NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS

- SA -

2011

ANNUAL REPORT

(Submitted July 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: South Australia, 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]	National Schools Statistics Collection (ABS)	38,887	-	39,538	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12[2]		1,030	-	1,075	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10[3]		1,429	-	1,436	-	2012 School	-	2013 School	-
	15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher[4]	VOCSTATS (NCVER)	-	5,171	-	6, 122	-	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]		-	247	-	304	-	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]		-	152	-	198	-	2012 VET	-	2013 VET
Increased attainment of young people aged 15-24, including Indigenous youth	The proportion of young people aged 20-24 who have attained Year 12 or Certificate II or above	Survey of Education and Work (ABS)	80.2%	-	84.0%	-	2012 SEW	-	2013 SEW	-
		VET completions (VOCSTATS)[7]	-	7,100	-	4, 574	-	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]	-	155	-	152	-	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]	59.8%	-		-	2012 SEW	-	2013 SEW	-
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status[10]	National Schools Statistics Collection (ABS)	99.2%	-	102.0%	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status[11]		62.1%	-	68.4%	-	2012 ARR	-	2013 ARR	-
Improved Indigenous participation and engagement	School level strategies[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

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

[1] As per 2010 Participation target measure
[2] As per Schedule B
[3] As per Schedule B
[4] As per Schedule B
[5] As per 2010 Participation target measure
[6] As per Schedule B
[7] 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).
[8] As per Schedule B. Significant lags in reporting of VET completions means data relate to the year before the reported VET enrolment data.
[9] As per NP YAT Table 3 (p14). This is taken from ABS unpublished SEW data.
[10] As per Schedule B
[11] As per Schedule B
[12] As per Schedule B- This information is to be provided under Part B – Indigenous Reporting

PART B:

Jurisdictional Context

Characteristics of the jurisdiction and of the YAT NP target cohort

The SA Strategic Plan (2011) clearly articulates the government's commitment to providing young people with skills that ensure that they can confidently pursue their goals. This commitment is expressed in the following goals:

- All South Australians have job opportunities
- We are the best educated in the nation
- Every member of the community can equally participate in learning opportunities.
- We train, attract and retain a diverse workforce which attracts industry.
- We have a zest for lifelong learning.

These goals are supported with the following targets:

- **Target 54: Learning or Earning**
  Increase the proportion of 15-24 year olds engaged full-time in school, post-school education, training or employment (or combination thereof) to 85% by 2020
- **Target 89: SACE or equivalent**
  Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification (baseline: 2003)
- **Target 91 - Non-school qualifications**:
  By 2014, equal or better the national average for the proportion of the labour force with non-school qualifications and maintain thereafter (*baseline 2002*).
- **Target 92 – Science, technology, engineering and mathematics qualifications:**
  Increase the number of domestic students completing undergraduate qualifications in specified science, technology, engineering and mathematics fields of education by 15 percentage points to 3 600 students per annum by 2020 (*baseline: 2009*)
- **Target 93 – Tertiary education and training**
  Increase the proportion of South Australians aged 15-64 participating in tertiary education and training to 17% by 2016 (*baseline: 2009*).

The achievement of these goals and targets is supported by the South Australian government's School to Work Strategy.

This commitment is reflected in the Strategic Plan guiding the work of the Department for Education and Child Development which expresses clearly the role of education in preparing all young people for their lives as citizens in our community with skills and understandings which enable them to lead rich, fulfilling and productive lives.

The Catholic Education Office of SA (CESA) and the Association of Independent Schools of SA (AISSA) also have a commitment to supporting students within their schooling systems with policies and strategies which are consistent and aligned with the state government's targets.

All three schooling sectors have had a long standing commitment to supporting the young people of South Australia and the strategies applied under the Youth Attainment and Transitions National Partnership (YAT NP) have built upon this base. Within these sectors there is recognition of the

diversity in our population which includes the range of ethnic and cultural backgrounds, socio-economic strata, indigenous communities and people who have barriers to their engagement with education and the world of work. All three schooling sectors through the work being undertaken to implement the successful transitions agenda have supported and complemented the Australian and State government agendas.

Developments in the South Australian jurisdiction which impact upon the implementation of the Youth Attainment and Transitions National Partnership

Economic and social developments which arise from events both within Australia and overseas have impacted upon the environment in which our communities, and our education and training sectors, operate. The Global Financial Crisis and other emerging economic events continue to affect government and industry, with an increasing budgetary imperative. Development in the mining sector and other industries are creating demands for a skilled workforce and emphasis is being placed on ensuring that all members of the community contribute to individual and community well-being, to the extent that they are able.

This has reinforced the importance of the Youth Attainment and Transitions and there is widespread support for the National Partnership Agreement and its resultant strategies aimed at engaging all young people, providing opportunities for attainment and successful transitions, and employing strategies to address barriers to such engagement.

During 2011 the SA government merged community and health services with the Department of Education and Children's Services to form the Department for Education and Child Development (DECD), under the leadership of a new Education Minister – Hon Grace Portolesi MP and a new Chief Executive, Mr Keith Bartley. The creation of this new department acknowledges the spectrum of services that may be required to support an individual and brings these together to enable a more effective, "joined up" service. This has been enabled by the passing of the *Education and Early Childhood Services (Registration and Standards) Act 2011* and the supporting *Education and Early Childhood Services (Registration and Standards) Regulations 2011*.

In the non-government sectors:

Catholic Education SA have appointed a new director who has overseen a review of services following the launch of the CESA Strategic Plan in 2010 and this work continued in 2011 and continues in 2012. The Independent schooling sector has adopted an increased focus on continuous improvement in organizational effectiveness and outcomes for young people.

Broad education reform directions

From 2009 SA phased in the new South Australian Certificate of Education (SACE) - initially at Year 10 level with the compulsory Personal Learning Plan, Stage 1 courses at Year 11 level in 2010 and in 2011at Year 12 level with Stage 2 courses including the compulsory Research Project. The restructured SACE, and in particular the *Policy: Recognition Arrangements for Vocational Education and Training (VET) in the SACE*, allows for a greater recognition of a broad range of learning including traditional schooling subjects, vocational training (up to 180 out of the possible 200 credits), workplace learning and off campus programs. The SACE continues to require elements of literacy and numeracy to support students to be successful in their academic and vocational learning, and in their post school pathways. The SACE also offers new opportunities that support local needs through Local Programs and thematic or topic related learning through Integrated Programs. The flexibility of such programs has supported a broader cohort of students to experience a range of curriculum areas and gain SACE credits they otherwise may not have achieved.

The DECD has adopted a Student Centred Funding Model for resourcing sites to enable greater flexibility and responsiveness for schools in their development and delivery of education and training programs that support students in the various approved learning programs they undertake. This has enabled schools to develop and resource a range of options for students incorporating school delivered programs and as well as purchased programs, training or support.

Youth attainment and transitions reforms (not funded under the YAT NP)

In South Australia schools are addressing the needs of disadvantaged students and those young people who are at risk of disengaging from education and learning and of not completing a senior secondary education (Year 12 or its vocational equivalent).

Each of the schooling sectors supports a range of strategies providing flexible learning centres and/or alternative learning program options to address the needs of young people at risk of not making successful transitions. The Youth Engagement and Inclusion **Innovative Community Action Network** (ICAN) school and community partnership model is a state wide program designed to re-engage Low SES students who have disengaged from schooling to re-engage in learning and further education, training and/or earning pathways. Schools were able to identify these students as participating in a Flexible Learning Options (FLO) program which provided a range of in-school and off campus approved learning programs. In 2011, there were 3,086 students between the ages of 15-19 who were supported through ICAN, being provided with a qualified case manager who assisted them in addressing barriers to engagement in meaningful learning programs. Of these, 388 (21.6%) were Aboriginal students.

The **Secondary Mentoring Program** provides one hour per week, for a full year, of trained mentor services to individual students who have been identified as at risk of not completing a year 12 (or vocational equivalent) qualification. In 2011 there were 1411 students involved in this program with 182 (15%) being Aboriginal students.

In response to the state government's School to Work Strategy the **Trade Schools for the Future** program was implemented to enable schools to provide young people with school-based apprenticeship options as part of their curriculum. This program enables schools to "cluster" so as to provide access to industry standard facilities and to support delivery of higher level VET leading to Certificate III of a nationally accredited qualification. Currently there are ten Trade Schools for the Future across the state with two Apprenticeship Brokers appointed to each cluster. Their role is to foster collaborative arrangements between industry and schools and to provide case management for students.

Also, within the School to Work Strategy, the **Industry Skills Programs** delivers curriculum developed to provide young people with specialized high level accredited vocational education and training (VET) which will also gain credits towards the SACE. To date, fourteen industry endorsed programs have been developed for a range of pathways, for example Allied Health, Advanced Technologies, Digital Media, Electro-technology. These Industry Pathways Programs are embedded into the school's curriculum and Structured Workplace Learning is incorporated as an integral part of courses.

The success of this program has been evident in its wide acceptance by young people, schools and industry. During 2011, more than 3000 young people were supported by the Trade Schools for the Future into school based apprenticeships or traineeships.

SA has participated in the Australian Government's **Trade Training Centres** in Schools initiative with this opportunity being taken up by both the government and the non-government schools sectors. The initiative has enabled schools to develop programs and deliver training in facilities at industry standard to support high level accredited training. To facilitate this implementation, a support unit was established to assist schools in scoping their plans, implementing the initiative and linking it with the Trade Schools for the Future and Industry Pathways Programs. At the time of writing, there have been 48 projects approved across all education sectors in SA benefitting students from 140 schools.

Umuwa Trade Training Centre – Construction is currently proceeding on a Trade Training Centre in the far north-west of SA to provide a purpose-built, industry level training facility for delivery of nationally accredited training courses to Aboriginal students from eight schools in remote parts of SA. The facility will provide training up to Certificate III level in a range of industry areas with specific focus on areas of skills shortage including Agriculture, Carpentry and Joinery, Cooking, Metal Fabrication, Motor Mechanics, Tiling and Landscape Gardening.

During 2011 the schooling sectors worked closely with the state's **Training and Skills Commission** (TaSC), the body responsible for the regulation of the VET system in South Australia through the Training and Skills Development Act 2008. The TaSC has a legislated responsibility for promoting pathways between secondary school, vocational education and training, adult community education and higher education sectors. Registered Training Organisations (RTOs) wishing to deliver and assess purchased or auspiced VET for School Students were required by the Commission to undertake an application and approval process intended to strengthen the requirements for VET delivery prior to the lead up to the national regulation of VET planned to take effect in South Australia in early 2012.

The TaSC Joint Working Group for VET for School Students aimed to bring together policy and practice including the Commission's Guide for VET in Schools, the National Quality Council's Good Practice VET Guide and the DECD Leaders Tool for schools working with RTOs. The TaSC Joint Working Group, with representatives of the Commission, education sectors, unions, RTOs and industry operated to improve the quality of VET for school students through a focus on operational issues relating to the provision of quality VET to school students in South Australia (including criteria for registration, professional development, SACE recognition, data recording and reporting).

Skills for All -. *Skills for All* is a South Australian government initiative that is designed to change the way vocational education and training is funded in South Australia in order to meet the skills challenge. It will guarantee individuals over the age of 16 a government funded training place, provide support for the disadvantaged, make the VET system more transparent and improve quality and choice. Through *Skills for All* the South Australian government has committed $194 million additional funding to help support an additional 100,000 training places from July 2010/11. The initiative will give South Australians the opportunity to undertake subsidised training, at low or no cost, to gain more qualifications particularly at higher AQF levels, with an approved training provider of their choice.

Although the training subsidy commences from July 2012, the scheme has been piloted with eligible school students since July 2011 under the **Training Guarantee for SACE Students (TGSS)** scheme. [For more detail on TGSS, see *The Compact with Young Australians* later in this report.]

Skills for All has been formally endorsed by the Commonwealth in a bilateral agreement that recognises South Australia as a 'reform state'. This means that for the first time in South Australia, Diploma and Advanced Diploma students will be able to defer payment of their upfront fees through VET FEE-HELP arrangements

In SA there has been growth in VET participation in response to awareness of the importance of qualifications to young people who seek to be competitive in the labour market and in particular there has been a significant increase in higher level VET at Cert III level. Two **Technical Colleges**

provide a SACE pathway program of learning for 600+ students in Year 11 and 12 that specially focuses upon trade and vocational pathways including, automotive, building and construction, commercial cookery, electrotechnology, metal engineering, hairdressing and animal studies.

Maximising Engagement, Attainment and Successful Transitions

(As per Clauses 53 and 71 - Funding provided to schooling sectors)

As agreed to by heads of the schooling sectors on 18 May 2010, the Youth Attainment and Transitions National Partnership (YAT NP) funding were allocated on the basis of student enrolments determined by 2009 Government School Enrolment Census and the provision of 2009 non-government Term 3 school enrolment census data.

The remainder of this section of the report covers the period 1 January 2011 – 31 December 2011, reflecting the planning, development and implementation of actions identified in the SA Implementation Plan.

Allocations to each schooling sector for 2011 are as follows:

Table 2: Funding allocation for government and non-government schools.

Funding period	SA Allocation	Government Allocation	Non-Govt Allocation (Total)	Independent Allocation	Catholic Education Allocation
2010/2011	$1,937,000	$1,107,964	$829,036	$420,329	$408,707

The three schooling sectors agreed to pursue their own initiatives under the MEAST element, but when appropriate resources **were** combined. These initiatives were driven by the mutual intent to improve outcomes in engagement in learning and educational attainment of young people to achieve a successful transition into post school education, training and/or employment. The actions and strategies implemented by the three schooling sectors reflect the stated objectives and outcomes of this national partnership often combining aspects of all three reform areas within an individual initiative. In funding the three reform areas, additional funds to the YAT NP (MEAST) were used to supplement a number of initiatives, including funding provided by other national partnerships, schooling sector and/or individual school resources.

Table 3: 2011 Expenditure for Multiple Learning Pathways, for Mentoring and for Career Development

Year	Multiple Learning Pathways	Mentoring	Career Development
2011	$ 1,551,592	$ 114,908	$ 269,793

MEAST Funded Initiatives

Multiple Learning Pathways:

Initiative	**Improving student progression to higher skill and qualifications levels**
Purpose and target cohort	1. Provision of additional places in new Industry Pathways Programs (IPPs) for students who are disadvantaged and not enrolled in low SES schools so that more high-level VET qualifications are achieved.
Action & Timing	• During 2011 funding provided (VET Scholarships) to schools to purchase training in higher level VET, largely Certificate III

Outcomes	• Students who are disadvantaged, but not able to access support through the Low SES Schools National Partnership Agreement, were supported to participate in high-level VET training while also gaining credit towards SACE Stage II.

Initiative	**Successful transitions for young people with a disability**
Purpose and target cohort	1. To support the achievement of the SACE and a successful transition from secondary schooling for students with disabilities and/or special learning needs. *Students, Special Education Teachers, Careers/Vocational Education Teachers*
Action & Timing	• Student workshops were held to assist students with a range of intellectual disabilities and learning needs to understand the skills required to transition successfully through schooling to post school success. • Special Education Teachers and/or Vocational Education Adviser workshops focussed on curriculum writing at SACE Stage 1 as well as resources and agencies available to support the learning and transition of students with disabilities and special learning needs

Outcomes	• Professional learning of staff working with students with disabilities.
	• SACE aligned curriculum developed to support students' learning with appropriate methodologies.
	• Students with disabilities provided with opportunities to be
	  ○ better informed of transitional and career pathways
	  ○ well prepared for work placements, and supported to ensure meaningful work placement experiences

Initiative	**Increasing engagement and attainment by Aboriginal young people**
Purpose and target cohort	1. To identify curriculum and programs aimed at supporting cultural identity, engagement in learning, educational attainment and post school transition of Aboriginal students. 2. The provision of information and advice regarding flexible learning options available through the SACE and school-to-work transition planning. 3. To encourage family and community involvement in education and transition pathway decision-making. *Aboriginal students, parents/caregivers and schools working with Aboriginal students.*
Action & Timing	• Post-Secondary Transition Programs for Aboriginal and Torres Strait Islander Students - scoping project • Workshops were facilitated for Aboriginal students, parents/caregivers, Vocational Education Coordinators (including Careers Advisers, Flexible Learning Coordinators, Transition Pathways Coordinators) and school based Aboriginal student Focus Teachers. • Mentored visits to, and engagement with Aboriginal faculties at universities, TAFE and other further education and training providers (Year 10, 11 and 12) • Development of Aboriginal Role-Model networks to support goal setting, learning engagement, education attainment and seamless transition into post school pathways. • Support for attendance at Cultural Events • Support for students and families to attend state and national Aboriginal student conferences
Outcomes	• Improved cultural proficiency and professional learning for those working with Aboriginal students, their families and community. • Aboriginal students and families provided with opportunities to be better informed about SACE requirements, career opportunities and transition pathways. • Opportunities for increased engagement of parents/caregivers of Aboriginal

students and community involvement in educational decision-making.

Initiative	**Southern Suburbs Transitions Research Project**
Purpose and target cohort	1. Improving Transitions – obtaining quantitative and qualitative data about factors which impact upon student participation, attainment and transitions which can be used by schools in planning curriculum, programs and services.
Action & Timing	• In collaboration with a professional research company, schools interviewed a sample of 700 young people from 11 schools, from the southern suburbs of Adelaide, in March and again in September in the year after they left school, using a computer-assisted telephone interview (CATI) system.
Outcomes	• Reports were provided on a regional as well as a school by school basis. Reports are being used by participating schools to evaluate their work and build upon their curriculum, programs and services to improve outcomes for their students.
Planned Adjustments	• SA Implementation Plan has been amended, following consultation with each schooling sector and endorsement by the State and the Commonwealth, to allow for expansion of the project in 2012 to incorporate the Eastern and Western suburbs of Adelaide in order to gather data from a broader demographic.

Initiative	**Regional Coordination for provision of Youth Compact***
Purpose and target cohort	1. Provision of support to schools and young people to enable access to a funded training place.
Action & Timing	• Regional coordinators appointed to facilitate implementation of the Youth Compact in schools. • Coordination with DFEEST, TAFE SA, DECD and schools to ensure eligibility and access. • Management process modified to simplify and segue into the successor "Training Guarantee for SACE Students" strategy • Provision of advice and support to schools including regional workshops conducted across the state.
Outcomes	• Students provided with options including access to a funded training place via a DECD school enrolment.

** In SA the Compact with Young Australians was referred to as the Youth Compact.*

Initiative	**On-The-Job Workplace Learning Student Program**
Purpose and target cohort	1. To support students to complete a minimum of 20 days meaningful work placement aligned to their VET program. *Indigenous, New arrivals / refugees, rural and remote students, students with disabilities and/or identified special learning needs.*
Action & Timing	• Consultant engaged to work with schools to mentor staff to meet objectives of program • Funding to schools to enable engagement of a mentor to work directly with the students to successfully achieve identified goals • Funding to enable mentors to be released from schools for professional

	development
Outcomes	• Development of mentoring skills by staff. • Consultant engagement with mentoring staff from each participating school. • Development of on-going school partnerships with Business and Community. • Opportunity to build and enhance employability skills by students. • Subsequent pathway confirmation, employment and apprenticeships secured by students (contributing to the achievement of the SACE)

Initiative	**Trade Training Centre Training Resource Development Grants**
Purpose and target cohort	1. To support schools to establish trade training resources which meet current industry standards and practices. *Schools with Trade Training Centres.*
Action & Timing	• Funding and advisory support to schools to access the Commonwealth's Trade Training Centre program
Outcomes	• Trade Training Centres received grant funding to support the development of training resources.

