

# **NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS**



**NEW SOUTH WALES**

**2011**

**ANNUAL REPORT**

**(Submitted May 2012)**

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## PART A: New South Wales, 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)	139,969	-	143,201	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12 <sup>2</sup>		3,471	-	4,022	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10 <sup>3</sup>		7,481	-	8,101	-	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)	-	33,484	-	31,530	-	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>		-	3,091	-	2,934	-	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>		-	324	-	312	-	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)	86.0%	-	83.5%	-	2012 SEW	-	2013 SEW	-
		VET completions (VOCSTATS) <sup>7</sup>	-	26,953	-	27,996	-	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>	-	603	-	795	-	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>	74.0%	-	-	-	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)	98.0%	-	106.1%	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status <sup>11</sup>		38.6%	-	42.9%	-	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 NSW Government is dedicated to supporting the youth of NSW to reach their potential through education and training opportunities that will see them have a successful and rewarding future.

In NSW, the delivery of education and training to young people is guided by two fundamental principles:

1. that all young people are entitled to high quality education and training that provides recognised credentials and clear pathways to employment and lifelong learning (NSW Government's reforms for the Higher School Certificate)
2. that people from all backgrounds and circumstances share access to the knowledge, skills and understanding they need to participate fully and successfully in the community (NSW Charter for Equity in Education and Training).

#### **NSW youth population**

At 30 June 2010 the NSW 15-19 year population numbered 479,867 representing 32% of 15-19 year olds in Australia. The 20-24 year old population in NSW at June 2010 stood at 523,865, representing 31.8% of the Australian cohort.

The 15-24 population in NSW represented 13.9% of the total NSW population. The population of young people 15-24 years of age in NSW is projected to grow modestly over the next five years resulting from the net effect of slightly declining 15-19 year old numbers and more than compensating growth in 20-24 numbers.

#### **NSW Labour Market**

The youth labour market continues to show little recovery from the impact of the global financial crisis, with youth unemployment continuing to be significantly higher than general unemployment; challenges remain for young people in the transition from school to work.

*How Young People are Faring*, the 2011 report from the Foundation for Young Australians, notes the persistent gap in unemployment rates between Australian teenagers (15-19) and young adults (20-24) from those of adults. In 2011, the gap between the unemployment rate for teenagers and adults was nearly 10 percentage points with adult unemployment at 5% and the rate for teenagers at 15%. While the gap narrowed by 2% from 2010, the number of full-time jobs for teenagers have not recovered since the economic downturn of 2008 with one in five teenagers not in education looking for full-time work. The Foundation also noted that "more than one quarter of all long-term unemployed Australians are now aged 15 to 24" and "since 2008, the percentage of young Australians without a job for a year or longer has almost doubled". The NSW unemployment rate in June 2011 for 15-19 year olds was 16.8% which is an improvement compared to 18.4% at June 2010 but is still higher than the rate of 12.7% in June 2008. Some regions, such as the Illawarra, Western NSW and South Western Sydney, experienced higher rates of youth unemployment. Over the year to June 2011, the comparative unemployment rate for the labour force in NSW overall remained steady at 5.2%.

Full-time job opportunities for 15-19 year olds have continued to decline, with the number of NSW young people not in full-time education or training but employed full-time declining by 16,300 or 24% in between June 2008 and June 2012. This trend is mirrored in the national youth labour market.

### **Education and training participation**

Young people in NSW have access to a wide range of education opportunities and pathways.

In 2011, there were 143,201 senior secondary students<sup>13</sup> enrolled in NSW schools. This is an increase of 3,232 students (2.3%) on the number in 2010 and an increase of 9,490 students (7.1%) more than enrolled in 2008. NSW apparent retention rates<sup>14</sup> (Year 10-12) were at a historic high of 77.6% in 2011.

There were almost 66,000 enrolments of students aged 15-24 in TAFE NSW in 2011 who were not at school and had not completed Year 12 or an AQF Certificate II or higher qualification. A further 15,527<sup>15</sup> young people enrolled in a publicly funded courses delivered by a private registered training organisations.

There were 48,956 apprentices aged 24 and under in training in NSW at 30 June 2011. TAFE NSW was providing training for 87% of these apprentices. A further 34,963 young people below 24 years of age were engaged in traineeships in NSW.

Over 25,400 students enrolled at university in 2011<sup>16</sup> after completing the Higher School Certificate (HSC) in 2010, an increase of 7% (1,600 students) over the number in the prior year.

## **Youth attainment and transitions reforms (not funded under the Youth Attainment and Transitions National Partnership)**

### **Independent Employment Advisor program**

The Independent Employment Adviser program is a major initiative of the NSW Government which provides real-life industry grounded support for young people struggling to stay in school, helping them to identify a career path, explore the variety of education and training options to acquire relevant skills, and where appropriate broker employment opportunities aligned to their interests.

The NSW Government has allocated \$3.9 million to the Independent Employment Adviser initiative for service provision in 2011 and 2012.

Non-government service providers have been contracted with strong regional industry knowledge and linkages with local employers. They work with government schools and students to deliver industry grounded school-to-work transition planning and advice, case management, mentoring and employment brokerage services.

In 2011, Independent Employment Advisers delivered value adding services to over 1,200 young people in government schools in greatest need of support. Over the first year of operation, 92% of young people in the program continued in education and training or transitioned to jobs.

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<sup>13</sup> Measured in terms of full-time equivalent students in Years 11 and 12.

<sup>14</sup> Measured as apparent retention between Year 10 and 12

<sup>15</sup> Some of these students may have completed Year 12 or an AQF Cert II.

<sup>16</sup> At NSW or ACT Universities

The new service is being delivered in 10 regions of high youth unemployment and low school retention in NSW. These service regions have been defined to correspond to those of the Partnership Broker and Youth Connections programs in Western and South Western Sydney; Hunter-Central Coast; and the Illawarra so as to facilitate efficient interaction of the various youth services. Wrap-around community services, including housing and health support, are being arranged where appropriate.

### **Introduction of the NSW Record of School Achievement**

The Board of Studies NSW began a review of the School Certificate in 2010, with a view to enhancing and modernising the credential.

In 2011, the NSW Minister for Education announced the replacement of the School Certificate with the Record of School Achievement as the credential for students leaving school prior to completion of their HSC. The Board of Studies is currently finalising implementation plans for its introduction.

Some of the key elements of the Record of School Achievement are that it will be:

- cumulative, showing a student's achievement until the time they leave school
- based on school-based assessment
- able to be reliably compared between students across NSW
- give students the option of taking online literacy and numeracy tests
- a means of recording extra-curricular achievements.

### **VET in Schools program for senior secondary students**

NSW has built a world class VET in Schools program. The integration of industry-recognised, nationally accredited vocational studies in the crucial transition years of senior schooling provides flexible pathway options which enable all students to pursue study directions that best suit their interests and abilities while not closing off post-school options if their circumstances or interests change. Over 60,000 students took a VET in Schools course in 2011, many including those within an Australian Tertiary Admission Rank (ATAR) eligible program.

Over the past year, the Board of Studies NSW has continued to enhance curriculum provisions enabling access to VET pathways leading to Certificate III and IV Australian Qualification Framework VET qualifications for students in Years 11 and 12.

A new Financial Services Curriculum Framework was developed based on the FNS10 Training Package for implementation from 2012, providing access to full Certificate III qualifications in Financial Services.

The Primary Industries Curriculum Framework based on the AHC10 Training Package was also revised and now includes a broad range of Certificate III qualifications in Agriculture and Horticulture.

Over the past year, the Board of Studies NSW has designed and endorsed a new VET Content Endorsed Course in Sport, Fitness & Recreation for implementation from 2012, including access to Certificate III in Fitness and endorsed 92 VET Board Endorsed Courses for 2012.

### **Access to VET courses for students in Years 9 and 10**

In recent years, vocational course options have also been extended to Year 9 and 10 students with nearly 2,100 students taking vocational courses whilst completing their Year 9 and 10 studies. The Board of Studies NSW continued to enhance the recognition of training pathways within the School Certificate and HSC and the expansion of access to training pathways commencing in Years 9 or 10.

The number of students in Years 9 and 10 accessing VET courses continues to grow following the decision in 2008 to open up access to all schools. The number of entries in School Certificate VET courses grew from 120 students in 2008 to 457 students in 2010. Year 9 and 10 students undertaking early commencement of HSC VET courses totalled 1,628 students in 2010. Final figures for 2011 will not be available until July 2012.

All school sectors have successfully implemented VET in Years 9 and 10. Schools are introducing VET courses at Certificate I level from Year 9, and as an early commencement option for Industry Curriculum Framework courses in Year 10 with pathways to completion in Years 11 and 12. Growth in the introduction of VET courses for Years 9 and 10 is particularly evident where access to a trade training centre has become available. Early commencement in Year 10 can fast track the search for school based apprenticeships and lead to higher qualification outcomes while at school.

Schools report that this learning option is very popular as evidenced by higher than expected enrolments and retention to successful completion in Year 11 and 12. Students who commence an Industry Curriculum Framework course in Year 10 are able to achieve completion and the HSC examination in the subject at the end of Year 11. Some schools then provide options for progress to higher qualification outcomes in Year 12. This option is proving to be an incentive to continue schooling and is building confidence for successful completion of both general and vocational studies.

### **TAFE/school partnerships to support participation initiatives**

TAFE NSW, following consultation with schools, introduced a short to medium term strategy to support schools meet the initial challenges of the raised school leaving age. The initiative is a partnership between TAFE NSW Institutes and school sectors targeting students up to 17 years of age at risk of dropping out of school and not continuing in education or training.

The strength of the initiative is that it is locally designed, includes contextualised language, literacy and numeracy, develops employability skills and general capabilities, includes ongoing pastoral care from schools and can include mentoring, pathways planning and careers counselling. The outcomes include program completion, improved school attendance, enrolment in a vocational education and training course as part of their senior secondary enrolment and/or possible employment.

This NSW funded initiative is complementary to the Targeted Support For Youth At Risk projects funded under the Maximising Engagement, Attainment and Successful Transitions element.

### **Work Education and Work Studies courses in NSW schools**

Government and Catholic secondary schools currently deliver the Board of Studies NSW *Work Education* Years 7-10 Syllabus (2003) as either 100 or 200 hour courses. Senior students can opt to study the Board's Content Endorsed Course *Work Studies* course for the HSC.

There has been a marked increase in enrolments in the *Work Studies* course in government schools with almost 2,600 enrolments in 2011 - up from 1800 enrolments in 2009.

All Year 7-10 syllabuses include Board of Studies NSW cross curriculum content on *Work, Employment and Enterprise*. This is supported by the series of eight *Vocational Learning in Key Learning Area* booklets (2005), available to all government schools. Additional resources, covering all Key Learning Areas, have been made available in 2011 on the Department's intranet for government schools.

## **Alternative learning options**

The availability of more flexible and relevant learning options for students not pursuing a university pathway has been strengthened by the introduction of a new (non ATAR eligible) English Studies course. The course provides students with the opportunity to become more confident and effective communicators in a range of personal, social, cultural and workplace contexts. It is designed to develop skills in reading, listening, writing, speaking and representing, to consolidate a sound basis for current and future education, careers and citizenship. The course was piloted in 2010 and is now open to all secondary students pursuing non university pathways.

A new general mathematics course is also being developed which will be introduced in 2013. The new course will have an applied learning focus. This course will better provide for those students needing a range of applied mathematics knowledge to support their post school career plans.

In 2011, government schools were able to apply for funds (up to \$20,000) to support school developed initiatives designed to meet the needs of students 'captured' by the leaving age legislation. NSW sourced funds of \$552,173 were disbursed to fund 28 projects involving 42 schools. Many schools have restructured curriculum, extended links with business and community and introduced other innovations to better meet the needs of students. Many of these projects included a strong School to Work component.

## **Curriculum Integration in trade training centres**

In 2011, government, Independent and Catholic schools with trade training centres continued to integrate general HSC course delivery with trade training, adapting content and learning processes to trade perspectives. Trade training centres have been a catalyst for critical review of what and how students learn in order to make the best possible transition to school and apprenticeship completion. Trade training centres have also raised questions about how schools schedule learning in order to meet or maximise on and off-the-job training requirements and opportunities in the context of rigorous HSC requirements.

Traditional approaches to curriculum and scheduling have often meant that VET courses requiring extended practical learning have been limited to single periods under an hour. Structured work placement has similarly placed responsibility on students to make up missed classes. Engagement of industry and registered training organisations in the planning and development of trade training centres has resulted in a range of adaptive measures for curriculum and curriculum delivery to improve how schools address student and industry needs.

Collaboration between trade training centre teachers in the integration of trade perspectives and workplace practices in general courses such as English, mathematics, business and science has been ground-breaking and strongly welcomed by industry.

## **Trade schools**

Across NSW 26 trade schools have been established. Trade schools provide young people with the opportunity of a rewarding and challenging future with strong job and career prospects in skill shortage areas, especially those in the trades. Trade schools offer school based apprenticeships and traineeships and other vocational courses for students in NSW government schools as part of their HSC. They are located in either a school or on a TAFE site.

Government schools work with TAFE NSW and employers to provide leading-edge training in industry areas where there is demand for skilled workers. Industry areas include automotive, child care, construction, electro technology, health care, Hospitality, metal and engineering and nursing.



Specialist trade schools are giving students realistic experiences of trades for informed choices about future careers, providing targeted learning support and raising skill and qualification outcomes to maximise success.

### **Links to Learning program**

In 2011, 79 Links to Learning projects operated across the Department's 10 regions. Funding allocated to the projects totalled \$7,791,541 to support youth aged 12-24 years who were disengaged or at risk of disengaging from education. The aim of the program is to support young people to remain engaged in or re-engage with education and or transition to further training or employment.

Projects are delivered by a range of non-government organisations and local government authorities who provide learning opportunities and social support to approximately 3,600 young people each year. An increasing number of projects are providing participants with opportunities to complete accredited courses and units of competency as part of their participation. In 2011, 88% of participants were of compulsory school age. These students remain enrolled in school whilst participating in the program.

Local level input from funded organisations, schools and regions contribute to the development of models which are designed to meet local needs of 'at risk' youth populations. In 2011, 273 schools referred students to Links to Learning projects, an increase from 150 in 2009. Transitioning participants at the completion of their participation is a structured process involving all relevant stakeholders. Participants continue to receive support from funded organisations, schools and other partner agencies following the transition phase.

### **Creating opportunities to extend learning beyond the classroom**

The *School to Work* program in government schools is highly valued and recognised for its impact on young people's life decisions in a world where the workplace is changing rapidly. The core aim of the program is to provide students with the necessary skills to make a successful transition from school to post-school employment, further education and training through career and transition planning, and development of employability skills and enterprising attributes.

A key emphasis of the *School to Work* program in government schools is to encourage schools to extend learning beyond the classroom through the incorporation of vocational learning perspectives in all teaching areas, work experience and volunteering. Currently over 98% of government schools report providing workplace learning opportunities for students every year and an increasing number are providing opportunities for volunteering.

In Catholic and Independent schools learning is also taking place beyond the classroom. Schools have designed and implemented programs to support disengaged and Aboriginal students by assisting them to undertake industry visits and work experience.

In the Independent sector, students are invited to attend a program where they visit worksites one day per week. The program offers students the opportunity to work in industry with the support of a work place supervisor who has been trained in how to work effectively with disengaged students. An example of extended learning environments within the Catholic Education Sector can be seen through the *Parramatta Lighthouse* program in Western Sydney, which works to re-engage Aboriginal students in Years 9 and 10 who have been identified as being at risk of leaving school early. Students undertake an 18 week program of work preparation and one day-a-week work placement with an Aboriginal employer where it is possible to experience the relevance of education in a real-world setting. A visiting Aboriginal Education Assistant supports students and

employers on a regular basis. The program continued to demonstrate success in turning students around to more positive engagement in schooling in 2011.

## **Offering universal high quality individualised career development and pathways planning**

### **Career advisers**

Every NSW government school with a secondary enrolment continues to have either a full-time or proportional part-time, careers adviser appointed.

Teachers retrained by the Department as careers advisers must complete a postgraduate qualification in career education from either the Royal Melbourne Institute of Technology (RMIT), Edith Cowan University or the Australian Catholic University. Teachers appointed permanently to the position must have a postgraduate qualification in career development or if not will be trained by the Department to achieve such a qualification as a condition of employment. RMIT holds the contract to deliver this training for the Department over the next five years.

Each year the Department provides orientation training for new careers advisers being trained in partnership with RMIT. Continuing career adviser professional development programs are conducted by the Department's regional offices. Careers advisers who are 'new scheme' teachers are required to achieve accreditation at a *Professional Competence* level and to maintain their accreditation.

These trained educators organise and oversee career education programs and activities and work experience placements to inform student career decision making, and are integral to a school's career and transition team.

*myfuture* master training is provided to government, Catholic and Independent schools as well as TAFE counsellors. The *myfuture* website is used by 88% of government schools with a secondary enrolment to support students to access career information. It is the most highly utilised website by government schools, followed by the Job Guide. In addition, 86% of government schools reported using the *myfuture* website to support the broader *School to Work* program in their school. In addition, 61% of government schools reported accessing *myfuture* training for parents/carers, elders and/or other community members to be involved in the career and transition support for students. *myfuture* master training is planned in NSW for the 31 May and 1 June 2012 for representatives from all secondary education sectors.

All Catholic school students are able to access career advice, either through advisers employed within the school or an outside agency. Dioceses continue to support the professional development of careers advisers through networks, support to go to conferences and subsidising the graduate certificate in careers.

### **Transition Adviser Training Program**

Transition advisers in government schools work closely with careers advisers to support the transition needs of targeted students in a school, particularly those most likely to disengage early from education and training.

A comprehensive training program is undertaken by teachers nominated by their school to undertake this role. In October 2011 training was provided to a further 36 teachers to undertake the role in 2012. There are now 156 teachers working in the transition adviser role in government schools.

The experiences and learning by schools that have implemented the transition adviser initiative were collated in 2011 through 11 case studies. These case studies promote a valuable resource that better informs other transition advisers, their schools and regional personnel of the benefits, challenges and advantages of this initiative and supporting its implementation and practice in schools.

In 2012 the *Transition Adviser Training Program* has been registered with the NSW Institute of Teachers at Professional Competence standard, enabling 'new scheme' teachers to use the training for accreditation. Further training will occur in October 2012.

### **Pathway planning**

The *School to Work* program continues to support the full range of government school students in Years 9-12 to individually plan their transition pathway through and from school.

A wide variety of approaches are being used to support student career and transition planning in NSW government schools including career counselling, career education classes, workplace learning, and the Board of Studies NSW courses *Work Education* and *Work Studies* in the senior years. In their annual online reporting on the *School to Work* program in 2011, 466 government schools with secondary enrolments indicated that:

- 86% are using the My Guide section of *myfuture* to support students to document their personal career and transition planning
- 85% are providing explicit lessons and activities on career and transition planning
- 77% are providing mentoring support (in school or out of school) for career and transition planning
- 220 schools (up from 174 schools in 2009) are using *Logbook Online* to support their career and transition planning
- more than 124,610 students were reported as being able to articulate a career and transition plan and more than 90,500 students reported as having a written plan.

