achieved</b>
<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>72</b>	<b>24 (33%)</b>	<b>17 (24%)</b>	<b>20 (28%)</b>	<b>7 (10%)</b>	<b>4 (6%)</b>

<b>Table H3 continued – Outcome – Business &amp; Industry (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 Limited</b>	<b>2 Some Progress</b>	<b>3 Satisfactory</b>	<b>4 Considerable Progress</b>	<b>5 Achieved</b>
An increase in the number of businesses providing mentoring/coaching opportunities for young people	26	31%	31%	23%	8%	8%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	20	50%	20%	20%	10%	0%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	26	23%	19%	38%	12%	8%

The data above shows that:

- Providers reported 16% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 57% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 26 partnerships (54% of the total number of partnerships in ACT) that have made progress towards increasing ‘the number of businesses providing mentoring/coaching opportunities for young people’. Providers reported that 16% of these partnerships have *achieved* or made *considerable progress* against this KPM.

<b>Table – H4 – Outcome – Parents &amp; Families</b>	<b>Total KPM Evaluations</b>	<b>1 Limited</b>	<b>2 Some Progress</b>	<b>3 Satisfactory</b>	<b>4 Considerable Progress</b>	<b>5 Achieved</b>
<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>3</sup></b>	<b>83</b>	<b>17 (20%)</b>	<b>25 (30%)</b>	<b>22 (27%)</b>	<b>14 (17%)</b>	<b>5 (6%)</b>

<b>Table H4 continued – Outcome – Parents &amp; Families (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 Limited</b>	<b>2 Some Progress</b>	<b>3 Satisfactory</b>	<b>4 Considerable Progress</b>	<b>5 Achieved</b>
An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom	17	12%	35%	29%	18%	6%

An increase in the number of parents and families that are actively involved in career transition planning for their children	15	27%	27%	20%	20%	7%
An increase in the number of parents and families that are better informed about learning and career options	19	21%	32%	26%	16%	5%
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	17	24%	24%	29%	18%	6%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	15	20%	33%	27%	13%	7%

The data above shows that:

- Providers reported 23% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 50% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 19 partnerships (40% of the total number of partnerships in ACT) 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 21% of these partnerships have *achieved* or made *considerable progress* against this KPM.

<b>Table H5 – Outcome – Community Groups</b>	<b>Total KPM Evaluations</b>	<b>1 Limited</b>	<b>2 Some Progress</b>	<b>3 Satisfactory</b>	<b>4 Considerable Progress</b>	<b>5 Achieved</b>
<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>108</b>	<b>18 (17%)</b>	<b>28 (26%)</b>	<b>31 (29%)</b>	<b>24 (22%)</b>	<b>7 (6%)</b>

<b>Table H5 continued – Outcome – Community Groups (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 Limited</b>	<b>2 Some Progress</b>	<b>3 Satisfactory</b>	<b>4 Considerable Progress</b>	<b>5 Achieved</b>
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	13	31%	23%	23%	23%	0%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	17	18%	18%	29%	29%	6%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	12	17%	25%	33%	25%	0%
An increase in the number of community groups that partner with stakeholders to identify and respond to emerging trends and skill needs with reference to young people	14	7%	36%	29%	21%	7%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	18	17%	22%	22%	22%	17%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	16	19%	31%	31%	19%	0%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	18	11%	28%	33%	17%	11%

The data shows that:

- Providers reported 28% of partnerships that have been evaluated have *achieved* or made *considerable progress* against outcome.
- Providers reported 43% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 18 partnerships (38% of the total number of partnerships in ACT) that have made progress towards providing ‘*an increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community*’. Providers reported that 28% of these partnerships have *achieved* or made *considerable progress* against this KPM.

## Mentors ACT!

### Purpose

To make mentoring support available to every young person in the ACT.

### Partnership Members

- Menslink
- Volunteering ACT
- The Smith Family
- Communities at Work
- Red Cross
- School Volunteer Program of the ACT
- Australian Youth Mentoring Network

### Context and Goals

Mentoring has been shown by many studies to improve student attendance at school and strengthens their participation in education. Effective mentoring can build stronger connections between young people and the broader community, develop self-awareness and decision-making skills, promote improved mental health, support the development of positive relationships, and reduce harmful influences like drugs and alcohol. Through research conducted in 2010, it was identified that approximately 500 young people in the ACT had an approved mentor matched with them through a recognised mentoring agency. Each agency has a waiting list of young people seeking a suitable mentor. This need is to be addressed through the creation of a partnership between these mentoring agencies and with The Australian Youth Mentoring Network.

*“ Mentors ACT! is a way in which we can gather everybody and say there is a pool of people out there who are prospective mentors, let’s not waste this talent. ”*

*Olga Srbovski , The Smith Family*

### The Partnership’s Approach

To achieve their goal of increasing mentoring opportunities for young people, the partnership organised and held events that led new volunteers into the most appropriate agency. Partners also collaborated to submit an application for funding to raise awareness of the benefits of mentoring throughout the community.

### Benefits

- More mentors supporting more young people in the ACT
- Agencies involved in mentoring strengthened through using the benchmarks developed by the Australian Youth Mentoring Network
- Mentors remaining in the role for at least twelve months due to the support and training that they receive through the partnership

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## Next Steps

An application for funding in 2011 was successful. This has enabled the development of a logo and creation of a web portal which can provide referral to the different agencies involved in mentoring. Work has begun on the development of resources to encourage more community members to consider becoming mentors. Several new mentoring programs have already commenced in 2012.

## Support from the Partnership Broker

The Partnership Broker has taken an active role in conducting research into the need for more mentors and the various programs that are operating in the ACT. They identified and approached agencies directly to engage them in the partnership.

