

NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS

Queensland

2011

ANNUAL REPORT

(Submitted May 2012)

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

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

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

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

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

# PART A: Queensland, 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[[1]](#footnote-1) | National Schools Statistics Collection (ABS) | 103,454 | - | 104,946 | - | 2012 School | - | 2013 School | - |
| Enrolment of Indigenous full‐time equivalent students in years 11 and 12[[2]](#footnote-2) | 5,163 | - | 5,230 | - | 2012 School | - | 2013 School | - |
| Enrolment of Indigenous full‐time equivalent students in years 9 and 10[[3]](#footnote-3) | 7,664 | - | 7,723 | - | 2012 School | - | 2013 School | - |
| 15‐19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher[[4]](#footnote-4) | VOCSTATS (NCVER) | - | 18,045 | - | 24, 065 | - | 2012 VET | - | 2013 VET |
| Indigenous 15‐19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher[[5]](#footnote-5) | - | 1,249 | - | 1, 931 | - | 2012 VET | - | 2013 VET |
| Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate I level[[6]](#footnote-6) | - | 122 | - | 216 | - | 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) | 87.9% | - | 83.0% | - | 2012 SEW | - | 2013 SEW | - |
| VET completions (VOCSTATS)[[7]](#footnote-7) | - | 15,959 | - | 18, 886 | - | 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)[[8]](#footnote-8) | - | 544 | - | 759 | - | 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)[[9]](#footnote-9) | 61.3% | - |  | - | 2012 SEW | - | 2013 SEW | - |
| Improved Indigenous retention | Apparent retention years 7/8 to year 10, by Indigenous status[[10]](#footnote-10) | National Schools Statistics Collection (ABS) | 99.6% | - | 97.5% | - | 2012 ARR | - | 2013 ARR | - |
| Apparent retention years 7/8 to year 12, by Indigenous status[[11]](#footnote-11) | 62.3% | - | 60.5% | - | 2012 ARR | - | 2013 ARR | - |
| Improved Indigenous participation and engagement | School level strategies[[12]](#footnote-12) | 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**

1. 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.
2. 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).
3. 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.
4. 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.

# PART B:

## Jurisdictional Context

## Maximising Engagement, Attainment and Successful Transitions

### Structured Workplace Learning

Queensland state schools have a long history of supporting students to undertake structured workplace learning (SWL) as part of accredited VET. SWL opportunities take place in a workplace or simulated workplace and are structured, monitored, regulated and assessed, and allow students to gain knowledge and demonstrate application of that knowledge in the workplace. Data on Queensland’s structured work placement for all sectors is provided in the table below.

### Survey of Work Experience

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EQ** | **ISQ** | **QCEC** | **TOTAL** |
| **Students** | 34,941 | 6,513 | 10,648 | 52,100 |
| **Hours** | 1,903,394 | 393,750 | 657,975 | 2,962,975 |

Education Queensland’s Maximising Engagement, Attainment and Successful Transitions (MEAST) project funds have been allocated to each region through an allocation model based on student numbers with a weighting for low socio-economic status.

The strategies implemented across regions vary as a result of the geographical and demographical differences experienced across the state. All regions remain committed to achieving the targets set in the Queensland Implementation Plan and have devised innovative and responsive strategies to meet the unique needs of their students and contexts.

### Year 12 Outcomes

Queensland schools are very good at meeting the needs of their communities, which means that schools differ in the same way that communities differ. Some students follow an academic Year 12 course of study with a view to progressing to university. For others, vocational education and training qualifications lead to skilled work in industry. Many Year 12 graduates successfully combine a range of academic courses and vocational qualifications that provide options for further education, training and work.

From the beginning of 2006, Queensland entered a new era for secondary education with the introduction of the Queensland Certificate of Education (QCE), which was issued for the first time to students completing Year 12 in 2008. The QCE is an achievement-based qualification which recognises a broad range of learning, including senior school subjects, VET, workplace learning recognised by the Queensland Studies Authority (QSA), and advanced credit towards university subjects undertaken while at school.

The Year 12 Outcomes Report is a comprehensive set of data about the achievements of the Year 12 students published in the first half of the year following the year of exit from schooling. Extensive information is published to give an accurate account of the range of education options being provided by schools for students. The Report includes data on the number of students who were awarded a QCE, VET qualification, school-based apprenticeship or traineeship (SAT), an Overall Position (OP) or International Baccalaureate Diploma (IBD).

The [2011 Year 12 Outcomes Report](http://www.qsa.qld.edu.au/617.html) (the 2011 Report) was published by the QSA on their website in June 2012. Overwhelmingly, Queensland students are leaving schools with a qualification of some kind. The extent of improvements varied across all Queensland schools. The most notable improvements were:

* Number of QCEs (up 3.0% to 84.0%)
* Number of VETs (incl. SATs) (up 2.3% to 64.2%)
* Cert II (up 3.0% to 40.4%)
* Cert II+ (up 4.0% to 46.0%)
* QTAC offers (up 2.3% to 94.9%).

For state schools, the most significant improvement towards “Closing the Gap” was made in students awarded a QCE at the end of Year 12, from a ‘gap’ of 26% in 2010 to 18.3% in 2011, a decrease in the gap between Indigenous and non-Indigenous achievement of 7.7 percentage points.

The widest gap exists for categories relating to OP attainment, however, the percentage gap between Indigenous and non-Indigenous OP or IBD students who received an OP 1-15 or an IBD decreased by 2.4 percentage points to 20.0% in 2011. While there were improvements in this attainment category for both Indigenous and non-Indigenous students, the Indigenous improvement was greater for 2011.

### Next Step destination survey

Each year, DETE undertakes the [Next Step survey](http://education.qld.gov.au/nextstep/nextstep.html) of Year 12 completers from state, Catholic and independent schools. The *Next Step* survey is a world-standard collection of information about the pathways that our Year 12 completers take, and is designed to gain a comprehensive picture of the employment, study and life choices made by Queensland school leavers approximately six months after completing Year 12. The survey allows comparisons to be made between education and employment outcomes and enables schools to compare student destination patterns. The survey provides Queensland schools with important information about their own students and allows them to benchmark and compare with other schools.

A total of 37,207 responses were received from 2010 Year 12 completers, representing a response rate of 80.8 per cent. The results for Year 12 completers from 2010 showed that:

* 88.9 per cent had transitioned to paid employment and study destinations
* 60.9 per cent continued in some recognised form of education or training
* university degrees were being undertaken by 35.9 per cent, while a further 25.1 per cent were undertaking VET courses including apprenticeships (8.0 per cent) and traineeships (3.9 per cent)
* the 39.1 per cent who did not enter post-school education or training comprised 28.0 per cent working, 9.1 per cent seeking work and 1.9 per cent neither working nor seeking work.

All students who completed Year 12 in Queensland in 2011 (over 47,000) were asked to participate in the 2012 survey. State, regional and school-level reports from the 2012 survey of 2011 Year 12 completers are due to be published in September 2012.

### Early School Leavers survey

The [Early School Leavers](http://education.qld.gov.au/earlyleavers/index.html) survey is a state-wide survey on the destinations of students who left Queensland schools in Years 10, 11 or prior to completing Year 12. The survey collects information about the initial study and work destinations of young people after leaving school and closely aligns with the *Next Step* survey.

A total of 4343 interviews were completed for the 2011 survey, representing an approximate response rate of 47.8 per cent. Results of the 2011 survey are due to be released in mid-2012.

Results of the 2010 survey are available in a comprehensive state-wide report. A summary of the results of the 2010 survey show:

* over nine in ten early school leavers (91.9 per cent) were studying, in paid employment or actively seeking work at the time of the survey
* seven in ten (69.6 per cent) were studying or in paid employment
* almost four in ten (37.4 per cent) continued in some recognised form of education or training in the year after they left the government school system
* one in five (20.3 per cent) were undertaking employment-based training as an apprentice or trainee
* over half of all early school leavers (54.5 per cent) were not participating in education or training but had entered the labour force, with 13.2 per cent engaged in full-time work, 19.0 per cent in part-time work and 22.3 per cent looking for work
* approximately one in twelve early school leavers (8.1 per cent) were neither studying nor in the labour force.

The 2012 *Early School Leavers* survey is currently underway. Young people who have been identified as having left school in 2011 are being contacted and asked to participate in the survey via a computer-assisted telephone interview or a web-based questionnaire.

In 2011, as part of the NP-YAT, enhancements were introduced to the *Next Step* and *Early School Leavers* surveys. These enhancements have been continued in 2012 and include:

* the inclusion of early school leavers form non-government schools in the Early School Leavers survey
* the addition of a referral service for young people who are identified during the surveys as being at risk of disengaging from education, training or employment
* undertaking a longitudinal study on a cohort of 2010 Year 12 completers
* undertaking a longitudinal study on a cohort of 2010 early school leavers.