Initiative	**School To Work Transition Student Mentoring Program**
Purpose and target cohort	1. To support students with low level literacy and / or numeracy skills, through a student mentoring vocational preparation program. *Students aged 16+ years, exhibitin signs of disengagement from learning and school.*
Action & Timing	• Funding to enable a mentored program which segued into other programs with a career development focus including 'On-the-Job' Workplace Learning program.
Outcomes	• Opportunities to engage in contextual workplace literacy and numeracy. • Participating students achieved recognition of learning for SACE accreditation. • Participants subsequently recorded improved attendance at school

Initiative	**Australian School Based Apprenticeship – Capacity building**
Purpose and target cohort	1. To support the establishment, management and inclusion of school-based apprenticeship / trainee arrangements into recognised school curriculum options for students. *School personnel responsible for VET programs in schools*
Action & Timing	Funded through a collaboration by non-government sectors during 2011 for: • Workshop with schools to provide key information • Funding to schools to enable teacher release for professional development and establishment of a productive focused network
Outcomes	• Development of Framework and Resource outline

Career Development:

Initiative	**Professional Learning in Career Development**

Purpose and target cohort	1. Improving quality of student careers counselling consistent with current industry practice in Career Development *School Leadership, Careers advisers, teachers who hold a role in providing career guidance to students*
Action & Timing	• A three-day course in *Career Counselling, Coaching and Assessment* • Facilitation and funding of staff professional development including Postgraduate Certificate in Education (Career Development) through Australian Catholic University (ACU) and Certificate IV in Career Development. • Funding support to enable teacher study release • Teacher Work-placement in Industry Program • Facilitation of workshops on career exploration tools; eg: *Myfuture* • Workshops for incorporating career development in SACE subjects; eg *Personal Learning Plan* • Industry focus days attended by school personnel, supporting implementation of the ABCD*.
Outcomes	• Increased awareness of the importance of the provision of accurate, current, and the timely delivery and sourcing of career guidance information • Opportunity for achievement of nationally recognised qualifications • The provision of an increased level of professionalism for the delivery of career development and guidance in schools • Opportunity for teachers in school to become immerse in industry, enhancing the skill connection between curriculum and industry. • Strengthened partnerships between school and industry, including the development of industry/mentor relationships • Development of networks for shared learning

** Australian Blueprint for Career Development*

Mentoring:

Initiative	**Teacher in Training Mentoring Program (Getting Started)**
Purpose and target cohort	1. To provide mentoring support for Aboriginal and Torres Strait Islander teachers in training, to enhance teaching capacity to respond to needs of Aboriginal school students
Action & Timing	• Information sessions for teacher training organisations • Development of promotional material
Outcomes	• Established partnership links with teacher training organisations • Secured registration of interest from schools with Aboriginal students to provide mentor opportunities for teachers in training.

Indigenous Reporting

(See Appendix 1 for Indigenous Reporting Data)

School level strategies for supporting Aboriginal young people in South Australia

South Australia has a commitment to supporting high levels of participation, engagement, attainment and transitions, and to halving the gap in Year 12 or equivalent attainment by Aboriginal young people.

The non-government sectors have indicated that they were unable to provide quantitative data required for Schedule B as no schools in these sectors had secondary enrolment profiles with

greater than 30 Aboriginal students and above 10% of total enrolments. The non-government sectors do provide qualitative reporting on all areas of the MEAST including Aboriginal initiatives to schooling sector heads meetings. The Association of Independent Schools of South Australia (AISSA) Strategic Plan incorporates a response to the national documents and priorities addressing Aboriginal students. The Catholic Education Office (CEO) is undertaking research to further develop its framework for schools to address the needs of Aboriginal students.

The SA Implementation Plan, section 2.4.4, states that "Catholic and Independent sector authorities in South Australia will seek further discussions with the Commonwealth on reporting leading indicators for Indigenous students in non-government schools." The intention is for this matter to be clarified as a priority for South Australia in the year ahead.

DECD has identified 11 schools within SA that have 30 or more Aboriginal students where this equates to 10% or more of total enrolments during 2011.

These schools and preschools are spread across 12 regions, each with a regional director and a support team which includes an Aboriginal Education Coordinator. The regions work in a cohesive, consistent way supporting children's services, preschools and schools to implement government and DECD Aboriginal Strategy and policy, and to support learner needs. In addition, key Aboriginal Education support staff, including Aboriginal Education teachers and Aboriginal Secondary Education Transition Officers, are appointed to these schools. These people work in collaboration with regional staff and Aboriginal Education and Employment Services to monitor and case manage, and put in place support systems to enable students to achieve high level outcomes.

The 11 schools come from the following regions:

Western Adelaide
Le Fevre High School
Warriappendi School
Woodville High School

Far North
Amata Anangu School
Ernabella Anangu School
Port Augusta Secondary School

Northern Adelaide
Mark Oliphant College (B-12)
Windsor Gardens Vocational College

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

School-level strategies for supporting Aboriginal young people from these schools include those from:

- initiatives derived from Australian Government funding
- those initiated by DECD and implemented throughout the state
- localised programs developed to address particular needs of students from the school and community.

Examples of strategies operating at school level are:

DAME ROMA MITCHELL SCHOLARSHIPS – provides financial support for successful recipients to assist them to complete the SACE.

ABORIGINAL PROGRAM ASSISTANCE SCHEME (APAS) TUTORS – engaged by schools to provide support and tuition for targeted students.

ABORIGINAL STUDENT MENTORING PROGRAM – providing tailored mentoring support for individual students who may be disengaging to assist them to reach their full potential. The Senior Secondary Mentoring Program at **Woodville High School** has resulted in:

- improved learning outcomes in literacy and numeracy, and in employability skills
- improved welling, resiliency, self esteem and relationships, and
- increased student participation and achievement.

WORKABOUT CENTRE PROGRAM – links with "Mari Waiendi" (Aboriginal Transition Pathways Centre) through Playford Council for students to have the opportunity to access training programs connecting students with career pathway options, mentoring support and work readiness training which supports student retention.

TRANSITION YEARS 7-8 AND 8-9 – Monitoring retention/support provides transition sessions to students in primary schools. In addition, Aboriginal students may use the "Entry for Success" pathway into their chosen secondary school, with additional follow up, to ensure they are provided with current information and parents are participants in the process of transitions management.

LAPTOPS FOR YEARS 10-12 – Schools are aware that not all students have ready access to ICT resources and the laptop initiative provided to senior students ensures that they are able to successfully complete their SACE subjects and gives them the opportunity to engage more with the studies and subject teachers.

SA ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA) AND SANFL/AFL PROGRAM– providing mentoring as well as opportunities and support for Aboriginal students who are committed towards completing their SACE and who are interested in health and physical activity. The curriculum includes literacy and numeracy, health and fitness, self esteem, life skills, cultural identity and employment opportunities. The program provides opportunities to engage with a range of activities (Duke of Edinburgh Award Scheme, Surf Rescue Certificate, Certificate II in Community Recreation) and develops skills to enable them to be competitive in future employment or in accessing tertiary courses. The program has been implemented at **Murray Bridge High School, Le Fevre High School, Port Augusta Secondary School** and **Maitland Area School** with outcomes including:

- students have the opportunity to participate in AFL endorsed competitions
- demand by female Aboriginal students for places in the program
- demand by students for access to the program currently exceeding available spaces
- graduates of the program gaining traineeship positions, and
- establishment of pro-active partnerships with community and key stakeholders.

INDIGENOUS NEW MEDIA PROGRAM (PACE PROJECT) – to provide opportunities and support for Aboriginal students wishing to engage with emerging media technologies. This program was offered at **Murray Bridge High School** and **Le Fevre High School** and has outcomes including:

- students learning camera, sound, lighting and editing techniques, making their own DVDs and web pages while gaining accreditation for SACE completion
- students participating in production of a documentary enabling students and the community to tell their stories
- positive community and school partnerships have developed and these have formed the basis for bringing positive student experiences and talents into the curriculum.

TWILIGHT SCHOOL PROGRAM – At **Windsor Gardens Vocational College**, curriculum as well as mentoring support is provided to Aboriginal students who are at risk of disengaging with education. Through partnerships with Mission Australia courses are available outside normal school hours and students who were reluctant to participate in the traditional school model have:

- maintained connection with education and built upon their strengths,
- completed the SACE, and
- gained access to further education/training.

KEEPING THEM ON TRACK

This is a state-wide initiative, implemented in schools, designed to assist Aboriginal students to engage, complete and transition from SA Certificate of Education (SACE) to real life pathways or training, employment or higher education. It includes 5 key areas of focus:

- Year 7-8 transition
- Year 10 Personal Learning Plan
- SACE
- Secondary Mentoring and Tutoring Program
- Pathways to training, employment and higher education.

The initiative facilitates individual, family and round-table conversations about student progress toward SACE completion within the context of person and aspirations, and provides the foundation for development of Individual Learning Plans. **Warriappendi School** and **Le Fevre High School** report that:

- it has ensured a "joined up" approach with key stakeholders towards development of solutions and interventions for those at risk of disengaging,
- teaching staff have an understanding of the individual Indigenous student learning needs,
- attendance of Aboriginal students is improving, and
- educational and transition outcomes for students are supported.

YOUTH ENGAGEMENT STRATEGY (YES) PROGRAM AND YOUTH OPPORTUNITIES – This program has been delivered at **Pt Augusta Secondary School**, in collaboration with Uniting Care Wesley and Pt Augusta Youth Centre, and it focuses on the affective as well as the cognitive domain, supporting wellbeing, self-esteem, responsibility and a sense of optimism. Case management, flexible learning and individual learning plans are integral to this program which encourages student ownership of their learning and progress. Outcomes achieved include:

- implementation of a joined-up approach which incorporated education, training and allied health services,
- delivery of nationally accredited training in a range of industries linked to local job opportunities and skills shortages, thereby facilitating a successful transition from school to employment,
- education and training outside the traditional school setting and timetable is made available to Aboriginal students, and this is being accessed by students who have been excluded or who would not be able to participate otherwise, and
- a greater participation, engagement and attendance rate for Aboriginal students.

The non-government schooling sector has implemented a range of strategies developed to improve education, training and transition outcomes specifically for Aboriginal students including provision of Aboriginal and Torres Strait Islander speakers and role models to meet and work with students.

Strategies include:

- Aboriginal Personalised Learning Plans,
- Developing Cultural Competence and Proficiency,
- Supporting Aboriginal and Torres Strait Islander Engagement and Wellbeing,
- Indigenous Student Teacher Mentoring Program,
- Increasing access to Flexible Learning, Training Options and Transition Pathways, Career Pathways and Transitions Program, and
- the Indigenous Pathways Program which incorporated
    - Welcome to Country Ceremony, Goal Setting and Pathways Workshops,
    - Visits to University and further education providers accompanied by mentors,
    - Speakers and Workshops delivered by ATSI role models
    - Support for ATSI families to attend student conferences and networking function.

The Compact with Young Australians

(In SA this is known as the Youth Compact)

Challenges experienced in 2011 (if any)

The introduction of the Training Guarantee for SACE Students (TGSS) scheme and allowing 16 year olds to directly enrol in TAFE SA through the Youth Compact has presented several challenges including:

- ensuring student counselling processes are timely and identify appropriate VET options based on industry endorsed information
- ensuring counselling staff have sufficient understanding of the diverse needs of students
- ensuring sufficient resources are available to respond to student demand

- ensuring management processes are responsive to client needs and do not become over-bureaucratised
- managing teacher workloads.

Compliance and enforcement/monitoring

At the commencement of the YAT NP, relevant state legislation included the Education Act 1972 which requires a young person to be enrolled and participating in schooling until the age of 15 and the Compulsory Education Age Amendment Act 2007 and which requires a young person to be enrolled and participating in an "approved learning program" which can comprise: secondary school education, university education, vocational education and training, apprenticeship or traineeship, or employment until the age of 16. This legislation has supported the implementation of YAT NP strategies.

The Youth Compact formally commenced in South Australia at the start of 2010 and made a targeted education and training entitlement available to

- 15-16 year olds through the government schooling system, and
- 17-24 year olds through TAFE SA or the government school system subject to admission requirements and course availability.

From the beginning of 2011 arrangements for offering Youth Compact training places were streamlined so that young people who did not wish to re-establish a formal connection with a school could apply and enrol directly with TAFE SA. From July 2011 the state government's Training Guarantee for SACE Students (TGSS) scheme commenced which enabled eligible students to undertake subsidised training as part of their senior secondary school program.

To date, interest in the TGSS scheme has been considerable.

Data: TGSS Semester 2, 2011

- 203 students were initially enrolled in the first wave. Of these:
  - 163 students (80%) were from DECD schools
  - 13 students (6%) were from Independent schools
  - 27 students (13%) were from Catholic schools
- Students are training across 40 different qualification:
  - 63% are training at Certificate II level
  - 37% are training at Certificate III level.

Source: DFEEST Quality, Tertiary Education, Science & Research

Towards the end of 2011, when schools were counselling students into their courses for 2012, in excess of 830 additional students were selected to take up subsidised training under the TGSS scheme.

Data: Trends in participation in VET other than through school pathways

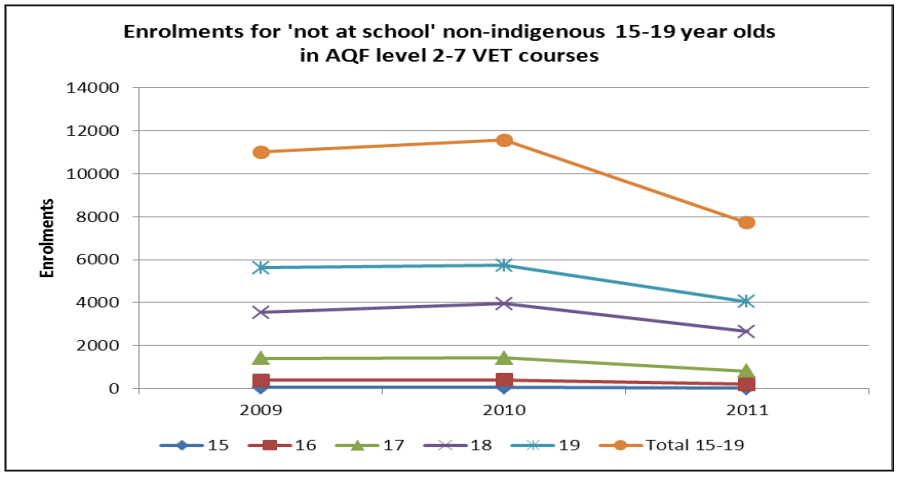
Non-indigenous 15-19 year olds

From 2009 to 2010, when the Youth Compact was introduced, there was a 5.2% rise in participation by non-indigenous 15-19 years who were classified as 'not enrolled at school' in VET courses at AQF levels 2-7 provided by TAFE and private providers.

Consistent with policy directions, this growth fell away from 2010 to 2011 when the Training Guarantee for SACE Students (TGSS) scheme was introduced and students were able to more freely access VET as part of a school based program rather than choosing to leave school.

Table 4: Enrolments of 'not at school' non indigenous 15-19 year olds in AQF level 2-7 VET courses

Age	2009	2010	2011
15	55	47	13
16	391	413	198
17	1400	1426	815
18	3536	3959	2653
19	5628	5734	4039
Total 15-19	**11010**	**11579**	**7718**



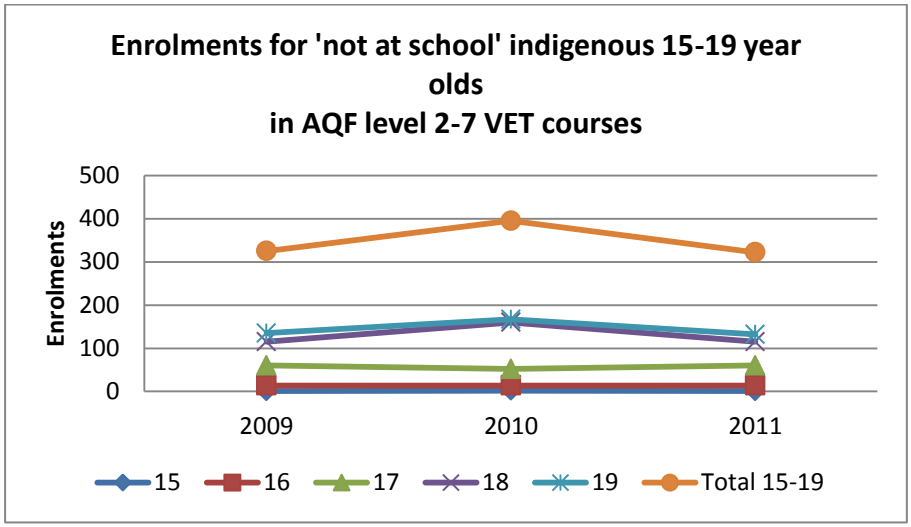
Source: DFEEST Business Intelligence & Information Services Unit (BIIS

Indigenous 15-19 year olds

A similar pattern exists for indigenous students, but the rise from 2009 to 2010 was more marked and was almost exclusively due to increased participation by 18 and 19 year olds.
From 2010 to 2011 there was a 15.3% rise in participation by 17 year olds.