The Partnership Broker, as an independent supporter not involved in mentoring, had a key role in bringing mentoring organisations together, casting the vision of universal mentoring and supporting the developing partnership. They have also been active in promoting the partnership to the wider community – raising awareness of the value of mentoring in terms of youth attainment and transitions.

### TOP TIP

Supporting partners to develop a funding application provided a great way of building a strong relationship between the partners and clarifying the goals and objectives of the partnership.

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## **ANNEXURE 1 C – National Career Development**

### **National Summary: Activity during the 2011 calendar year**

#### **Background**

Under the National Career Development element of the National Partnership Agreement on Youth Attainment and Transitions, \$47 million was committed through COAG over four years from January 2010 to December 2013 to fund a range of career development initiatives. The funding agreements entered into with the organisations listed below are all financial year agreements. This should be noted when reviewing funding amounts and key deliverables for the calendar year 2011.

#### **Career Industry Council of Australia (CICA)**

Operational funding of \$225,262.40 (GST inclusive) was provided to CICA during the 2011 calendar year. Highlights for the period included an update to the Professional Standards for Australian Career Development Practitioners and the publication of a research paper: Identification of issues that impact upon the provision of effective career development services for VET learners. [For information on the CICA paper click here.](#)

#### **National Career Development Week (NCDW)**

In 2011, the Australian Government spent approximately \$1,121,762 on NCDW. Over 1.75 million Australians attended events and activities registered on the NCDW website. These events were hosted by 423 individual organisations in communities, schools, TAFE, university, industry, small business, government departments and a wide range of other organisations. Many of these organisations hosted a whole week of different activities and some hosted a different event each month during April and May 2011.

#### **Job Guide**

Job Guide assists young people to explore career, education and training options and make subject choices. It includes information on over 500 occupations. In 2011, the department contracted Hobsons Australia to produce and distribute Job Guide at a cost of approximately \$1.9 million. Approximately 390,000 copies were issued including a copy for every year 10 student. Limited quantities were also provided to universities, TAFEs and Australian Government funded youth programs.

#### **Career Information Products (CIPs)**

The department creates and distributes a number of CIPs which are used by teachers, career advisers, parents and students to help inform students' career choices. The CIPs include Year 12 What Next, Parents Talking Career Choices, Recap, 'Bullseye' posters, and Career Information Flyers. In 2011, the department spent \$354,068.50 on the printing and distribution of CIPs.

#### **myfuture website**

myfuture, Australia's national career information and exploration service, is an interactive, user-driven website that contains a personalised career exploration and decision making tool, comprehensive career information, and help for those assisting other making career decisions. The myfuture website is managed by the Department on behalf of all governments. The Australian Government contributes 50 percent of total funding for core services, with the remainder paid by states and territories under the Standing Council on School Education and Early Childhood (SCSEEC), using the former MCEECDYA National Projects Fund funding formula. In 2011, the department contracted Education Services Australia for the management and

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maintenance of the *myfuture* website at a cost to the Australian Government of \$1,851,722.60 (GST inclusive).

### **myfuture video competition**

The department engaged Education Services Australia to conduct the 2011 myfuture video competition at a cost of \$216,260 (GST inclusive). This competition generates high quality occupation videos suitable for publication on the myfuture website. Competition entrants submit video clips of up to three minutes in length that profile one occupation exploring duties, tasks and working conditions and qualifications. Over 90 videos were entered into the myfuture 2011 Video Competition. Winners received cash prizes and national media exposure.

### **Scholarships for Career Advisers program**

The Australian Government's Scholarships for Career Advisers initiative provides an opportunity for practitioners to enhance their skills. There are two Scholarship categories: a Study Scholarship or an Industry Placement and both are available to advisers in schools, TAFEs and universities. There were 87 Study Scholarship winners and 11 Industry Placement winners in 2011. The total cost of the program for 2011 was \$659,376.

### **Australian Career Service (ACS) Judith Leeson Award**

This award is open to all primary and secondary school teachers in Australia that offer a career or life skills program. In 2011, the two winners each received \$5,000 in prize money and the finalist's received \$3,000 as well as a prize pack of career resources for their school. The department contracted Education Services Australia to manage the awards on its behalf at a cost of \$93,633.

### **Australian Vocational Student Prize**

In 2011, 410 students were awarded an Australian Vocational Student Prize after being nominated by their schools for their participation in a Vocational Education and Training (VET) in Schools program, as part of their senior secondary studies during 2010. Winners received \$2000 and a certificate. Of these winners, 17 went on to receive a Prime Minister's Award for Skills Excellence in School and a further \$2000 and certificate of recognition. The total cost of running the prize in 2011 was \$856,000.

### **National Career Development Strategy research project**

To inform development of the National Career Development Strategy, the department commissioned a multi-stage research project. The research project comprised five discrete but interrelated elements including a literature review, a market research study with stakeholders including young people, parents, employers and career practitioners, options for implementation, a cost-benefit analysis and an exploration of cognitive neuroscience and its effect on career decisions. The outcomes of the research project were presented at the Career Development Association of Australia national conference on 30 March 2012. The department engaged external consultants to conduct the research at a combined total cost of \$1,245,110.

[To see reports from the research project click here.](#)

### **National Career Development Working Group (NCDWG)**

The NCDWG, chaired by the Australian Government, includes representatives from all state and territory governments and the catholic and Independent school sectors. The Working Group was established to provide information and advice on issues relating to career development activity under the National Partnership Agreement. As consultation with the NCDWG was done via email, video and teleconferencing, there was no cost associated with this activity.