## State Education (Education Queensland)

### Broad education reform directions

Education Queensland’s agenda for improvement is set by *United in our pursuit of excellence*. This strategic plan outlines the strategies being implemented across Queensland state schools to ensure that every day, in every classroom, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

Education Queensland’s commitment is focused on improvement across core learning priorities delivered through school and community partnerships, school curriculum, teaching practice and principal leadership and school capability.

The broader reform agenda for Education Queensland is founded on the principle of setting high expectations to drive improved student learning outcomes across the state. This high expectations platform is evidenced by the key strategies employed in regions to meet the YAT NP targets.

Education Queensland remains committed to meeting the targets set by the YAT Queensland Implementation Plan to maximise engagement, attainment and transitions for young people. The approach of Education Queensland is designed to build on the strengths of the programs available within the jurisdiction to meet the needs of the target cohorts.

### Characteristics of the jurisdiction and of the YAT NP target cohort

Education Queensland’s regional operational structure is designed to achieve flexibility in service delivery methodologies so that governmental responses are tailored to the unique context of our state schools in regional, remote and urban settings. Due to the unique context of Queensland in terms of geographical complexity the YAT NP initiatives and responses of Education Queensland have been organised in line with the regional structure. This has enabled each region to deliver more tailored responses and strategies to meet the targets set by the YAT NP.

Each of the seven regions implements a tailored and targeted regional strategy to meet key needs identified in the Queensland Implementation Plan for the local context. This means that the responses and actions in Far North Queensland, can and do look different to those of the Metropolitan region for example despite the end result contributing strongly to the achievement of the YAT NP targets.

The YAT NP target cohort within regions varies based on localised responses. For example, in the North Queensland Region major barriers to further education and employment, particularly for Indigenous students have been identified and, in collaboration with the Australian Employment Covenant, the P-Plate program has been implemented to address these barriers. The P-Plate program in North Queensland is currently being aligned to the Senior Education and Training (SET) Plan process to reduce the identified barriers for these young people.

These and other coordinated responses ensure that Education Queensland is delivering on its commitments, outlined in the table below.

|  |  |
| --- | --- |
| Attainment targets | A target of 82% of students completing Year 12 to also achieve a Queensland Certificate of Education (QCE), International Baccalaureate Diploma (IBD), VET Certificate II or higher, or Queensland Certificate of Individual Achievement (QCIA) by 2012.  Focus on halving the gap in Indigenous Year 12 retention and attainment rates.  Establish Certificate II as the preferred VET level qualification on completion of Year 12 |
| Regions to establish attainment and transition strategies relevant to school and community contexts | Allocate the NP funding to regions to support locally targeted attainment and transition strategies.  Support for data driven decision making.  Ensure high-quality Senior Education and Training (SET) planning, including transition planning for young people at risk of leaving school early or without a qualification.  Drive behaviour change to support successful student transitions to post-school destinations.  Continue to provide opportunities for students to undertake authentic workplace learning. |
| Revitalise regional planning and partnerships | Review and renew existing community partnerships and support the integration of the new NP funded Community Partnership Brokers and Youth Connections program.  Regional planning for VET priorities and provision. |

### Attainment Target

Regional Action Plans have been implemented and continue to align funding to strategic activities to meet targets set by the YAT NP and other key initiatives at a state and federal level.

Regions have developed and implemented a range of frameworks to evaluate students’ progress on attainment targets to ensure systems and processes can be implemented to support those students at risk of not meeting the targets. Efforts are targeted at planning strategically to ensure maximum impact of practices.

Regions have set the vision and expectation for attainment targets and this is reflected at a school and classroom level. The service stream concept or the service commitments are examples adopted by some regions that have become core business for schools. The service commitment sets an expectation that all year 12 students will achieve a further education, training or employment outcome post school. Like other regional strategies this involves the collection and interrogation of data, fostering of partnerships and strong engagement practices to achieve results.

The impact of self-determined funding allocation models enables regions to target and tailor their approaches to meeting attainment targets accordingly. In the Metropolitan Region it was identified that addressing literacy and numeracy issues would increase attainment of a Queensland Certificate of Education. YAT NP funds have been directed to developing a pilot program accessed by 1328 students; this program has resulted in improved literacy and numeracy outcomes for these students, both significant factors in achieving a QCE. The program is intended to be rolled out across the region in 2012 and findings and resources shared with all schools.

Other strategies implemented include:

* development of Regional Registered Training Organisations to increase access to Certificate II and higher qualifications
* governance arrangements implemented to ensure school planning and services agreements are aligned to attainment targets
* strong reporting mechanisms implemented to ensure progress and transparency of activities, process includes target setting and developing approaches for student and parent engagement
* case and place based management of students; tracking, target setting and developing improved monitoring and reporting strategies
* developing strong links to key stakeholder groups to support student transitions, including employers, industry groups and training organisations.

### Focus on halving the gap in Indigenous retention and attainment rates

Halving the gap in Indigenous student participation and attainment targets remains a firm commitment of Education Queensland. The strategies implemented across regions are focused on the transition of Indigenous students to further education or employment pathways. Many of these initiatives are supported by Learn Earn Legend Funding and aligned to other specific initiatives, outlined in the Indigenous reporting section.

Examples of strategies implemented include:

* establishing community partnerships to improve employability skilling, examples include Northern Pride “School Pride” program focused on employment outcomes
* links to the Beacon Foundation to utilise industry connections to bolster employment opportunities for students
* development of My Future My Plan website in Far North Queensland, a web based resource for students seeking employment, with specific resources for Aboriginal and Torres Strait Islander job seekers
* linking employment aspirations programs from middle years planning to senior school to promote smooth pathways post school to employment
* post school data collection for year 13 to assist with tracking student pathways and enable targeted intervention
* Learn Earn Legend Destination Initiative has seen the implementation of destinations studies, employment of Indigenous Pathways Co-ordinators and articulated role of an Indigenous Regional Manager to guide planning and review of the program
* collaboration with the Australian Employment Covenant in the implementation of P-Plate program, to reduce the barriers to employment for Indigenous students who do not have a licence
* other activities implemented include participation in FOGs events supported by DEEWR, student support services for English as a Second Language learners and career directions ensure focus is maintained on Indigenous retention and attainment rates.

### VET Certificate II, planning for VET priorities and provision and authentic workplace learning

Participation in VET continues to be a strong pathway for Queensland state school students with many accessing VET in school. Many Queensland schools deliver VET as part of their offerings for secondary students, predominately at Certificate I and II level. Additionally, Queensland students have a strong track record in completing school based apprenticeships and traineeships (SATs).

Schools identify VET delivery options in consultation with their school community and industry stakeholder groups to promote smooth transition from education and training to employment. Often this means that to gain viable employment opportunities training levels are tailored to meet industry need. For example in some industries students are encouraged to obtain a Certificate I level of qualification before entering the work place where, following employment, further training may be accessed. These are decisions that are made at a local level in the best interests of the student; this process is often articulated through SET Planning.

Much of the work across regions to promote VET Certificate II as the preferred higher qualification has involved work with schools to identify skill needs to refine VET delivery and refocus partnerships with training providers and employers. Some schools have increased their scope to deliver more Certificate II qualifications and broaden the options available to students. Data to identify critical skill shortages has been used to inform strategies for identified industries and affordable and sustainable VET delivery models have been implemented. This work has enabled schools to establish strong industry links and promoted positive partnerships with key stakeholders.

Authentic workplace learning provides students with opportunities to develop employment skills and supports the transition to employment post school. Often authentic workplace learning is offered through school based apprenticeships and traineeships through a structured learning and training program. Regions foster links with industry and training providers to provide improved options for workplace learning, this is achieved through continued focus on SATs, work experience programs and placements.

### Building community partnerships to support students at risk of not making a successful transition and driving behaviour change

Education Queensland schools implement a range of strategies to foster community partnerships and support students at risk of not making a successful transition. The focus on community partnerships and at risk youth under the YAT NP is a continuation of the reforms articulated by the Education, Training and Reforms for the Future (ETRF) strategy.

The YAT NP targets ensure that regions remain focused on building and sustaining positive community partnerships and often these are utilised to implement support mechanisms for students at risk of not making a successful transition. Many of these strategies involve implementing a range of practices that shift the behaviour of students and school communities to promote positive transitions post school.

Examples of strategies employed by regions include:

* working with School Community Partnership brokers to link to secure employment pathways, create additional support mechanisms for at-risk students and coordinate efforts through related programs, such as Youth Connections and Youth Support Coordinator initiative
* development of cluster maps to link students with appropriate services to support improved referral services
* regional engagement workshops to improve collaboration between stakeholders and generate partnerships with business, industry, local employers, government organisations, not –for-profit organisations and others to support transitions
* embedding Learn Earn Legend initiative, includes tools to monitor and document senior schooling pathways and support strong links to post school destinations to support transitions of Indigenous students
* student support services teams develop resources and strategies to target key issues for at risk students including attendance and engagement. Often strategies are based on individualised case management and tracking
* many schools in regions have signed the Australian Employment Covenant (AEC) committing to employment for young Indigenous people
* advertising campaigns, events and consultation with key stakeholders are some examples of activities employed by regions to support behaviour change and support successful transitions post school.

