

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



**TASMANIA**

**2011**

**ANNUAL REPORT**

**(Submitted May 2012)**

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

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

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

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

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

**PART A: Tasmania, National Partnership on Youth Attainment and Transitions – May 2012 report**

Outcome	Performance Indicator	Source	May 2011	August addendum	May 2012	August addendum	May 2013	August addendum	May 2014	August addendum
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12 <sup>1</sup>	National Schools Statistics Collection (ABS)	11,157	-	11,679	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12 <sup>2</sup>		514	-	617	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10 <sup>3</sup>		1,011	-	974	-	2012 School	-	2013 School	-
	15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher <sup>4</sup>	VOCSTATS (NCVER)	-	4,492	-	4,068	-	2012 VET	-	2013 VET
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher <sup>5</sup>		-	278	-	279	-	2012 VET	-	2013 VET
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate I level <sup>6</sup>		-	32	-	32	-	2012 VET	-	2013 VET
Increased attainment of young people aged 15-24, including Indigenous youth	The proportion of young people aged 20-24 who have attained Year 12 or Certificate II or above	Survey of Education and Work (ABS)	77.1%	-	78.2%	-	2012 SEW	-	2013 SEW	-
		VET completions (VOCSTATS) <sup>7</sup>	-	2,111	-	2,131	-	2011 VET	-	2012 VET
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above	ABS Census	-	-	-	-	2011 Census	-	-	-
		VET completions (VOCSTATS) <sup>8</sup>	-	79	-	83	-	2011 VET	-	2012 VET
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	Survey of Education and Work (ABS) <sup>9</sup>	60.1%	-	-	-	2012 SEW	-	2013 SEW	-
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status <sup>10</sup>	National Schools Statistics Collection (ABS)	110.8%	-	115.2%	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status <sup>11</sup>		43.4%	-	44.7%	-	2012 ARR	-	2013 ARR	-
Improved Indigenous participation and engagement	School level strategies <sup>12</sup>	Jurisdiction information	✓		✓		✓		✓	

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

**Notes on the data**

- Attainment measure for 20 to 24 year olds is sourced from the ABS Survey of Education and Work. The survey is undertaken in May each year with results normally reported in December of the same year. The data from the survey relates to measures at that point in time.
- The ABS Survey of Education and Work is a sample survey; results are therefore reported with confidence intervals. For smaller jurisdictions confidence intervals can be substantial. The nature of the survey and the size of the error mean that it may not be possible to accurately identify change over time, even in larger jurisdictions. These data limitations were signalled by the COAG Reform Council (2010).
- Data from NCVER VOCSTATS are normally available in July of the following year, except completions which take a further 12 months. VET statistics reflect a cumulative summary of the year's activity as opposed to a point in time.
- According to MCEECDYA guidelines, "Attendance rates for indigenous students" relates to students who identify as Indigenous. The data are collected for the first semester of the school year, and reported in the first quarter of the following year. There are data quality issues. Significant numbers of students in all jurisdictions have not indicated their Indigenous/non-Indigenous status. Collection methodologies vary across some jurisdictions and sectors. Data should be treated with caution.

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

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

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

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

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

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

<sup>7</sup> Significant lags in reporting of VET completions means data relate to the year before the reported VET enrolment data (ie August 2011 addendum relates to 2009 completions).

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

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

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

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

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

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## **PART B:**

### **Jurisdictional Context**

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

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

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

The Implementation Plan focuses on the Maximizing Engagement, Attainment and Successful Transitions (MEAST) element of the National Partnership. The Plan provides an overview of the Tasmanian context and schooling in Tasmania and outlines funding, targets, governance and strategies for Tasmania and describes how the DoE will work with the Commonwealth to support the Partnership Brokers (PB) and Youth Connections (YC) programs. Changes to Post Year 10 education and training have occurred since the development of the Implementation Plan and the evolved model is described in the next section of this report.

All three Tasmanian education sectors (government, Catholic and independent) continue to share the aspirations and aims of the National Partnership and are making efforts collectively and individually to progress the National Partnership reforms. Sectors and Post Year 10 education and training providers are supported to progress reforms through MEAST project funding which is targeted at 15-19 year olds.