In addition, government schools can access the *Student Pathways Survey* a unique self-efficacy on-line survey to provide students (Years 9 - 12) with an opportunity to articulate their ideas on career planning and transition. It generates an on-line individual feedback report, which can be retained by each student for reflection and future career and transition planning.

In 2011, the *Student Pathways Plan* was released to complement the *Student Pathways Survey*. Students can now access a template to develop an individual plan for their career and transition. This plan can be changed and added to throughout the calendar year.

Schools have access to their individual student data, enabling them to monitor student access to the Survey and to provide a more individualised career service. The *Student Pathways Survey: School Report* is an aggregation of selected data from students' responses to the survey. This report has the capacity to influence whole school planning by providing evidence of students' levels of self-confidence in key areas that impact on their career and transition planning.

### **Improving the industry relevance of career advice**

Careers expos are one of the main vehicles for ensuring that students have up-to-date industry based careers advice tailored to the needs of students and their families. Annual compilation of careers expos across the 10 government school regions is completed each March. In 2011, 42 career expos were held. Close to 50 careers expos are scheduled for 2012 and a number of these have substantial input from the local School Business Community Partnership Broker.

Government schools indicate that over 74,000 students attend careers expos each year; an increasing number of schools reported using industry-specific websites in 2011 (76%, up from 65% in 2010 and 58% in 2009) and 412 schools reported they were using *myfuture*.

All of the Department's 10 school regions and most Catholic dioceses and Independent schools have *myfuture* master trainers, an initiative unique to NSW which is now being introduced in other states and territories.

### **'Employment Ready' - Pre-Apprenticeship Program Phase 2**

The program is a 2010-11 NSW Budget initiative which aims to assist young people into apprenticeships. The NSW Government is partnering with registered group training organisations in NSW in this venture.

In 2011, 1,218 training places were committed at a cost of \$3.3 million to assist young people to enter into apprenticeships.

To date:

- 752 students have commenced pre-apprenticeship training
- 354 students have completed training.

### **Review of school based apprenticeships**

School based apprenticeships were introduced in NSW in 2007. An independent review was commissioned in mid-2010 to assess and report on the experience with the NSW school based apprenticeships model over its first three years of operation. The review found that school based apprenticeships are a highly relevant and effective option for students. School based apprentices expressed a high level of satisfaction with their experience and employers see school based apprenticeships as a valid alternative to full-time apprenticeships.

The review also noted the importance of the school based traineeship pathway. A cross-sector action plan is being implemented to promote and facilitate further growth in participation in both school based apprenticeships and traineeship pathways.

This area continues to grow with 2,800 school based apprenticeships and traineeships currently registered in NSW schools in 2011 compared to just over 1,200 in 2007.

### **TAFE NSW offerings for 15-24 year olds**

TAFE NSW continuously reviews its course offerings and approaches to learning to engage more young people. This includes adopting new technology. Some examples of Institute activities include the innovative use of YouTube, Facebook, Twitter and other social media; implementing the use of SMS to communicate with students, in particular, young Aboriginal students; and implementing Personalised Learning and Employment Support Teams at all campuses in an Institute to engage young people and provide appropriate pathways to vocational training and employment in order to improve retention and completion.

Over the period 2007-2011 TAFE NSW enrolments for 15-24 year olds at Certificate III and above qualifications increased by 9.6% while completions at Certificate III and above increased by 16.6% for the same cohort.

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

### **Supporting coordinated state-wide and regional engagement with Partnership Broker and Youth Connection networks to maximise benefit to NSW youth**

Project funding of \$0.15M for *Maximising Engagement Attainment and Successful Transitions* has been allocated to appoint a senior coordinator to support state-wide and regional engagement with Partnership Brokers and Youth Connections networks and manage the state-wide coordination of mandatory work placements including supporting work placement service providers. The position supports engagement of Partnership Brokers and Youth Connections providers with government and non-government schools.

#### **Structured work place learning**

Students taking NSW HSC VET Industry Curriculum Framework courses are required to undertake a minimum of 35 hours' work placement in a relevant industry setting in each of their Year 11 and Year 12 programs as part of each course. Work placements are coordinated by a network of Work Placement Service Providers which are local, not for profit and incorporated organisations

NSW has allocated \$28.8 million over four years (\$7.2 million per annum) from *Maximising Engagement, Attainment and Successful Transitions* funding to support the coordination of mandatory work placements for HSC VET students in NSW.

Based on school sector work placement numbers, 77% of the funding has been used to support work placement coordination for students in government schools; 18% to support work placement coordination for students in Catholic schools, and 5% for students in Independent schools.

Following an open tender on behalf of all school sectors in NSW in 2010, 25 Work Placement Service Providers covering 30 service regions were contracted to undertake work placement coordination services.

In 2011 Work Placement Service Providers:

- serviced 700 NSW schools and TAFE NSW colleges
- coordinated over 54,000 work placements for HSC vocational course students from the government and non-government school sectors and TAFE NSW
- provided 1,342 placements for Aboriginal or Torres Strait Islander students
- provided approximately 1,114 placements for students with a disability
- engaged 4,500 new employers to host work placements under the program.

In March each year, Work Placement Service Providers attend a professional development day hosted by the Department with the Catholic Education Commission NSW and the Association of Independent Schools NSW. Additionally, in November 2011, Work Placement Service Providers attended an information day about the introduction of the new Financial Services Industry Curriculum Framework Course where advice was shared on how to work with the financial services industry to secure quality work placements.

#### **Extending vocational options for students in Years 9 and 10**

Following a pilot funded by the NSW Board of Vocational Education and Training and undertaken by the Board of Studies NSW, VET for Year 9 and 10 students is now offered across NSW. This development provides a new pathway option for students who might otherwise have left school but are now required to remain until they complete Year 10 or equivalent alternative studies.

Students are now able to begin studying towards an apprenticeship, traineeship or other qualification in Year 9 with significant numbers of students enrolling in courses such as hospitality, construction, primary industries and automotive.

In 2011, \$550,000 was provided to the NSW school sectors to support externally delivered VET for Years 9 and 10, from *Maximising Engagement Attainment and Successful Transitions* funding, providing an additional 340 student places in 2011.

This additional funding was allocated to the sectors as follows:

Department of Education and Communities	\$417,565 (76%)
Catholic Education Centre NSW	\$97,563 (18%)
Association of Independent Schools NSW	\$34,872 (6%)

### **Targeted support for youth at risk of disengagement from education and training.**

The NSW Implementation Plan identified locally designed and managed targeted support for youth at risk of disengagement from education and training as a key strategy supporting higher levels of youth education participation and attainment.

A total of \$1.2 million was allocated from the Youth Attainment and Transitions National Partnership funding to targeted support projects for youth at risk to be delivered in 2010 and 2011. Project proposals were sought from all school sectors and from TAFE NSW focusing on initiatives to support young people at risk to continue their studies to attain the HSC or AQF Certificate II or above and smooth their transition to further education and training and employment.

A total of 67 proposals were received from the government and non-government school sectors and TAFE NSW in 2011. The following 12 projects received funding in 2011:

1. Armidale High Schools, *Makin Tracks*
2. Dubbo College Senior Campus, *Get Real*
3. Leeton High School, *The Fivebough Wetlands Project*
4. NSW Department of Education and Communities - Western Sydney Region, *Ready Arrive Work (RAW)*
5. The Catholic Education Office, Lismore Diocese, *Futures Bank – Fresh Start*
6. St Phillip's Christian College Newcastle, *DALE Program*
7. Youth Off the Streets and Key College, Chapel Campus, *Step Up*
8. TAFE NSW, Riverina Institute, *Where Am I Headin' 2011*
9. TAFE NSW, South West Sydney Institute, *Hands On*
10. TAFE NSW, Sydney Institute, *Building Connections*
11. TAFE NSW, Western Institute and Department of Education and Communities, Western NSW, *Indigenous Sparkies*
12. TAFE NSW, Western Institute and Department of Education and Communities, Western NSW, *Young Mothers*

In 2011, NSW government schools received 33% of funding for successful project proposals, Catholic schools received 16.6%, Independent schools received 8.3% and TAFE NSW 41%.

The 2011 funded projects were highly successful in increasing the engagement, attainment and successful transitions to further study and employment of at risk students. Selected projects from the 2011 program highlight the positive outcomes achieved.

## **Get Real - NSW Department of Education and Communities, Dubbo Senior College Campus**

The Dubbo *Get Real* program is particularly recognised for its outstanding work in raising Aboriginal student engagement, retention and attainment for students enrolled at the Dubbo College Senior Campus.

*Get Real* has assisted Aboriginal students at the College to gain the knowledge, skills and attitudes to complete the structured work place learning requirements of their vocational courses, progress toward or complete the HSC, pursue further studies and compete for employment. This has been achieved by supporting students individually, ensuring that each student has the presence of a significant adult mentor and advocate who genuinely cares about them.

The *Get Real* program engages students by implementing individual career planning sessions which lead to comprehensive learning support plans, employing an Aboriginal support person as a mentor for students and introducing current students to former Aboriginal students from past programs as role models. The program also facilitates the development of resumes, job applications, university and scholarship applications. The program provides transportation and appropriate workplace clothing and uniform requirements where relevant. Students are encouraged to participate in work experience programs to further develop their employability skills which can lead to part-time work while still at school.

Some Aboriginal families in isolated communities send their children to Dubbo Senior College to give them the chance to break the cycle of limited education and employment opportunities. Additional support for students separated from their family has been made possible through the *Get Real* program. The program has also fostered a sharing of resources to assist students from other schools access work placement and work experience opportunities with employers who are sensitive to the needs of Aboriginal students.

The *Get Real* program has been successful in increasing the retention rates of students at school and engaging students in their education. Over the last five years, retention rates for students involved in the program has steadily improved, rising from 52% in 2009 to 60% in 2011. Destination data for 34 of the 40 students who graduated from the *Get Real* program in 2011 indicate that 11 students were offered places at university, three students gained apprenticeships or traineeships, five students are attending TAFE full-time, two students were accepted into private colleges to continue their education and 13 students gained full-time employment.

As a result of program funding, the *Get Real* program has reached a level of maturity and depth that has resulted in many students achieving outstanding success. Critical barriers to Aboriginal student engagement have been identified and a range of strategies implemented to address these issues.

### **Student Profile: Greta Wood**

*"My name is Greta Wood and I have 3 siblings and live with my mum. I have lived in Dubbo for the past 10 years. My mob is from Coonamble and Brewarrina. The Get Real program has assisted me in staying focused at school and with support it has helped me with my studies in my last 3 years of secondary education. I have had more exposure to educational and career options and I have been supported in applying for tertiary education and Early Entry to university. I feel proud to have been selected for these types of events and it has increased my confidence and belief in me and my abilities. As part of this program I have been encouraged to enrol in many extra activities and groups. Some of these are*

- *Myday- Charles Sturt University visit.*
- *Girls Circle- This programme explores our heritage and aboriginality.*
- *Nasca*

- *Mission Australia*
- *Motivational Speech days.*

*Without these opportunities and support I do believe I would have felt lost and would have left school without looking at University options. I hope to go to either Lismore or Bathurst University to complete a Bachelor of Education Early Childhood and have begun the process of Early Entry applications with the support of this program”.*

When Greta joined the *Get Real* program she initially wanted to pursue a career in childcare. With mentoring and guidance, Greta saw the potential in herself to attend university and attain a degree in education. Through the program Greta was supported with curriculum content and the *Get Real* program offered her the opportunities and support needed to make the university option a reality.

Greta has been offered a place in 2012 in the Foundation Program at Canberra University where she will be supported by the Ngunnawal Indigenous Higher Education Centre which provides academic support to Aboriginal and Torres Strait Islander students. In completing her HSC and gaining entry to university, Greta has set new precedents for her family. Given Greta’s positive attitude and her recognition of the value of education, her future prospects are significantly enhanced.

### **Ready, Arrive, Work (RAW) Program - NSW Department of Education and Communities- Western Sydney Region**

During 2011, the *Ready Arrive Work* (RAW) program assisted 186 refugee students from 30 schools in Western Sydney, South Western Sydney and regional NSW to more effectively engage in education, training and employment. A RAW resource kit to enable schools to support refugee students undertaking vocational learning was also introduced in 2011.

Refugee and recently arrived students have varying degrees of awareness of employment, workplaces and workplace requirements, employer/employee relationships, industrial arrangements, transport issues, and appropriate dress codes and behaviour. This lack of knowledge often leads to students being unable to either engage or connect at the correct level in both education and employment spheres. The RAW program ensures students are prepared for workplace learning and assists employers to better support them during their workplace experience. The program assists students to explore vocational learning pathways in a supportive and positive environment.

The program works with recently arrived students providing them with an introduction to employee/employer relationships, industrial agreements, transport systems, training structures, appropriate dress code and workplace behaviour to enable them to successfully engage with our economy, our workplaces and our training institutions and become productive and able citizens.

Working in partnership with *JobQuest* –a community employment and youth service specialist, RAW provides significant mentoring support to students and active involvement by local industry, community, education and training sectors and previous participants to establish support networks, career planning support and workshops involving resume construction, interview skills, online job search, cover letter construction, team building and employability skills, industry visits and workplace learning tailored to their particular requirements. RAW includes two innovative events during the program the FRUIT day (Fun, Realistic, Unbiased, Industry, Teaching Day) and SALAD (Services and Local Agencies Day) which bring participants from participating schools together to undertake group activities, build confidence and explore careers.



## **Student Profiles:**

### **Beauty Gonkarnue**

Born in Liberia, 17 year old Beauty and her family lived as refugees in Ghana for seven years. In 2006 the United Nations granted Beauty and her family official refugee status, allowing them to move to Australia. Initially the family lived in Goulburn before moving to Western Sydney.

As a refugee in Liberia, Beauty received little schooling. Her biggest struggle coming into Australian society and the schooling system was her difficulty in reading and writing in English. It made homework and assessments difficult and while teachers were supportive, Beauty suffered from a lack confidence.

*“RAW helped me with my reading and anything else I had trouble at school with. Being able to read and talk with confidence has made things much easier” said Beauty.*

Beauty is now studying nursing at TAFE NSW as part of her HSC and this will contribute to her ATAR. She has also completed work experience at Rose of Sharon Child Care and Preschool and at Seven Hills West Public School.

*“I wasn't comfortable with school work or communicating with teachers, so I didn't think too much about the future until RAW program helped me. Now I am excited to go to TAFE and learn about nursing and maybe become a registered nurse after high school. The RAW program was very important in helping me decide that.”*

### **Madina and Miriam Papal**

The Papal sisters, both 17 years old, left Afghanistan in 2009 and after staying in India for about a year, they finally were able to come to Australia as refugees. While they couldn't speak English, they pushed each other to learn enough and within 6 months were able to go to a public high school. Both girls admit that they hadn't thought much about their future.

*“We didn't think too much about the future, we concentrated on learning English and learning about living in Australia,” Miriam explained. She did, however, have an idea of what she wanted to do. “I like to help people and I want to do something that will help people.”*

Currently, both sisters are studying nursing at TAFE NSW as part of their HSC and are keen to get into the healthcare industry after they leave school.

But while they had their aspirations, they still weren't too sure of how to achieve their goals, until they undertook the RAW program. *“RAW forced us to think about the future. But it also made us confident,”* said Miriam. *“They helped us to set goals and then find pathways to achieve our goals. It showed us what we can do and how. It opened doors to opportunities.”*

*“We didn't know about pathways, like how to get into universities and TAFE. We learnt about how we can look for jobs as well,”* Madina added.

The once shy sisters managed to organise their own work experience, approaching a local fruit store, The Fruit Warehouse and negotiating a work experience deal with the owner and managers.

*“It feels good to be confident,”* said Miriam. *“We're doing better at school! We've done work experience. We wouldn't be doing all this without the RAW program.”*

## **Hands On – TAFE NSW, South West Sydney Institute**

*Hands On* provides young people at risk of disengagement from school with vocational and employability skills, individual case management and education plans, and the experience of an adult learning environment, encouraging and better equipping them to stay at school and complete their School Certificate and progress to further study and/or employment. *Hands On* targets and re-engages current school students aged between 15-18 years who are disengaged from school based education, and are seeking alternative vocational pathways to education and employment. It provides students with valuable entry experience into TAFE NSW training whilst supporting the student's attendance and behaviour in their high school environment. *Hands On* is also structured to address basic literacy and numeracy issues by exposing young learners to practical vocational exercises using industry terminology and mathematical problem solving techniques, with instant visual outcomes.

The program supports students in both government and non-government schools in South Western Sydney. In 2011, *Hands On* offered courses in hairdressing and beauty, construction, auto body refinishing, hospitality, the automotive industry, refrigeration, carpentry and a program run in partnership with the Australian Defence Force that aims to increase leadership skills and improve self-esteem.

Overall, *Hands On* has successfully been able to re-engage students in education. Over 85% of students enrolled in *Hands On* completed the program. Retention rates are extremely high – of the students in Year 10, 100% completed the year. Out of the students in Year 11, 90% intended to complete Year 12 with the remaining 10% indicating they would return to TAFE. Students enrolled in *Hands On* highlight how the program has enabled them to see a future for themselves in various industries, has increased their motivation and self-esteem, and encouraged them to continue their education or further their training.

## **Building Connections – TAFE NSW, Sydney Institute**

This project focused on the challenges faced by disadvantaged Aboriginal and culturally and linguistically diverse disengaged youth in inner South Western Sydney. The project uses a community engagement model with hands on learning to facilitate pathways to apprenticeships or traineeships in the construction industry. The program involved a partnership between TAFE NSW Sydney Institute, Edgeware High School - a school catering for students with diagnosed conduct disorders, Marrickville Intensive English School and the Holy Trinity Anglican Church Youth Centre. Students involved in the program in 2011 were from diverse backgrounds of disadvantage, which impacted on their ability to focus on their regular study programs. All participants were male, 55% identified as being Aboriginal or Torres Strait Islander and the remaining 45% were from culturally and linguistically diverse backgrounds. The program involved hands-on construction of interior furnishings, building an outdoor setting and storage boxes for the Youth Centre.

*Building Connections* was about more than developing new skills in construction and carpentry as it also encouraged a connection of students with the local community. Learning was through hands on training within a project based framework, and provided the learners with an immediate sense of achievement. A continued sense of pride prevails as their workmanship is displayed for all young people to use at the Youth Centre.

The program, run over 12 months for nine hours per week, provided students with a needs orientated, supportive and flexible program. In 2011, 11 students were enrolled in the program and all received their white card required to work in the construction industry. Eight students completed their Certificate I in Construction, and from this two students were offered full-time apprenticeships. The program saw students gaining valuable employability and work skills, improved self-esteem and a sense of self-worth and accomplishment.