### Data and planning to support decision making

Using data has been a key theme for all regions addressing the YAT NP agenda, this is a direct reflection of the centralised focus on the use of data to support and justify decisions. Student data on engagement, participation and attainment is used to inform the development of strategies and ensure that initiatives are tailored to meet the needs of school communities. Schools use a range of data sources to inform regional approaches to youth attainment and transition activities, services and programs including, Next Step survey data, Year 12 outcomes and NAPLAN Year 9 literacy and numeracy indicators.

Planning is also a key activity for regions to address the YAT NP targets and SET planning is a key process implemented in all schools to support successful transitions. A review of the SET planning process and related practices provided the opportunity for sharing quality models of delivery, knowledge and expertise. School practices are continually improved to promote attainment and successful transition including regional training to support SET planning process using One School technology.

## Queensland Catholic Education Commission

### Aim of the National Partnership

The National Partnership on Youth Attainment and Transitions aims to increase the educational engagement and attainment of young people and to improve their transition to post school education, training and employment through immediate, concerted action supported by broader long term reform.

### Outcomes of the National Partnership

The National Partnership Agreement on Youth Attainment and Transitions will contribute to the following outcomes:

* increased participation of young people in education and training
* young people make a successful transition from school to further education, training or full-time employment
* increased attainment of young people aged 15-24, including Indigenous youth.

Queensland Catholic Schools have combined the Youth Attainment and Transition project funding with other VET in Schools funding to provide a more substantial funding allocation that can be utilised based on identified local needs. This allows schools and Educational Authorities greater flexibility in the application of funds to meet program outcomes. The strategic directions and key performance indicators for funding are listed in the following tables.

|  |  |
| --- | --- |
| **Strategic Direction 1** | **Key Performance Indicators** |
| Provide support for Catholic sector schools in further expansion of the number of young people undertaking vocational education and training during their senior secondary years, especially in the area of SATs. | 1. Evidence of establishment of VET courses in Catholic schools not previously engaged in VET 2. Evidence of an increased number of students undertaking VET programs offered in those Catholic schools already involved with VET. |

Catholic schools provide VET opportunities to their students via a number of different avenues. Schools may link their students with school-based apprenticeships and traineeships; they may offer AQTF accredited VET certificates and qualifications within their school programs; they may offer VET subjects as vocational learning strands which, while not including accredited VET competencies, do develop generic employability skills. Schools may also link with TAFE or other Registered Training Organisation to provide vocational subjects for their students.

Schools also provide students with exposure to the workplace via Work Experience and Structured Workplace Learning.

At the school level, individual schools and dioceses have utilised different strategies to produce outcomes in accordance with the required performance indicators for 2011. Schools have sought not only to expand student access to VET via the above strategies, but also to promote the many benefits of VET involvement for all students.

One of the advantages of providing some funding to schools for use on a discretionary basis (in accordance with the DEEWR guidelines) is that it has enabled schools to implement strategies appropriate to their particular community and maximising VET opportunities for students.

|  |  |
| --- | --- |
| **Strategic Direction 2** | **Key Performance Indicators** |
| Increase the breadth and depth of VET in Schools programs offered through the VET in Schools and School-Based New Apprenticeship Pathways. | 1. evidence of expanded provision of VET courses in Catholic Schools 2. evidence of expansion of VET programs beyond areas currently predominating in VET 3. Evidence of expanded access in Catholic schools to VET courses in identified skill shortage areas. |

Schools were assisted with the cost of establishing School Based Apprenticeships and Traineeships (SATs) for students through payment of seed funding of $350 per sign-up for all SATs areas, except for Retail and Hospitality where seed funding payment of $150 was seen as appropriate to those industries which were not affected by major skill shortage. This was one mechanism for encouraging expansion of VET in areas of identified labour skill shortage.

|  |  |
| --- | --- |
| **Strategic Direction 3** | **Key Performance Indicators** |
| Develop strategies to maintain quality standards in VET in schools. | 1. evidence of development and provision of quality professional development opportunities in VET for Catholic school staff 2. evidence of structures in place for Catholic schools to facilitate compliance with AQTF 3. evidence of appropriate coordination strategies in place at system and diocesan levels covering all (Catholic) schools. |

Officers in each diocese provide training, in-service and networking opportunities to develop the capacity to delivery VET. In addition, those involved with VET have accessed national and state conferences in order to keep abreast of changes and innovations in the area and to maintain networking opportunities. There are staff responsible for the coordination of VET at system level in the Queensland Catholic Education Commission in order to provide a point of contact for dissemination of information and resources. The maintenance of a dedicated section of the QCEC website for “Vocational Education” and VET related issues assists school personnel further in accessing updated professional information.

Within schools staff are designated to manage the delivery and also the compliance arrangements for VET. Schools continue to try to balance the budgetary imposts of the mandated requirements in terms of facilities and human resources to deliver VET. Part of the VET funding received by the Queensland Catholic Education Commission is distributed directly to schools (with attached application and acquittal procedures) for discretionary use for these types of purposes.

Schools continue to adapt practice in accordance with AQTF requirements. It should be noted that AQTF requirements do change according to industry vision and requirements and this can have significant impact for schools in the delivery of accredited VET. Catholic secondary schools do however continue to meet audit requirements for AQTF and to deliver a large variety of VET as part of their senior schooling programs.

There are considerable resources dedicated to appropriate coordination and infrastructure for VET at the systems and Diocesan level. Each of the five dioceses has continued to develop quality coordination arrangements to support the expansion of VET and to further facilitate compliance with AQTF requirements. There is a designated Diocesan Officer in each Diocese who works with VET Coordinators and School Administrators to support the VET in Schools program. There is evidence of the increasing role and impost on VET Coordinators in schools and of school communities endeavouring to meet and support the needs of a complex and changing role. The increasing complexity of VET in Schools has led to additional demands on staff within schools.

|  |  |
| --- | --- |
| **Strategic Direction 4** | **Key Performance Indicators** |
| Support improved access of under-represented groups, particularly students with disabilities, Indigenous students and those in rural and remote locations. | 1. Increased numbers of disadvantaged and other under-represented groups participating in VET programs, SWL programs, SATs. |

Funds aimed at improving Access and Equity has been devoted to improving the opportunities of disadvantaged students under two different categories:

1. Travel and accommodation support for rural and remote students who have to travel to access the on-the-job or off-the-job components of their training
2. Access and Equity support for students with special needs.

## Independent Schools Queensland

Independent Schools Queensland (ISQ) policy response to the National Partnership (NP) continues to build upon the agreed Queensland strategies and indicative actions for maximising engagement, attainment and transitions as outlined in Table 4 of the Queensland Implementation Plan.

ISQ’s approach to NP-YAT was developed to ensure maximum impact across specific at risk school communities ensuring alignment to the NP-YAT specified outcomes. This strategic approach includes:

* revitalising cross sectoral planning process by integrating new Commonwealth programs with Queensland’s existing youth planning processes and implement Youth Support Coordinator Programs to improve services for young people and focus on youth attainment and transitions
* targeting VET in schools on qualifications that will result in successful transitions for young people.
* improving the economies of scale for VET in schools programs by forming clusters of schools and better utilising local infrastructure
* ensuring all students within the schools involved are on track to achieve a Queensland Certificate of Education, Certificate II, Queensland Certificate of Individual Achievement or an International Baccalaureate Diploma
* assisting schools to ensure that young people who won’t receive a qualification on leaving school have a plan in place for completing either an academic or vocational qualification
* assisting schools to undertake transition planning for students in the final year of school to ensure that all young people have plans in place to transition to further education, training or employment combined with training
* expanding the Early Leavers survey into non-government schools to improve data collection on young people not enrolled in education and training.

ISQ has focused its efforts in *the Flexible and customised approaches for communities and individuals* reform area. The program funds are used to support four programs, including professional development in the area of Career Education and support for teachers to update qualifications in Trade Training Centres.

The Programs are:

### Disengaged Students Program

Under the Disengaged Students Program, ISQ has engaged with a limited group of schools that had significant levels of disengaged students and had not already received funds under the Low SES School Communities National Partnership. The funds are being used to develop specific engagement strategies specific to the school community and students at risk.

### Special Assistance Schools Program

The Special Assistance Schools Program is focused on Schools that offer education and training programs which predominantly support the re-engagement of disengaged 15 – 17 year old youth and therefore will assist in the meeting of the participation and attainment targets.