A Tasmanian Governance Committee continues to oversee the implementation of the National Partnership Agreement in Tasmania. The Committee is chaired by the DoE and includes representatives from the Department of Premier and Cabinet, Skills Tasmania, Tasmanian Polytechnic, Tasmanian Academy, TCEO, IST, TQA and the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR). The Committee met three times between May and November 2011.

A Youth Attainment and Transitions National Partnership Project Officer continued to be employed in 2011 to manage aspects of the National Partnership Agreement including developing and managing Tasmania's Implementation Plan, providing leadership and strategic direction to the Commonwealth on behalf of the DoE and providing advice to government and senior management. The project officer represents the state on various National Partnership working groups and committees including the Multilateral Working Group, the National Career Development Working Group and the Data and Reporting Working Group. The project officer also provides executive support to the YAT NP Tasmanian Governance Committee and Regional Advisory Committees. The officer is located in the Strategic Policy and Performance section of the DoE.

The regional advisory committees established in 2010 to guide the implementation of the PB and YC programs in Tasmania continued to meet in 2011. The number of committees increased to three in December 2011 with the splitting of the Northern Regional Advisory Committee into a north and north-west committee to reflect the unique needs of each service region. Each Committee is chaired by a local representative from the DoE's Learning Services, nominated by Learning Service General Managers. Membership includes PB and YC providers and local education stakeholders from the DoE, Tasmanian Polytechnic, Tasmanian Academy, Catholic and Independent school sectors and DEEWR representatives. The YAT NP Project Officer provides executive support to each Committee. Committees met a number of times between February and November 2011. These committees have also been an excellent forum for sharing information and facilitating discussion about other elements of the National Partnership and youth attainment and transitions issues more broadly.

To support the implementation of the PB and YC programs in Tasmania, four regions were developed for providers to service that align with the DoE's Learning Service regions. Learning Service personnel have been identified in each Learning Service as key contacts for providers in their region. Providers continue to work

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collaboratively with Learning Services to develop Environmental Scans, Strategic and Service Plans for each region. With the amalgamation of the two southern Learning Services from the beginning of 2012, PB and YC providers servicing the south and south-east regions will be linked to key personnel in the new Learning Service.

YC services in Tasmania are targeted at young people aged 11-17 with service delivery primarily focused on early intervention particularly at transition points of Year 6 to Year 7 and, to a lesser extent, Year 10 to Year 11. In each region, the Learning Service Management Team works with providers to identify specific schools or federation of schools as focus areas for YC. Referral mechanisms differ between regions and the level of support for schools differs reflecting the needs of students.

A priority requirement for all PBs in Tasmania is to support identified low socio-economic schools to develop sustainable partnerships in line with the National Partnership on Low Socio-Economic Status School Communities. Specific strategies to support these schools must be outlined in the Environmental Scan and Strategic Plan in consultation with the DoE Learning Services Management Teams, Independent schools and their association and the TCEO. While this is an identified priority area in Tasmania, PBs are required to broker partnerships with all education providers within their region. As agreed by the Commonwealth and Tasmania, \$24,000 is drawn annually from the Tasmanian allocation of the MEAST project funding to top up the Partnership Brokers program to ensure the viability of the program in Tasmania.

**Board of Studies 2011 Data:** Information provided by the Tasmanian Qualifications Authority (TQA) shows a significant upward trend in the proportion of the relevant age-cohort attaining a Tasmanian Certificate of Education (TCE), the proportion undertaking some Vocational Education and Training (VET) units as part of their study in Years 11 and 12 in 2011 and the proportion completing the equivalent of at least two years full-time education and training. Direct continuation rates (Year 10 to Year 11 and Year 11 to Year 12) have continued to increase. More comprehensive data collection (including VET data from private training organisations) contributes in part to increases in recorded total numbers of year 12/13 students. For information on the [TQA click here](#).