The program also saw improved attendance at both school and TAFE, increased opportunities for work experience through an established link with the Master Builders Association and provided students with exposure to an adult learning environment - developing strategies to support students to participate in future education and or consider work choices. Community members and teachers highlighted that students' self-esteem visibly improved, as did their sense of self-worth and accomplishment. Throughout the program, students connected and engaged positively and actively with the wider community and team members from other schools.

### **Indigenous Sparkies – TAFE NSW, Western Institute**

The *Indigenous Sparkies* project aims to provide targeted support for young Aboriginal students at risk of disengagement from education and training. The project in partnership with industry and communities creates positive learning environments for young Aboriginal students from the north west of NSW, giving them access to VET training in an identified skill shortage area and to assist them complete a Certificate II in Electrotechnology and the HSC. It provides students with on-going, customised literacy and numeracy support at school and TAFE. In 2011, 10 students were selected to participate in the project.

*Indigenous Sparkies* provides students with supported learning opportunities, connects students to a career and maintains high behavioural and education expectations. The project also focuses on acquiring traineeships or apprenticeships for the students.

Feedback from students, teachers and other stakeholders has been very positive. One teacher commented:

*“The project has proven to be a tangible pathway for intermediate and senior ‘at risk’ students. Students were often interested in the trade but were deterred by the written theory component of the course, primarily due to low literacy levels. ‘Indigenous Sparkies’ has addressed this issue to provide a positive career pathway for students in our community to go on to learn trade skills and allows students to plan their future...The course not only gives students useful skills, and opportunity for a number of career pathways, but also develops students’ literacy, and thus, their self-esteem. - Kate Blunt, Head Teacher Secondary, Goodooga.*

### **Youth Off the Streets – The Step Up program**

The *Step Up* program works with young people who are socially marginalised, have low literacy and numeracy skills and find it difficult to remain in a mainstream high school. The program encourages these young people who are at risk of disengaging from school to continue their high school studies and/or further education and employment. The project creates holistic learning plans with young people that address the social, personal, academic and social development needs of individual students in a positive learning environment.

The program builds young people's self-confidence through facilitating sports and recreation activities that promote the school spirit and therefore students' sense of belonging to a community. Furthermore, the program provides an engaging learning environment that promotes community participation, academic achievement and improved perceptions of their own well-being. The program teaches young people the skills necessary to actively seek employment and provide guidance and advice on how to access and enrol in further education. Through the program young people have learnt to engage with industry through industry excursions and workshops provided by Youth Off the Streets corporate partners.

In 2011, of the 14 students enrolled, eight completed the school year with seven students completing their Preliminary HSC (Year 11) and one student completing the HSC. Nine students

successfully completed work placements and three students held down part time jobs during the year.

## **Indigenous Reporting**

### **From Schedule B:**

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

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

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

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

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

### **State-wide Aboriginal strategies and cross sectoral initiatives**

The NSW Government remains strongly committed to bridging the education gap so that Aboriginal student outcomes will match or better the outcomes of the broader student population.

Two of the targets from the *Aboriginal Education and Training Strategy 2009-2012* are:

- The 2008 achievement gap in reading and numeracy between Aboriginal and non-Aboriginal students will be reduced by 50% by 2012 and eliminated by 2016.
- The 2008 gap in the completion of Year 12 or an equivalent education and training qualification for Aboriginal students will be reduced by the 25% by 2012 and by 50% by 2020.

NSW is also implementing the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*, a national plan to accelerate achievement for Aboriginal students through school planning, quality teaching and effective partnerships. The key domain of Pathways to Real Post-School Options articulates the need for Aboriginal students to make a successful transition from school to work or further study.

In order to achieve this goal, the NSW Department of Education and Communities is implementing a number of school-based, state-wide, targeted Aboriginal education programs across government schools which aim to improve education outcomes for Aboriginal students and improve the way we work with Aboriginal families and communities. A number of key programs are being implemented and include the *Aboriginal Education Student Scholarships* initiative, *Youth Excel - Phase Two*, and the *NSW P Plate Program*.

### **Aboriginal Education Student Scholarships:**

Funding has been allocated to regions under the *Aboriginal Education Student Scholarships* initiative to provide scholarships for Aboriginal students in Years 9 - 12 to improve their engagement and retention. A total of 160 scholarships were allocated to Aboriginal students in 2011. The scholarships provide financial assistance of \$1,000 to each student and are to be allocated on the basis of:

- current academic achievement (student demonstrates good academic achievement)
- commitment to complete their studies (evidence in application that the student plans to complete Year 12 or equivalent)
- motivation to stay at school.

### **Youth Excel Phase Two:**

*Youth Excel Phase Two* is a two year initiative (June 2010 - June 2012) that is designed to improve the attendance and engagement of individual Aboriginal students (Years 7 - 12) in targeted secondary, central and community schools. In 2011, 10 schools were chosen to participate in *Youth Excel Phase Two*. These schools presented as having had low average attendance rates for Aboriginal students over 2007, 2008 and 2009.

A key focus is on transition especially from Year 6 to Year 7 and from Year 10 to senior school, training and employment. The program is providing strategies to improve school retention rates and completion of Year 12 to support the raised school leaving age.

An Aboriginal Community Engagement Officer has been employed in each of the participating schools to work with staff, students, parents/caregivers, Aboriginal community members and other government and non-government agencies under the guidance of a school based Aboriginal Education Advisory Committee.

Aboriginal families and communities have been encouraged to have input into the development and execution of their school's *Youth Excel Phase Two* school plan.

Key aims of *Youth Excel Phase Two* include:

- To strengthen the capacity of participating schools to engage all Aboriginal students in a successful learning pathway by building effective links with local Aboriginal communities and agencies.
- To provide support in school attendance and engagement for targeted Aboriginal students whose attendance patterns and retention at school have been identified as suggesting early disengagement from school.

In 2011, the 10 schools participating in the *Youth Excel Phase Two* initiative have indicated that they have strategies to improve the attendance and retention rates for students and the initiative has successfully assisted in the transition of Aboriginal students into senior school.

The Aboriginal Community Engagement Officers participated in a two day professional development workshop that aimed to support and give participants the knowledge and skills required to engage the local community to interact with schools and industry stakeholders. The workshop provided the participants with the skills to effectively collaborate successful partnerships with communities to allow for successful completion of the HSC or a supported optional career pathway for Aboriginal students. The intended focus of the workshop was to assist in improving student attendance and retention.

## **NSW P Plate Program**

The *P Plate Program* is a national program that is currently supported by government education sectors in NSW, South Australia, Queensland, and the Northern Territory.

The *P Plate* program provides Aboriginal students with career counselling, work experience and work placement opportunities to better engage the students in TAFE delivered VET (TVET) courses and school based apprenticeships and traineeships. The program also supports students' cultural identity and sense of self to succeed post school.

The *P Plate Program* Manager is currently working with 32 government schools across five regions to facilitate the delivery of professional development for identified school ambassadors and establish industry partnerships between Australian Employment Covenant employers and schools in order to support Aboriginal students and their options for post school pathways.

The *P Plate Program* has reported a number of successful outcomes for Aboriginal students in 2011. Outcomes include:

- 15 Aboriginal students have completed work placements
- 13 Aboriginal students are undertaking a school based traineeship
- 82 Aboriginal students have obtained a qualification such as Senior First Aid, Bronze Medallion, Occupational Health & Safety, Construction certificates or a driver's licence
- 26 Aboriginal students are currently enrolled in TVET courses and two have enrolled in tertiary study.

The program is well received by schools and communities with students recognising the benefits of being involved in such a unique program tailored specifically for Aboriginal students to support closing the gap in the areas of employment and further education.

In addition, many school level strategies are being implemented by NSW schools and TAFE NSW. Some examples are listed below.

### **TAFE-delivered vocational education and training for Aboriginal school students**

TAFE NSW has a strong history in providing training for Aboriginal young people. In recent years the percentage of young Aboriginal and Torres Strait Islander people undertaking part of their senior secondary certificate through TVET courses has increased significantly. Over the period 2007–2011 TVET enrolments for Aboriginal students have increased by 71%, albeit off a low base (1,120 to 1,916), compared to all TVET student enrolments which have increased by 7.5% over the same period.

### **Makin' Tracks - Armidale High School and BackTrack – New England Region**

The *Makin' Tracks* partnership between Armidale High School and BackTrack focuses on young Aboriginal students from Years 7 - 10 enrolled at Armidale High School who find it difficult to positively engage within the school environment. The majority of these young people are aged between 14 and 17, have poor school records, difficult family circumstances, and are often known to the Police for anti-social behaviour and petty crime. As participants of the *Makin' Tracks* program, young people are supported to remain at school by participating in innovative self-development activities that are positively engaging while at the same time undertaking work and skill related activities that are heavily supported and connected to the local community.

Students are selected to participate in the programs based on recommendations from the Learning Support and Welfare teams and on school data. Depending on their age, they are enrolled in either

a Certificate II in Agriculture at TAFE or, school-delivered primary industries. The aim is that all participants achieve either their HSC or a Certificate II qualification. Learning is structured around a successfully trialled model involving:

- on the job learning at four identified training properties around the region and various real work placement opportunities
- formal learning on site at Armidale High School.

Currently there are 51 young Aboriginal people involved in BackTrack programs, 36 boys and 15 girls (comprising students from Armidale and Duval high schools). Amongst the 51 participants, there are two Aboriginal trainee youth workers who have come through the BackTrack programs and two school based trainees in primary industries. Attendance data for 2011 indicates that students involved in the BackTrack programs significantly increased their overall school attendance and the rate of long suspensions decreased by almost 60%. Of the current participants 90% gained a certification in one or more short courses, including First Aid, OH&S Induction for Construction, and OH&S General Induction.

BackTrack programs have continued to achieve results in the full range of target outcomes: education, vocational skills training, personal skills, self esteem, cultural recognition, community connections, employment, and transition to employment. The partnership is currently trialling paid contract work that offers expanding opportunities for school based traineeships and full-time employment. To date the successes of the partnership are widely recognised and have contributed to the School's increasing reputation as an inclusive centre of excellence that uses innovative practices which cater to all students.

*Making Tracks* was part funded under the Targeted Support for Youth at Risk program outlined on page 13.

## **Student Profiles**

### **Tyson**

17 year old Tyson has been enrolled at Armidale High School since Year 7 and has been engaged with BackTrack youth works since Year 9. Tyson's early years of high school were characterised by a pattern of long and short suspensions. Tyson's involvement with BackTrack provided an intervention for him at a critical time in his life.

A personalised learning plan was developed and put in place to support Tyson's engagement with school. This Personalised Learning Plan has grown and changed with Tyson. At the end of Year 10, Tyson was awarded the School Certificate; he is the first person in his family to achieve this qualification.

In addition, an opportunity to engage as a school based trainee (Metals and Engineering) with BackTrack presented itself and Tyson is now undertaking this traineeship. He is currently completing his Year 12 studies and will graduate the HSC with Certificate II qualifications in both Primary Industries and Metals and Engineering. He is also on track to achieve a raft of other qualifications gained as a result of his involvement with BackTrack.

### **Michael**

Michael is 16 years old and is currently in Year 10 at Armidale High School. Michael has significant learning difficulties which have contributed to his lack of engagement at school and very poor attendance. Michael had lower than average literacy and numeracy skills and this contributed to an increasing pattern of truancy. When Michael became involved with BackTrack he started to

experience levels of success in activities such as dog jumping and rural skills work; success that he had never experienced at school.

Michael's confidence improved during Year 9 and he readily accepted help with his literacy and numeracy in the 'no shame' environment of the shed. The School would work with BackTrack staff to provide appropriate resources to support Michael and his learning. The youth workers supporting Michael make links between the literacy and numeracy and what he is doing 'on the job'.

The School in consultation with Michael, his carers and BackTrack decided that a Life Skills pattern of study would be the most appropriate option for Michael to ensure that he was able to stay on at school and also remain engaged with BackTrack. The funding received through the Youth Attainment and Transitions initiative has meant that Michael has received a school based traineeship in the area of primary industries and he will achieve the vast majority of his life skills outcomes in the workplace.

### **Fresh Start in the Clarence Valley, North Coast Region - Clarence Valley Industry Education Forum**

The Clarence Valley Industry Education Forum is a unique strategic partnership between business, education and the community; this includes local government and Catholic schools and TAFE NSW. The Forum contributes to the social, economic and cultural development of the Clarence Valley.

Informed by local enterprise and industry, the partnership seeks to have a sustainable community impact by working collaboratively and sharing resources that will develop young people's futures through targeted secondary and tertiary education programs. Established in 2011, *Fresh Start* is a project that aims to strengthen school to work transitions for Aboriginal students in Years 9 – 12 by supporting an estimated 280 Aboriginal students and their families each year to connect with education, careers, employers and the broader community in positive ways.

*Fresh Start* reconnects students to learning through practical skills development, builds self-esteem and confidence through achievement, creates connections with industry and career pathways, incorporates culture within learning, establishes employer expectations, grows aspiration through inspiration and builds student resilience.

It is a locally owned school-to-work strategy which engages not only schools, but is a framework to which government agencies, training providers, support services and the community can align their resources, people and programs.

Project delivery focuses on four core streams of activity:

1. Enterprise learning

Through applied enterprise learning students are introduced to work concepts. Enterprise learning is delivered by business/industry specialists during structured three day learning events in non-school locations. Targeting Year 9 students, enterprise learning builds student confidence, makes linkages between curriculum and the local economy, delivers training recognition and inspires students in their preparation for pre-employment activities. Students create or build their resumes with the skills developed during the enterprise learning events, and meet with careers advisors to reflect on their experience and map career pathways.

2. Pre-employment program

The pre-employment element has two streams:

- (a) Building the awareness and capacity of Clarence businesses to provide students with a positive pre-employment workplace experience. Employers self-nominate to access



cross cultural training and workplace mentoring to be delivered in the workplace by industry specialists.

- (b) Developing student understanding of employer expectations through in-school workshops by industry specialists and role models. Targeting Year 10, workshops are completed before students participate in work experience, work placement or other unpaid work.

3. Parent and carer skills development

The aim of this element is to increase parent awareness of contemporary workplace requirements, expectations, basic skills and career pathways. This element looks to strengthen the tactical skills base of parents/carers so that they can provide the required level of support to students in their transition from school to work or other training/education. This will be delivered through a series of in-community impact workshops by Aboriginal mentors, practitioners and volunteer parents.

4. School based apprenticeships and traineeships

Equipped with employability skills, knowledge and confidence Aboriginal students at the end of Year 10 will self-market to local businesses and compete for advertised school based apprenticeships and traineeships.

The program has been very successful, with participation of 126 Year 9 students in enterprise learning events (hospitality and tourism, creative arts and media, and pre-employment). In Term 2, 2012 these students will move into the *Fresh Start* pre-employment stream where they will be preparing for work experience with the assistance of industry specialists and role models. More than 50 businesses and local community members have contributed to the delivery and success of enterprise learning events so far. Three Australian Aboriginal Education Ambassadors have visited Forum partner schools to inspire students about literacy and numeracy, using their life's journey to highlight the significance of staying connected to learning.

The *Fresh Start* Learning Kit (a cultural teaching resource for Clarence Valley high schools) has been introduced following consultation with more than 600 members of the local community. An Aboriginal parent skills development and advocacy program has also been developed to be delivered in community workshops.

*Fresh Start* was partly funded under the Targeted Support for Youth At Risk program outlined on page 13.

### **Catholic Education sector**

The Catholic Education sector has been successful in increasing the number of Aboriginal students enrolled in schools with scholarship schemes that provide fee waiver or significant fee reduction as well as support with the cost of uniforms and other everyday school charges. The scholarship schemes were commenced by the Archdiocese of Sydney and were extended to all schools in the Diocese of Parramatta in 2011. Schools in the Archdiocese of Sydney have seen a significant increase in enrolments and the Archdiocese has now implemented an Indigenous Teacher Training Scholarship program. Independent Catholic boarding schools also operate Aboriginal student scholarship programs to broaden the choices of Aboriginal youth in regional and remote areas.

All NSW Catholic schools have access to government funded Aboriginal education advisors and assistants. They work with school leadership, teachers and students to implement a broad range of programs that address the many complex issues underpinning the gap between Aboriginal and non-Aboriginal school attendance, achievement, retention and successful transition. These programs include:

- tutorial assistance in classrooms and with homework, study habits and goal setting

- safe and supported environments to study after school, equipped with computers and educational resources
- monitoring and family support for school attendance
- community and family access and involvement
- early intervention for achievement in literacy and numeracy
- school events with a focus on building cultural identity and pride
- targeted careers advice, promotion of education, training and vocational pathways and structured work experience in Years 9 and 10.

## **The Compact with Young Australians**

### **Challenges experienced in 2011**

#### **‘Hard to reach’ young people and the raised school leaving age**

An ongoing challenge is finding and helping the ‘hard to reach’ young people who have already disengaged from school. TAFE NSW and schools, separately and in partnership are pursuing a range of options to engage young people in education and training, however there is more to be done. The *New School Leaving Age: Consulting Young People* report has highlighted a need to provide greater curriculum choice and flexibility.

In response, TAFE NSW Institutes in 2012 are implementing a range of NSW funded innovative approaches to attract and support ‘the hardest to reach’ disengaged young people into training through an initiative called *Youth Pathways*. This initiative provides an adult learning environment with a comprehensive focus on applied vocational learning, integrated language, literacy and numeracy skills, work experience and access to a wide range of vocational pathways in skill shortage areas. This improves options for employment, especially for young people in rural and remote areas.

In addition, students still at school but struggling to stay engaged are a continuing challenge. While the HSC provides students with a single integrated credential which has the flexibility to cater to the varied interests and abilities of the broad spectrum of students, a small proportion of students remain disengaged and at risk of leaving school and making poor transitions to further education and work. These students often cause disruption within the classroom and have high rates of truancy. Engaging these students at school and encouraging them to participate in further education or training remains a significant challenge for the education sector.

Fortunately for the large majority of students in NSW who had considered leaving prior to the completion of their HSC, recent research<sup>17</sup> clearly indicates they stayed for largely positive reasons. These reasons include the need to complete Year 12 for their careers, that they were now happier at school and that the study or training they wanted to do was now available within their school.

NSW will continue to implement flexible programs that work to engage youths who are at risk of disengaging from school. The programs delivered under the Youth Attainment and Transitions National Partnership, as well as the extensive range of NSW funded reform activities are successfully supporting young people to remain engaged with education, to acquire the necessary knowledge and skills, and to make positive life and career choices.

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<sup>17</sup> ACER, *Career Moves: Expectations and Destinations of Senior Secondary Students in NSW*, 2011.

## **Multiplicity of providers**

Flexibility and customised solutions are required to meet the individual needs of students. The National Partnership has resulted in new service providers, such as Youth Connections and Partnerships Brokers, being available to assist schools and TAFE NSW Institutes with customised solutions. However, the services are variable across schools and regions and the multiplicity of providers and turnover of staff has increased the complexity for some schools and registered training organisations in understanding and accessing available services. This may be a “teething” issue which can be addressed as service providers work together more, but it needs to be monitored to ensure the resources allocated are delivering the best outcomes for the young people of NSW.