Targeted outcomes include:

* involvement in cross sectoral planning process to improve services for young people and focus on youth attainment and transitions in the region
* undertaking planning so that all students are on track to achieve a Queensland Certificate of Education, Certificate II, Queensland Certificate of Individual Achievement or an International Baccalaureate Diploma
* increasing assistance to young people who may not receive a qualification on leaving school to have plans in place for completing qualifications after school
* providing more assistance to students to plan their transition through senior secondary school and into further education, training, or training and employment combined with training
* expansion of Senior Education and Training planning processes (or equivalent) by ensuring that young people are supported to attain a qualification and make a successful transition at school and after leaving school

working with Commonwealth Youth Connections providers and Youth Support Coordinators to ensure that young people who drop out of school, or who are at risk of dropping out of school are supported to make a transition to other education or training options.

### Vocational Outcomes

Funding has been provided to support teachers to undertake studies to support stronger VET aligned outcomes for students. Teachers across the sector have been given an opportunity to complete TAE Cert IV.

### Career Development

Funding has been provided to support teachers to undertake studies a Cert IV in Career Education to help facilitate better career counselling across ISQ schools**.**

For programs 1 and 2, annual performance reports are been received from all Schools involved. These are reviewed by ISQ to ensure alignment to the Program goals and specified outcomes.

## Indigenous Reporting

Queensland has the second largest Indigenous school student population in Australia with 48,865 Indigenous students enrolled in Queensland schools in 2011. Queensland’s Indigenous school student population is 29.1 per cent of Australia’s Indigenous student population which is second to New South Wales which has 31.1 per cent (or 52,192).

While Queensland has the second largest number of Indigenous school students in Australia, Queensland has the highest number of Indigenous Year 12 students in Australia. In 2011, Queensland had 2,197 Indigenous students enrolled in Year 12 across government and non-government schools. This was well ahead of second ranking state – New South Wales which had 1,446 Indigenous Year 12 enrolments.

## Strategic Policy Directions

### Closing the Gap Education Strategy

The Closing the Gap Education Strategy is the overarching strategy for the education of Indigenous students in Queensland state schools. It was developed in response to key COAG Closing the Gap targets for schooling which are to:

* halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy within a decade (by 2018)
* at least halve the gap in Aboriginal and Torres Strait Islander Year 12 attainment or equivalent attainment rates by 2020.

The strategy serves to translate these high level commitments into practical steps for DET regions and state schools to apply in their contexts by setting three intermediary state-wide targets focussed on improving the three key foundation areas of attainment, attendance and retention. ‘Close the gap in year 12 retention by 2013’ is one of the three targets. These targets serve to focus regions and schools on identifying and implementing targeted strategies and act as intermediate measures of Queensland’s progress towards the COAG Closing the Gap targets for schooling.

The strategy outlines four key service lines and associated priority areas that evidence and experience indicate will improve attainment, attendance and retention outcomes for Aboriginal and Torres Strait Islander students. They serve to concentrate action to drive the transformational changes necessary to achieve the required improvements in Indigenous education. ‘Participation to employment’ is a key service line.

### Aboriginal and Torres Strait Islander Education Action Plan 2010 - 2014

The Queensland Department of Education, Training and Employment is also committed to implementing the national Aboriginal and Torres Strait Islander Education Action Plan (2010-2014). The Action Plan is part of a larger commitment by the Australian, state and territory governments to address Aboriginal and Torres Strait Islander educational disadvantage within the national COAG Closing the Gap agenda.

The Action Plan is for all schooling sectors – both government and non-government. It outlines actions that will be undertaken at national, state and local levels to improve educational outcomes for Aboriginal and Torres Strait Islander students.

Each action is linked to six priority domain areas to guide effort over the five years – one of which includes ‘Pathways to real post-school options’.

To implement specific local-level actions and focus effort, each state and territory has identified a list of ‘focus schools’. In Queensland, there are 268 focus schools – comprising 206 state schools, 59 Catholic schools and 3 independent schools.

## Key strategies / initiative

The Department of Education, Training and Employment funds and implements a range of initiatives and strategies to support the attainment, retention and transition of Indigenous students including:

### Learn, Earn Legend! Year 12 Destinations initiative

The Learn Earn Legend! Year 12 Destinations Initiative provides pathway support for Indigenous Year 12 students across Queensland with transitioning from school to further education, training and employment. Students are supported by a case manager through Year 12 and for a minimum of six months post schooling.

The initiative is cross-sectoral and is funded by the Commonwealth Department of Education, Employment and Workplace Relations, Department of Communities and Department of Education, Training and Employment.

The initiative:

* is targeted at Indigenous Year 12 students in all schools in Queensland, including non-government schools
* aims to increase retention and successful completion rates of every Indigenous Year 12 student
* is concerned with case managing the cohort throughout the final year of schooling and then for a minimum of six months post schooling to provide support and assistance for successful transition from schooling to further education, training and/or meaningful employment.

The Queensland Indigenous Education Consultative Committee (QIECC) is engaged in the initiative and provides a representative on regional and the State steering committee.

In 2010, some 1095 Indigenous Year 12 students enrolled in public schools and 101 in non-government schools were profiled and their destinations recorded. Destination data for these students, as at 31 March 2011, was provided in the 2010 report.

In 2011, some 1523 Indigenous Year 12 enrolled in public and 159 in non-government schools were case managed and their intended post school destinations were recorded. Preliminary data on intended post school destinations for this cohort of students, as at the end of Term 4 2011, indicates that:

* 19 per cent (318) were intending to secure employment
* 21 per cent (359) were intending to undertake an Apprenticeship
* 10 per cent (163) were intending to undertake a Traineeship
* 21 per cent (350) were intending to enrol in University studies
* 20 per cent (333) were intending to enrol in a TAFE course
* 2 per cent (33) were intending to enlist in the Defence Forces
* 6 students indicated that they will be pursuing an elite sporting pathway
* 7 per cent (120) indicated ‘Other’.

### Secondary schooling options for remote Indigenous students

The Department of Education, Training and Employment is committed to providing remote Indigenous students with access to high quality comprehensive schooling options that also provide support services to ensure their school retention.

Prep to Year 12 college structures in combination with their feeder schools provide real opportunities for students in remote Cape York and Torres Strait communities to access quality secondary education and remain within the region to complete Year 12. Western Cape College in Weipa, Tagai State College on Thursday Island and Northern Peninsula Area State College in Bamaga all offer secondary education to Year 12.

Weipa Student Residential Campus is a new 120 bed secondary school student residential facility in Weipa that replaced the previous 20-bed facility. This new facility allows a greater number of students from other Cape communities to access the educational opportunities offered by the Western Cape College – Weipa Campus. The residential campus will operate in conjunction with the Western Cape College.

Spinifex State College Residential Campus is a state-run residential boarding facility that provides students, particularly Indigenous students, from rural and remote areas of north-west Queensland with access to quality education at Spinifex State College in Mt Isa.

Senior Schooling Service Guarantee being implemented at Western Cape College and Tagai State College stipulates that 100 per cent of Year 12 graduates will receive an OP, articulated VET pathway or paid employment. This initiative has been successfully implemented since 2006, tracking students two years post-destination to ensure sustainability and suitability of pathway. This program means that Indigenous students can see the links between education and future success.

Transition Support Services is provided to remote Indigenous students from Cape York, Northern Peninsula Area, Torres Strait and Palm Island to support them to ensure they make a smooth transition from their primary phase of schooling in their home communities to secondary schooling in large metropolitan or urban areas, in both state and non-state schools. In 2011, the service supported approximately 600 Indigenous students from Cape York, Torres Strait, Northern Peninsula Area and Palm Island communities.

The Queensland Catholic Education Commission has provided the following data on Indigenous outcomes.

### Indigenous Data

**QCEC 2011 Year 12 Completers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2010 Completers | All students | % | Indigenous | % | Non-Indig | % |
| Student Statements | 9701 |  | 251 |  | 9450 |  |
| SS and QCE | 8733 | 90.0% | 194 | 77.3% | 8539 | 90.4% |
| SS - no QCE | 968 | 10.0% | 57 | 22.7% | 911 | 9.6% |
| SS and SAT | 1086 | 11.2% | 54 | 21.5% | 1032 | 10.9% |
| SS and VET module | 5127 | 52.9% | 157 | 62.5% | 4970 | 52.6% |
| SS and OP | 6663 | 68.7% | 92 | 36.7% | 6571 | 69.5% |

## The Compact with Young Australians

As reported in the 2010 report, Queensland’s Education and Training Reforms for the Future (ETRF) launched in 2002 and embedded in Queensland’s legislation since 2004 has improved participation and has placed Queensland in a strong position to achieve the YAT-NP targets. In addition, the Queensland *Education (General Provisions) Act* 2006 meets the requirement for compulsory schooling until completion of Year 10, and for mandatory full‐time participation in education, training or employment, or a combination of these activities, until age 17.

# ANNEXURE 1 A – Youth Connections - QLD

## 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 Servicesappeared 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 Servicerecipients. 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[[13]](#footnote-13). 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.

### 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](http://www.transitions.youth.gov.au/), 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.

## Queensland Summary

### Context

In Queensland, Youth Connections services target young people aged 14-18 and primarily focus on young people disengaged from education. Schools and schooling sectors work with young people in school who are most at risk of disengaging.