Table 5: Enrolments of 'not at school' indigenous 15-19 year olds in AQF level 2-7 VET courses

Age	2009	2010	2011
15	1	2	1
16	14	14	14
17	60	52	60
18	115	160	115
19	135	167	132
Total 15-19	**325**	**395**	**322**



Source: DFEEST Business Intelligence & Information Services Unit (BIIS)

Cumulative Progress and Impact under the YAT NP

Overall progress and impact since the beginning of the YAT NP

Activity / Progress	Impact
· SA and Commonwealth stakeholders consultation and negotiation structures and processes established · Establishment of governance structures and appointment of staffing for management and implementation of strategies	· Planning and scoping undertaken by all sectors, education and training, for execution of SA Implementation Plan
· **Youth Compact** Project Manager and three Youth Compact Liaison Officers (regional coordinators) facilitated implementation in schools. · DECD and DFEEST establishment of enrolment and funding process · Communication strategy implemented to enable schools and young people to be informed regarding provision and access · Process for access to Youth Compact funded training amended for 2011 so that those young people 15-16 years of age would not require a government school enrolment.	· Schools and young people were informed about the strategy and eligibility · In semester 1, 561 young people 15-16 years of age were able to access funded training places through an enrolment in a government school –and 720 enrolments in semester 2 · 163 young people 16 years of age and over were able to access funded training places by applying directly to TAFESA
· Re: engagement and opportunities for **Aboriginal students** - Expert consultants to be engaged and in-school mentoring support provided from semester 2, 2010.	· Planning and negotiations commenced in semester 2 to secure appropriately trained mentors - with limited success but resulting in a scoping project to identify gaps and needs in the transition and pathways programs for Aboriginal students
· Targeted programs for **Aboriginal** young people and young people with a **disability** between years 8 and 12, developed and initial implementation to commence semester 2, 2010.	Additional number of Aboriginal students and students with disability completing senior secondary school, supported by the increased flexibility of the SACE
· **Structured Workplace Learning** - A program for facilitating industry placements was developed, promoted and resourced.	· The On-The-Job Workplace Learning Program pilot commenced providing opportunities for students to complement their VET programs with meaningful industry work placements. Participating students recorded improved knowledge and development of employability skills, secured school-based apprenticeships, participated in part-time employment and achieved confirmation of career and transition pathways.
· **Multiple Learning Pathways - Transitions Research Project –** scoping and planning undertaken for research program, to be conducted in the Southern Adelaide region in 2011. Project includes a destination survey, analysis of results and identification of support	· Research company contracted to develop project for implementation February 2011.

needs. Procurement process implemented for research services	

Progress and impact in 2011

Activity / Progress	Impact
· **The Youth Compact** – access to a funded training place was primarily through DFEEST and TAFESA. The Youth Compact concluded at the end of 2011 and, in SA, two state managed initiatives were developed to provide young people with funded education and training options: o the DFEEST *Skills for All* strategy was developed, for implementation starting in July 2012, to enable continued access to government funded or subsidised training, and the three schooling sectors collaborated with DFEEST to develop the model for the *Training Guarantee for SACE Students* scheme implemented in 2011, and o The DECD *Student Centred Funding Model* was implemented in 2011 which enables schools to develop tailored individual learning plans for students, with flexibility in delivery or purchase of training.	· A structured and streamlined process has been put in place to enable young people from a broad demographic profile to access a government funded or subsidized education or training place. · Strategies put in place have encouraged students to take up higher level qualifications in non-trade areas.
Improving student progression to higher skill and qualification levels. · Additional places and programs provided in new Industry Pathways Programs (IPPs) with focus on higher-level VET qualifications through: o more extensive range of IPPs made for greater participation in higher level VET courses and SACE completion o funding provided to support high level VET participation by students in schools which are not receiving other National Partnership low-SES funding	· A total of 120 schools are now engaged in various levels of provision of IPPs · 1,797 students undertook Certificate III, Diploma or Advanced Diploma courses while at school - greater than 5% increase in the number of Certificate III or above training hours. · Over 450 students in non-low socio economic schools provided with funded places in training for higher level VET qualifications
· Schools supported in **Trade Training Centre** applications · Support provided to schools in design, development and implementation of curriculum and quality resources for training and assessment, and · Up-skilling of key school personnel.	· Increased number of Trade Training Centres, in urban and rural schools, government and non-government, which are equipped for delivery of high level training · Appropriate curriculum development and staff professional development · Improved quality of trade training in schools · The number of young people participating in training at Certificate III level increased from 1018, at the commencement of the strategy, to more than 2250 enrolments in 2011. · Students supported in academic learning and trade training with mentoring and career advice with a focus on business and

Activity / Progress	Impact
	employability skills. · School personnel are maintaining currency in their skill and qualification level delivery
· Schools and technical colleges supported to engage students in **School-based Apprenticeships** (ASbA) and to complete SACE	· Students received case management and personalized support to enable successful engagement with schooling combined with training and workplace learning.
· Delivery of School to Work Transition program for young people in secondary schools who are **Aboriginal** or who have a **disability.** · Appointment of coordinator for school clusters - to facilitate, promote and increase access and student participation in SWL. · Expansion of the School to Work Transition program to include students with a range of special learning needs · Extensive workshopping in Adelaide metropolitan areas to promote awareness and facilitate engagement with the 'School to Work Transition' program · Delivery of Career Pathways and Vocational Education program for Aboriginal students – goal setting and pathway planning activities	· More clusters of schools areas engaging with School to Work Transitions programs for Aboriginal students and students with a disability · Structured workplace learning (SWL) opportunities have been made available to all students · Enhanced capacity for schools to establish, develop and facilitate implementation of quality SWL models, build on current effective practice and enhance young people's employability skills. · 300 students with a range of special learning needs participated in work place orientation and learning activities in industries related to identified VET training. · Young people in targeted groups were provided with access to career services and supported to make informed career and study choices. · Aboriginal students provided with mentoring and case management to support the work placements.
· **Mentoring** - External stakeholders, in-school mentoring support and expert consultants were engaged by non-government schooling sectors from semester 2, 2011.	· "Getting Started" Mentoring Program launched to support young Indigenous teachers in training to access mentors to support 'in-school' experiences
· In order to identify and address needs of students there has been cross collaboration between school sector areas, in particular, vocational education, Aboriginal education and special education areas to enable the facilitation of programs.	· Increased staff engagement in a range of workshops with pooled resources to facilitate programs with common focus across non-government sectors
· **Multiple Learning Pathways – Southern Suburbs Transitions Research Project (SSTRP)** was implemented to gain an understanding about factors impacting upon successful student transitions. · Data was collected from 698 young people, who had been enrolled, during 2010, in the 11 participating secondary schools and had now left the schooling system. · Opportunity identified for expansion of SSTRP to other regions, to gain insights into student	· Schools are using the findings to evaluate the effectiveness of their curriculum, programs and services in supporting young people to make successful transitions to post-school pathways. · Research project preparation in place for implementation of research project in two additional Adelaide regions in 2012.

Activity / Progress	Impact
transitions preparation and experiences from a broader demographic profile. SA Implementation Plan amended – with endorsement of SA schooling sectors, and appropriate state and Commonwealth approval. · Planning and procurement process undertaken for professional research services for Eastern and Western Adelaide Suburbs Transitions Research Project in 2012.	
Career Development To enhance the capacity of career advisers and teachers in schools to provide accurate, relevant information and their implementation of the Australian Blueprint for Career Development: · Funding provided for teachers, career advisers and key school personnel to undertake studies in career education eg, Certificate IV in Career Development, and promotion of the postgraduate courses – Graduate Diploma and Masters available eg, QUT, RMIT, ACU, Uni SA · industry placements for teachers and career advisers · provision of/access to industry focus days for VET coordinators and career advisers	· Those involved in providing career advice to young people supported to complete appropriate training including achievement of professional standards for career development practitioners. · Participation in higher level study in career development included: - 15 in Postgraduate Certificate in Education (Career Development); and - 22 in Certificate IV in Career Development. · School practices in career programs/services reviewed and developed, in line with the new compulsory SACE Personal Learning Plan, current information, resources and networks. · Young people provided with current, appropriate support for career exploration and development of their own careers pathways plan.
Mentoring · Workshops and implementation support for senior staff, pastoral care staff and career advisers exploring best practice in school-based mentoring · Establishment of nurturing structured relationships that bring young people together with employers and business people aimed at developing the competence of and future opportunities for the young person	· Young people supported in their transition through a range of multiple learning pathways and career development programs. · Young people assisted to develop competence and future opportunities through impartial support, “real world” guidance and encouragement

Appendix 1 - Indigenous Reporting Data

SA Participation of Aboriginal students

Table 6: DECD total enrolment of Aboriginal student enrolments in Years 11 and 12

2011 DECD Aboriginal Student Enrolments

	Year 11	Year 12	Total
FTE	573.9	355.1	929.0
Full Time	564	340	**904**

Source: 2011 Term 3 DECD School Enrolment Census

Table 7: DECD total enrolment of Aboriginal student enrolments in Years 9 and 10

2011 DECD Aboriginal Student Enrolments

	Year 9	Year 10	Total
FTE	628.0	636.0	1264.0
Full Time	628	636	1264

Source: 2011 Term 3 DECD School Enrolment Census

SA leading indicators

Table 8: SA Government schools apparent retention for Aboriginal students (2011)

Year 7/8 to Year 10	Year 7/8 to Year 12
102.9	64.2

Source: National Schools Statistics Collection (ABS)

Attendance

Data against the leading indicators of attendance and retention will be available from national bodies for the August addendum as noted on Part 1, page 2.

Table 9: SA SACE completion rate for Aboriginal students

SA SACE completion rates for Aboriginal students from 2008-2011

	2008	2009	2010	2011
SACE Completion Rate	76.8%	81.3%	78.4%	83.2%

Source: SACE Board of South Australia

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

Term 3, 2011 schools with Aboriginal secondary enrolments

School	Aboriginal Enrolments	All Enrolments	% of Total Enrolments Aboriginal
Amata Anangu School	51	51	100.0%
Ceduna Area School	66.2	195.9	33.8%
Ernabella Anangu School	44	44	100.0%
Le Fevre High School	81.7	570.5	14.3%
Mark Oliphant College (B-12)	64	528	12.1%
Port Augusta Secondary School	185.4	530.5	34.9%
Pt Lincoln High School	109	741.9	14.7%
Stuart High School	47	299	15.7%
Warriappendi School	42	43	97.7%
Windsor Gardens Vocational College	70	559.2	12.5%
Woodville High School	124	998	12.4%

Source: Term 3 DECD School Enrolment Census

Government schools with Aboriginal secondary enrolments as per criteria

Table 11: SACE Completion Rates

2011	Aboriginal Students	Non-Aboriginal Students
Potential Completers	32	310
SACE Completion	25	253
Completion Rate	78%	82%

Source: SACE Board of South Australia

Table 12: Semester 1 Attendance Rates

2011	Aboriginal Students	Non-Aboriginal Students
Year 1	72.7%	89.5%
Year 2	68.3%	91.7%
Year 3	71.3%	90.5%
Year 4	73.6%	92.5%
Year 5	68.7%	90.5%
Year 6	77.7%	89.3%
Year 7	68.2%	91.5%
Year 8	72.0%	86.7%
Year 9	63.0%	82.3%
Year 10	61.2%	81.8%
Total Year 1 to 10	**67.0%**	**85.0%**

Source: Semester 1 absence date collected in term 3 DECD school enrolment census

Table 13: Apparent retention rates (FTE)

2011	Aboriginal Students	Non-Aboriginal Students
Year 8 to 12	56.2%	65.5%
Year 8 to 10	112.4%	110.3%

Source: Term 3 DECD School Enrolment Census

Note: Excluded is Mark Oliphant College which opened in January 2010 and therefore only has 2 years of data. The retention rates include Stuart HS which has no Year 12 enrolments.

ANNEXURE 1 A – Youth Connections - SA

National Summary

Now in its third year of operation Youth Connections is established and performing well.
Some key achievements over the past two years:

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

Individual Support Services

Under *'Individual Support Services'*, Youth Connections providers delivered flexible and individualised services to young people at risk, including those who are most at risk of disengaging from learning or disconnecting from school or education, through to those who are severely disconnected from education, family and community.

In the first two years of operation, Youth Connections provided Individual Support Services to 38,102 young people. 22,574 (59%) young people achieved a final outcome in the program, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 6,828 (18%) were assessed as making significant progress in addressing their barriers to full engagement in education. Individual Support Services appeared to help young people to re-engage in education and training.

Youth Connections service providers apply the *Personal Wellbeing Index – School Children* to assess the Subjective Wellbeing of Individual Support Service recipients. The survey is completed at entry and exit. 7,779 participants completed the survey. A significant 5.86 percentage point increase in Subjective Wellbeing was observed from when the participant entered the program compared to when they exited the program[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.

[13] Survey results are analysed by RMIT University.

Outreach and Re-engagement Activities

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

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

Strengthening Services in the Region Activities

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

Like Outreach and Re-Engagement Activities, Strengthening Services in the Region Activities was a less familiar service delivery component for service providers than Individual Support Services. Early findings from the dandolo evaluation confirm that objectives and roles for Strengthening Services in the Region Activities do not appear to be consistently understood by providers. While providers have been reporting effort, it appears their understanding and capacity in this area is not strong. Some of their effort has been directed toward awareness raising and promotional activities or attendance at stakeholder group meetings, neither of which would be considered 'Strengthening Services in the Region Activities'. This area of provider performance is most closely linked with the School Business Community Partnership Brokers program, and providers are expected to work together, where appropriate, to address the needs of their region. In some regions providers are working well together and progressing partnership arrangements to improve support services, however the level of collaboration in other regions is variable.

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

Indigenous youth and humanitarian refugees

The Youth Connections program includes a focus on Indigenous and humanitarian refugee young people. These two groups are more likely to be at risk and may require mainstream programs to be tailored to meet their specific needs.

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

For humanitarian refugee participants the program was slower to deliver support and achieve outcomes, however improvements were apparent in 2011. This was a focus area for DEEWR during 2011 and providers received information, data and advice on how to better engage this group. DEEWR worked closely with the Department of Immigration and Citizenship, as well as consulting with state and territory governments on the revised data. Nationally, 160 humanitarian refugees received Individual Support Services from Youth Connections providers in 2010, this number more than doubled in 2011 to 340.

Provider networks

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

The national Youth Connections provider network priorities for 2012 are:

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

YAT conference

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

Youth Attainment and Transitions remote service providers' forum

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

New website with case studies

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

2011 DEEWR focus areas

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

2012 DEEWR focus areas

- Continued promotion of the program beyond existing service networks
- Improved provider understanding and performance against 'Outreach and Re-engagement Activities' and 'Strengthening Services in the Region Activities'
- Ongoing strengthening and development of the program
- Continued focus on improving outcomes for Indigenous and humanitarian refugee participants.

South Australia Summary

Context

The program is delivered across 12 regions and is focused on young people aged 13 to 19 years. Youth Connections providers work closely with a number of Commonwealth and SA government programs to target young people disengaged from education.

In South Australia the Innovative Community Action Networks (ICANs), a Department of Education and Children's Services program, was progressively implemented across the state and is now established in all regions, with the exception of the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands. The ICAN and Youth Connections programs complement each other through ensuring that the most appropriate program is utilised based on the individual young person's requirements. Department for Education and Child Development (DECD) employees in the schools and the Youth Connections case workers have formed collaborative relationships. As the DECD enrolment point for ICAN/Flexible Learning Options (FLO) referral is early in the school year the young person who is not FLO enrolled at this time is referred to Youth Connections if they present with at risk or disengagement issues during the year. In the following year the young person is usually then FLO enrolled and exited from Youth Connections. This creates a seamless approach and ensures that the young person has continuous case management support.

The Youth Connections SA state network meets eight times a year, including some joint meetings with the Partnership Broker network. Working groups have been formed to address emerging issues and these in the main align with the National Network priorities and actions. A DECD ICAN representative is an integral member of the Youth Connection State Network where any challenges and successes are discussed.

As part of the state specific arrangements in SA, a provider organisation is delivering a Youth Connections – Specialised Services program. This program links with the SA Juvenile Justice system and offers services to young people from across the whole state who are in or exiting the system, or who are at imminent risk of entering the system. The Specialised Services program is currently being evaluated by Atelier Learning Solutions. The evaluation report will be available in August 2012.

Program Status

In the first two years of operation in South Australia, Youth Connections provided Individual Support Services to 2,149 young people. 1,007 (47%) 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 479 (22%) were assessed as making significant progress in addressing their barriers to engagement in education.

In SA 296 (14%) of young people in the program were identified as Indigenous Australians. 137 (46%) Indigenous young people achieved a final outcome, and a further 70 (24%) were assessed as making significant progress in addressing their barriers.

In addition, 577 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 18,582 young people through these activities. Four Youth Connections providers opened dedicated Youth Spaces in seven locations and one provider opened an Alternative Learning Facility in July 2011.

In this period, providers undertook a range of initiatives to strengthen services in the region, with 603 activities being held.

A key success has been the role the Youth Connections - Specialised Services program played in co-ordinating cross-state assistance to young people who are in or exiting the Juvenile Justice system, including in the Far North and APY Lands. Under the program, 64 young people received support services under the Specialised Service, 54 of whom achieved outcomes. In addition, the Specialised Service delivered 123

Outreach and Re-engagement activities to connect with severely disconnected young people, linking with 799 people, and 41 Strengthening Services in the region activities.

Challenges

The lack of mental health facilities, transport, accommodation for homeless youth and alternate education opportunities is a challenge for providers. Most providers are working with a number of agencies including the Partnership Broker to overcome these barriers and strengthen the region for a long term solution.

In addition, distance and travel time makes conducting business and supporting young people a challenge, particularly in large regions with small and dispersed communities.

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	SA	National
Receiving Individual Support Services	477	6125
Receiving Individual Support Services previously and exited	1672	31,977
Registered but not yet enrolled for Individual Support Services	229	3769
Total	2378	41,871

Table 2: SA Contract Levels

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
SA (%)	10%	20%	70%

Table 3: Comparison between SA and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
SA (No.)	272	725	1150
SA (%)	13%	34%	54%
National (No.)	10,218	13,798	14,794
National (%)	26%	36%	38%

Table 4: Comparison between SA and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
SA (No.)	180	506	801
SA (%)	12%	34%	54%
National (No.)	8255	10,742	11,010
National (%)	28%	36%	37%