## **Completions**

It is a challenge for some disengaged young people to gain their first qualification be it the HSC or a vocational qualification. Improving qualification completions remains a strong focus for TAFE NSW Institutes, with all Institutes undertaking action based research to improve qualification completions in 2010, including for 15–19 year olds. This was followed up in 2011 with a focus on apprenticeships. The research confirmed that completions are everyone’s business and that the key points for intervention to improve completions are:

- at pre-enrolment and enrolment
- through quality delivery and assessment
- by building partnerships that support students
- effectively managing administration and systems issues so they do not impede student pathways.

### *Compliance and enforcement/monitoring*

When the raised schooling leaving age was introduced in January 2010 the NSW Parliament also passed legislation giving the Department of Education and Communities capacity to obtain compulsory schooling orders directly against young people aged 12 and above in the Children’s Court.

The legislation complimented changes to already existing enforcement provisions pertaining to parents and provided the Department with the additional capacity to ensure compliance with the raised schooling age in cases where the young person involved was considered responsible for the failure to attend school rather than the parent. The power to apply the legislation therefore exists where a young person is living independently of his or her parents or when the student’s disobedience is the reason for unsatisfactory school attendance.

A principal component of the new attendance procedures has been a greater emphasis on conferences involving families and the Department’s student welfare officers. These conferences aim to address the underlying causes of poor school attendance. Conferences can take place at both the pre-legal stage, when convened by the Director-General, and at the initial stages of the legal process when ordered by the Court.

The Department began taking legal action against young people for the first time in August 2011, when cases were first referred by schools to home school liaison officers.

# **Cumulative Progress and Impact under the Youth Attainment and Transitions National Partnership**

## **Progress and impact in 2011**

Against a background of continuing high, though slightly improved, youth unemployment rates in NSW in 2011, record numbers of students are staying on to the senior secondary years of schooling or are transitioning to post school training.

In 2011, 143,201 full-time equivalent senior secondary students were enrolled in NSW schools which is an increase of 3,232 students or 2.3% on the number in 2010.

NSW apparent retention rates (Years 10 - 12) were at a historic high of 77.6% in 2011.

Preliminary data indicates there were almost 66,000 enrolments in TAFE NSW in 2011 by students aged 15-24 who stated they were not at school and had not completed Year 12 or an AQF Certificate II or higher qualification. This was an increase of 6% over the comparable number of student enrolments in 2009.

In 2011, NSW continued to advance the reform agenda outlined in the NSW Youth Attainment and Transitions National Partnership Implementation Plan. This included the strategic priorities for *Maximising Engagement, Attainment and Smooth Transitions* funding which supported:

- coordinated state-wide and regional engagement of school systems and TAFE NSW with Partnership Brokers and Youth Connection Networks to maximise benefit to NSW youth
- over 54,000 work placements for HSC vocational course students
- expanded vocational options for students in Years 9 and 10 with an additional 340 externally delivered VET in school places
- targeted support program for youth at-risk of disengagement. In 2011, with a funding pool of some \$600,000, this program element was heavily oversubscribed, with 67 proposals received from government and non-government school sectors and TAFE NSW. The 12 proposals supported have delivered excellent results, increasing student engagement, retention rates and attainment.

NSW also expanded its efforts from NSW sourced funds to support young people to complete Year 12 or a Certificate II or higher qualification. These efforts included:

- The Independent Employment Adviser program providing real-life industry grounded support for 1,200 young people struggling to stay in school, helping them identify a career path, explore education and training options to acquire relevant skills, and where appropriate broker employment opportunities.
- Replacement of the School Certificate with the Record of School Achievement as the credential for students leaving school prior to completion of their HSC.
- The further development and integration of industry-recognised nationally accredited vocational studies in the crucial transition years of schooling providing flexible pathway options which enable all students to pursue study directions that best suit their interests and abilities while not closing off post-school options if their circumstances or interests change.
- Further developments in career and transitions support, work education and school to work programs.
- Development of alternative and flexible pathways within the HSC for students not wishing to pursue a university pathway by offering accredited vocational pathways and employability skill development which will stand them in good shape for further vocational study and jobs.

- Strategic actions to facilitate increased numbers in school based apprenticeships and traineeships.
- Expanded pre-apprenticeship training.

NSW has continued in its efforts to *Close the Gap* for Aboriginal students in education and training. In 2011, NSW implemented a broad range of state-wide and school level initiatives to support Aboriginal student educational engagement and attainment. In 2011, Aboriginal full-time equivalent student numbers for Years 11 and 12 grew by 16% over the number in 2010.

### **Overall progress and impact since the beginning of the Youth Attainment and Transition National Partnership**

**A substantially larger number of students are staying on to the senior secondary years of schooling in NSW than was the case prior to the Youth Attainment and Transitions National Partnership. The number of full-time equivalent students in Years 11 and 12 in NSW increased by 7,019 students between 2009 and 2011, an increase of 5.5%.**

Apparent retention rates for Years 10 - 12 have increased from 74.5% in 2009 to a historic high of 76.7% in 2011.

Aboriginal student numbers in senior schooling have increased by 966 students – or 32% -over the period from 2009 to 2011 with apparent retention rates from Years 7 - 12 rising from 38.6% to 42.9 over the same period.

Progress measures for VET participation will not be available until July 2012 when NCVET release 2011 VET statistics.

Robust measures of progress towards the youth education and training attainment target at jurisdiction level are currently unavailable. NSW is working through the Youth Attainment and Transitions National Partnership Multilateral Working Group to develop a suitable methodology utilising administrative data to track progress at the jurisdiction level.

## ANNEXURE 1 A – Youth Connections - NSW

### 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>18</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.

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.

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<sup>18</sup> Survey results are analysed by RMIT University.

### **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 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.



## **New South Wales Summary**

### **Context**

The delivery of Youth Connections in NSW is directed by a number of specific NSW criteria agreed through negotiation with the NSW state government, the Catholic Education Commission NSW and the Association of Independent Schools of NSW. The program is delivered across 30 regions and is focused on young people aged 11 to 19 years.

Youth Connections providers work closely with a number of Commonwealth and NSW Government programs to target young people disengaged from education. Students who become disengaged because of special learning problems are a priority.

### **Program Status**

Since January 2010 providers have gradually improved their knowledge of the program and their regions, which contributed to improvements in service quality and overall performance. Induction sessions, regional forums and state provider network meetings facilitated:

- sharing effective practices
- promotion of the program
- information exchange between Youth Connections providers, DEEWR, NSW Department of Education and Communities, the Catholic Education Commissions, the Independent Schools sector and School Business Community Partnership Brokers.

In the first two years of operation in New South Wales, Youth Connections provided Individual Support Services to 14,157 young people. 8,729 (62%) 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 2,237 (17%) young people were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 2,166 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 125,954 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 1,009 activities being held.

23 regions are identified as having significant populations of Indigenous young people and ten regions have significant populations of young people from a humanitarian refugee background. The providers in these regions need to meet additional service delivery and staffing requirements in order to support these two groups.

In New South Wales 3,049 (22%) of young people in the program were identified as Indigenous Australians. 1,513 (50%) Indigenous young people achieved a final outcome, and a further 678 (22%) were assessed as making significant progress in addressing their barriers.

### **Challenges**

The large size of the majority of non-metropolitan regions, in particular those in western NSW, has made it difficult for providers to service the whole service region. In particular, Northern and Western NSW regions have been adversely impacted by floods which in turn resulted in the Youth Connections service not being available for short periods in some remote locations. Youth Connections providers also report difficulties in recruiting and retaining suitably qualified and experienced staff to service the more isolated areas of these regions.

Youth Connections providers have identified challenges related to the increase of the school leaving age and the need to engage all young people. Schools are increasingly required to engage young people who would have historically left at the end of Year 10, without any extra capacity/resources. Students at this stage have shown signs of becoming restless and unsettled due to a number of factors including; decreased academic performance, relationship difficulties with parents, teachers or friends, or other concerns outside of school such as cultural pressures e.g. taking over the family business.

Families from humanitarian refugee background or lower socio-economic backgrounds find it difficult to mentor, guide and motivate their children to successfully navigate and engage with education. Frequently, families cannot justify continuing education when poverty creates competitive agendas.

The Youth Connections program, in its third year, has become better known and more popular with referral agencies, in particular Centrelink. As Centrelink now has Youth Connections referral targets, managing the expectations of such a large agency is challenging, in particular when Youth Connections providers flag their respective limited service capacity. The challenge is typically addressed by Youth Connections providers linking with other relevant youth providers active in the respective region.

## 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	NSW	National
Receiving Individual Support Services	1602	6125
Receiving Individual Support Services previously and exited	12,555	31,977
Registered but not yet enrolled for Individual Support Services	1511	3769
<b>Total</b>	<b>15,668</b>	<b>41,871</b>

**Table 2: NSW Contract Levels**

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

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

	Participants Level 1	Participants Level 2a	Participants Level 2b
<b>NSW (No.)</b>	4750	5338	4424
<b>NSW (%)</b>	33%	37%	30%
<b>National (No.)</b>	10,218	13,798	14,794
<b>National (%)</b>	26%	36%	38%

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

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
<b>NSW (No.)</b>	3953	4183	3250
<b>NSW (%)</b>	35%	37%	29%
<b>National (No.)</b>	8255	10,742	11,010
<b>National (%)</b>	28%	36%	37%

Figure 1: NSW – Age of Participants

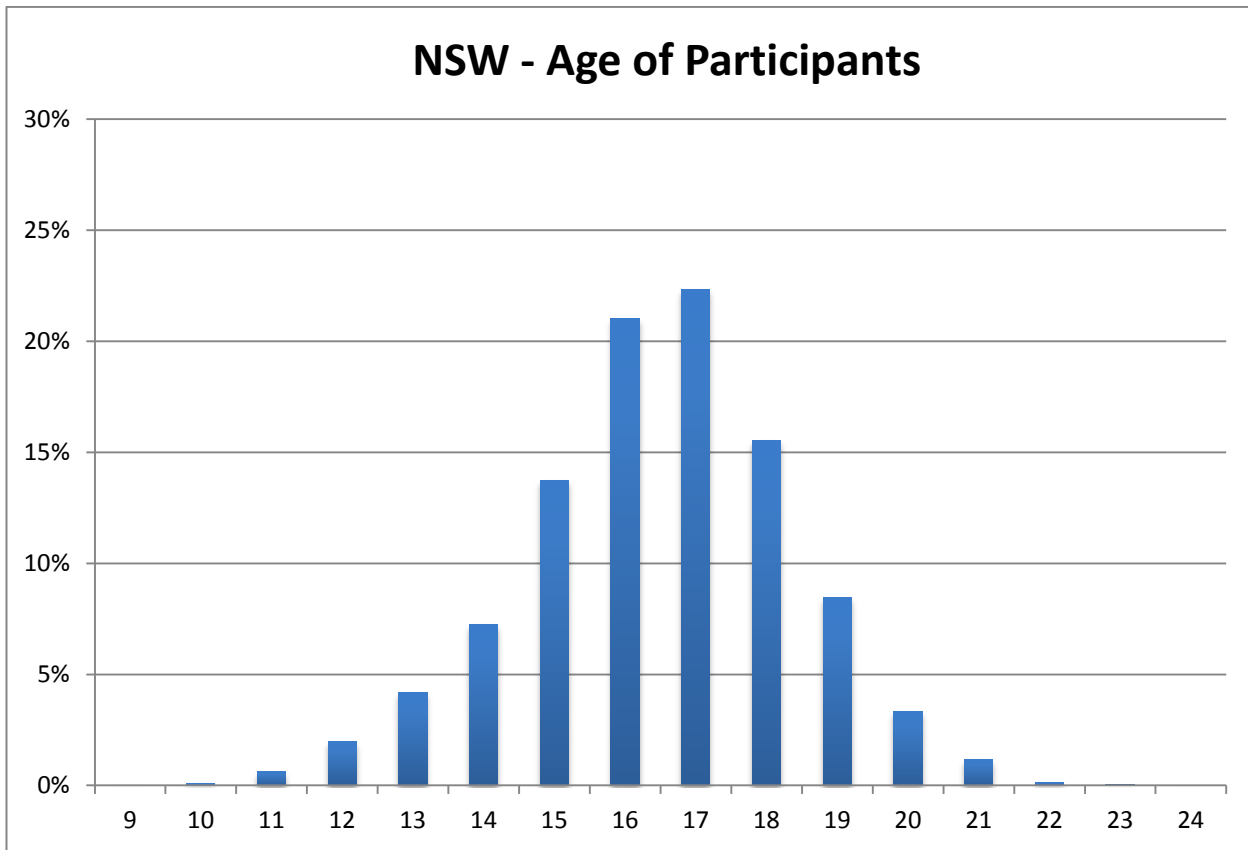
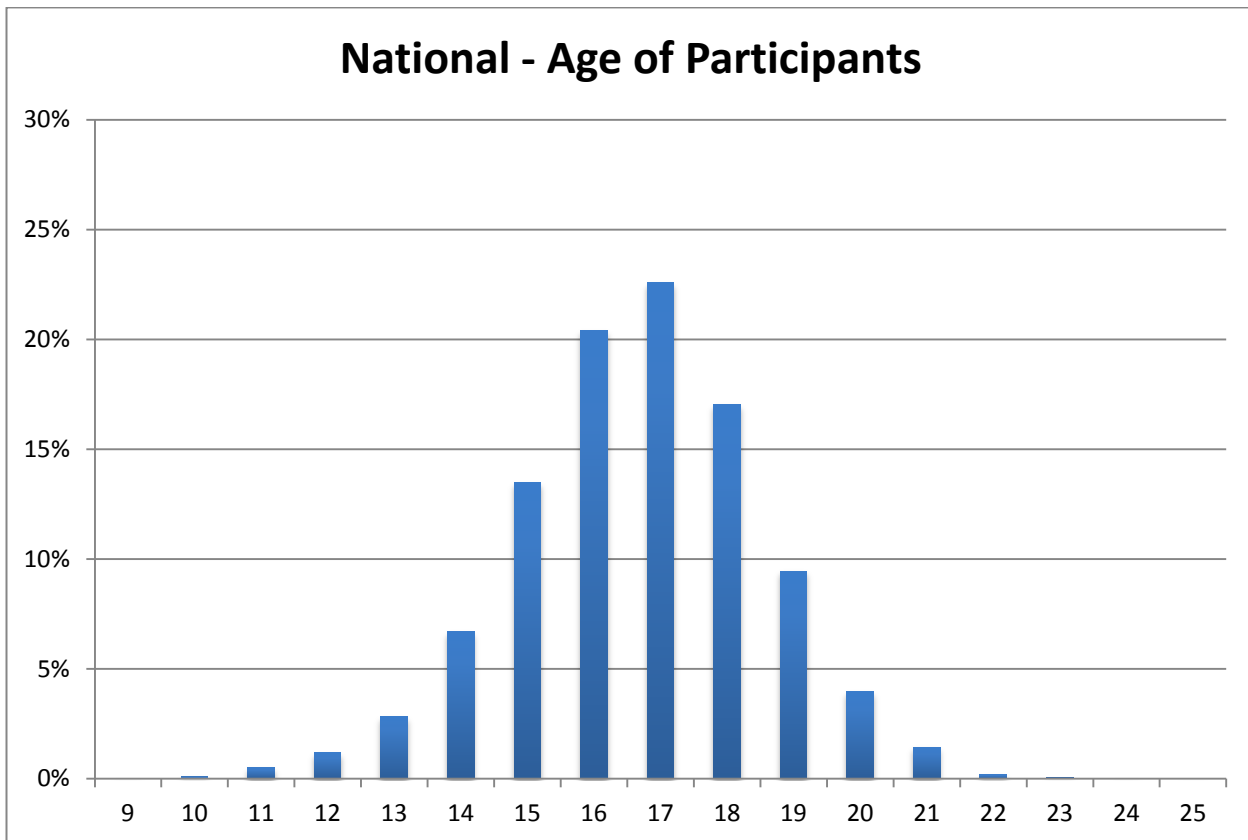


Figure 2: National – Age of Participants



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

Age	Level 1	Level 2a	Level 2b	Total	% Total
9	3	0	0	3	0%
10	11	5	0	16	0%
11	68	21	1	89	1%
12	185	88	8	272	2%
13	388	194	20	578	4%
14	627	362	56	1005	7%
15	955	854	188	1904	14%
16	1175	1384	526	2910	21%
17	851	1365	1045	3091	22%
18	350	721	1185	2153	16%
19	111	255	846	1171	8%
20	23	60	386	463	3%
21	3	24	140	163	1%
22	0	5	18	22	0%
23	0	0	4	4	0%
24	0	0	1	1	0%