Youth Connections providers work closely with state government initiatives: Youth Support Coordinators and regional Youth Support Coordinators. The relationship between Youth Connections providers and the state government program providers is established and operating well.

In 2011 progress continued on a number of state government education reforms including the *Flying Start* suite of initiatives*:*

* moving Year 7 to high school in 2015 and the pilot of these arrangements in 20 schools from 2012
* strengthened pastoral case support for the Year 7 transition
* additional professional development for teachers and
* the introduction of a Junior Secondary program in state schools from 2013.

### Program Status

In the first two years of operation in Queensland, Youth Connections provided Individual Support Services to 6,906 young people. 4,199 (61%) 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 1,393 (20%) were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 1,430 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 66,431 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 1,628 activities being held.

In Queensland 1,427 (21%) of young people in the program were identified as Indigenous Australians. 800 (56%) Indigenous young people achieved a final outcome, and a further 294 (21%) were assessed as making significant progress in addressing their barriers.

Youth Connections providers in Queensland are progressing well and on-track in terms of delivering program outcomes. There are many examples of collaboration between Youth Connections providers and Partnership Brokers.

### Challenges

DEEWR continues to work in collaboration with Queensland Department of Education, Training and Employment (DETE) to ensure Youth Connections and Youth Support Coordinator Initiatives have every possible chance of success in their respective roles and service delivery methods. The complementary nature of many programs and services for young people in Queensland highlights the need for providers to work together to building capacity among stakeholders and strengthen services in each region.

Outreach and Re-engagement activities implemented by Youth Connections providers have changed over time in-line with the changing behaviour of severely disengaged youth, and new challenges of social media and communications technology. A collaborative relationship between DEEWR and DETE has been valuable in recognising and responding to program changes at the local and state level.

## 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** | | |
| **Participant Status** | **QLD** | **National** |
| Receiving Individual Support Services | 1157 | 6125 |
| Receiving Individual Support Services previously and exited | 5749 | 31,977 |
| Registered but not yet enrolled for Individual Support Services | 221 | 3769 |
| Total | 7127 | 41,871 |

### Table 2: QLD Contract Levels

|  | **Outcomes Level 1** | **Outcomes Level 2a** | **Outcomes Level 2b** |
| --- | --- | --- | --- |
| **QLD (%)** | 10% | 40% | 50% |

### Table 3: Comparison between QLD and National Participant Numbers

|  | **Participants Level 1** | **Participants Level 2a** | **Participants Level 2b** |
| --- | --- | --- | --- |
| **QLD (No.)** | 535 | 2922 | 3461 |
| **QLD (%)** | 8% | 42% | 50% |
|  |  |  |  |
| **National (No.)** | 10,218 | 13,798 | 14,794 |
| **National (%)** | 26% | 36% | 38% |

### Table 4: Comparison between QLD and National Participant Outcomes

|  | **Outcomes Level 1** | **Outcomes Level 2a** | **Outcomes Level 2b** |
| --- | --- | --- | --- |
| **QLD (No.)** | 454 | 2454 | 2746 |
| **QLD (%)** | 8% | 43% | 49% |
|  |  |  |  |
| **National (No.)** | 8255 | 10,742 | 11,010 |
| **National (%)** | 28% | 36% | 37% |

Figure 1: QLD – Age of Participants

Figure 2: National – Age of Participants

### Table 5: QLD - Age of Participants

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Age** | **Level 1** | **Level 2a** | **Level 2b** | **Total** | **% Total** |
| **11** | 0 | 0 | 1 | 1 | 0% |
| **12** | 2 | 2 | 0 | 4 | 0% |
| **13** | 12 | 29 | 13 | 53 | 1% |
| **14** | 73 | 237 | 98 | 395 | 6% |
| **15** | 150 | 636 | 309 | 1048 | 16% |
| **16** | 125 | 881 | 658 | 1578 | 24% |
| **17** | 92 | 710 | 951 | 1696 | 25% |
| **18** | 60 | 311 | 841 | 1176 | 18% |
| **19** | 17 | 96 | 411 | 516 | 8% |
| **20** | 2 | 17 | 152 | 170 | 3% |
| **21** | 1 | 2 | 24 | 26 | 0% |
| **22** | 0 | 1 | 2 | 3 | 0% |
| **24** | 0 | 0 | 1 | 1 | 0% |
| **25** | 1 | 0 | 0 | 1 | 0% |

### Table 6: National – Age of Participants

|  | **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: QLD 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

|  | **QLD** | **% QLD** | **National** | **% National** |
| --- | --- | --- | --- | --- |
| Culturally and linguistically diverse | 441 | 6% | 2609 | 7% |
| Disability | 321 | 5% | 1702 | 4% |
| Humanitarian Refugee | 16 | 0% | 506 | 1% |
| Indigenous Australian | 1427 | 21% | 6803 | 18% |
| Parent | 124 | 2% | 651 | 2% |
| Receiving Centrelink Income Support | 1960 | 28% | 11,299 | 30% |
| Suspected or diagnosed mental health issue | 1037 | 15% | 7651 | 20% |
| Young Carer | 92 | 1% | 784 | 2% |

Figure 6: Percentage of Participants identified as having a barrier

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

| **Barrier** | **QLD** | **National** |
| --- | --- | --- |
| Abuse/Domestic Violence issue | 10% | 10% |
| Alcohol and/or drug misuse | 21% | 20% |
| Anger management issues | 33% | 31% |
| Behavioural problems | 57% | 54% |
| Bullying | 23% | 25% |
| Critical life event | 13% | 16% |
| Current or previous Juvenile Justice Orders | 9% | 10% |
| Disability | 5% | 5% |
| Disconnection from cultural heritage | 5% | 5% |
| Financial distress | 26% | 26% |
| Gifted | 1% | 1% |
| Homelessness | 4% | 5% |
| In detention/previously in detention | 2% | 3% |
| Inadequate family support | 22% | 27% |
| Learning Difficulty | 4% | 5% |
| Low literacy and/or numeracy | 55% | 52% |
| Low Self Esteem | 61% | 56% |
| Medical or other health issue | 9% | 10% |
| Negative experience(s) with education and training | 0% | 0% |
| Out of home care | 4% | 4% |
| Parent/Pregnancy | 3% | 3% |
| Petrol sniffing | 0% | 0% |
| Socialisation issues | 50% | 42% |
| Suspected or diagnosed mental health issue | 20% | 26% |
| Unstable living arrangements | 16% | 18% |
| Volatile substance misuse | 0% | 0% |
| Young Carer responsibilities | 2% | 4% |

Figure 7: QLD Participant Barriers by Connection Level

### Table 9: QLD - Percentage of participants identified as having barrier, by Connection Level

| **Barrier** | **QLD Level 1** | **QLD Level 2a** | **QLD Level 2b** |
| --- | --- | --- | --- |
| Abuse/Domestic Violence issue | 7% | 8% | 12% |
| Alcohol and/or drug misuse | 11% | 16% | 26% |
| Anger management issues | 27% | 37% | 31% |
| Behavioural problems | 63% | 64% | 49% |
| Bullying | 26% | 23% | 21% |
| Critical life event | 10% | 11% | 15% |
| Current or previous Juvenile Justice Orders | 2% | 4% | 15% |
| Disability | 5% | 5% | 5% |
| Disconnection from cultural heritage | 4% | 4% | 6% |
| Financial distress | 17% | 16% | 36% |
| Gifted | 1% | 2% | 1% |
| Homelessness | 1% | 2% | 6% |
| In detention/previously in detention | 0% | 1% | 4% |
| Inadequate family support | 13% | 17% | 28% |
| Learning Difficulty | 3% | 4% | 5% |
| Low literacy and/or numeracy | 48% | 55% | 56% |
| Low Self Esteem | 58% | 60% | 62% |
| Medical or other health issue | 6% | 8% | 10% |
| Negative experience(s) with education and training | 0% | 0% | 0% |
| Out of home care | 4% | 2% | 6% |
| Parent/Pregnancy | 1% | 1% | 5% |
| Petrol sniffing | 0% | 0% | 0% |
| Socialisation issues | 52% | 47% | 53% |
| Suspected or diagnosed mental health issue | 12% | 17% | 23% |
| Unstable living arrangements | 6% | 10% | 22% |
| Volatile substance misuse | 0% | 0% | 0% |
| Young Carer responsibilities | 2% | 2% | 3% |

Figure 8: National Participant Barriers by Connection Level

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

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

## 

## Outcomes

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

| **Participant outcomes** | **QLD** | **QLD %** | **National** | **National %** |
| --- | --- | --- | --- | --- |
| Young people enrolled in individual support services | 6906 | - | 38,102 | - |
| Young people who have achieved a progressive outcome\* | 5371 | 78% | 27,743 | 73% |
| Young people who have achieved a final outcome\*\* | 4199 | 61% | 22,574 | 59% |