Figure 1: SA – Age of Participants

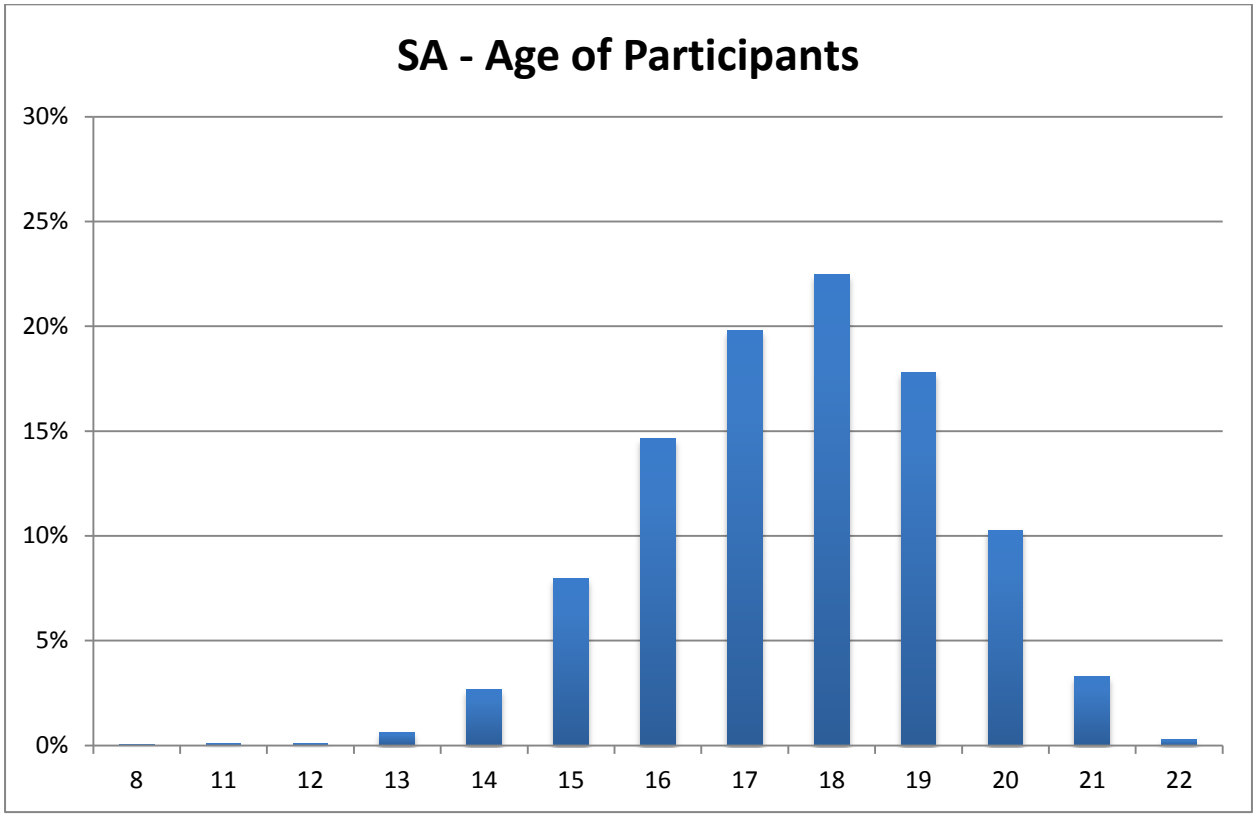


Figure 2: National – Age of Participants

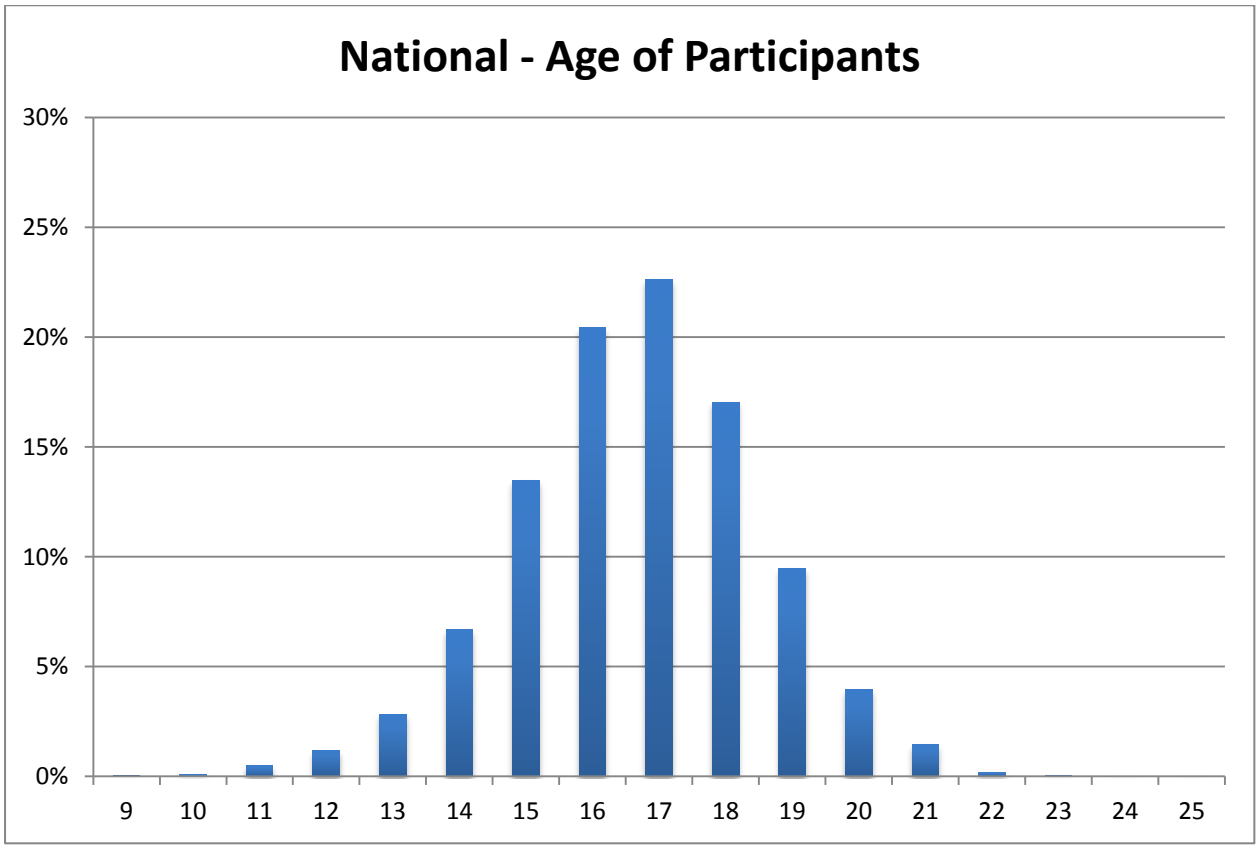


Table 5: SA - Age of Participants

Age	Level 1	Level 2a	Level 2b	Total	% Total
8	1	0	0	1	0%
11	0	2	0	2	0%
12	1	0	1	2	0%
13	6	6	2	13	1%
14	20	30	8	55	3%
15	51	81	44	165	8%
16	66	151	96	304	15%
17	55	192	176	411	20%
18	45	158	285	466	22%
19	22	77	279	369	18%
20	5	25	188	213	10%
21	0	3	65	68	3%
22	0	0	6	6	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: SA Age profile by Connection Level

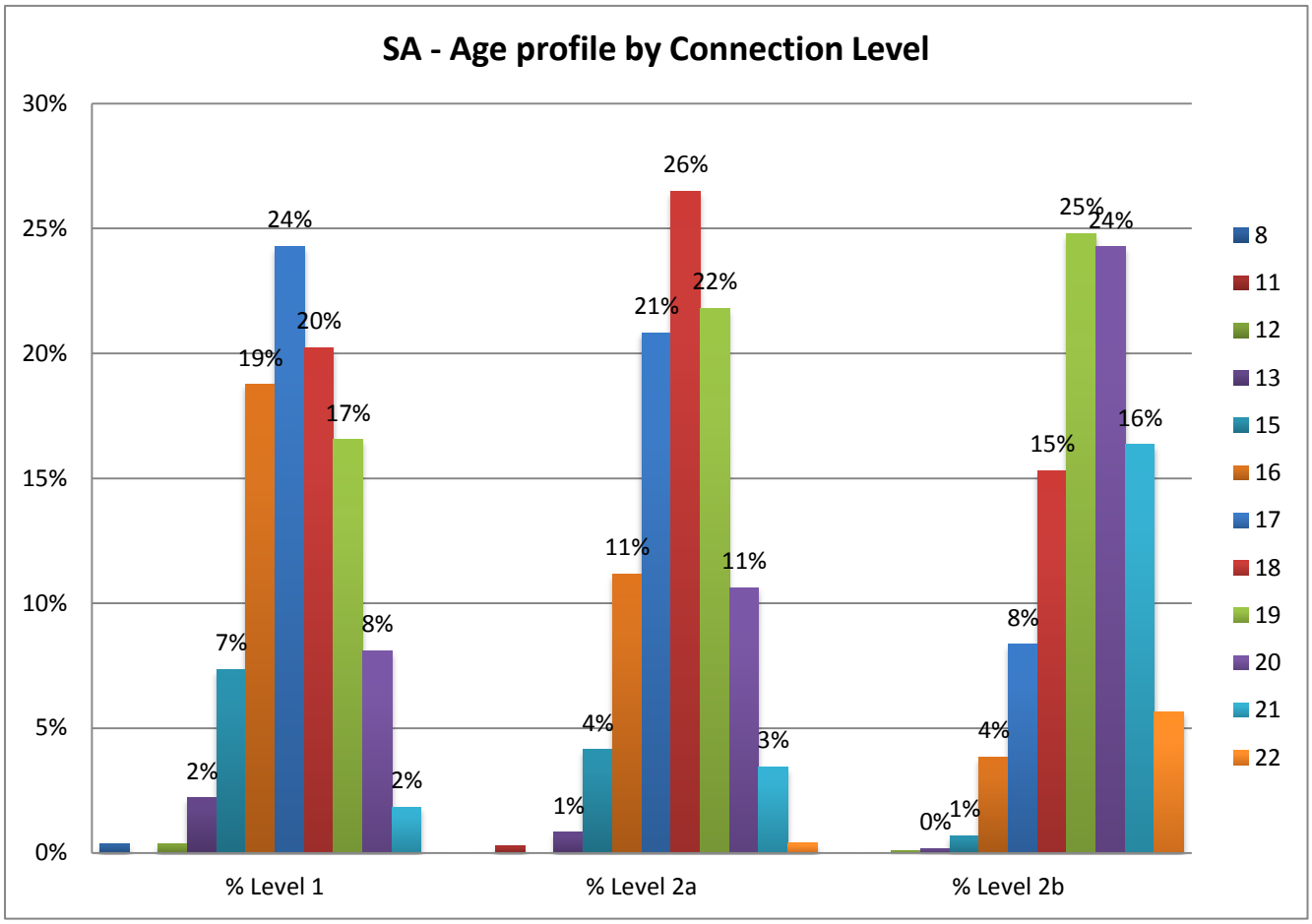


Figure 4: National Age profile by Connection Level

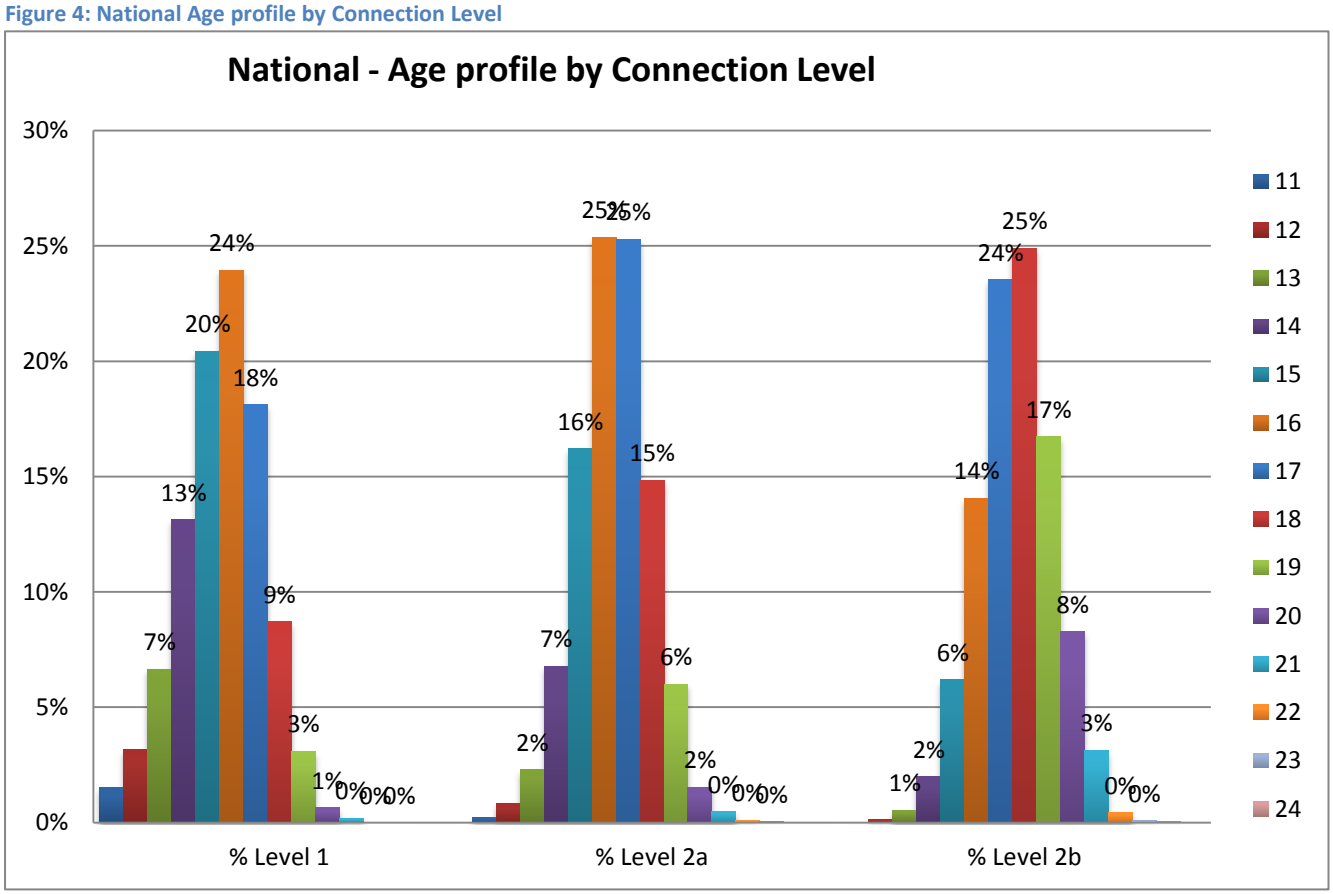


Figure 5: Percentage of Participants who have been identified as having a characteristic

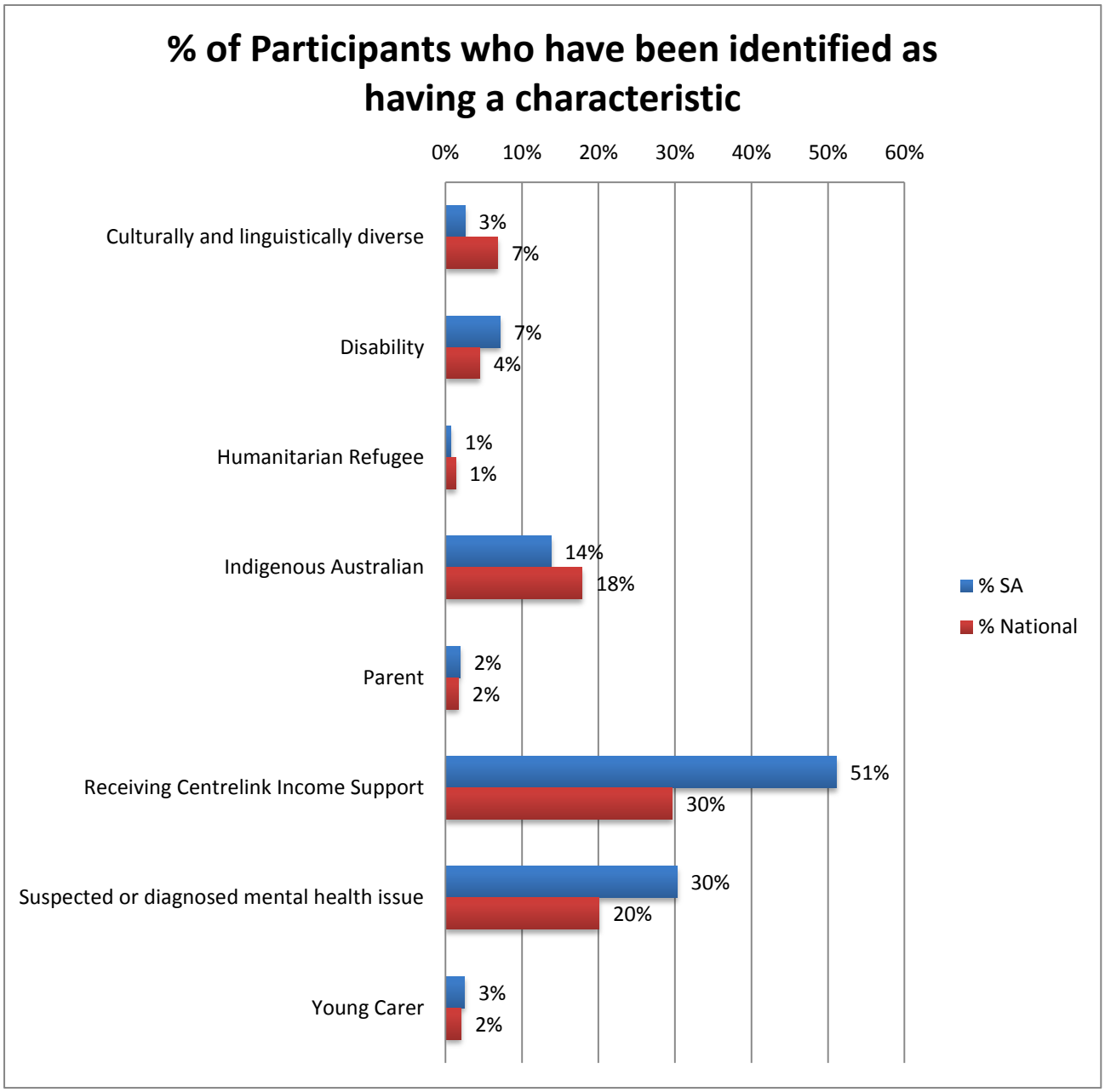


Table 7: Percentage of Participants who have been identified as having a characteristic

	SA	% SA	National	% National
Culturally and linguistically diverse	55	3%	2609	7%
Disability	154	7%	1702	4%
Humanitarian Refugee	16	1%	506	1%
Indigenous Australian	296	14%	6803	18%
Parent	41	2%	651	2%
Receiving Centrelink Income Support	1098	51%	11,299	30%
Suspected or diagnosed mental health issue	650	30%	7651	20%
Young Carer	54	3%	784	2%