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

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

Figure 3: NSW Age profile by Connection Level

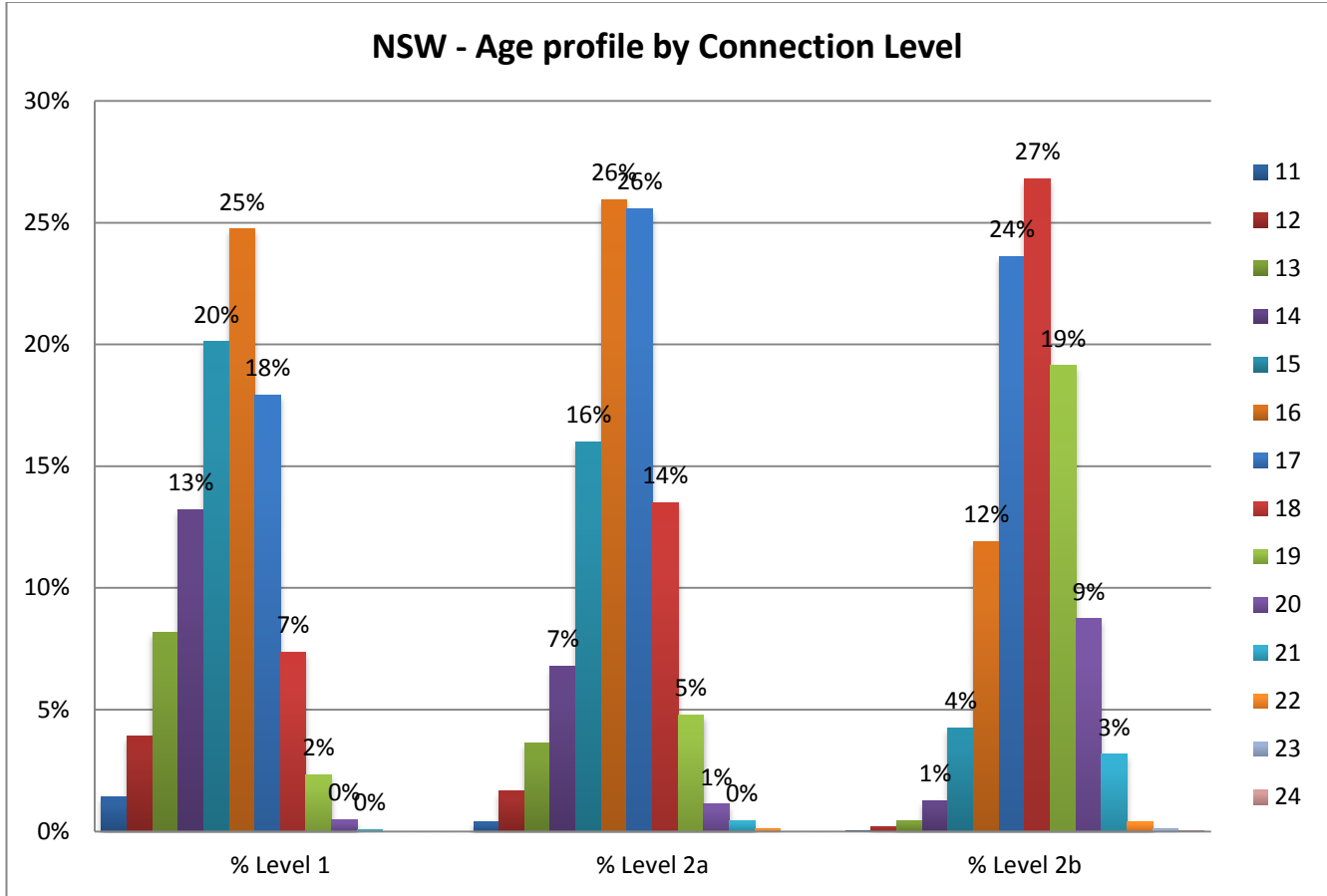


Figure 4: National Age profile by Connection Level

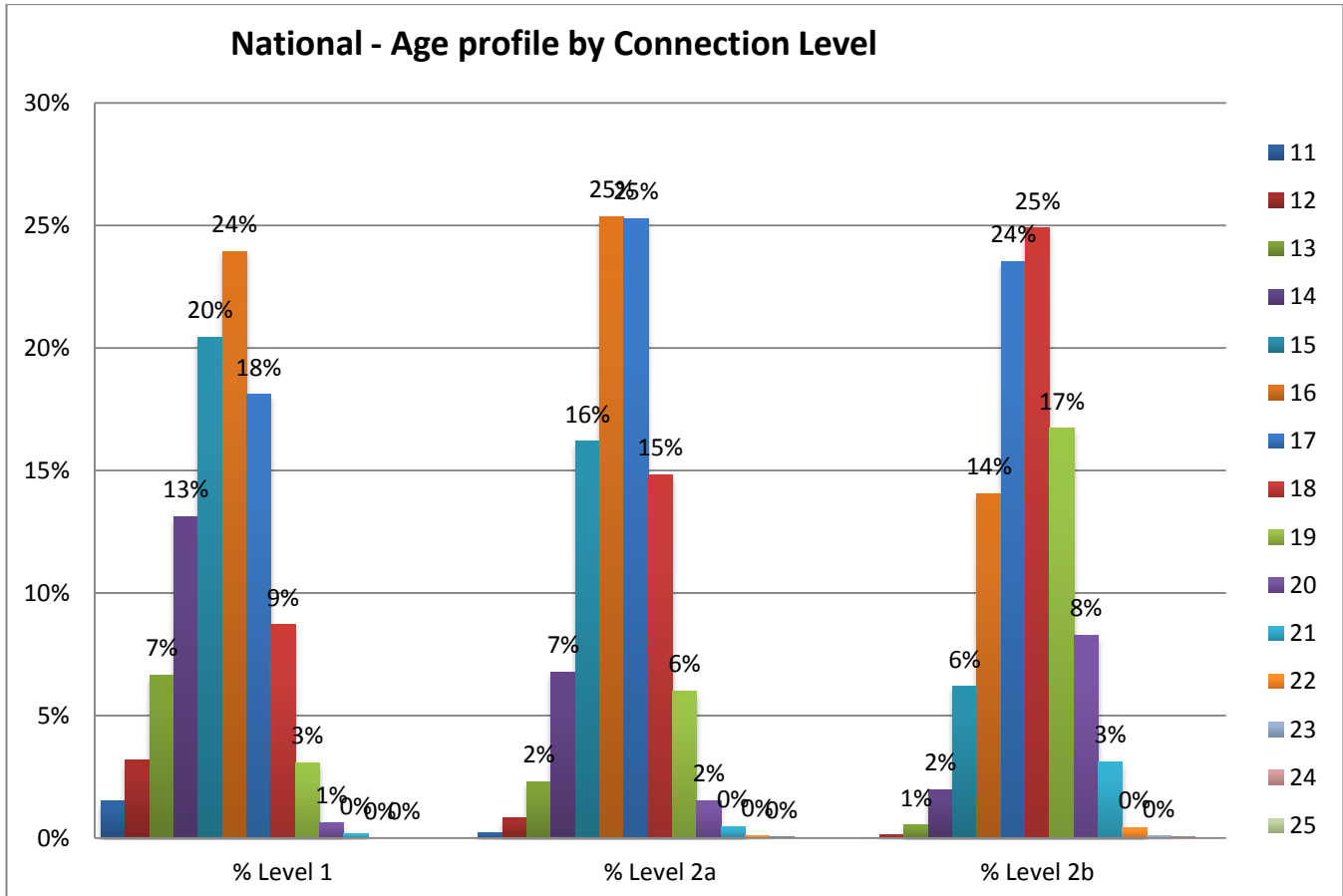


Figure 5: Percentage of Participants who have been identified as having a characteristic

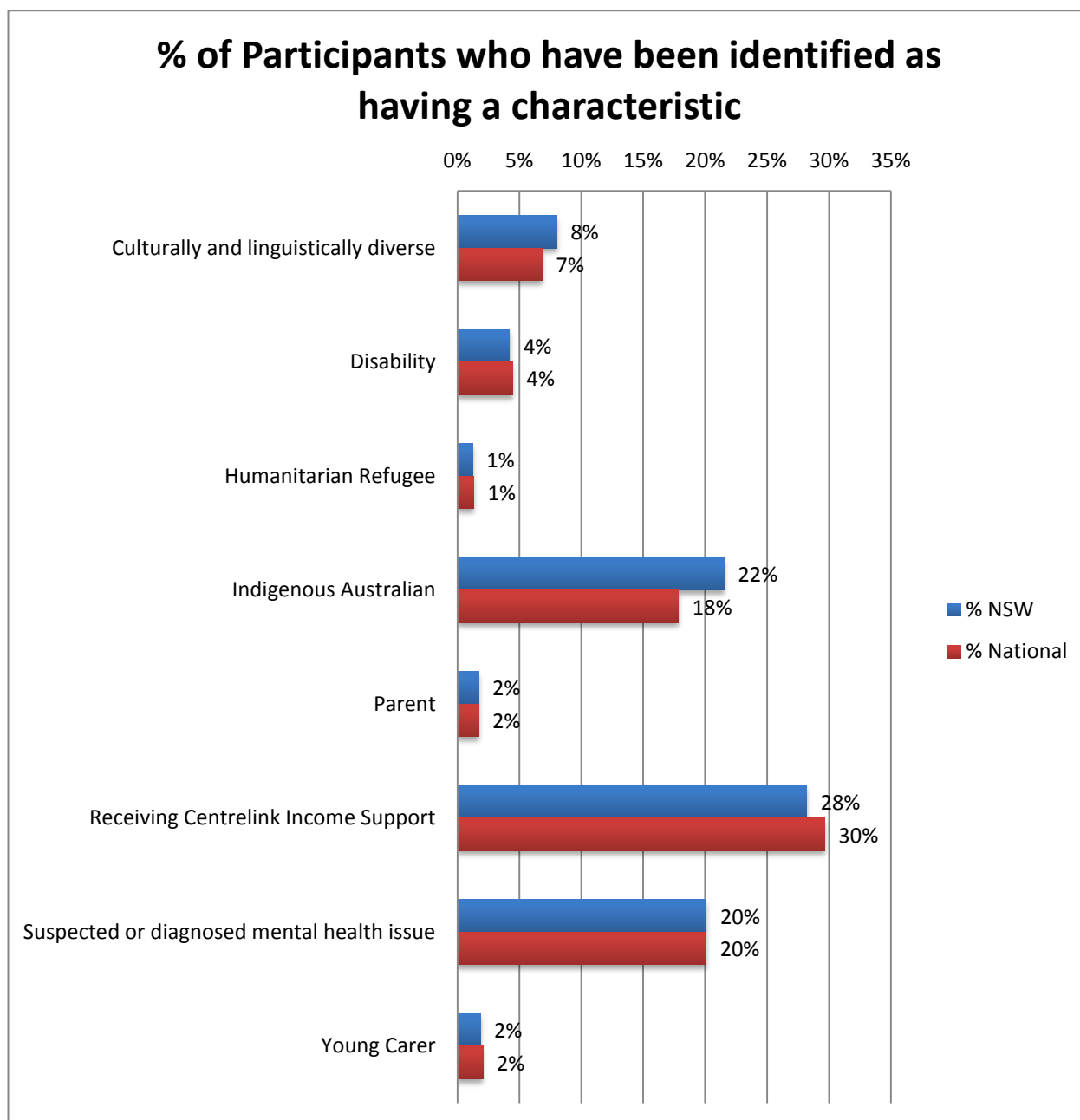
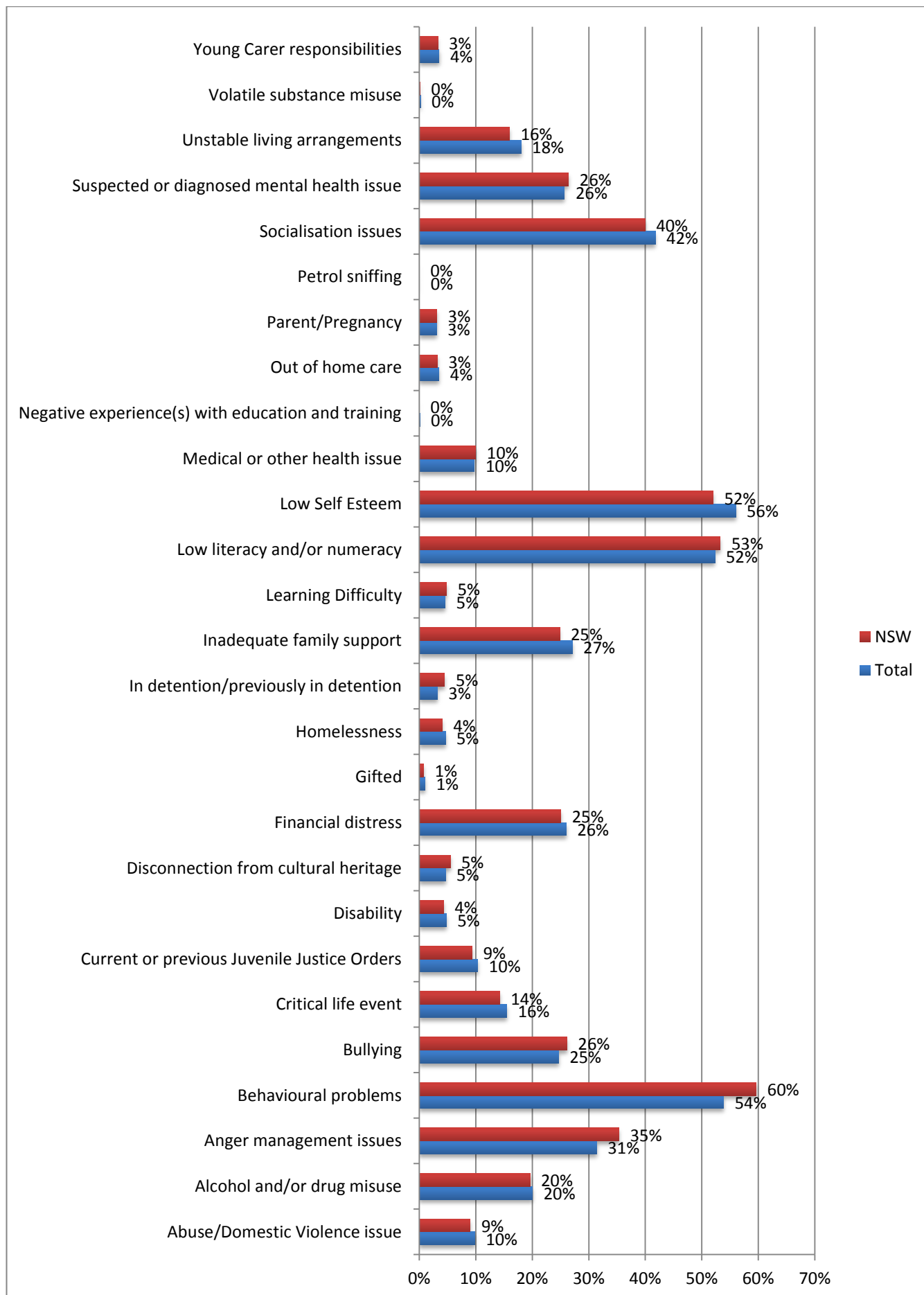


Table 7: Percentage of Participants who have been identified as having a characteristic

	NSW	% NSW	National	% National
Culturally and linguistically diverse	1136	8%	2609	7%
Disability	597	4%	1702	4%
Humanitarian Refugee	176	1%	506	1%
Indigenous Australian	3049	22%	6803	18%
Parent	242	2%	651	2%
Receiving Centrelink Income Support	3993	28%	11,299	30%
Suspected or diagnosed mental health issue	2847	20%	7651	20%
Young Carer	261	2%	784	2%

Figure 6: Percentage of Participants identified as having a barrier

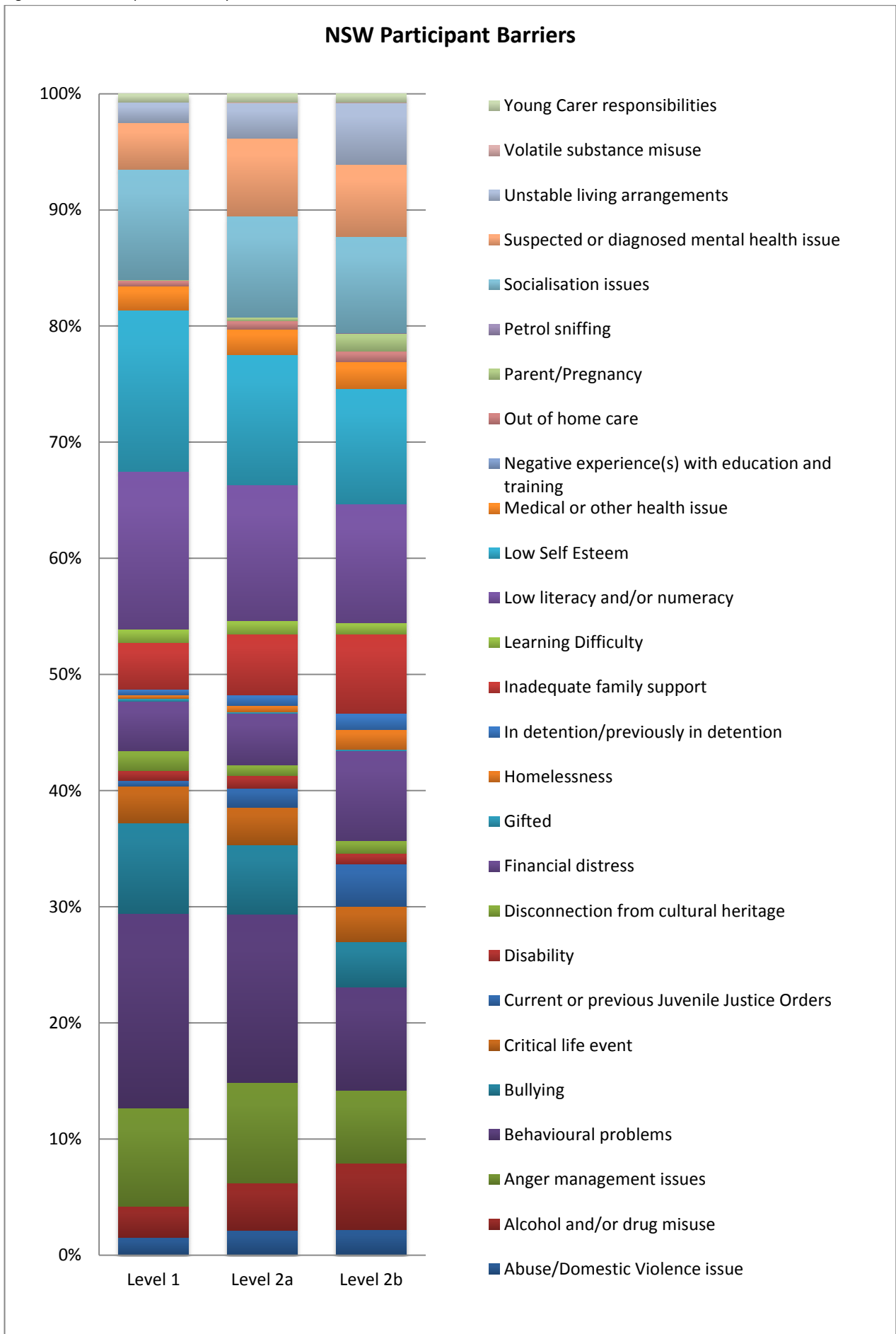




**Table 8: Percentage of Participants identified as having a barrier**

<b>Barrier</b>	<b>NSW</b>	<b>National</b>
Abuse/Domestic Violence issue	9%	10%
Alcohol and/or drug misuse	20%	20%
Anger management issues	35%	31%
Behavioural problems	60%	54%
Bullying	26%	25%
Critical life event	14%	16%
Current or previous Juvenile Justice Orders	9%	10%
Disability	4%	5%
Disconnection from cultural heritage	5%	5%
Financial distress	25%	26%
Gifted	1%	1%
Homelessness	4%	5%
In detention/previously in detention	5%	3%
Inadequate family support	25%	27%
Learning Difficulty	5%	5%
Low literacy and/or numeracy	53%	52%
Low Self Esteem	52%	56%
Medical or other health issue	10%	10%
Negative experience(s) with education and training	0%	0%
Out of home care	3%	4%
Parent/Pregnancy	3%	3%
Petrol sniffing	0%	0%
Socialisation issues	40%	42%
Suspected or diagnosed mental health issue	26%	26%
Unstable living arrangements	16%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	3%	4%