### Table 12: Participant Outcomes – exited participants

| **Participant outcomes** | **QLD** | **QLD %** | **National** | **National %** |
| --- | --- | --- | --- | --- |
| Young people enrolled in individual support services | 5749 | - | 31,977 | - |
| Young people who have achieved a progressive outcome | 4500 | 78% | 23,431 | 73% |
| Young people who have achieved a final outcome | 3562 | 62% | 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: QLD - Number of young people achieving outcomes

| **QLD Participant outcome achievement** | **Level 1**  **No.** | **Level 1**  **%** | **Level 2a**  **No.** | **Level 2a**  **%** | **Level 2b**  **No.** | **Level 2b**  **%** |
| --- | --- | --- | --- | --- | --- | --- |
| Achieved a final outcome | 402 | 75% | 2000 | 68% | 2001 | 58% |
| Achieved a progressive outcome | 456 | 85% | 2439 | 83% | 2714 | 78% |

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: QLD- Participant outcome achievement by characteristic

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **QLD - Participant Characteristic** | **Achieved an Outcome** | **Achieved a Final Outcome** | **Not yet achieved** | **Grand Total** | **% of total achieving an outcome** | **% of total achieving a final outcome** |
| Culturally and linguistically diverse | 368 | 298 | 73 | 441 | 83% | 68% |
| Disability | 279 | 203 | 42 | 321 | 87% | 63% |
| Humanitarian Refugee | 13 | 11 | 3 | 16 | 81% | 69% |
| Indigenous Australian | 1094 | 800 | 333 | 1427 | 77% | 56% |
| Parent | 101 | 58 | 23 | 124 | 81% | 47% |
| Receiving Centrelink Income Support | 1472 | 1030 | 488 | 1960 | 75% | 53% |
| Suspected or diagnosed mental health issue | 881 | 609 | 156 | 1037 | 85% | 59% |
| Young Carer | 74 | 47 | 18 | 92 | 80% | 51% |

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

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

Figure 13: QLD – Final outcomes achieved

Figure 14: National – Final outcomes achieved

Figure 15: QLD – Final Outcomes Achieved by Connection Level

Figure 16: National – Final Outcomes Achieved by Connection Level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QLD 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. | 212 | 885 | 122 | 1219 |
| Behaviour: The participant’s behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks. | 288 | 890 | 99 | 1277 |
| Educational performance: The participant’s educational performance improved consistently over the whole school term, or for 13 weeks. | 198 | 618 | 78 | 894 |
| Strengthened engagement: The participant’s engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks. | 76 | 1165 | 108 | 1349 |
| Engaged in employment: The participant started employment and has remained in that employment for 13 weeks. | 10 | 500 | 862 | 1372 |
| Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks. | 19 | 748 | 1059 | 1826 |
| Commenced in education: The participant commenced in education. | 5 | 231 | 1602 | 1838 |

### Table 17: QLD- Final Outcomes achieved by Connection Level

### 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 – QLD and National

|  |  |  |
| --- | --- | --- |
|  | **QLD** | **National** |
| Indigenous Participants | 1427 | 6,803 |
| All Participants | 6,906 | 38,102 |
| % Indigenous | 21% | 18% |

### Table 22: QLD and National- Indigenous participant outcomes achievement

|  | **QLD** | **QLD %** | **National** | **National %** |
| --- | --- | --- | --- | --- |
| Indigenous young people enrolled in individual support services | 1427 | - | 6803 | - |
| Indigenous young people who have achieved a progressive outcome | 1047 | 73% | 4573 | 67% |
| Indigenous young people who have achieved a final outcome | 800 | 56% | 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 – QLD and National

|  |  |  |
| --- | --- | --- |
|  | **QLD** | **National** |
| Humanitarian Refugee Participants | 16 | 506 |
| All Participants | 6906 | 38,102 |
| % Humanitarian Refugee | 0% | 1% |

### Table 26: QLD and National- Humanitarian refugee participant outcomes achievement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **QLD** | | **National** | |
| Humanitarian Refugee young people enrolled in individual support services | 16 | | 506 | |
| Humanitarian Refugee young people who have achieved a progressive outcome | 12 | 75% | 406 | 80% |
| Humanitarian Refugee young people who have achieved a final outcome | 11 | 69% | 357 | 71% |

## Outreach and Re-engagement Services

Providers in Queensland have conducted 1,430 Outreach and Re-engagement activities (some were held multiple times, resulting in 1,571 events). These activities were attended by more than 66,431 people.

### Table 27: QLD Outreach and Re-engagement activities

|  |  |
| --- | --- |
| **Number of people attending each event** | **Number of events** |
| <10 | 780 |
| <20 | 260 |
| <50 | 296 |
| <700 | 224 |
| >700 | 11 |

282 of these activities were identified as having an Indigenous focus; 53 were identified as having a humanitarian refugee focus.

## Strengthening Services in the Region

Providers in Queensland have conducted 1,628 activities to strengthen services in their region. 483 of these activities were identified as having an Indigenous focus, 92 were identified as having a humanitarian refugee focus.

### Table 28: QLD Strengthening Services in the Region activities

| **Outcome** | **Number of times outcome selected** | **Average rating** |
| --- | --- | --- |
| Communication channels between agencies which support at risk young people were created or strengthened. | 1056 | 3.77 |
| Families and communities are more positively involved in the lives of at risk young people. | 326 | 3.43 |
| Families of at risk young people are more involved in their community. | 215 | 3.22 |
| Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people. | 173 | 3.49 |
| Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people. | 173 | 3.49 |
| Schools and education providers established procedures with other agencies to identify at risk young people earlier. | 257 | 3.53 |
| Schools and education providers increased their referrals to support at risk young people. | 326 | 3.63 |
| Schools and education providers make referrals earlier to support at risk young people. | 267 | 3.62 |
| Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people. | 97 | 3.18 |
| The use of infrastructure in the region to support at risk young people is better coordinated. | 714 | 3.47 |
| There are improved referral channels for community resources which support at risk young people. | 837 | 3.64 |
| There was a reduction in the duplication of community resources which support at risk young people. | 402 | 3.56 |
| There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging. | 159 | 3.66 |
| There was an increase or improvement in the available services for families of at risk young people. | 390 | 3.30 |
| Young people disengage less frequently from school or education providers. | 245 | 3.20 |

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

## 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[[14]](#footnote-14)) 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[[15]](#footnote-15)) 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’[[16]](#footnote-16). Approximately 85 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 15 per cent are pre-existing partnerships that are being enhanced with support from the Partnership Brokers.

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

Building on the success of the 2011 Partner Survey, Partnership Brokers across the country (excluding Victoria[[17]](#footnote-17)) 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 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[[18]](#footnote-18). 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[[19]](#footnote-19) (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.

## Queensland Summary

### Context

Queensland has a diverse and multi-speed economy comprised of metropolitan areas, rural and very remote regions of Australia. The global financial crisis and recovery from natural disasters over recent years had a lasting impact on the buoyancy and structure of the employment market across all areas of the state. Changing long-term job prospects for young people have influenced career and education choices and highlighted the need for quality career advice for young people cognisant of a changing economic landscape.

Within the context of limited resources and weak economic growth in some parts of Queensland, providers have increasingly looked to creative and innovative solutions to tackle seemingly intractable issues. Sharing knowledge of labour market opportunities and developments in the education sector are helpful in this regard.

### Program Status

As at April 2012, there were approximately 300 active and self-sustaining partnerships associated with Partnership Brokers in Queensland involving over 1000 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 15 per cent of these partnerships have an Indigenous focus. There have been approximately 2200 Outcomes Framework Key Performance Measure (KPM) evaluations with around 800 (36%) of those evaluations rating the partnership’s progress as ‘Considerable’ or ‘Achieved’.

Many providers are working collaboratively across Service Regions to develop strategic partnerships. Collaboration within and across regions is a particular strength of the program in Queensland, further supported by four Partnership Broker organisations that hold multiple contracts and account for 14 of the 16 Service Regions. Relationships with Regional Development Australia are emerging in some priority locations within the state and have already proven to be a valuable connection. In some cases, Partnership Brokers have been involved in regional planning processes with Education Queensland.

### Challenges

While the information above indicates significant progress, individual providers and the program have also faced many of the challenges outlined in the National Summary. In particular, it is an ongoing challenge for providers to better understand the strategic direction and planning for school systems in order to create partnerships that align and value add to the goals and objectives for schooling in each region. Queensland providers have been encouraged to look beyond regional boundaries and geographic barriers to develop innovative approaches that support the achievement of regional education priorities. Collaboration among stakeholders has shown to be most effective in areas where there is a broad understanding of youth programs and services in the region and the value of a partnership approach. There are also challenges for providers who operate in Service Regions that are geographically large but have relatively small populations concentrated in remote communities. The level of collaboration between Partnership Brokers and Youth Connections providers in Queensland is consistent with the national picture and continues to improve as the National Partnership matures. 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 and is a continuing focus for DEEWR. Some innovative partnerships have been developed in a range of areas, as highlighted by snapshots and case studies.