Figure 6: Percentage of Participants identified as having a barrier

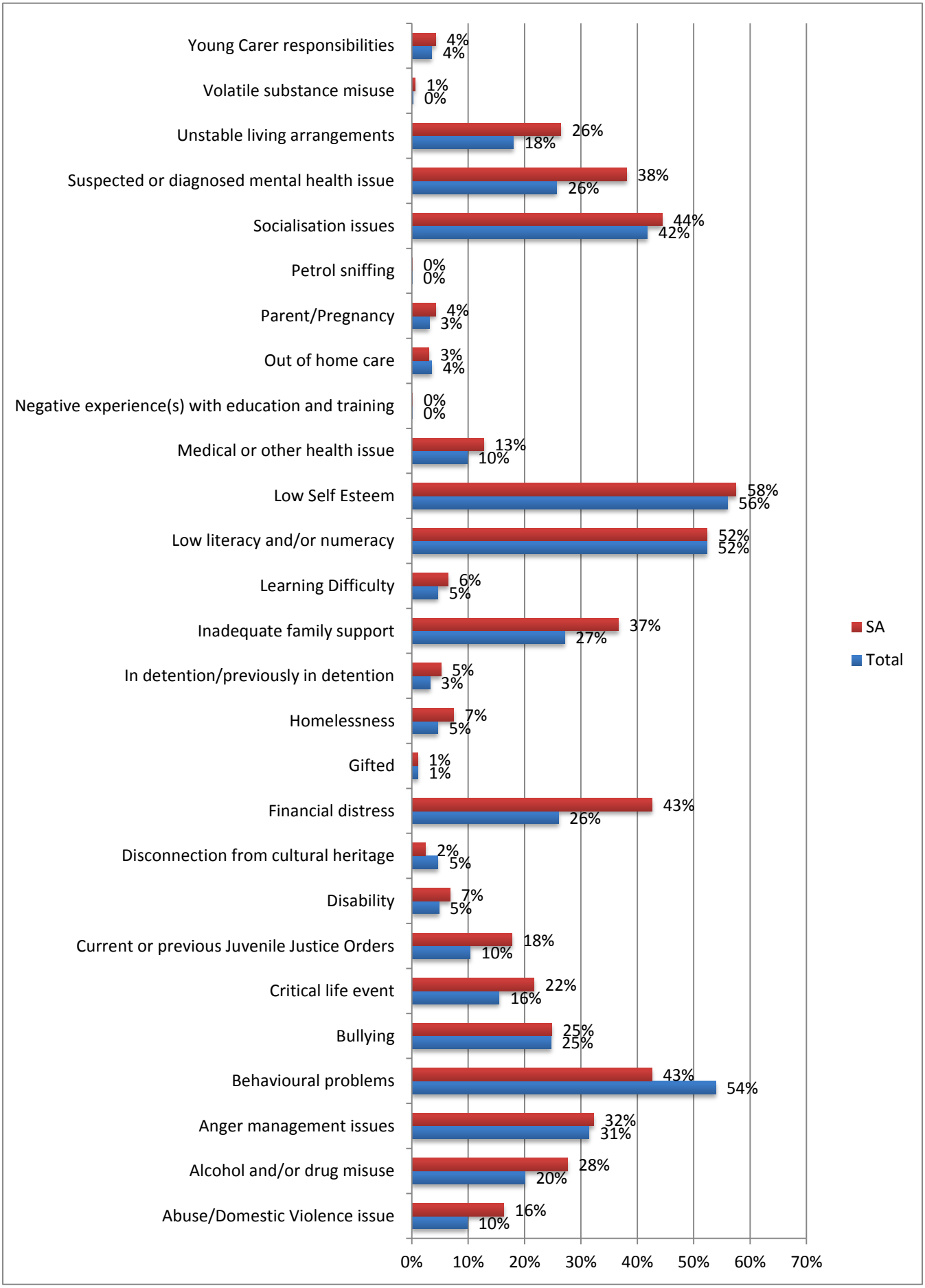


Table 8: Percentage of Participants identified as having a barrier

Barrier	SA	National
Abuse/Domestic Violence issue	16%	10%
Alcohol and/or drug misuse	28%	20%
Anger management issues	32%	31%
Behavioural problems	43%	54%
Bullying	25%	25%
Critical life event	22%	16%
Current or previous Juvenile Justice Orders	18%	10%
Disability	7%	5%
Disconnection from cultural heritage	2%	5%
Financial distress	43%	26%
Gifted	1%	1%
Homelessness	7%	5%
In detention/previously in detention	5%	3%
Inadequate family support	37%	27%
Learning Difficulty	6%	5%
Low literacy and/or numeracy	52%	52%
Low Self Esteem	58%	56%
Medical or other health issue	13%	10%
Negative experience(s) with education and training	0%	0%
Out of home care	3%	4%
Parent/Pregnancy	4%	3%
Petrol sniffing	0%	0%
Socialisation issues	44%	42%
Suspected or diagnosed mental health issue	38%	26%
Unstable living arrangements	26%	18%
Volatile substance misuse	1%	0%
Young Carer responsibilities	4%	4%

Figure 7: SA Participant Barriers by Connection Level

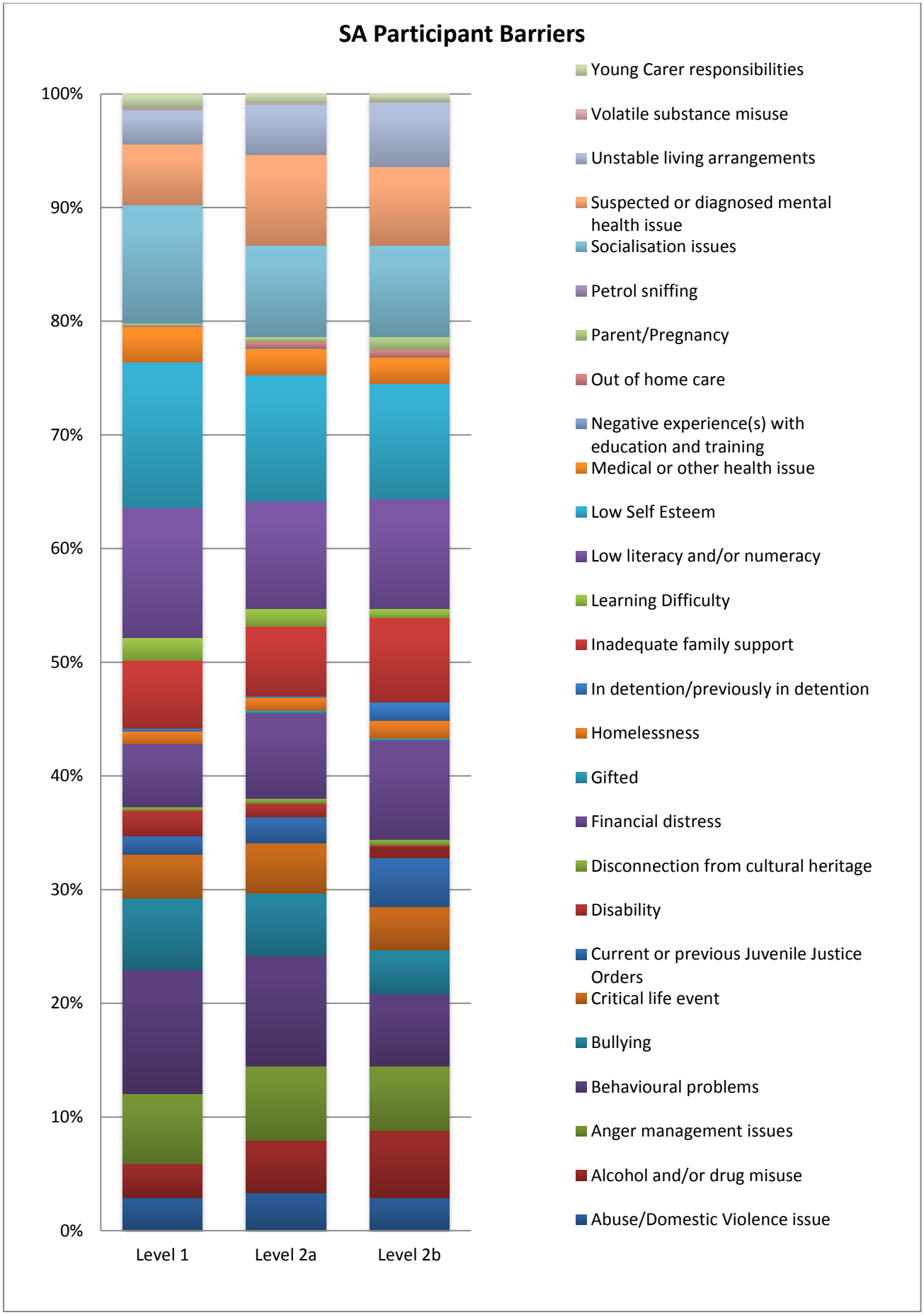


Table 9: SA - Percentage of participants identified as having barrier, by Connection Level

Barrier	SA Level 1	SA Level 2a	SA Level 2b
Abuse/Domestic Violence issue	13%	18%	16%
Alcohol and/or drug misuse	14%	24%	33%
Anger management issues	28%	34%	32%
Behavioural problems	50%	51%	36%
Bullying	29%	29%	21%
Critical life event	18%	23%	22%
Current or previous Juvenile Justice Orders	7%	12%	24%
Disability	10%	6%	6%
Disconnection from cultural heritage	1%	2%	3%
Financial distress	25%	39%	49%
Gifted	0%	1%	1%
Homelessness	5%	6%	9%
In detention/previously in detention	1%	1%	9%
Inadequate family support	28%	32%	42%
Learning Difficulty	9%	8%	5%
Low literacy and/or numeracy	53%	50%	54%
Low Self Esteem	58%	58%	57%
Medical or other health issue	14%	12%	13%
Negative experience(s) with education and training	0%	0%	0%
Out of home care	1%	3%	4%
Parent/Pregnancy	1%	2%	6%
Petrol sniffing	0%	0%	0%
Socialisation issues	48%	42%	45%
Suspected or diagnosed mental health issue	25%	42%	39%
Unstable living arrangements	14%	23%	32%
Volatile substance misuse	1%	1%	1%
Young Carer responsibilities	6%	4%	4%

Figure 8: National Participant Barriers by Connection Level

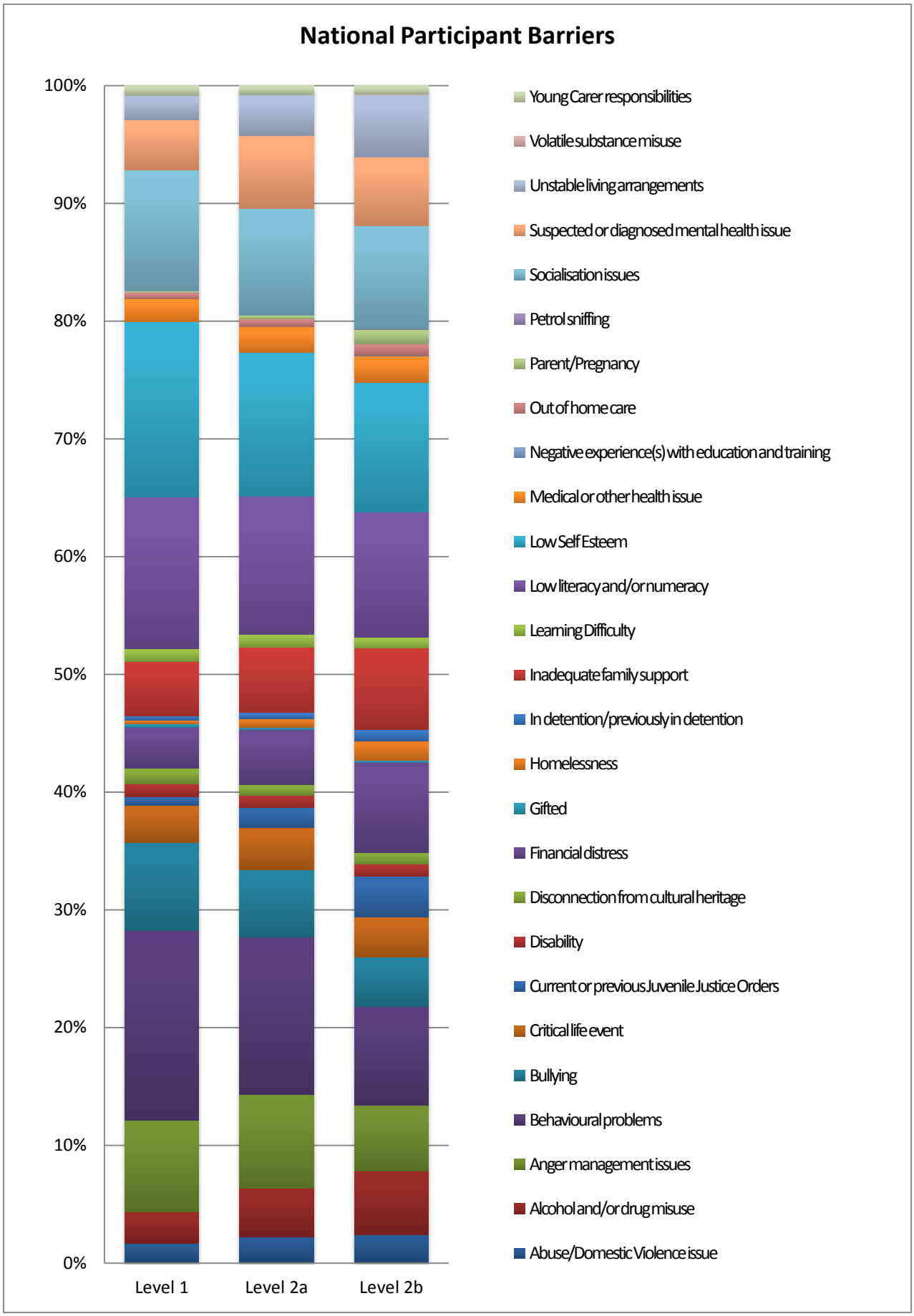


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

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	SA	SA %	National	National %
Young people enrolled in individual support services	2149	-	38,102	-
Young people who have achieved a progressive outcome*	1370	64%	27,743	73%
Young people who have achieved a final outcome**	1007	47%	22,574	59%

Table 12: Participant Outcomes – exited participants

Participant outcomes	SA	SA %	National	National %
Young people enrolled in individual support services	1672	-	31,977	-
Young people who have achieved a progressive outcome	1058	63%	23,431	73%
Young people who have achieved a final outcome	806	48%	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: SA - Number of young people achieving outcomes

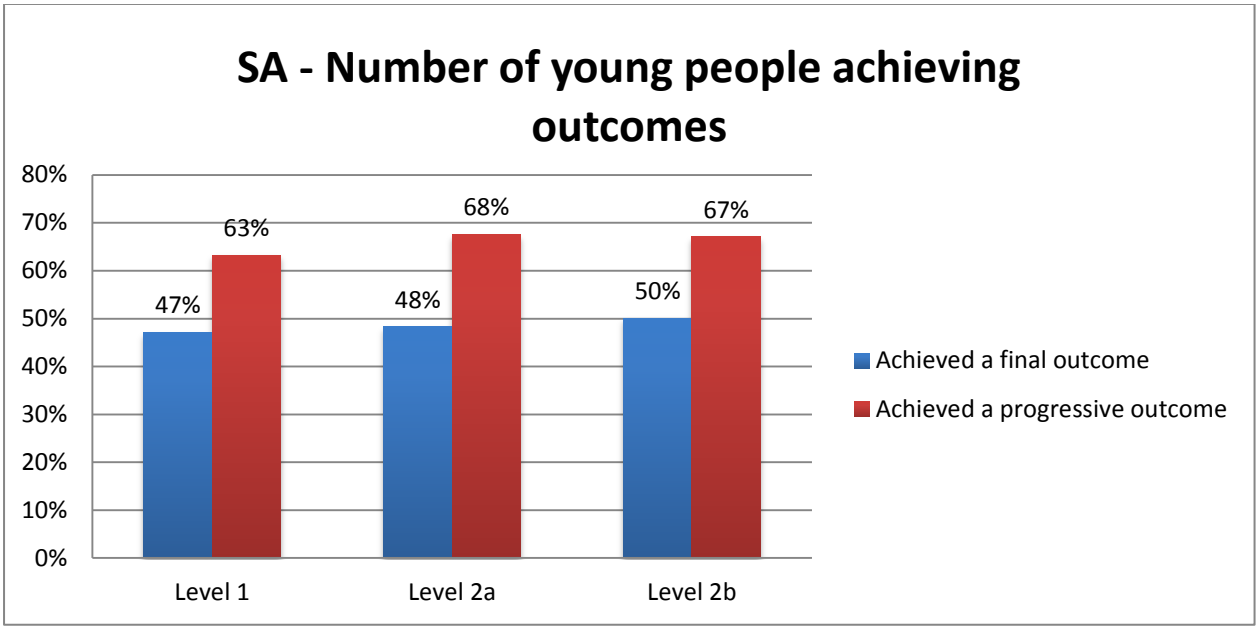


Table 13: SA - Number of young people achieving outcomes

SA Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	128	47%	350	48%	576	50%
Achieved a progressive outcome	172	63%	490	68%	771	67%