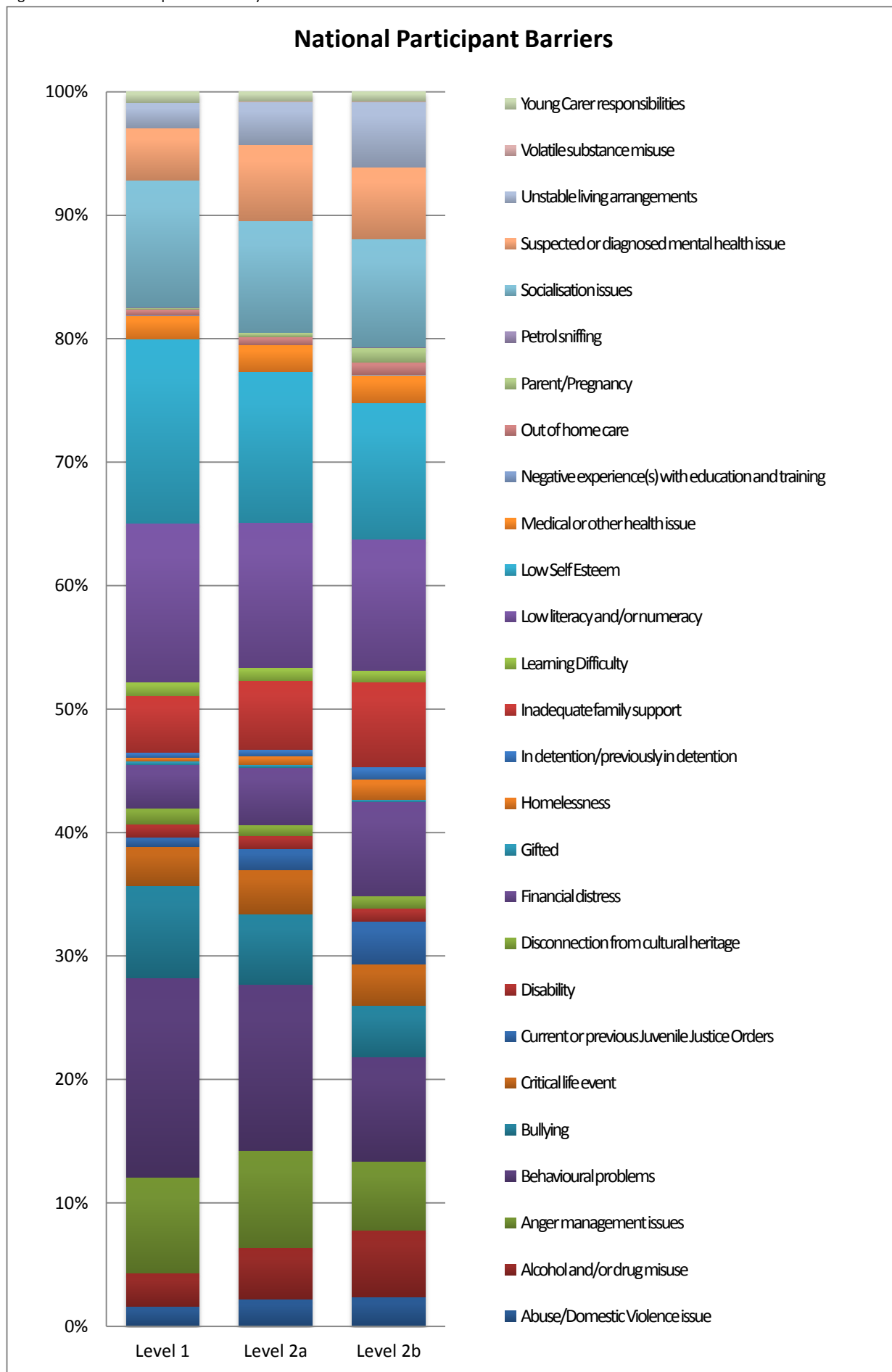
Figure 7: NSW Participant Barriers by Connection Level



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

Barrier	NSW Level 1	NSW Level 2a	NSW Level 2b
Abuse/Domestic Violence issue	5%	10%	11%
Alcohol and/or drug misuse	10%	19%	29%
Anger management issues	30%	41%	32%
Behavioural problems	59%	68%	45%
Bullying	28%	28%	20%
Critical life event	11%	15%	15%
Current or previous Juvenile Justice Orders	2%	8%	19%
Disability	3%	5%	4%
Disconnection from cultural heritage	6%	4%	6%
Financial distress	15%	21%	39%
Gifted	1%	1%	1%
Homelessness	1%	3%	9%
In detention/previously in detention	2%	4%	7%
Inadequate family support	14%	25%	35%
Learning Difficulty	4%	5%	5%
Low literacy and/or numeracy	48%	55%	52%
Low Self Esteem	49%	53%	50%
Medical or other health issue	7%	10%	12%
Negative experience(s) with education and training	0%	0%	0%
Out of home care	2%	3%	5%
Parent/Pregnancy	0%	1%	8%
Petrol sniffing	0%	0%	0%
Socialisation issues	34%	41%	42%
Suspected or diagnosed mental health issue	14%	31%	31%
Unstable living arrangements	6%	14%	27%
Volatile substance misuse	0%	0%	0%
Young Carer responsibilities	2%	4%	4%

Figure 8: National Participant Barriers by Connection Level



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

<b>Barrier</b>	<b>National Level 1</b>	<b>National Level 2a</b>	<b>National Level 2b</b>
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%

## Outcomes

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

Participant outcomes	NSW	NSW %	National	National %
Young people enrolled in individual support services	14,157	-	38,102	-
Young people who have achieved a progressive outcome*	10,519	74%	27,743	73%
Young people who have achieved a final outcome**	8729	62%	22,574	59%

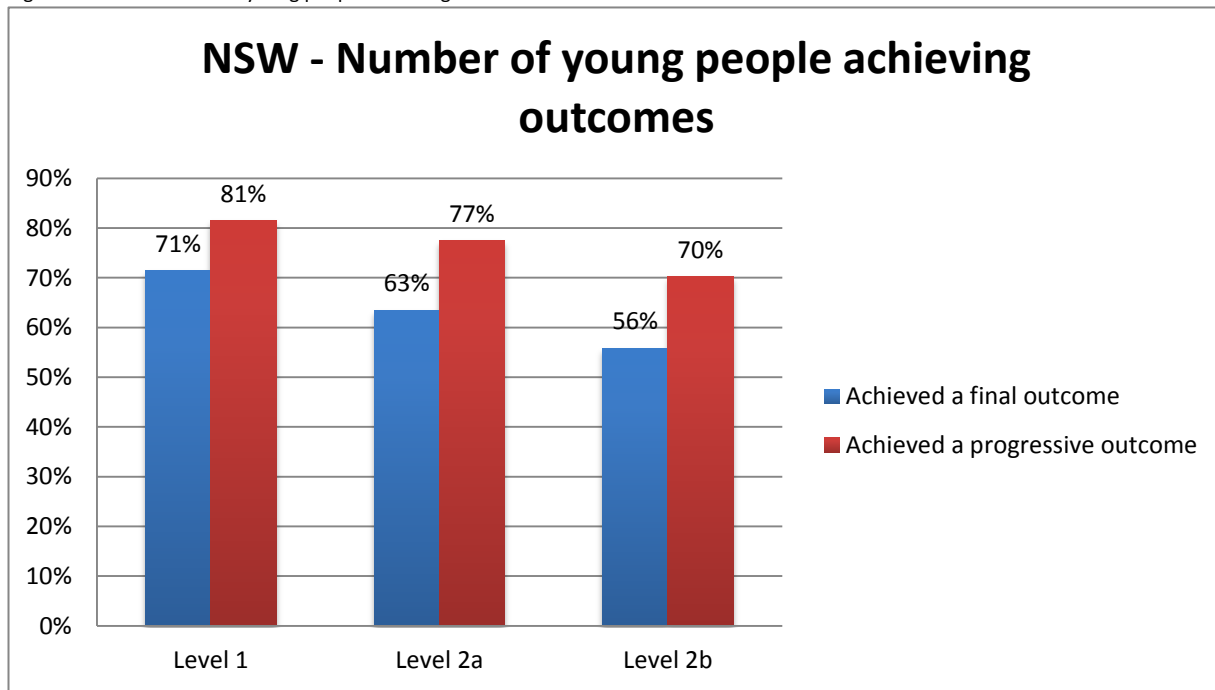
**Table 12: Participant Outcomes – exited participants**

Participant outcomes	NSW	NSW %	National	National %
Young people enrolled in individual support services	12,555	-	31,977	-
Young people who have achieved a progressive outcome	9335	74%	23,431	73%
Young people who have achieved a final outcome	7862	63%	19,527	61%

\*A progressive outcome represents a young person making significant progress in addressing their barriers to full engagement in education.

\*\*A final outcome represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment.

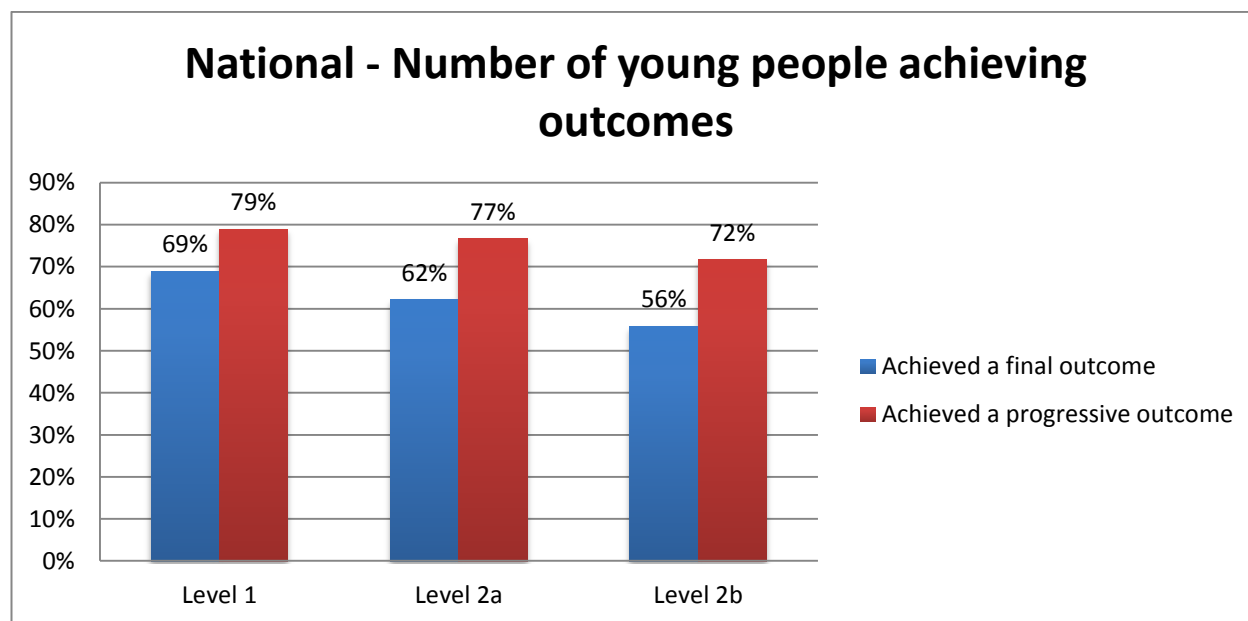
Figure 9: NSW - Number of young people achieving outcomes



**Table 13: NSW - Number of young people achieving outcomes**

NSW Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	3393	71%	3386	63%	2470	56%
Achieved a progressive outcome	3869	81%	4134	77%	3107	70%

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

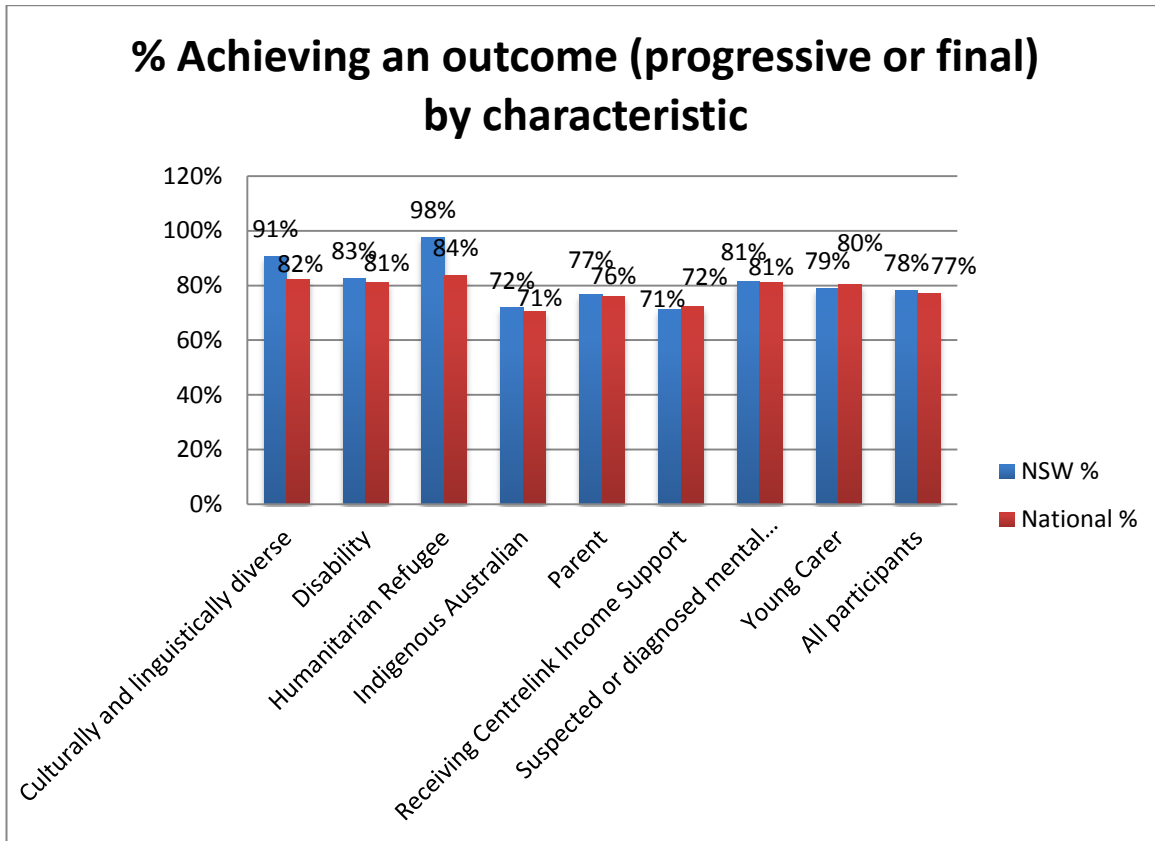
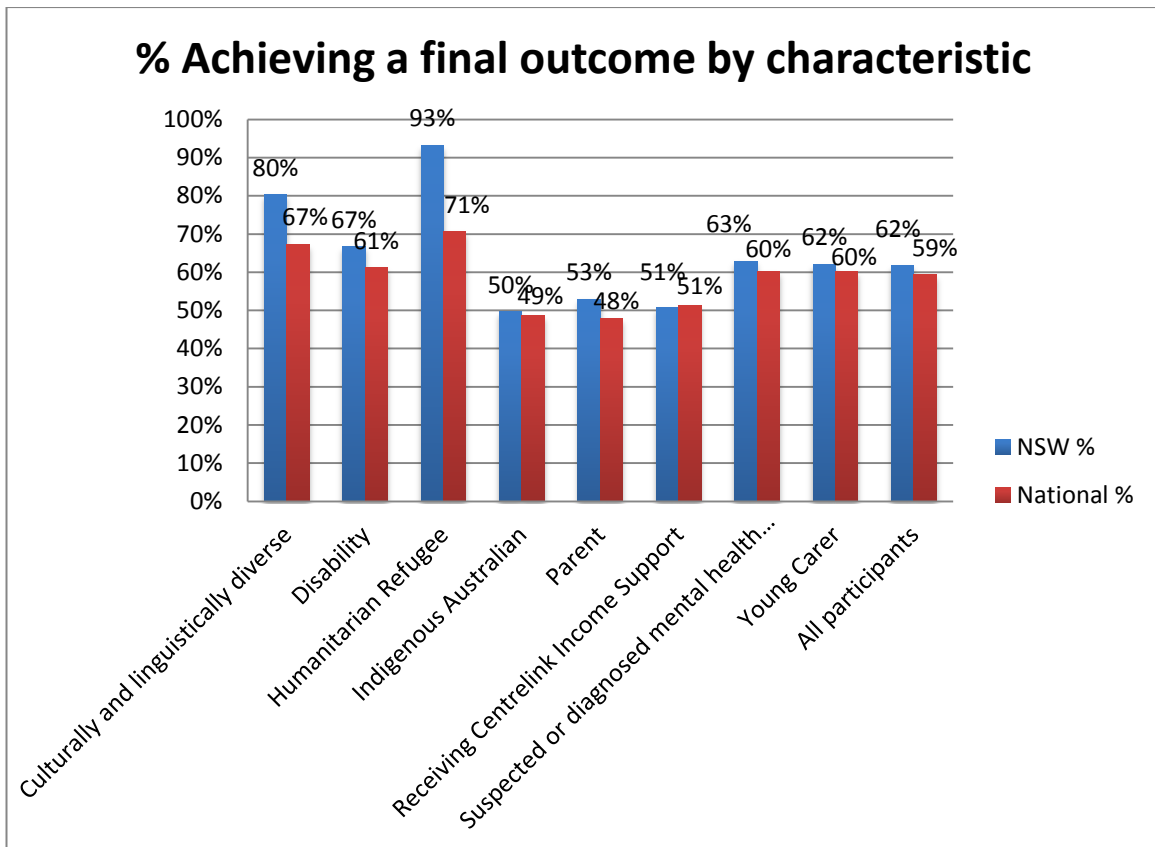


Figure 12: % Achieving a final outcome by characteristic





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

<b>NSW - Participant Characteristic</b>	<b>Achieved an Outcome</b>	<b>Achieved a Final Outcome</b>	<b>Not yet achieved</b>	<b>Grand Total</b>	<b>% of total achieving an outcome</b>	<b>% of total achieving a final outcome</b>
Culturally and linguistically diverse	1031	912	105	1136	91%	80%
Disability	493	398	104	597	83%	67%
Humanitarian Refugee	172	164	4	176	98%	93%
Indigenous Australian	2191	1513	858	3049	72%	50%
Parent	186	128	56	242	77%	53%
Receiving Centrelink Income Support	2847	2030	1146	3993	71%	51%
Suspected or diagnosed mental health issue	2318	1791	529	2847	81%	63%
Young Carer	206	162	55	261	79%	62%

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

<b>National – Participant Characteristic</b>	<b>Achieved an Outcome</b>	<b>Achieved a Final Outcome</b>	<b>Not yet achieved</b>	<b>Grand Total</b>	<b>% of total achieving an outcome</b>	<b>% of total achieving a final outcome</b>
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: NSW – Final outcomes achieved