A key challenge for the Partnership Brokers program is achieving a high level of engagement and commitment with all levels of government and non-government school systems. Promoting the Partnership Brokers program, and raising awareness of the support that a Partnership Broker can provide, is labour intensive and requires a large amount of direct interaction with many different stakeholders. The benefit of engaging with a Partnership Broker is not always immediately apparent. The large number of stakeholders in the schooling sector has made efficiently and effectively engaging with this cohort of stakeholders difficult. Effectively addressing this challenge may be aided by further regionally-based collaborative action.

For example; DEEWR facilitated workshops and subsequent DET workshops in the North Coast Region, which has led to degrees of transformational shift toward positive and strategic engagement between Partnership Brokers and the state education sector. Strengthening collaboration is noticeable in all regions, albeit at varying rates.

During August and October 2011, seven regional engagement workshops were convened in Queensland, in alignment with each of the State’s education regions[[20]](#footnote-20). A total of 206 delegates attended the workshops across all seven regions including key representatives of government, Catholic and independent schooling sectors. This approach was based on the understanding that connectivity across programs and services is a critical element for the effective implementation of the National Partnership. The aim of each workshop was to improve the level of collaboration between stakeholders working towards: lifting the year 12 or equivalent attainment rate, re-engagement in education and training, and successful transitions for young people.

Each workshop presented unique challenges and opportunities within the context of different regions. A number of key themes emerged across most workshops, including:

A need for early intervention in the primary years of schooling

Servicing limitations for very remote areas of the state

The benefits of connectivity and alignment of effort among youth services

Improved awareness and understanding of the partnership broker role

The importance of effective collaboration, communication and strong working relationships among stakeholders

Finding creative and innovative strategies to support young people

Supporting successful transitions for youth people.

It was universally agreed at all workshops that working together and aligning effort among providers working toward similar objectives delivers significant and mutual benefit. In a number of workshops, participants suggested the establishment (or refinement) of Regional Youth Attainment and Transitions Reference Groups to bring stakeholders together, discuss opportunities to align / strengthen services, share information and develop solutions to key challenges specific to the area. These groups are being convened in all regions.

Importantly, stakeholders at workshops have also argued that DEEWR and DET should use their communication channels to build awareness and understanding of the range of youth programs and services.

## 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 (QLD) | Percentage of Organisations in Partnerships (QLD) | Total Number of Organisations in Partnerships Nationally | Percentage of Organisations in Partnerships Nationally |
| Business & Industry | 332 | 32% | **1171** | **28%** |
| Community | 297 | 29% | **1220** | **29%** |
| Education | 396 | 38% | **1656** | **40%** |
| Parents and Families | 14 | 1% | **108** | **3%** |
| **TOTAL** | **1039** | **100%** | **4155** | **100%** |

### 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 (QLD) | Percentage of Schools in Partnerships (QLD) | Number of Schools in Partnerships Nationally | Percentage of Schools in Partnerships Nationally | Number of schools in QLD |
| --- | --- | --- | --- | --- | --- |
| Primary | 18 | 9% | 149 | 16% | 66% |
| Secondary | 112 | 55% | 509 | 55% | 16% |
| Combined | 75 | 37% | 262 | 28% | 18% |
| **TOTAL** | **205** | **100%** | **920** | **100%** | **100%** |

### 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 (QLD) | Percentage of Schools in Partnerships (QLD) | Number of Schools in Partnerships Nationally | Percentage of Schools in Partnerships Nationally | Number of schools in QLD |
| --- | --- | --- | --- | --- | --- |
| Government | 148 | 72% | 714 | 78% | 72% |
| Independent | 35 | 17% | 107 | 12% | 12% |
| Catholic | 22 | 11% | 99 | 11% | 17% |
| **TOTAL** | **205** | **100%** | **920** | **100%** | **100%** |

### 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 (QLD) | Percentage of Schools in Partnerships (QLD) | Number of Schools in partnerships Nationally | Percentage of Schools in Partnerships Nationally | Number of schools in QLD |
| --- | --- | --- | --- | --- | --- |
| Major Cities of Australia | 114 | 56% | 463 | 50% | 39% |
| Inner Regional Australia | 47 | 23% | 228 | 25% | 27% |
| Outer Regional Australia | 24 | 12% | 145 | 16% | 23% |
| Remote Australia | 10 | 5% | 36 | 4% | 6% |
| Very Remote Australia | 10 | 5% | 48 | 5% | 5% |
| **TOTAL** | **205** | **100%** | **920** | **100%** | **100%** |

## 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 QLD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 (%) |
| 177 (29%) | 122 (20%) | 299 (50%) | 304 (50%) | 603 (100%) |

### Table E1 – Number of State Partnerships Created by Status with Indigenous focus for QLD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 (%) |
| 30 (17%) | 15 (12%) | 45 (15%) | 54 (18%) | 99 (16%) |

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 17% of the total active partnerships in QLD 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 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 (QLD)

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

| Year (Month) | Active | Self-sustaining |
| --- | --- | --- |
| 2011 (April) | 74% | 26% |
| 2011 (September) | 72% | 28% |
| 2012 (April) | 59% | 41% |

### 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 (QLD)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of Pre-Existing Partnerships (QLD) | Percentage of Pre-Existing Partnerships (QLD) | Number of Brokered Partnerships (QLD) | Percentage of Brokered Partnerships (QLD) | Total Number of Partnerships (QLD) | Total Percentage of Partnerships (QLD) |
| 92 | (15%) | 511 | (85%) | 603 | 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.** | **2036** | **357 (18%)** | **361 (18%)** | **435 (21%)** | **404 (20%)** | **479 (24%)** |
|  | | | | | | |
| Table H1 continued – Outcome – Partnership Characteristics (Breakdown of the KPMs which contribute to the outcome above) | Total KPM Evaluations | 1 Limited | 2  Some Progress | 3 Satisfactory | 4 Considerable Progress | 5 Achieved |
| **Shared Goal** ‐ Partners have a clear, shared, realistic goal. | 425 | 15% | 16% | 20% | 22% | 27% |
| **Shared Decision Making** ‐Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made. | 415 | 17% | 19% | 25% | 17% | 22% |
| **Communication** ‐ There is effective communication between partners. | 417 | 15% | 18% | 24% | 21% | 22% |
| **Commitment and Investment** ‐ All organisations are committed to the partnership and make a considerable investment to it. | 415 | 16% | 19% | 19% | 21% | 25% |
| **Review** ‐ Partners monitor and review their partnership and progress towards goals. | 364 | 26% | 17% | 18% | 17% | 22% |
| The data above shows that:   * Providers reported 44% 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 425 partnerships (70% of the total number of partnerships in QLD) that have demonstrated to some extent that *‘partners have a clear, shared, realistic goal’.* Providers reported that 49% 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.** | **536** | **96**  **(18%)** | **101**  **(19%)** | **119**  **(22%)** | **99**  **(18%)** | **121**  **(23%)** |
|  | | | | | | |
| 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 | 47 | 26% | 15% | 30% | 11% | 19% |
| An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors | 92 | 20% | 24% | 23% | 14% | 20% |
| An increase in the number of education and training providers who have increased their career practitioner capacity | 87 | 16% | 16% | 26% | 14% | 28% |
| Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders | 310 | 17% | 19% | 20% | 22% | 23% |
| The data above shows that:   * Providers reported 41% of partnerships that have been evaluated have *achieved* or made *considerable* *progress* against this outcome. * Providers reported 37% of partnerships that have been evaluated have made *limited* or *some* *progress* against this outcome. * There are 310 partnerships (51% of the total number of partnerships in QLD) 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 45% 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.** | **404** | **103**  **(25%)** | **75**  **(19%)** | **75**  **(19%)** | **73**  **(18%)** | **78**  **(19%)** |
|  | | | | | | |
| 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 | 124 | 32% | 19% | 14% | 15% | 20% |
| An increase in the number of businesses providing professional development opportunities for teachers and career practitioners | 85 | 21% | 15% | 25% | 19% | 20% |
| An increase in the number of businesses providing quality workplace and community learning opportunities for young people | 195 | 23% | 19% | 19% | 20% | 18% |