Figure 10: National - Number of young people achieving outcomes

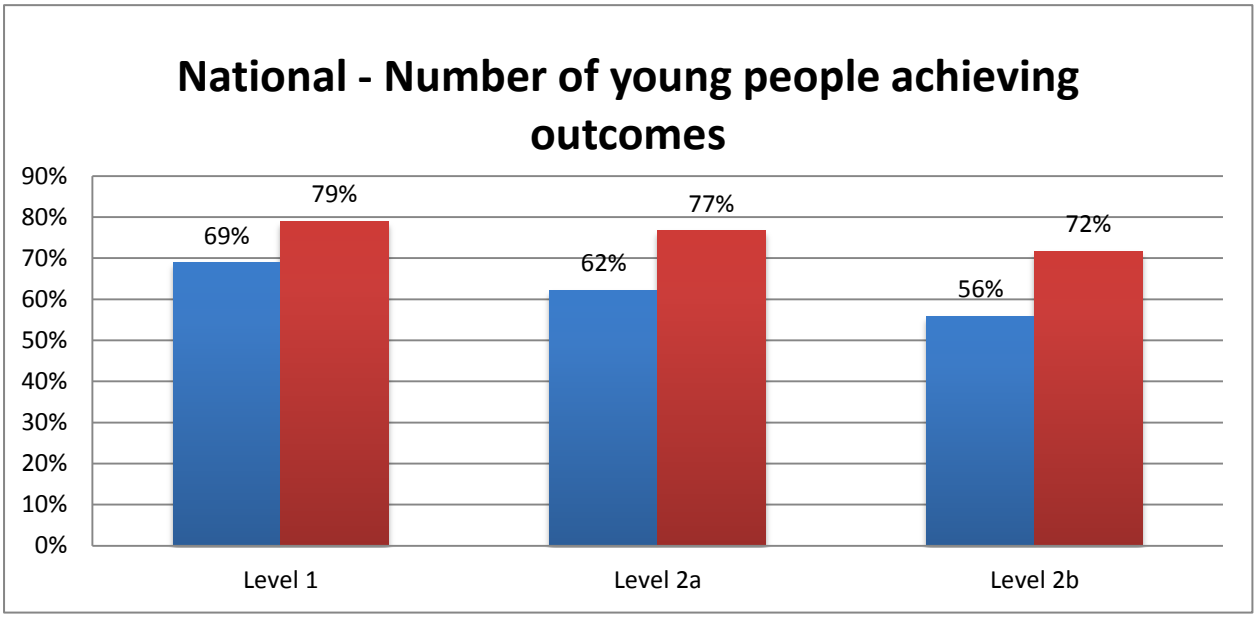


Table 14: National - Number of young people achieving outcomes

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

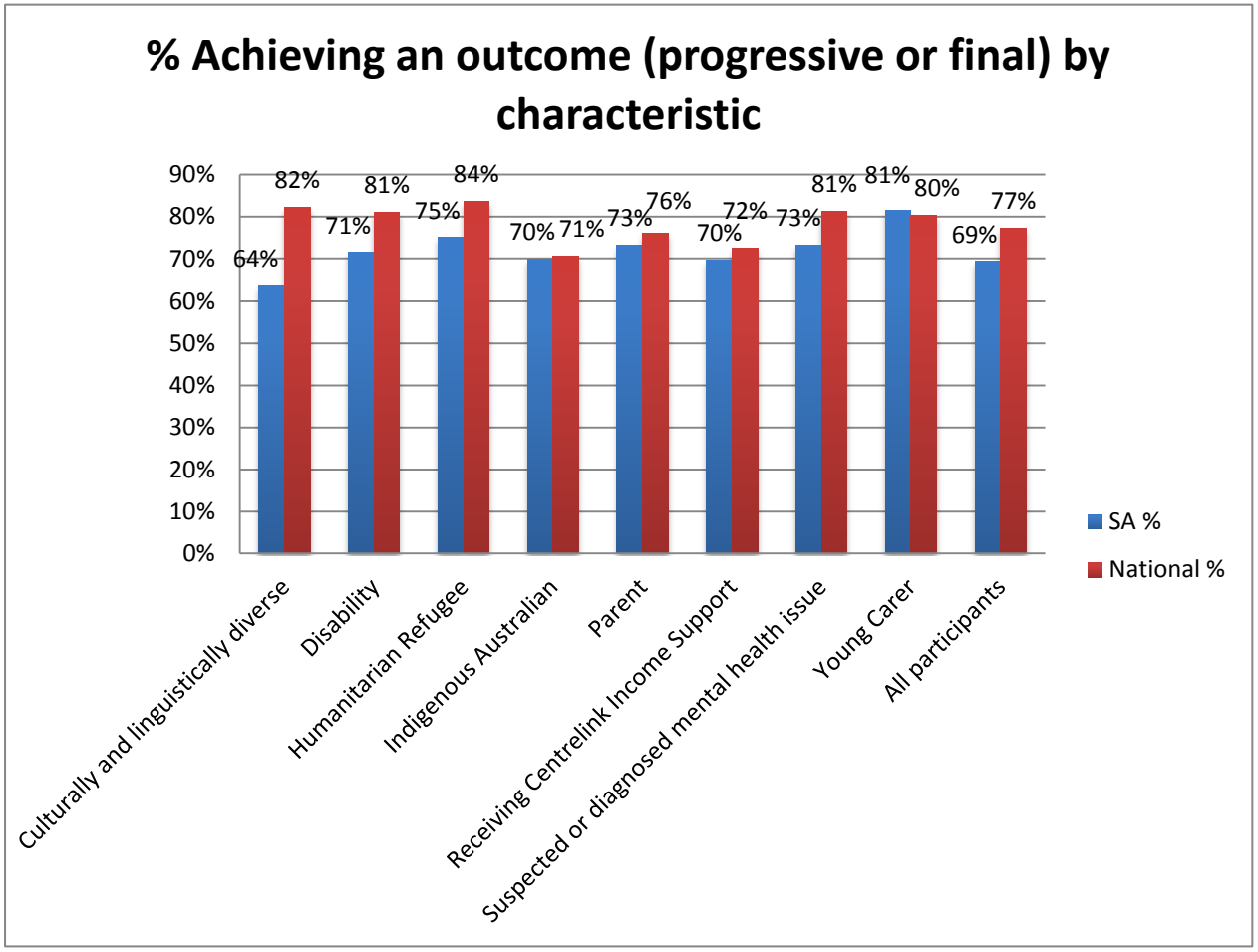


Figure 12: % Achieving a final outcome by characteristic

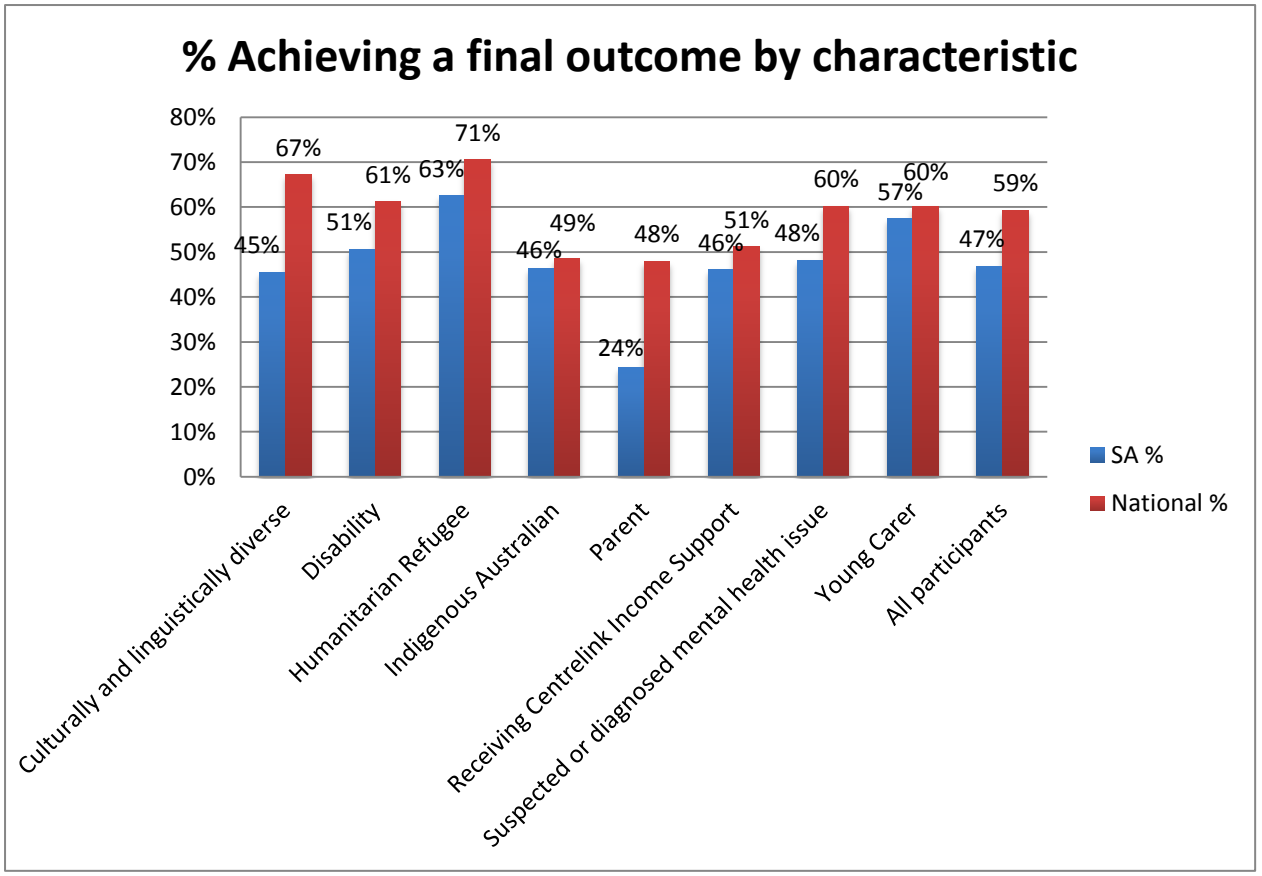


Table 15: SA- Participant outcome achievement by characteristic

SA- 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	35	25	20	55	64%	45%
Disability	110	78	44	154	71%	51%
Humanitarian Refugee	12	10	4	16	75%	63%
Indigenous Australian	207	137	89	296	70%	46%
Parent	30	10	11	41	73%	24%
Receiving Centrelink Income Support	765	506	333	1098	70%	46%
Suspected or diagnosed mental health issue	476	313	174	650	73%	48%
Young Carer	44	31	10	54	81%	57%

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	11299	72%	51%
Suspected or diagnosed mental health issue	6216	4602	1435	7651	81%	60%
Young Carer	630	471	154	784	80%	60%

Figure 13: SA – Final outcomes achieved

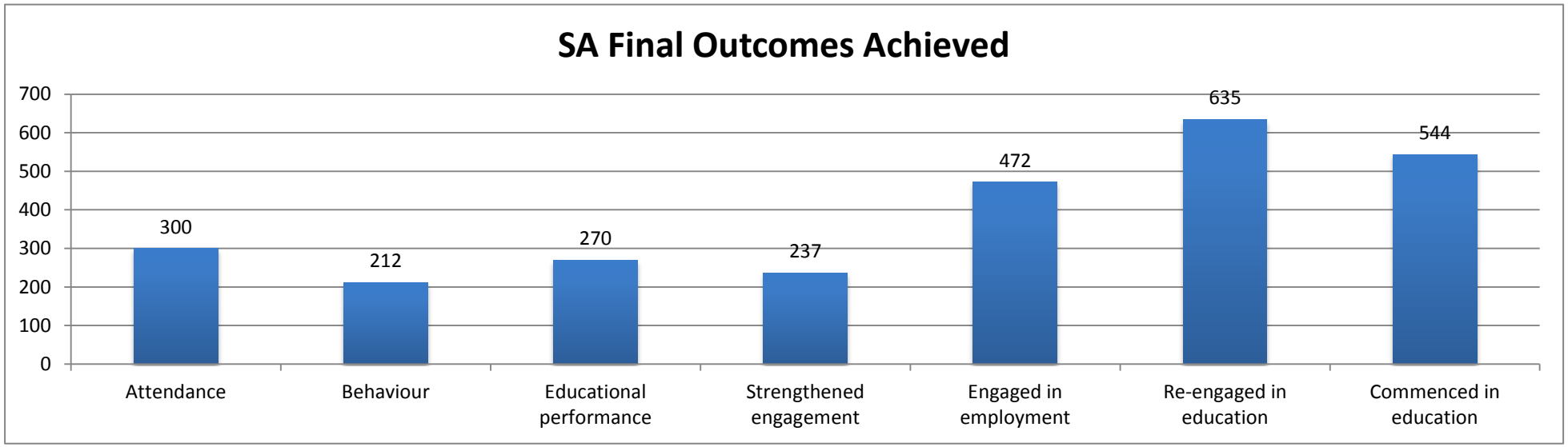


Figure 14: National – Final outcomes achieved

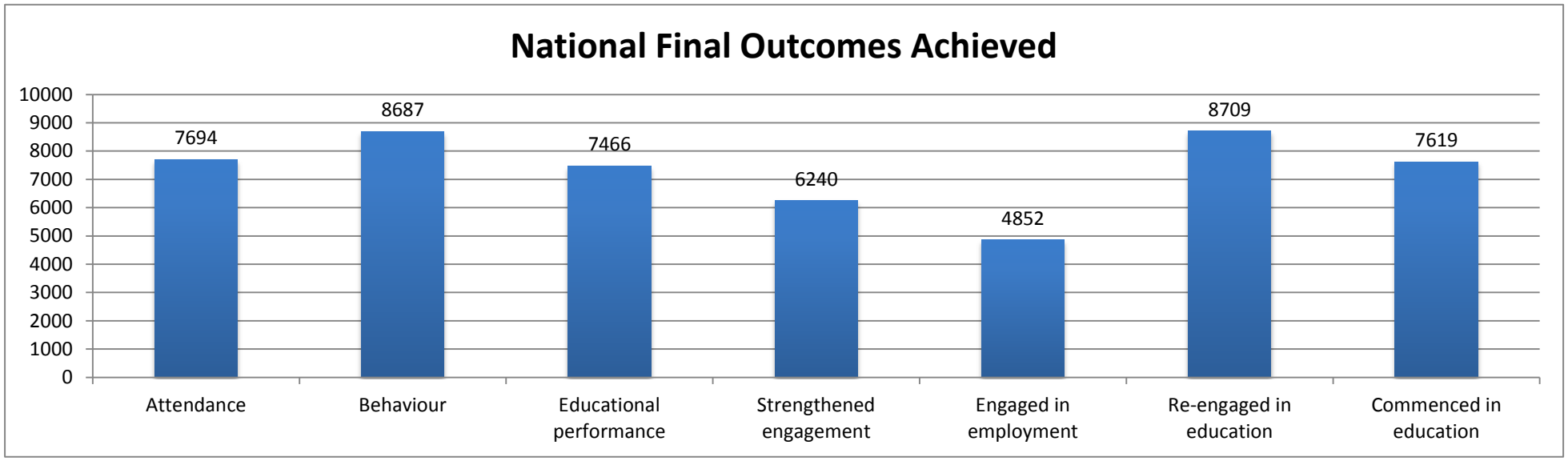


Figure 15: SA – Final Outcomes Achieved by Connection Level

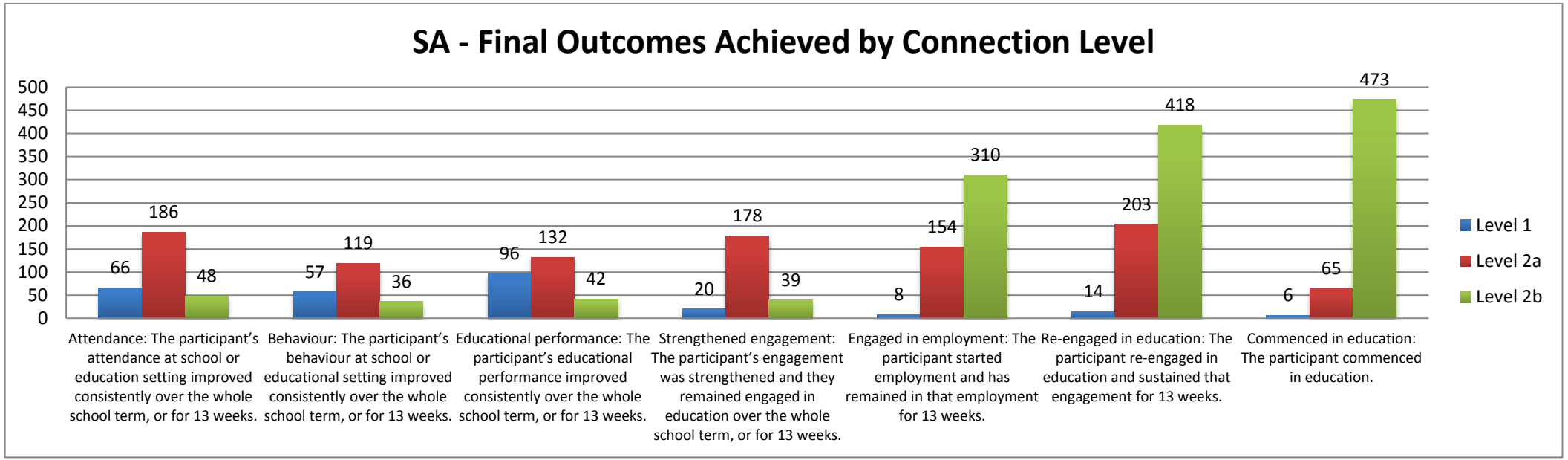


Figure 16: National – Final Outcomes Achieved by Connection Level

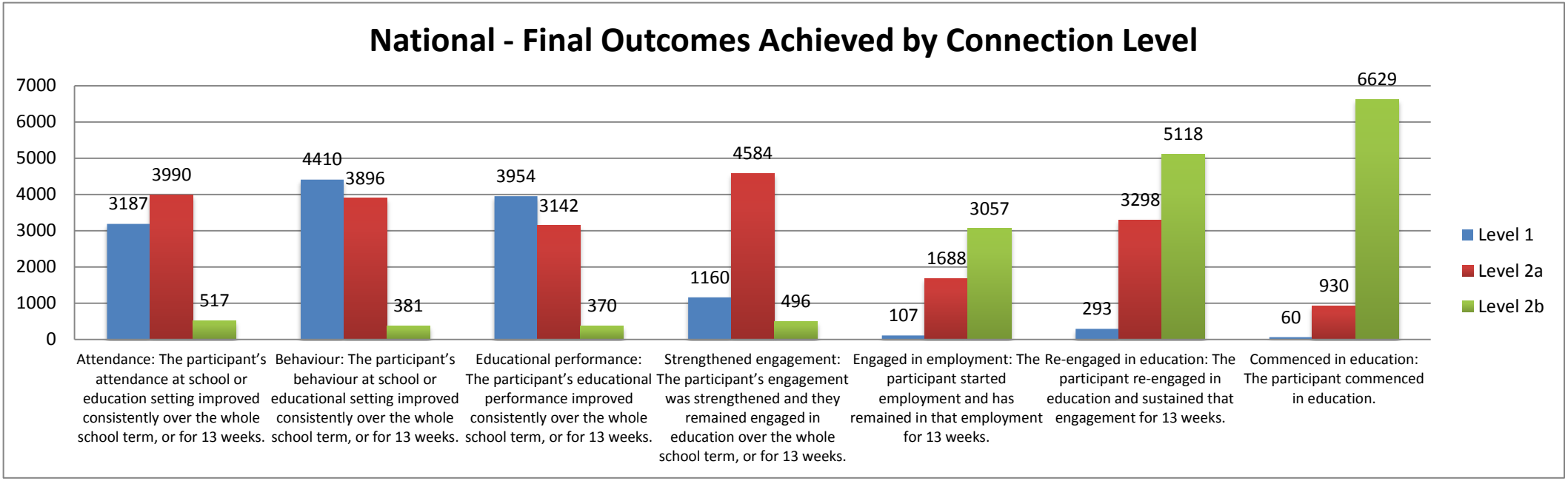


Table 17: SA- Final Outcomes achieved by Connection Level

SA 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.	66	186	48	300
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	57	119	36	212
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	96	132	42	270
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	20	178	39	237
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	8	154	310	472
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	14	203	418	635
Commenced in education: The participant commenced in education.	6	65	473	544

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

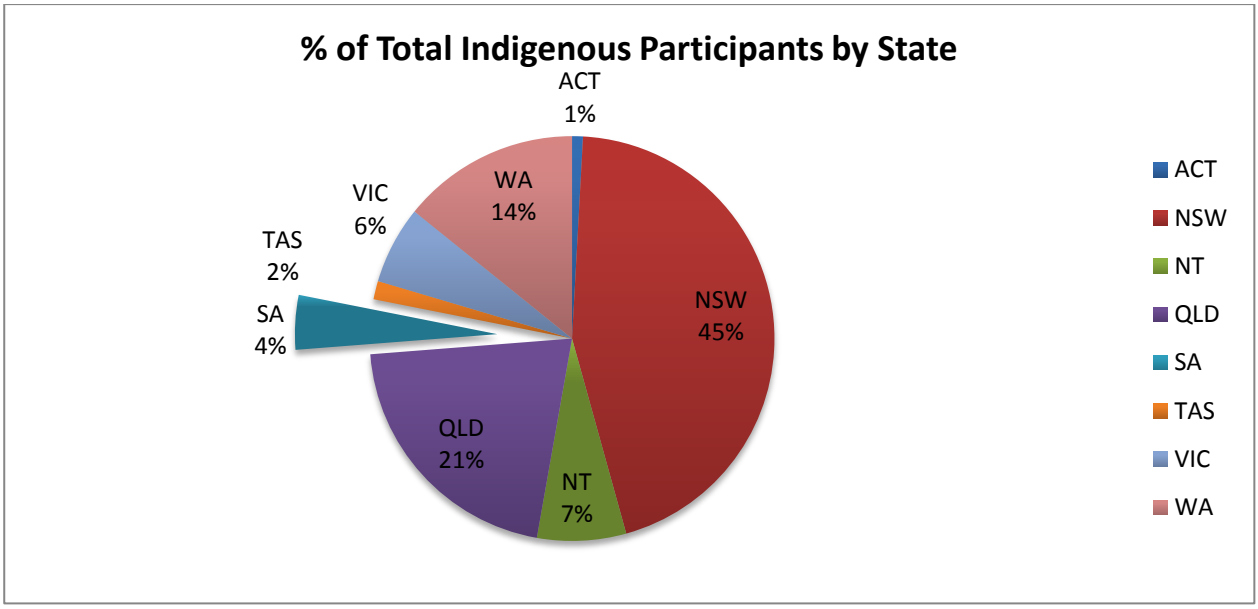


Table 19: % of Total Indigenous participants by State

	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

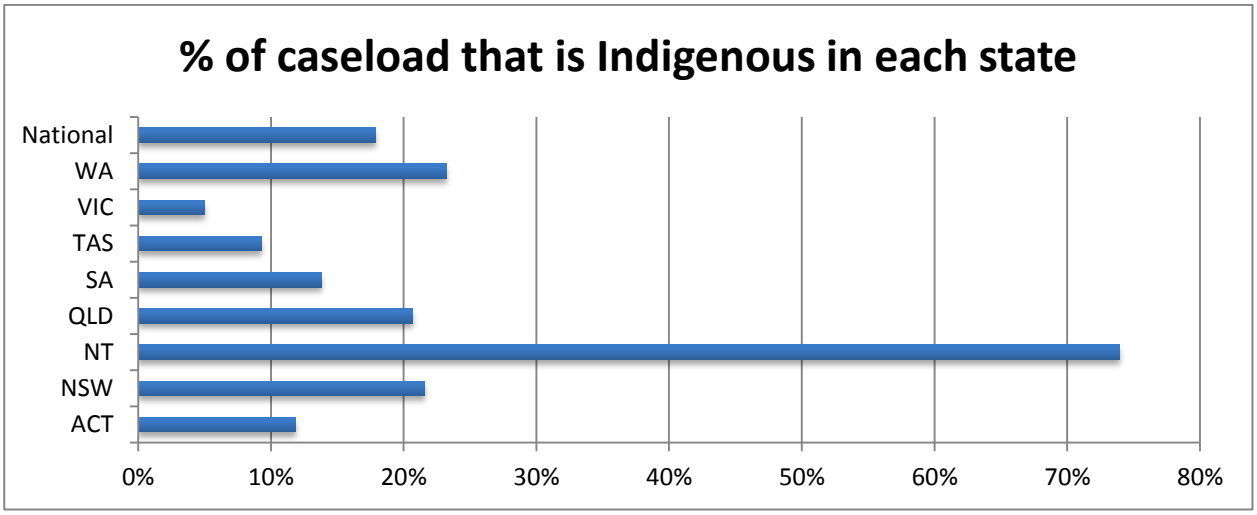


Table 20: % of caseload that is Indigenous in each State

	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 – SA and National

	SA	National
Indigenous Participants	296	6803
All Participants	2149	38,102
% Indigenous	14%	18%