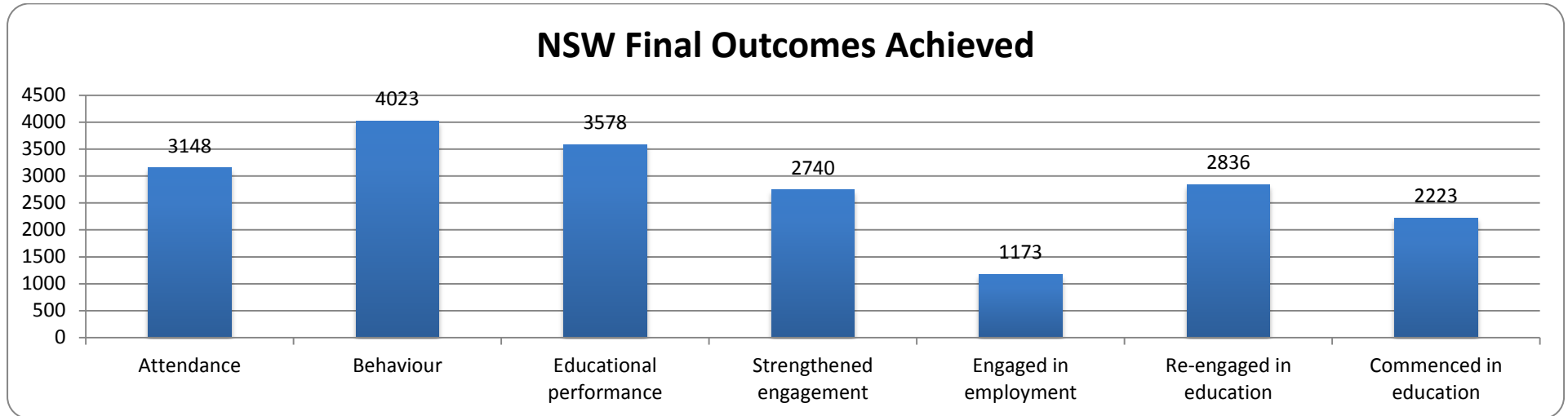


Figure 14: National – Final outcomes achieved

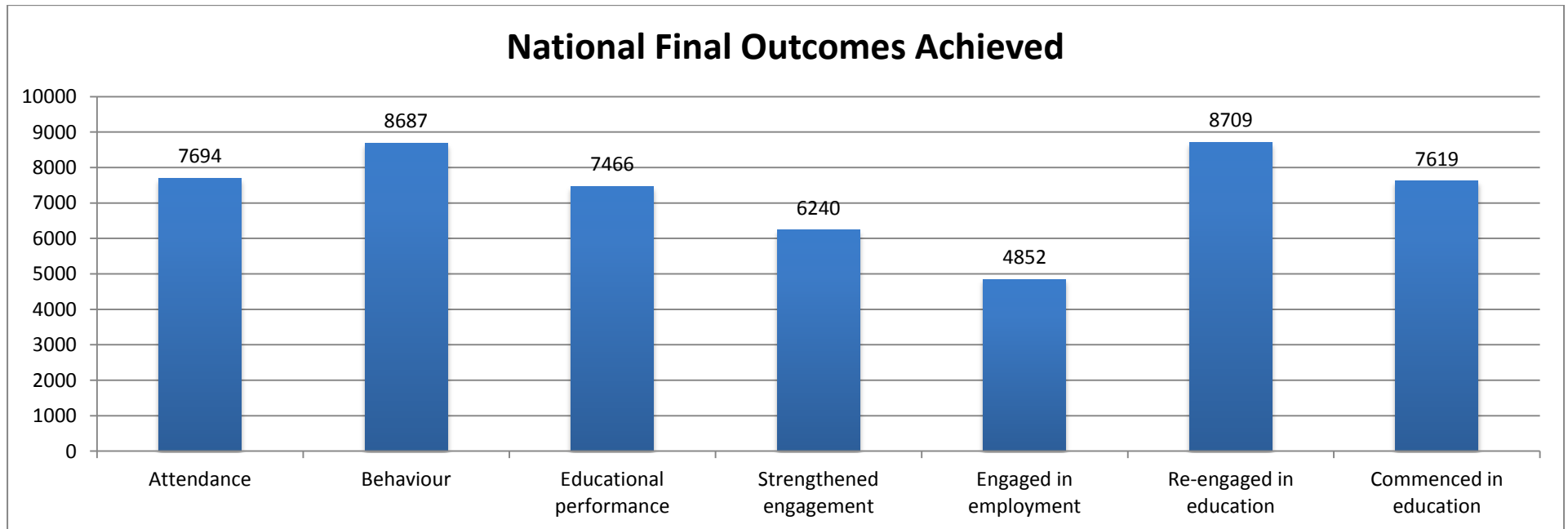


Figure 15: NSW – Final Outcomes Achieved by Connection Level

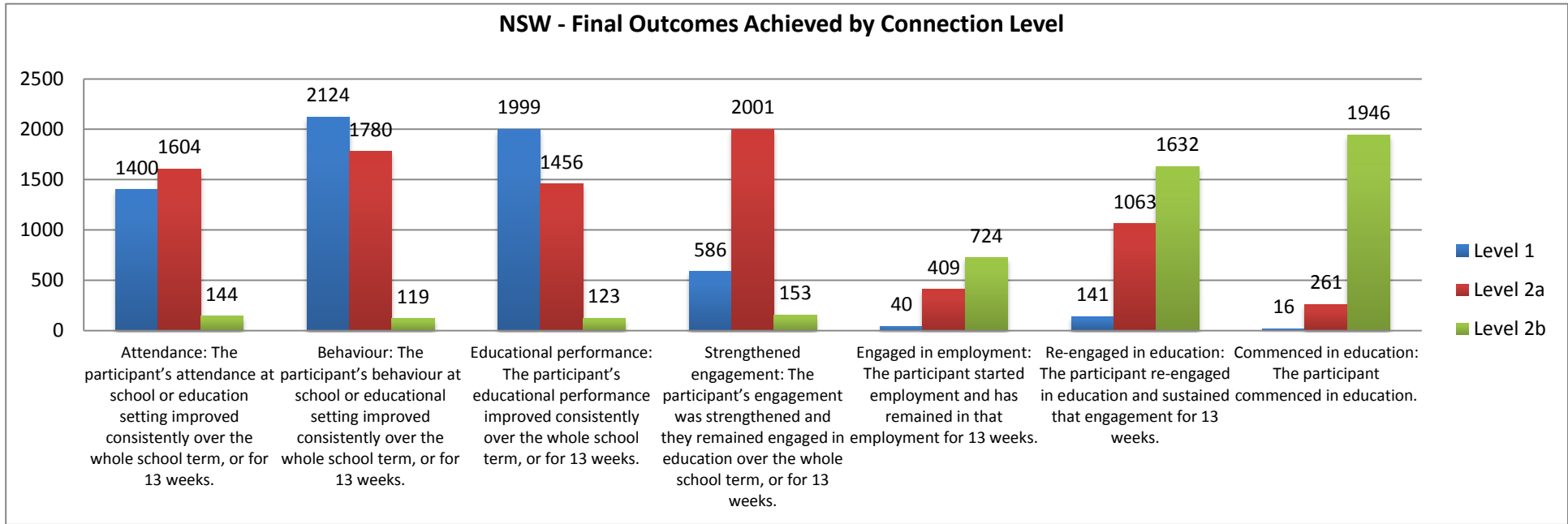
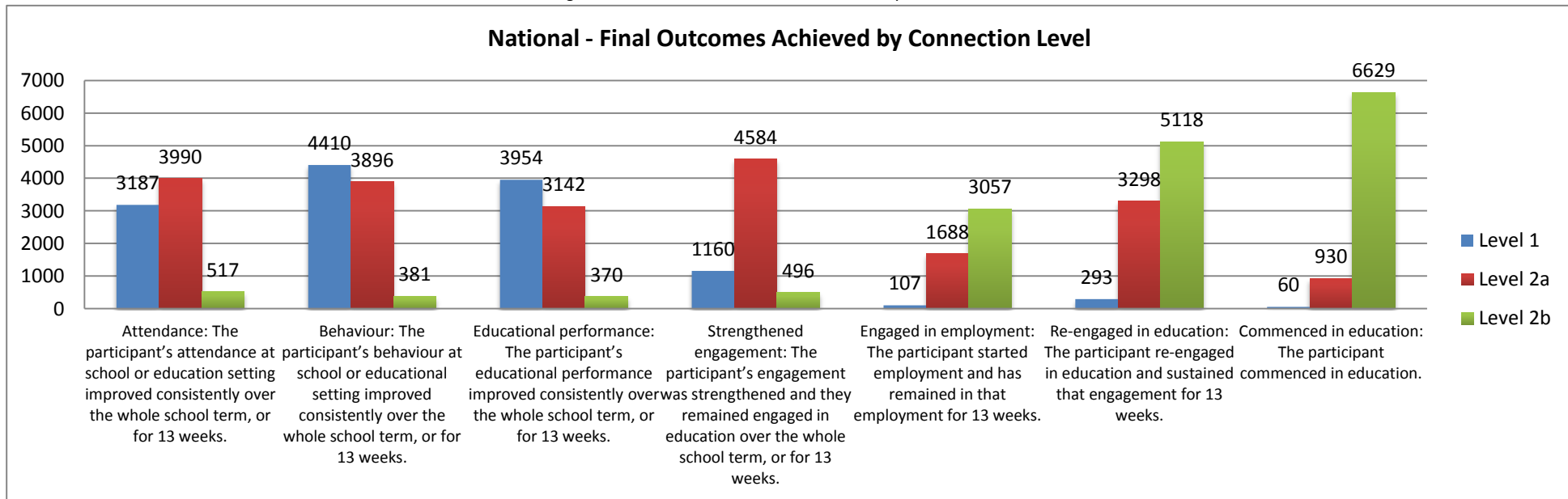


Figure 16: National – Final Outcomes Achieved by Connection Level



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

NSW 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.	1400	1604	144	3148
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	2124	1780	119	4023
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	1999	1456	123	3578
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	586	2001	153	2740
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	40	409	724	1173
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	141	1063	1632	2836
Commenced in education: The participant commenced in education.	16	261	1946	2223

**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

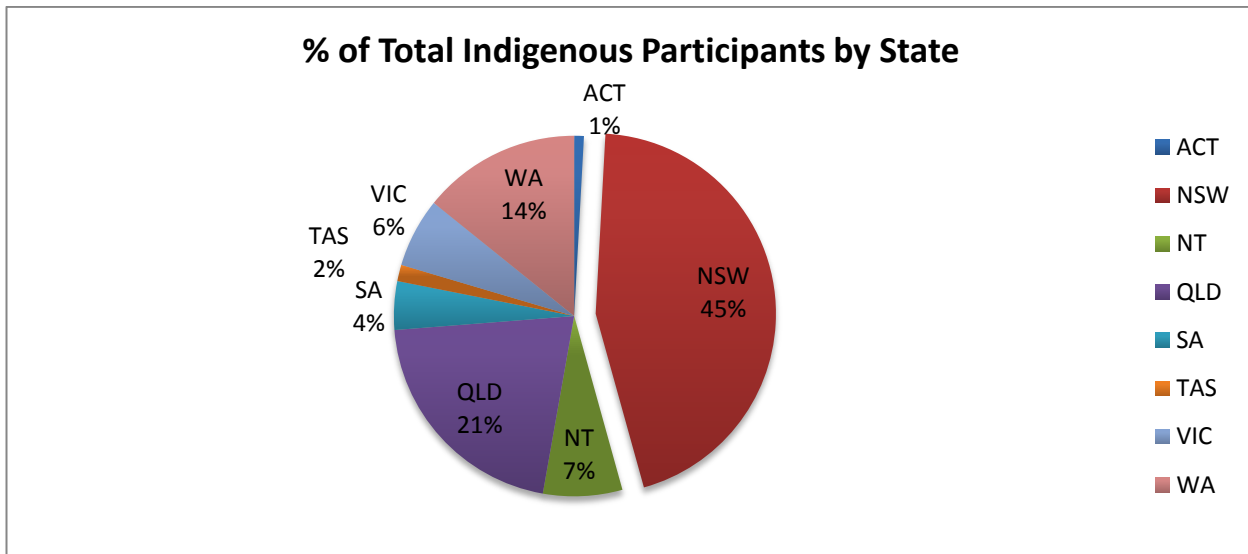


Table 19: % of Total Indigenous participants by State

	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

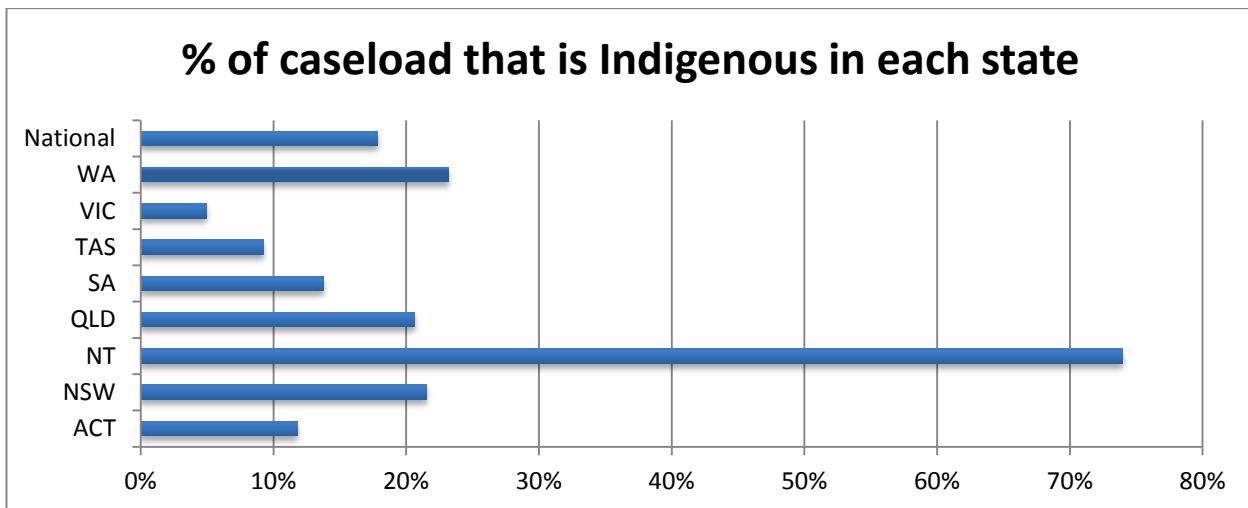


Table 20: % of caseload that is Indigenous in each State

	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 – NSW and National**

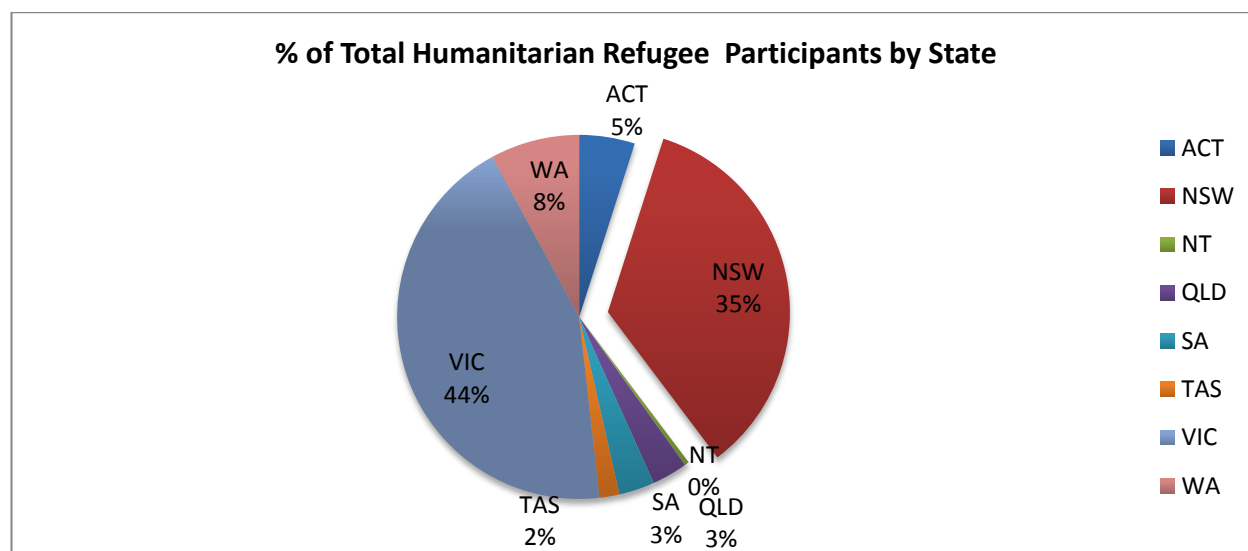
	NSW	National
Indigenous Participants	3049	6803
All Participants	14,157	38,102
% Indigenous	22%	18%

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

	NSW	NSW %	National	National %
Indigenous young people enrolled in individual support services	3049	-	6803	-
Indigenous young people who have achieved a progressive outcome	2093	69%	4573	67%
Indigenous young people who have achieved a final outcome	1513	50%	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

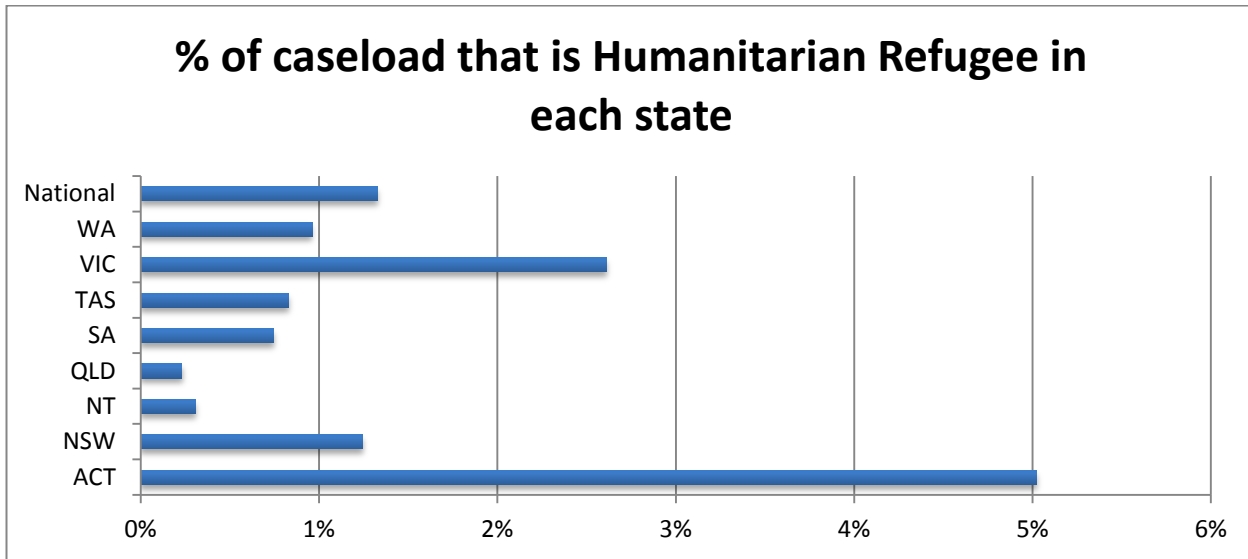


Table 24: % of caseload that is humanitarian refugee in each State

	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 – NSW and National

	NSW	National
Humanitarian Refugee Participants	176	506
All Participants	14,157	38,102
% Humanitarian Refugee	1%	1%

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

	NSW	NSW %	National	National %
Humanitarian Refugee young people enrolled in individual support services	176	-	506	-
Humanitarian Refugee young people who have achieved a progressive outcome	166	94%	406	80%
Humanitarian Refugee young people who have achieved a final outcome	164	93%	357	71%

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

Providers in New South Wales have conducted 2166 Outreach and Re-engagement activities (some were held multiple times, resulting in 4245 events). These activities were attended by more than 125,954 people.