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 44% of partnerships that have been evaluated have made *limited* or *some* *progress* against this outcome.
* There are 195 partnerships (32% of the total number of partnerships in QLD) that have made progress towards increasing ‘*the number of businesses providing quality workplace and community learning opportunities for young people’*. Providers reported that 38% of these partnerships have *achieved* or made *considerable* *progress* against this KPM.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table H4 – Outcome – Parents & Families | Total KPM Evaluations | 1 Limited | 2  Some Progress | 3 Satisfactory | 4 Considerable Progress | 5 Achieved |
| **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.\*** | **435** | **116**  **(27%)** | **99**  **(23%)** | **87**  **(20%)** | **71**  **(16%)** | **62**  **(14%)** |
|  | | | | | | |
| Table H4 continued – Outcome – Parents & Families (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 parents and families that are actively engaged in supporting learning inside and outside the classroom | 97 | 27% | 24% | 21% | 16% | 12% |
| An increase in the number of parents and families that are actively involved in career transition planning for their children | 67 | 28% | 27% | 18% | 15% | 12% |
| An increase in the number of parents and families that are better informed about learning and career options | 91 | 29% | 25% | 13% | 16% | 16% |
| 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 | 90 | 27% | 20% | 22% | 17% | 14% |
| An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations | 90 | 23% | 19% | 26% | 17% | 16% |
| 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 50% of partnerships that have been evaluated have made *limited* or *some* *progress* against this outcome. * There are 97 partnerships (16% of the total number of partnerships in QLD) that have made progress towards providing ‘*an increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom’*. Providers reported that 28% of these partnerships have *achieved* or made *considerable* *progress* against this KPM. | | | | | | |
| Table H5 – Outcome – Community Groups | Total KPM Evaluations | 1 Limited | 2  Some Progress | 3 Satisfactory | 4 Considerable Progress | 5 Achieved |
| **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.** | **860** | **134**  **(16%)** | **219**  **(25%)** | **207**  **(24%)** | **133**  **(15%)** | **167**  **(19%)** |
|  | | | | | | |
| Table H5 continued – Outcome – Community Groups (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 community groups that partner with stakeholders to align services for young people and reduce service duplication and resource wastage | 79 | 16% | 33% | 19% | 9% | 23% |
| An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people | 180 | 16% | 23% | 20% | 21% | 21% |
| An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people | 132 | 14% | 29% | 26% | 16% | 16% |
| 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 | 106 | 16% | 24% | 22% | 15% | 24% |
| An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills | 139 | 19% | 22% | 24% | 16% | 19% |
| An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people | 87 | 14% | 29% | 30% | 9% | 18% |
| An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community | 137 | 15% | 23% | 28% | 16% | 18% |

The data above shows that:

* Providers reported 34% of partnerships that have been evaluated have *achieved* or made *considerable* *progress* against this outcome.
* Providers reported 41% of partnerships have made *limited* or *some* *progress* against this outcome.
* There are 180 partnerships (30% of the total number of partnerships in QLD) 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 42% of these partnerships have *achieved* or made *considerable* *progress* against this KPM.



# PRIMARY STUDENTS ARE INSPIRED TO READ

# Purpose

To involve fathers and other men in the community as role models to improve literacy.

# Partnership Members

* St Keiran’s Catholic Primary School
* St Keiran’s Catholic Primary School P&C Committee
* North Queensland Helicopter Rescue Service
* Mount Isa City Council

# Context and Goals

In a remote area of North West Queensland, a local parent approached the Partnership Broker to assist in developing a partnership to support young readers and instil a love of reading in the early years of their education.

Following a consultation process, members of a local primary school community identified the need to engage dads and men from the local business community as role models to inspire young people to improve their literacy skills.

# The Partnership’s Approach

A partnership was established involving a local primary school, its P&C committee as well as local community and business organisations. Their objective was to engage men from the community to complement existing reading programs such as ‘Mums help with reading in the classroom’.

The partnership established the ‘Reading Rocks’ program which provides a framework for increasing business and parent engagement in the learning and development of young people.

Reading Rocks involves the school implementing a weekly reading schedule and engaging dads and men from the local business and industry community to act as role models by reading their favourite books to the students.

🙶 The students have really enjoyed the readings from fathers and other men from the business community. The boys in particular have responded well to the male presence🙷

*Teacher, St Keiran’s Catholic Primary School*

# Benefits

* Teachers have reported improved reading habits in students, particularly among boys who have shown little interest in reading previously.
* Increased parent and community engagement in the school, in addition to their involvement in Reading Rocks.
* Businesses involved in the program report improved morale among volunteer readers.

🙶 The experience was completely new for me. I was a little bit nervous at first but now I really look forward to it. Reading to these guys is a highlight in my weekly schedule🙷

*Volunteer reader, business*

# Next Steps

The pilot program has proven highly successful and partners and volunteers are keen to continue. Partners are currently exploring how the program can be adapted and expanded to other schools in the region.

# Support from the Partnership Broker

Following a community forum where the idea for a partnership initiative began to take shape, the Partnership Broker played a key role in identifying and bringing potential partners together. They assisted the partners to develop common goals and guidelines for how they would work together. They provided advice on program design and supported the partnership to establish review mechanisms to measure the extent to which Reading Rocks was achieving its goals.

**TOP TIP**

Sometimes, one person with an idea can be the catalyst for a partnership that benefits many.



# WOTABAT YU PARTNERSHIP

# Purpose

To support Aboriginal and Torres Strait Islander parents and students in the middle years of schooling to understand the importance of senior education and post school options.

# Partnership Members

* Catholic Education
* Department of Education and Training (DET)
* Indigenous Schooling Support Unit
* Department of Employment, Economic Development and Innovation (DEEDI)
* Surat Basin Corporation

# Context and Goals

Students in the middle years of schooling must cope with significant cognitive, physical, social and emotional change. Data suggests that this phase is a key disengagement point and Aboriginal and Torres Strait Islander students are particularly at risk. To address this issue, as part of the Closing the Gap agenda, partners developed an early intervention strategy aimed at raising students’ aspirations for their future.

# The Partnership’s Approach

Partners recognised a need for young people to connect school education with the world beyond school to help them remain motivated and engaged in their learning. The partnership also saw the importance of parental engagement in supporting young people to achieve success.

The partnership’s approach was to provide opportunities for parents and students to engage in interactive workshops with industry. This includes employers talking to students about a day in their life which is a catalyst for students to explore career opportunities in a range of industries. The aim is to inspire students to think about a career pathway and to hear from employers about the importance of education to achieve their goals.

Another workshop focused on building the capacity of parents to support their young people through school and on to further study, training or employment.

🙶 This is a great way to help young people to see the connection between education and their future careers. It is also a great way for industry to be able to support the development of their future workforce.🙷

*CEO Surat Basin Corporation*

# Benefits

* Student’s aspirations are raised helping them to remain more engaged in education.
* Parents feel empowered to support their children to make a successful transition through school and from school to further education, training and employment.
* Industry benefits from the development of its future workforce.

# Next Steps

There is strong commitment to the partnership with partners developing a sense of ownership and responsibility for driving workshops in the future. It is hoped that partners will reflect this commitment by signing a Memorandum of Understanding (MOU).

🙶 This initiative supports the Charter signed between Education sectors in our region who have committed to Closing the Gap for Indigenous Students.🙷

*Catholic Education*

# Support from the Partnership Broker

The Partnership Broker facilitated stakeholder discussion to identify a model for addressing disengagement and coordinated meetings to progress the model.

They also facilitated meetings on behalf of the partnership to engage industry representatives and assisted the partners to determine roles and responsibilities to implement the agreed program.

**TOP TIP**

By working together you can achieve outcomes that would not have been possible if each had acted alone.

# 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](http://www.cica.org.au/research/cica-research-papers).

### 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](http://www.deewr.gov.au/schooling/careersandtransitions/careerdevelopment/Pages/default.aspx).

### 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.

1. As per 2010 Participation target measure [↑](#footnote-ref-1)
2. As per Schedule B [↑](#footnote-ref-2)
3. As per Schedule B [↑](#footnote-ref-3)
4. As per Schedule B [↑](#footnote-ref-4)
5. As per 2010 Participation target measure [↑](#footnote-ref-5)
6. As per Schedule B [↑](#footnote-ref-6)
7. 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). [↑](#footnote-ref-7)
8. As per Schedule B. Significant lags in reporting of VET completions means data relate to the year before the reported VET enrolment data. [↑](#footnote-ref-8)
9. As per NP YAT Table 3 (p14). This is taken from ABS unpublished SEW data. [↑](#footnote-ref-9)
10. As per Schedule B [↑](#footnote-ref-10)
11. As per Schedule B [↑](#footnote-ref-11)
12. As per Schedule B- This information is to be provided under Part B – Indigenous Reporting [↑](#footnote-ref-12)
13. Survey results are analysed by RMIT University. [↑](#footnote-ref-13)
14. 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. [↑](#footnote-ref-14)
15. In Victoria, the Partnership Brokers program is delivered through the Victorian Government’s Local Learning and Employment Network (LLEN) and is managed by the Victorian Department of Education and Early Childhood Development. [↑](#footnote-ref-15)
16. Data cited is accurate as at 2 April 2012. [↑](#footnote-ref-16)
17. Victorian Partnership Brokers are administering a similar partner survey in September/October 2012. [↑](#footnote-ref-17)
18. Data sourced from the 2011 Annual Partnership Broker Provider Survey. The 2012 Provider Survey is due for completion in January 2013. [↑](#footnote-ref-18)
19. Data sourced from the 2011 Annual Partnership Broker Provider Survey. [↑](#footnote-ref-19)
20. *Regional Engagement Report 2011*, Queensland State Office [↑](#footnote-ref-20)