Table 22: SA and National- Indigenous participant outcomes achievement

	SA	SA %	National	National %
Indigenous young people enrolled in individual support services	296	-	6803	-
Indigenous young people who have achieved a progressive outcome	201	68%	4573	67%
Indigenous young people who have achieved a final outcome	137	46%	3306	49%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

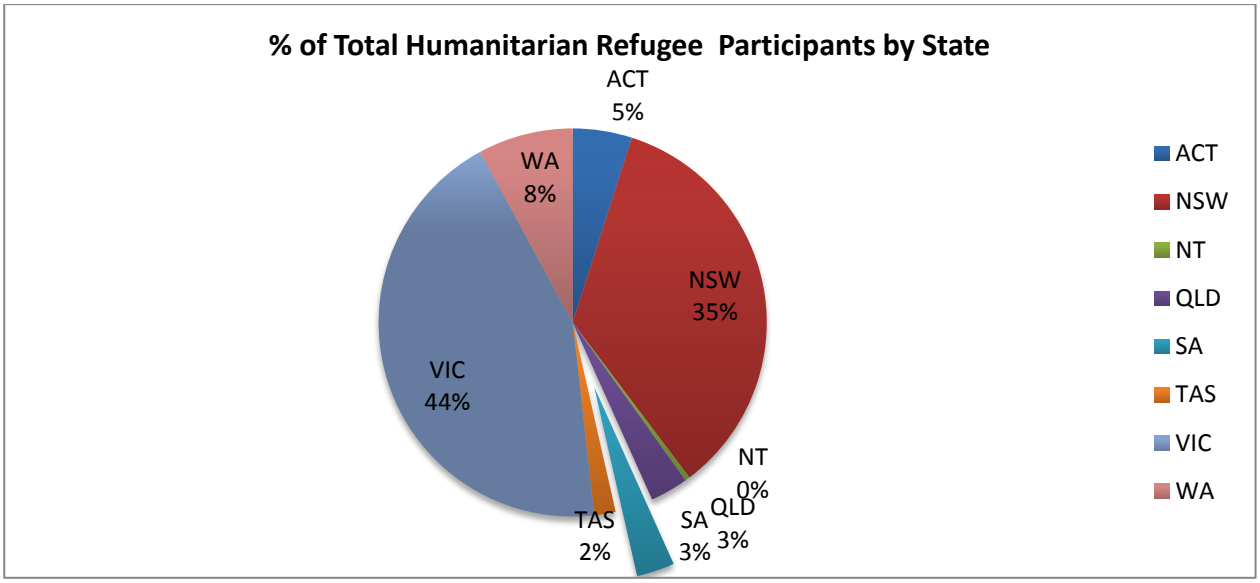


Table 23: % of Total humanitarian refugee participants by State

	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

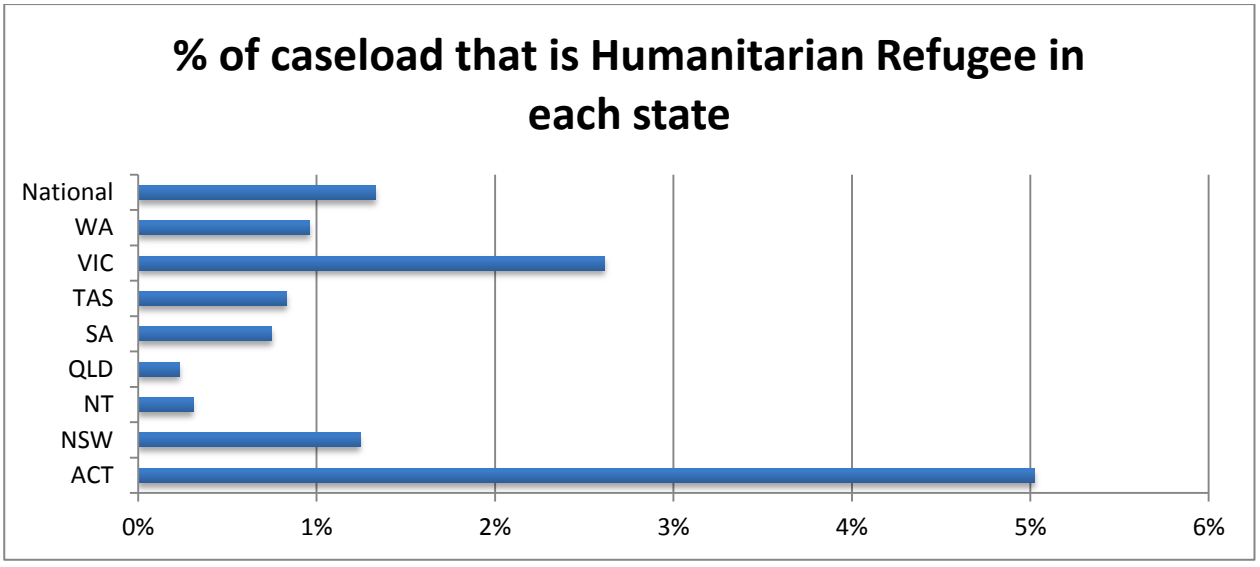


Table 24: % of caseload that is humanitarian refugee in each State

	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 – SA and National

	SA	National
Humanitarian Refugee Participants	16	506
All Participants	2149	38,102
% Humanitarian Refugee	1%	1%

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

	SA	SA %	National	National %
Humanitarian Refugee young people enrolled in individual support services	16	-	506	-
Humanitarian Refugee young people who have achieved a progressive outcome	10	63%	406	80%
Humanitarian Refugee young people who have achieved a final outcome	10	63%	357	71%

Outreach and Re-engagement Services

Providers in South Australia have conducted 577 Outreach and Re-engagement activities (some were held multiple times, resulting in 1,062 events). These activities were attended by more than 18,582 people.

Table 27: SA Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	729
<20	172
<50	87
<700	72
>700	2

477 of these activities were identified as having an Indigenous focus; 159 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in South Australia have conducted 603 activities to strengthen services in their region. 200 of these activities were identified as having an Indigenous focus, 56 were identified as having a humanitarian refugee focus.

Table 28: SA 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.	356	4.16
Families and communities are more positively involved in the lives of at risk young people.	109	3.75
Families of at risk young people are more involved in their community.	58	3.74
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	78	4.18
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	78	4.18
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	152	3.81
Schools and education providers increased their referrals to support at risk young people.	187	3.88
Schools and education providers make referrals earlier to support at risk young people.	161	3.90
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	56	4.20
The use of infrastructure in the region to support at risk young people is better coordinated.	272	3.94
There are improved referral channels for community resources which support at risk young people.	314	3.98
There was a reduction in the duplication of community resources which support at risk young people.	167	3.96
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	90	3.93
There was an increase or improvement in the available services for families of at risk young people.	157	3.70
Young people disengage less frequently from school or education providers.	148	3.50

Specialised Services

The performance information above includes the contribution made by Youth Connections - Specialised Services, the juvenile justice specific program element in South Australia. The information below reports on the Specialised Services performance in particular.

Table 29: SA Specialised Services - Participant Status

Participant Status	Specialised Services
Receiving Individual Support Services	10
Received Individual support services previously and exited	54
Registered but not yet enrolled for individual support services	0
Total	64

Figure 21: SA Specialist Services - Percentage of Participants who have been identified as having a characteristic

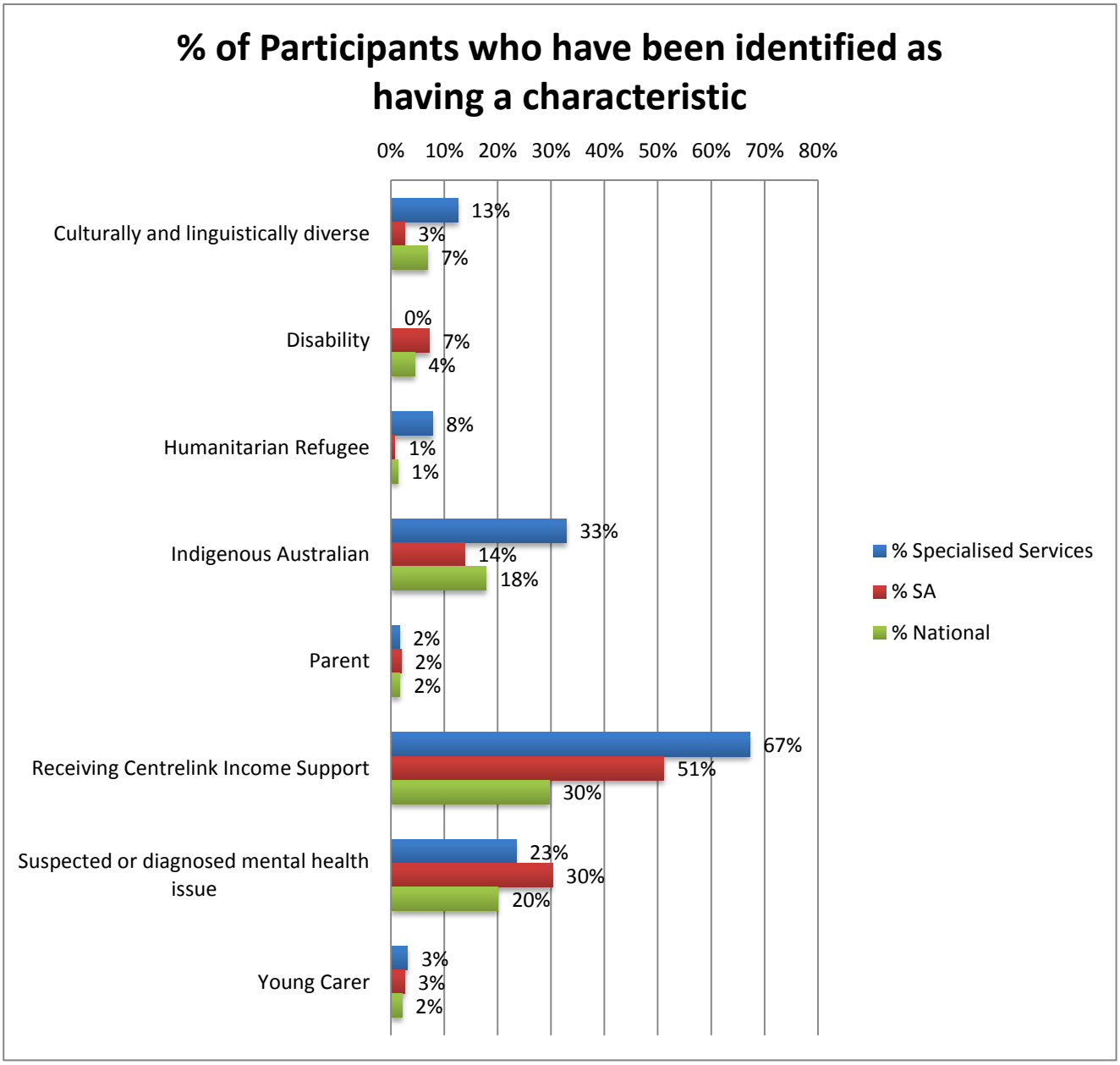


Table 30: SA Participants who have been identified as having a characteristic

	No. Specialised Services	% Specialised Services	No. SA	% SA	No. National	% National
Culturally and linguistically diverse	8	13%	55	3%	2609	7%
Disability	0	0%	154	7%	1702	4%
Humanitarian Refugee	5	8%	16	1%	506	1%
Indigenous Australian	21	33%	296	14%	6803	18%
Parent	1	2%	41	2%	651	2%
Receiving Centrelink Income Support	43	67%	1098	51%	11,299	30%
Suspected or diagnosed mental health issue	15	23%	650	30%	7651	20%
Young Carer	2	3%	54	3%	784	2%

Figure 22: Percentage of Participants identified as having a barrier

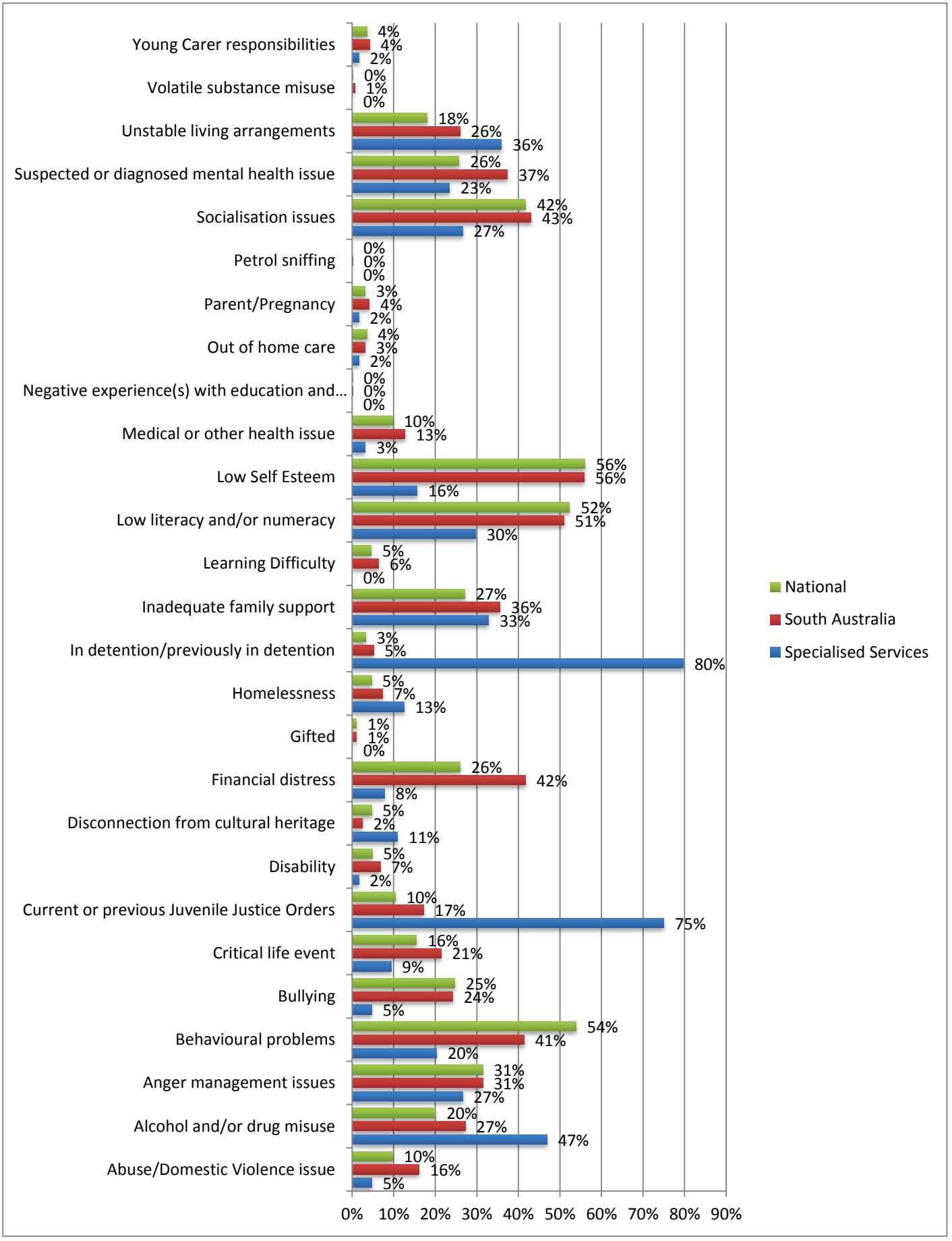


Table 31: Percentage of Participants identified as having a barrier

Barrier	Specialised Services	SA	National
Abuse/Domestic Violence issue	5%	16%	10%
Alcohol and/or drug misuse	48%	28%	20%
Anger management issues	27%	32%	31%
Behavioural problems	21%	43%	54%
Bullying	5%	25%	25%
Critical life event	10%	22%	16%
Current or previous Juvenile Justice Orders	76%	18%	10%
Disability	2%	7%	5%
Disconnection from cultural heritage	11%	2%	5%
Financial distress	8%	43%	26%
Gifted	0%	1%	1%
Homelessness	13%	7%	5%
In detention/previously in detention	81%	5%	3%
Inadequate family support	33%	37%	27%
Learning Difficulty	0%	6%	5%
Low literacy and/or numeracy	30%	52%	52%
Low Self Esteem	16%	58%	56%
Medical or other health issue	3%	13%	10%
Negative experience(s) with education and training	0%	0%	0%
Out of home care	2%	3%	4%
Parent/Pregnancy	2%	4%	3%
Petrol sniffing	0%	0%	0%
Socialisation issues	27%	44%	42%
Suspected or diagnosed mental health issue	24%	38%	26%
Unstable living arrangements	37%	26%	18%
Volatile substance misuse	0%	1%	0%
Young Carer responsibilities	2%	4%	4%

Outcomes

Table 32: Specialised Services - Number of young people achieving outcomes

Participant outcomes	Number	%
Young people enrolled in individual support services	64	-
Young people who have achieved a progressive outcome	54	84%
Young people who have achieved a final outcome	42	66%

Figure 23: Specialised Services – Final Outcomes Achieved.