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

<b>Number of people attending each event</b>	<b>Number of events</b>
<10	2282
<20	889
<50	671
<700	382
>700	22

858 of these activities were identified as having an Indigenous focus; 110 were identified as having a humanitarian refugee focus.



## **Strengthening Services in the Region**

Providers in New South Wales have conducted 1009 activities to strengthen services in their region. 235 of these activities were identified as having an Indigenous focus, 94 were identified as having a humanitarian refugee focus.

**Table 28: NSW 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.	724	3.58
Families and communities are more positively involved in the lives of at risk young people.	232	3.56
Families of at risk young people are more involved in their community.	158	3.10
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	191	3.40
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	191	3.40
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	256	3.47
Schools and education providers increased their referrals to support at risk young people.	236	3.47
Schools and education providers make referrals earlier to support at risk young people.	250	3.44
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	167	3.42
The use of infrastructure in the region to support at risk young people is better coordinated.	456	3.38
There are improved referral channels for community resources which support at risk young people.	535	3.52
There was a reduction in the duplication of community resources which support at risk young people.	288	3.23
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	144	3.44
There was an increase or improvement in the available services for families of at risk young people.	266	3.45
Young people disengage less frequently from school or education providers.	206	3.04

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

## 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>19</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>20</sup>) involving over 4100 partner organisations. 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>21</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.

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<sup>19</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>20</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.

<sup>21</sup> Data cited is accurate as at 2 April 2012.

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>22</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 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

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<sup>22</sup> Victorian Partnership Brokers are administering a similar partner survey in September/October 2012.

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, 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>23</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.

### **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>24</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.*

## **New South Wales Summary**

### **Context**

Partnership Brokers have focused their efforts on strategic and sustainable partnerships involving relevant stakeholders including: NSW Department of Education and Communities, Catholic, Independent and alternative education sectors, mental health, youth, industry and parental peak bodies, employment service providers (Job Services Australia and Disability Employment Services), local councils.

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<sup>23</sup> Data sourced from the 2011 Annual Partnership Broker Provider Survey. The 2012 Provider Survey is due for completion in January 2013.

<sup>24</sup> Data sourced from the 2011 Annual Partnership Broker Provider Survey.

The Partnership Brokers program has matured significantly since the inception of the program in 2010. Partnership Brokers have developed a good understanding of the needs of their regions and key stakeholders. Over the last six months, they have become more active in strategic partnerships at a cluster of regions or state-wide level.

The level of collaboration between Partnership Brokers and Youth Connections providers in NSW is consistent with the national picture. In some regions, providers are working well together and progressing partnership arrangements to improve support services, however, the level of collaboration in other regions is variable but improving.

The PB and Youth Connections state network have established working groups to focus on the following priorities:

- Mental Health
- Closing the Gap
- Skills Shortage
- Parental engagement
- Juvenile Justice and other

### **Program Status**

As at April 2012, there were over 530 active and self-sustaining partnerships associated with Partnership Brokers in New South Wales involving approximately 1800 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 19 per cent of these partnerships have an Indigenous focus. There have been approximately 4900 Outcomes Framework Key Performance Measure (KPM) evaluations with around 1900 (39%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

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. Summaries of a selection of these Snapshots are 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 particular, NSW Partnership Brokers have acknowledged the challenges to establishing partnerships that involve parental engagement in regions with a higher level of families of a migrant/refugee background. Providers recognise the need to engage with parents and community, however, the limited number of organised bodies that are representative of these stakeholder groups presents an ongoing challenge. The newly-established Parental Engagement working group is looking at ways to address this challenge.

The other main challenge that continues to exist with a limited number of stakeholders is the service delivery concept that was part of the previous programs and the hands-on approach that was taken to deliver services.

In NSW most PBs who also deliver a Structured Workplace Learning (SWL) service face an added challenge of ensuring they can differentiate both roles for stakeholders and funding bodies.

## 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 (NSW)	Percentage of Organisations in partnerships (NSW)	Total Number of Organisations in partnerships Nationally	Percentage of Organisations in partnerships Nationally
Business & Industry	525	28%	1171	28%
Community	545	29%	1220	29%
Education	758	40%	1656	40%
Parents and Families	49	3%	108	3%
<b>TOTAL</b>	<b>1877</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 (NSW)	Percentage of Schools in partnerships (NSW)	Number of Schools in partnerships Nationally	Percentage of Schools in partnerships Nationally	Number of schools in NSW
Primary	89	20%	149	16%	67%
Secondary	287	63%	509	55%	19%
Combined	79	17%	262	28%	14%
<b>TOTAL</b>	<b>455</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.

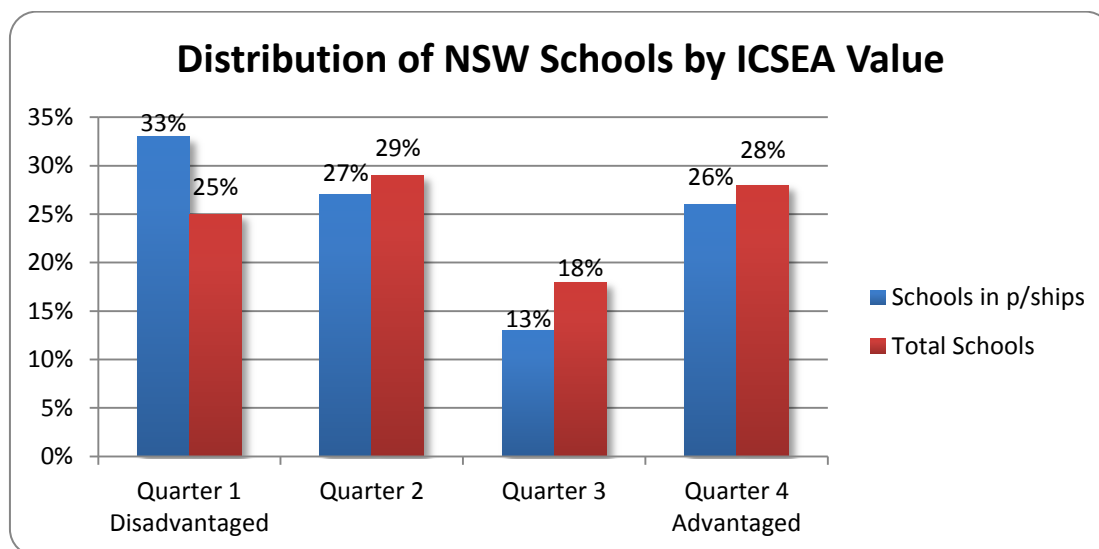
**Note:** this data only includes schools in partnerships with status active and self-sustaining. National figures do not include Victoria. Schools involved in multiple partnerships have only been counted once.

Education Sector	Number of Schools in partnerships (NSW)	Percentage of Schools in partnerships (NSW)	Number of Schools in partnerships Nationally	Percentage of Schools in partnerships Nationally	Number of schools in NSW
Government	356	78%	714	78%	68%
Independent	46	10%	107	12%	14%
Catholic	53	12%	99	11%	18%
<b>TOTAL</b>	<b>455</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 - NSW	Percentage of Schools in partnerships (NSW)	Number of Schools in partnerships - Nationally	Percentage of Schools in partnerships - Nationally	Number of schools in NSW
Major Cities of Australia	271	60%	463	50%	57%
Inner Regional Australia	130	29%	228	25%	27%
Outer Regional Australia	47	10%	145	16%	14%
Remote Australia	5	1%	36	4%	1%
Very Remote Australia	2	0%	48	5%	0%
<b>TOTAL</b>	<b>455</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 NSW**

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 (%)
387 (38%)	151 (15%)	538 (52%)	494 (48%)	1032 (100%)

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

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 (%)
86 (22%)	18 (12%)	104 (19%)	95 (19%)	199 (19%)

\* Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 22% of the total active partnerships in NSW 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 of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of National partnerships (%)
870 (36%)	345 (14%)	1215 (50%)	1224 (50%)	2439 (100%)

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

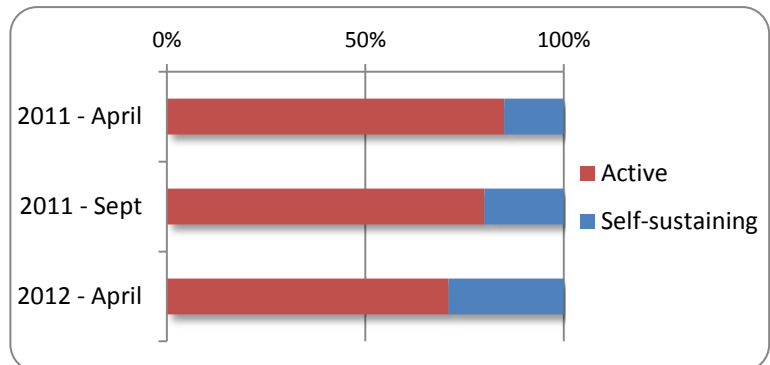
Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of National partnerships (%)
204 (23%)	47 (14%)	251 (21%)	243 (20%)	494 (20%)

\* 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 (NSW)**

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

Year (month)	Active	Self-sustaining
2011 (April)	85%	15%
2011 (September)	79%	21%
2012 (April)	72%	28%



**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 (NSW)

Number of Pre-Existing Partnerships (NSW)	Percentage of Pre-Existing Partnerships (NSW)	Number of Brokered Partnerships (NSW)	Percentage of Brokered Partnerships (NSW)	Total Number of Partnerships (NSW)	Total Percentage of Partnerships (NSW)
133	13%	899	87%	1032	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.	3742	521 (14%)	490 (13%)	858 (23%)	931 (25%)	942 (25%)

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
<b>Shared Goal</b> - Partners have a clear, shared, realistic goal.	786	9%	12%	24%	27%	28%
<b>Shared Decision Making</b> -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	767	13%	15%	22%	26%	25%
<b>Communication</b> - There is effective communication between partners.	774	11%	13%	26%	25%	24%
<b>Commitment and Investment</b> - All organisations are committed to the partnership and make a considerable investment to it.	776	13%	13%	21%	27%	26%
<b>Review</b> - Partners monitor and review their partnership and progress towards goals.	649	26%	12%	21%	18%	22%

The data above shows that:

- Providers reported 50% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 27% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 786 partnerships (76% of the total number of partnerships in NSW) that have demonstrated to some extent that 'partners have a clear, shared, realistic goal'. Providers reported that 55% 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.	1287	190 (15%)	214 (17%)	283 (22%)	313 (24%)	287 (22%)

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	126	20%	21%	23%	21%	15%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	281	17%	15%	20%	24%	24%
An increase in the number of education and training providers who have increased their career practitioner capacity	185	17%	15%	26%	23%	18%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	695	12%	17%	21%	25%	24%

The data above shows that:

- Providers reported 46% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome
- Providers reported 32% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 695 partnerships (67% of the total number of partnerships in NSW) 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 49% of these partnerships have *achieved* or made *considerable progress* against this KPM.

Table H3 – Outcome – Business & Industry	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
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.	873	163 (19%)	183 (18%)	183 (21%)	192 (22%)	175 (20%)

Table H3 continued – Outcome – Business & Industry (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 businesses providing mentoring/coaching opportunities for young people	286	22%	18%	21%	21%	18%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	147	17%	18%	22%	24%	20%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	440	17%	19%	21%	22%	22%

The data above shows that:

- Providers reported 42% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 37% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.

- There are 440 partnerships (43% of the total number of partnerships in NSW) that have made progress towards increasing ‘the number of businesses providing quality workplace and community learning opportunities for young people’. Providers reported that 44% 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>1056</b>	<b>283 (27%)</b>	<b>216 (20%)</b>	<b>243 (23%)</b>	<b>188 (18%)</b>	<b>126 (12%)</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	227	28%	22%	22%	15%	12%
An increase in the number of parents and families that are actively involved in career transition planning for their children	144	25%	22%	25%	15%	13%
An increase in the number of parents and families that are better informed about learning and career options	232	24%	21%	24%	19%	12%
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	228	29%	18%	22%	20%	11%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	225	27%	20%	22%	19%	12%

The data above shows that:

- Providers reported 30% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 47% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 232 partnerships (22% of the total number of partnerships in NSW) 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 31% 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>1683</b>	<b>261 (16%)</b>	<b>337 (20%)</b>	<b>474 (28%)</b>	<b>332 (20%)</b>	<b>279 (17%)</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	141	11%	16%	34%	26%	13%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	368	12%	20%	29%	21%	17%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	245	14%	22%	31%	18%	15%
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	170	18%	21%	26%	18%	17%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	303	17%	20%	26%	18%	19%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	195	21%	18%	23%	22%	17%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	261	18%	21%	29%	17%	15%

The data above shows that:

- Providers reported 37% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 36% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 368 partnerships (36% of the total number of partnerships in NSW) that have made progress towards providing '*an increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people*'. Providers reported that 38% of these partnerships have *achieved* or made *considerable progress* against this KPM

## PARENTAL ENGAGEMENT STRATEGY

### Purpose:

To build the capacity of Arabic parents & families to engage in their child's education.

### Partnership Members:

- Bankstown City Council
- Canterbury City Council
- Centrelink – Bankstown

### Context and Goals

Through the Partnership Broker's stakeholder consultation processes, it was identified that parental engagement in the Canterbury-Bankstown region was limited and difficult to maintain, particularly within the Arabic community.

A number of stakeholders decided to work together in partnership to focus on the development and implementation of strategies that improve the engagement of Arabic parents & families in their child's education.

### The Partnership's Approach

The Parental Engagement Strategy Partnership facilitated consultation sessions bringing community, education and parent stakeholders together to identify the challenges experienced by parents when engaging in their child's education. These sessions provided a foundation for action, allowing the partnership to develop a tailored, strategic approach to achieving its goal of increased parental engagement.

The partnership's approach included the establishment of a 'Parental Taskforce' consisting of parents from primary and secondary schools in the region. The partnership and the taskforce work collaboratively focusing on two key objectives. The first of these objectives is to educate parents and build their capacity to engage, and remain engaged, throughout their child's entire educational journey, both at school and at home. To support this goal, the partnership provides opportunities through a series of targeted presentations and workshops.

The second objective is to improve the transitions of young people from primary to secondary school by building relationships that support and maintain parental engagement during and after the transition to high school.

### Benefits

- Increased and improved communication between parents & families, young people and schools.
- The partnership is currently building the capacity of the 'Parental Taskforce' so that they can mentor, lead and support other parents.
- Empowering the taskforce and its members to take an active role in the education of their children.
- This partnership has demonstrated to the wider community the improved outcomes that can be achieved when education and community stakeholders work together for a common purpose.

*“ I am really starting to build up my confidence to actively participate in my child's learning. It's great to know that we have the support of the Partners. ”*

*Taskforce Parent*

### Next Steps

The partnership plans to expand their strategy in the future to include more parents and families from primary and secondary schools. The concept of a 'Parental Taskforce' has real potential to be replicated by partnerships in other regions.

## Support from the Partnership Broker

During the initial stages of this partnership, the Partnership Broker spent considerable time and effort developing strong partnering foundations, building the capacity of partners and ensuring effective relationships were established and maintained.

As the partnership developed, the partners began to demonstrate shared responsibility and ownership of the partnership's strategy and its successes. This allowed the Partnership Broker to take a 'back seat'; monitoring the partnership and only providing support when required.

### TOP TIP

Think outside the box and be innovative when developing your partnership's strategy.



## Fivebough Wetlands Project

### Purpose:

To provide an incentive for senior students to remain at school through hands-on, community based learning experiences.

### Partnership Members:

- Leeton High School
- Land and Property Management Authority
- TAFE NSW Riverina Leeton Campus
- Leeton Shire Council
- Local Aboriginal Lands Council
- Various local businesses

### Context and Goals

Since the introduction of the new school leaving age, some senior students are finding it difficult to remain focused and engaged with school. Leeton High School were searching for a longer term, practical initiative to increase student participation, promote a sense of ownership for young people and encourage them to remain engaged with their education through to the completion of Year 12.

Fivebough Wetlands is Leeton's premier tourist attraction and attracts both Australian and international bird watchers. The wetlands feature walking tracks, viewing mounds and bird hides, however, there are very few amenities, such as barbecue areas, picnic tables or signage. The Fivebough Wetlands Project addresses this issue and the issue of student engagement by supporting students to plan, design and implement improvements to the wetland's facilities and operations.

### The Partnership's Approach

The partnership established the Fivebough Wetlands Project to provide students with hands-on learning opportunities and a chance to contribute to the community.

Year 11 Work Studies students examined the site, developed a project plan in conjunction with the Wetlands Trust and the Lands Council and began planning for picnic facilities and seating. The construction work for signs that will assist visitors was carried out both at school and at TAFE then erected on site. Students also developed strategies for advertising the project and promoting the wetlands. The project created great opportunities for learning and personal development with a strong focus on practical engagement and community responsibility.

### Benefits

- Eight students will complete a First Aid and OH&S White Card induction course and have completed a basic bricklaying course.
- A Statement of Attainment will be issued to three students participating in the Manual Production Welding component at TAFE.
- Students gain experience in a range of skills, such as: Metal Fabrication, Carpentry, Construction, Brick and Block Laying, Graphic Design and Print, Photography and Project Management and tree planting.
- The Fivebough Wetlands partnership project will improve the facilities for the community and visitors, while building the students' sense of community.

*“After the initial idea was generated, the Partnership Broker contacted and facilitated meetings with all stakeholders, bringing extra partners in as required”*

*Mik Wisely, Head Teacher TAS - Leeton High School*

## Next Steps

The Fivebough Wetlands Project is a long term program targeting disengaged students. Fifteen students are currently engaged in the program for 2011, but this figure is expected to grow with new cohorts of students coming through.

## Support from the Partnership Broker

Following the initial meeting to discuss the project, the Partnership Broker was called upon to engage partners and build the partnership. They assisted the partners to develop common goals and guidelines for how they would work together. The Partnership Broker will also assist partners to develop and undertake review and evaluation procedures.

### TOP TIP

It is important that partners stay focused on the partnership's purpose and the goals they set out to achieve.

# 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 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.