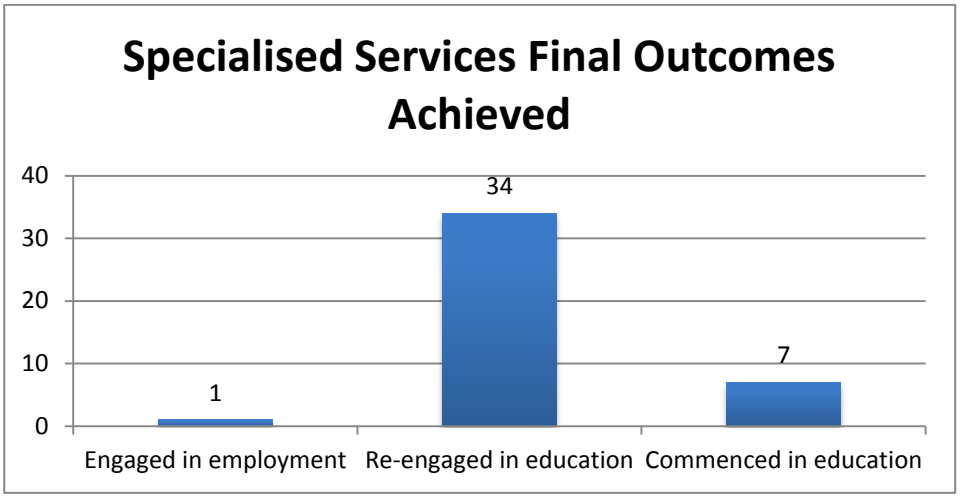


Table 33: Specialised Services – Final Outcomes Achieved

Final Outcomes Achieved	Total
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	1
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	34
Commenced in education: The participant commenced in education.	7

Outreach and Re-engagement Services

Youth Connections - Specialised Services have conducted 123 Outreach and Re-engagement activities. These activities were attended by more than 799 people.

Table 34: Specialised Services – Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	84
<20	35
<50	4

103 of these activities were identified as having an Indigenous focus; 85 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in South Australia have conducted 41 activities to strengthen services in their region.

Table 35: Specialised Services - Strengthening Services activities

Outcome	Number of times outcome selected	Average rating
Communication channels between agencies which support at risk young people were created or strengthened.	37	4.92
Families and communities are more positively involved in the lives of at risk young people.	17	4.82
Families of at risk young people are more involved in their community.	9	4.78
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	21	4.67
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	21	4.67
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	23	4.87
Schools and education providers increased their referrals to support at risk young people.	27	4.78
Schools and education providers make referrals earlier to support at risk young people.	25	4.80
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	17	4.88
The use of infrastructure in the region to support at risk young people is better coordinated.	24	4.83
There are improved referral channels for community resources which support at risk young people.	37	4.92
There was a reduction in the duplication of community resources which support at risk young people.	8	5.00
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	20	4.95
There was an increase or improvement in the available services for families of at risk young people.	12	5.00
Young people disengage less frequently from school or education providers.	23	4.96

ANNEXURE 1 B – School Business Community Partnership Brokers – SA

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]) 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]) 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

[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.

[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.

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]. 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 theYouth Attainment and Transitions website.

Building on the success of the 2011 Partner Survey, Partnership Brokers across the country (excluding Victoria[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-

[16] Data cited is accurate as at 2 April 2012.
[17] Victorian Partnership Brokers are administering a similar partner survey in September/October 2012.

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]. 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] (up from 47 per cent

[18] Data sourced from the 2011 Annual Partnership Broker Provider Survey. The 2012 Provider Survey is due for completion in January 2013.
[19] Data sourced from the 2011 Annual Partnership Broker Provider Survey.

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.

South Australia Summary

Context

In South Australia (SA) in its third year of operation, the Partnership Broker program is maturing and providers are becoming more confident in promoting services across the eight regions. Although the education sector is continuing to undergo significant change, the expansion of the Innovative Community Action Networks (ICAN) initiative under the Smarter Schools Communities Making a Difference National Partnership has continued, and has a presence in every region apart from the APY Lands. Other important considerations for the PB program in SA include: the new South Australian Certificate of Education; implementation of the SA Industry Skills Program within schools; funding model changes to State Government schools; and rolling out of other related activity under the three Smarter Schools National Partnerships.

Program Status

As at April 2012, there are approximately 100 active and self-sustaining partnerships associated with Partnership Brokers in SA involving over 440 partner organisations. These partnerships are undertaking a range of activities to support the learning and development of young people in their community. Approximately 19 per cent of these partnerships have an Indigenous focus. There have been approximately 650 Outcomes Framework Key Performance Measure (KPM) evaluations with around 180 (28%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

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

Challenges

While the information above indicates significant progress, individual providers and the program have also faced many of the challenges outlined in the National Summary. In 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 with the goals and efforts of schools in their regions. There are also challenges for providers which operate in Service Regions that are geographically large but have relatively small populations concentrated in regional and remote communities.

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

As the Department of Education and Child Development (DECD) continues to roll out its ICAN across the twelve regions of South Australia to cater for the needs of disengaging and recently disengaged students, it

has become increasingly apparent that Partnership Brokers need to adapt their strategies and work more collaboratively with DECD to achieve the objectives of the Youth Attainment and Transitions (YAT) National Partnership (NP). Over recent months, we have seen improved levels of collaboration and increasing opportunities for coordinated action.

It is now well understood that DECD Flexible Learning Options (FLO) are being accessed by young people from non-government schools. Already there is evidence that some of the programs linked to ICAN have successfully engaged young people and achieved improved learning outcomes for students from non-government schools. We are seeing improved understanding among stakeholders in the education sector of the range of program opportunities available to young people.

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 (SA)	Percentage of organisations in Partnerships (SA)	Total number of organisations in partnerships Nationally	Percentage of organisations in partnerships Nationally
Business & Industry	97	22%	**1171**	**28%**
Community	127	29%	**1220**	**29%**
Education	205	46%	**1656**	**40%**
Parents and Families	13	3%	**108**	**3%**
TOTAL	**442**	**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 (SA)	Percentage of schools in partnerships (SA)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in SA
Primary	10	11%	149	16%	64%
Secondary	39	42%	509	55%	13%
Combined	43	47%	262	28%	23%
TOTAL	**92**	**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 (SA)	Percentage of schools in partnerships (SA)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in SA
Government	76	83%	714	78%	73%
Independent	11	12%	107	12%	14%
Catholic	5	5%	99	11%	13%
TOTAL	**92**	**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.

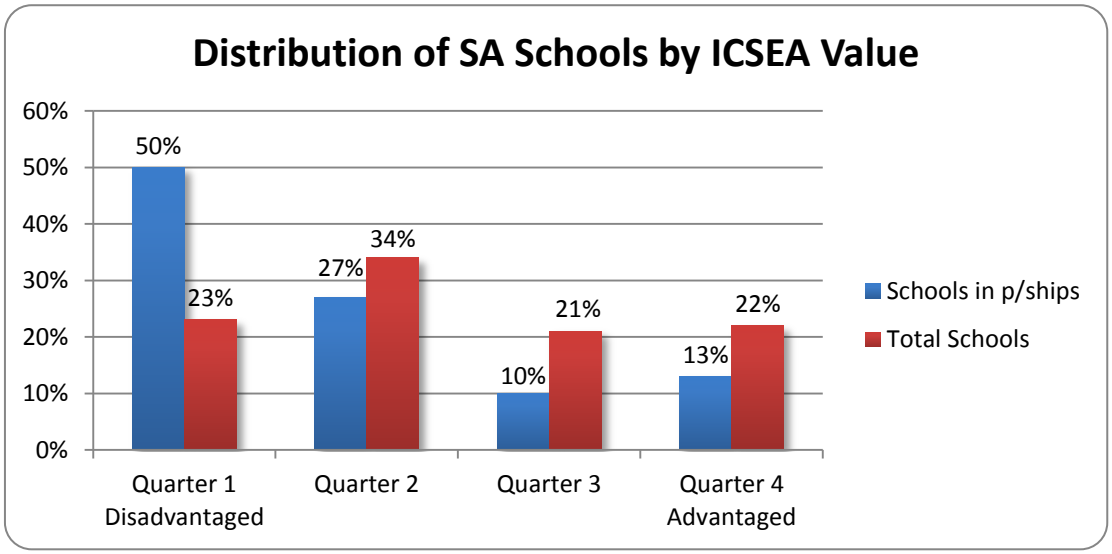


Table D – Number of Schools in Partnerships by ARIA Code

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 (SA)	Percentage of schools in partnerships (SA)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in SA
Major Cities of Australia	41	45%	463	50%	58%
Inner Regional Australia	10	11%	228	25%	15%
Outer Regional Australia	21	23%	145	16%	20%
Remote Australia	6	7%	36	4%	4%
Very Remote Australia	14	15%	48	5%	3%
TOTAL	**92**	**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 SA

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 (%)
100 (44%)	5 (2%)	105 (46%)	123 (54%)	228 (100%)

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

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 (%)
20 (20%)	0 (0%)	20 (19%)	19 (15%)	39 (17%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 20% of the total active partnerships in SA 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 (SA)

This table shows the breakdown of partnerships with status active and self-sustaining.

Year (Month)	Active	Self-sustaining
2011 (April)	100%	0%
2011 (September)	99%	1%
2012 (April)	95%	5%

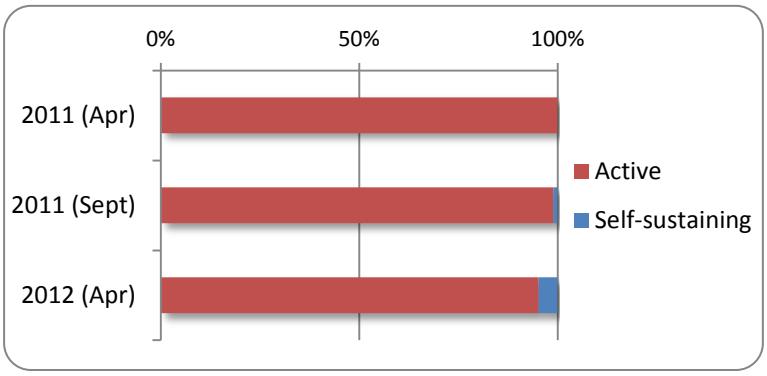


Table G – Number of Partnerships by Partnership Category

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 (SA)

Number of Pre-Existing Partnerships (SA)	Percentage of Pre-Existing Partnerships (SA)	Number of Brokered Partnerships (SA)	Percentage of Brokered Partnerships (SA)	Total Number of Partnerships (SA)	Total Percentage of Partnerships (SA)
41	18%	187	82%	228	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.	**616**	**95 (15%)**	**113 (18%)**	**136 (22%)**	**130 (21%)**	**142 (23%)**

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.	129	15%	19%	19%	24%	23%
Shared Decision Making -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	129	11%	19%	25%	19%	26%
Communication - There is effective communication between partners.	101	28%	22%	18%	12%	21%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	123	15%	15%	24%	24%	22%
Review - Partners monitor and review their partnership and progress towards goals.	134	11%	19%	23%	25%	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 33% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 129 partnerships (57% of the total number of partnerships in SA) that have demonstrated to some extent that '*partners have a clear, shared, realistic goal*'. Providers reported that 47% 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.	**158**	**32 (20%)**	**39 (25%)**	**27 (17%)**	**23 (15%)**	**37 (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	17	29%	29%	18%	12%	12%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	15	33%	33%	20%	7%	7%
An increase in the number of education and training providers who have increased their career practitioner capacity	22	9%	32%	23%	0%	36%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	104	19%	21%	15%	19%	25%

The data above shows that:

- Providers reported 38% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 45% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 104 partnerships (46% of the total number of partnerships in SA) that have made progress towards providing '*opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders'*. Providers reported that 44% of these partnerships have *achieved* or made *considerable progress* against this KPM.

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.	**112**	**30 (27%)**	**27 (24%)**	**26 (23%)**	**16 (14%)**	**13 (12%)**

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	29	21%	28%	28%	17%	7%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	21	33%	24%	10%	14%	19%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	62	27%	23%	26%	13%	11%

The data above shows that:

- Providers reported 26% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 51% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 62 partnerships (27% of the total number of partnerships in SA) that have made progress towards increasing '*the number of businesses providing quality workplace and community learning opportunities for young people'*. Providers reported that 24% 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.	**146**	**37 (25%)**	**40 (27%)**	**27 (18%)**	**12 (8%)**	**30 (21%)**

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	21	52%	24%	14%	0%	10%
An increase in the number of parents and families that are actively involved in career transition planning for their children	21	19%	24%	19%	14%	24%
An increase in the number of parents and families that are better informed about learning and career options	34	15%	32%	18%	12%	24%
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	41	27%	29%	22%	7%	15%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	29	21%	24%	17%	7%	31%

The data above shows that:

- Providers reported 29% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 52% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 41 partnerships (18% of the total number of partnerships in SA) that have made progress towards providing '*an increase in the number of parents and families that are confident to interact with education and training providers, employers and community groups to support participation and engagement of their children'*. Providers reported that 22% 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.	**232**	**45 (19%)**	**80 (34%)**	**57 (25%)**	**17 (7%)**	**33 (14%)**

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	27	11%	44%	22%	7%	15%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	52	12%	25%	35%	12%	17%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	31	13%	42%	29%	0%	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	21	24%	33%	19%	10%	14%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	37	27%	32%	19%	8%	14%

An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	20	25%	40%	15%	10%	10%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	44	27%	34%	23%	5%	11%

The data above shows that:

- Providers reported 21% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 53% of partnerships have made *limited* or *some progress* against this outcome.
- There are 52 partnerships (23% of the total number of partnerships in SA) that have made progress towards providing '*an increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people'*. Providers reported that 29% of these partnerships have *achieved* or made *considerable progress* against this KPM.

PARTNERSHIP BROKERS
SCHOOL+BUSINESS+COMMUNITY

LIFE IN THE UNI LANE

Purpose:

Raising aspirations of Indigenous students and de-mystifying access to higher education.

Partnership Members:

- Yunggorendi Mande-Flinders University
- Department Education & Children's Services
- Association Independent Schools South Australia
- Catholic Education Office
- Creative Connections (PaCE)

Context and Goals

In Southern Adelaide, few Aboriginal and Torres Strait Islander students consider tertiary education as an option and this is reflected in low university enrolment rates for Indigenous young people. 'Life in the Uni Lane' began as a Local Community Partnerships program from 2007/09 and was designed to raise the aspirations of Indigenous students as well as demystifying access to higher education. The program achieved some excellent results, however, it was at risk of ceasing without the support of committed partners to drive it forward.

The Partnership's Approach

A partnership involving Flinders University, government and non-government schooling sectors, and parent and community groups was formed to reinvigorate the Life in the Uni Lane program and continue to offer students an enjoyable look at University life. The program also provides participants with a variety of 'hands-on' learning activities through a number of the faculties at Flinders University. Faculties selected were chosen to correspond with skills shortages in the region. The program focuses on what University has to offer by way of environment and facilities, social networks and study support.

> *"The Partnership Broker enabled this collaboration to come together by working effectively with all partners involved, creating meaningful connections within the community"*
>
> *Professor Tracey Bunda-Yunggorendi Mande*

Benefits

- Raising aspirations of young Indigenous students
- Providing a hands-on introduction to Uni life
- Making connections between culture, tertiary education and the Indigenous community
- 100% of participants indicating they would now consider going on to study at University.

Next Steps

Yunggorendi secured funding through the Southern Knowledge Transfer Partnership at Flinders University for research to be applied to this program. It is anticipated that this will be longitudinal and/or have a destination tracking component.

Support from the Partnership Broker

Initial support from the Partnership Broker was quite intensive including engaging potential partners, convening and facilitating meetings and advising partners about the development of marketing material. Now that the partnership has been established, Yunggorendi has taken the lead role and all partners are taking ownership of the initiative.

TOP TIP

Establishing a clear understanding of partners' roles and responsibilities and regularly evaluating progress are critical to maintaining successful partnerships.

PARTNERSHIP BROKERS
SCHOOL+BUSINESS+COMMUNITY

MID NORTH ENGINEERING ACADEMY

Purpose:

To equip high-achieving secondary students with the skills they need to become managers and entrepreneurs within the local engineering and manufacturing industry.

Partnership Members:

- Kelly Engineering
- Taylors Wines
- Primo Smallgoods
- Ashmore Engineering
- TAFESA Regional
- Balco Australia

Context and Goals

The Yorke and Mid North Regions of South Australia are currently experiencing a boom in mineral exploration and mining. As a consequence, local engineering and manufacturing firms across the region are experiencing a loss of existing and potential employees to the mining industry. Local employers were concerned that, without some kind of intervention, young people would continue to leave the region and the future of the local engineering and manufacturing industry would be at risk.

> *"This initiative heralds a new phase in having a much stronger local industry input into skills training"*
>
> *Clive Thomson, Engineering Program Manager, TAFE SA Regional*

The Partnership's Approach

A partnership was formed and established the Mid North Engineering Academy to provide opportunities for selected students to be trained, mentored and developed by industry for employment in the local region.

The partnership, largely driven by local employers, involves TAFE SA and supports public and private secondary schools from across the region. The partnership targets local senior secondary students who wish to pursue a career in the engineering and manufacturing industry, and who have the potential to become leaders and managers in local industry.

The two year program requires students to commit to staying at school for the completion of their SA Certificate of Education, while taking part in an individually tailored, case-managed program. Technical skill development, mentoring, TAFE training and co-ordinated work placements are incorporated into the program.

The partners jointly devised all aspects of the program, including developing the selection criteria, promoting the program and conducting the selection interviews.

Benefits

- Six students from schools from across the region were selected for the first intake in Feb 2012.
- Young people have access to improved educational pathways and local employment opportunities.
- Young people receive personalised tuition in resume/ application writing and interview skills.
- Support from the Academy to improve apprenticeship opportunities within the region.

Next Steps

The partners have formed a strong alliance which is aiming to expand over the next few years. The partners are keen to monitor the effectiveness of the Academy and enlist the support of a much wider set of employers as potential partners. The partnership is also looking to strengthen their ties with local schools. There is excellent scope for the model to be adopted by other regions, and other industry sectors.

Support from the Partnership Broker

The Partnership Broker played a key role in bringing the key stakeholders together to explore the benefits of a partnership approach, and provided the catalyst for change. The Partnership Broker continues to work with the partnership to assist partners to monitor and evaluate their progress and explore opportunities to expand the model to other communities and industry sectors.

TOP TIP

Allow yourself ample time for discussion and planning. Partnership initiatives do not happen overnight.

ANNEXURE 1 C – National Career Development

National Summary: Activity during the 2011 calendar year

Background

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

Career Industry Council of Australia (CICA)

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

National Career Development Week (NCDW)

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

Job Guide

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

Career Information Products (CIPs)

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

myfuture website

myfuture, Australia's national career information and exploration service, is an interactive, user-driven website that contains a personalised career exploration and decision making tool, comprehensive career information, and help for those assisting other making career decisions. The myfuture website is managed by the Department on behalf of all governments. The Australian Government contributes 50 percent of total funding for core services, with the remainder paid by states and territories under the Standing Council on School Education and Early Childhood (SCSEEC), using the former MCEECDYA National Projects Fund funding formula. In 2011, the department contracted Education Services Australia for the management and maintenance of the *myfuture* website at a cost to the Australian Government of $1,851,722.60 (GST inclusive).

myfuture video competition

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

Scholarships for Career Advisers program

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

Australian Career Service (ACS) Judith Leeson Award

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

Australian Vocational Student Prize

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

National Career Development Strategy research project

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

National Career Development Working Group (NCDWG)

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