## **Broad education reform directions**

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

Refinements made to the Tasmanian Post Year 10 education and training model in 2010 took effect from the start of 2011. Changes positioned the department as a whole to tackle key issues such as participation, retention and attainment with even greater cooperative energy. Under the evolved model, the eight colleges (Years 11 and 12) were reinstated under the umbrella of the Tasmanian Academy with the Tasmanian Polytechnic becoming the entry point for adults wishing to undertake Vocational Education and Training (VET) qualifications. Under these reforms, both the Academy and the Polytechnic became part of the DoE. The Skills Institute, the employer and industry aligned training provider focusing on workforce skills development including apprentices and trainees, remained an independent statutory body. The enactment of these reforms is a key element of the DoE's strategic focus.

To support the implementation of the evolved model, a number of new leadership positions were created in the Post Year 10 sector including a Deputy Secretary PY10, and General Managers for the Academy and Polytechnic. A new organisational unit, called the PY10 Learning Services which intersects with both the Academy and Polytechnic, was also created with a specific focus on student transitions, retention and attainment.

## **Departmental directions**

Bringing the Tasmanian Academy and the Tasmanian Polytechnic under the auspices of the DoE resulted in the department assuming responsibility for learners throughout all stages of life, from birth to early adulthood and into adult life. This presents exciting opportunities to further integrate and collaborate across the department, and to provide comprehensive lifelong learning for all Tasmanians. The work undertaken in the early years, schools, colleges of the Academy, the Polytechnic and LINC Tasmania (adult and community education, and library and archive services) and through departmental statutory bodies and advisory groups is critical in helping the department to achieve its two overarching goals of enabling every Tasmanian to

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reach their potential at all stages of life and nurturing a culturally rich, socially cohesive and economically productive community.

### **Department of Education Strategic Plan 2012-2015**

During 2011, the DoE's Strategic Plan 2012-15 was developed to guide its vision for 'successful, skilled and innovative Tasmanians'. Organised around the concept *Learners first, connected and inspired*, the Strategic Plan outlines the department's vision, mission, key drivers and priorities for the next three years. The Plan gives direction to the department's mission to provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community through upholding the values of learning, excellence, equity, respect and relationships. Key priorities include the early years, literacy and numeracy, and retention into Post Year 10 education and training.

The department has adopted four strategies to help build capacity to achieve the intentions in the Strategic Plan 2012-15:

1. The Executive Leadership Development Program to be conducted by the Centre for Strategic Education (CSE);
2. The Teaching and Learning Improvement Framework of the Australian Council for Educational Research (ACER);
3. The establishment of the Professional Learning Institute (PLI) with a focus on 2012 leadership development. The development of the PLI began in 2011. This will deliver and broker high quality professional learning for all DoE staff. In line with the Strategic Plan 2012–2015, the PLI will place high priority on promoting a strong leadership culture; and
4. The appointment of Principal Network Leaders to support and develop leadership through a mentor/coach model.

From 2012, four Learning Services will be reduced to three and eleven networks of schools will be established. The network structure will support school and system improvement, improved student learning outcomes and reform into the future. Eleven Principal Network Leaders across the state will be accountable for approximately twenty schools each.

### **The Tasmanian Skills Strategy 2009-2012**

The Tasmanian Skills Strategy, developed and implemented through Skills Tasmania, continues to guide investment to match Tasmania's skills needs. It focuses on how opportunities to develop skills in Tasmania will be strengthened, and how threats to that aim will be managed. This focus is inherent through the four themes of the strategy: increasing opportunity; a better system for clients; workforce development; and skills for the future.

In 2011, additional reform actions were implemented through this strategy to strengthen and shape the direction of vocational education and training (VET) in Tasmania including:

- the lifting of public subsidy restrictions for traditional trades;
- the start of a shift toward subsidising people's training (including apprenticeships and traineeships) rather than funding institutions; and
- the growth of industry workforce development plans which included recruitment, development and retention activity as well as training.

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

Tasmania continues to put significant effort, resources and commitment into increasing the participation, engagement and attainment of young people and supporting their transitions through and from schooling into further education, training or employment, through a range of reform initiatives and parallel strategies.

Key initiatives and approaches are exemplified by:

- **Student retention beyond the compulsory years in rural, regional and disadvantaged communities project.** This Australian Research Council Linkage Project is a collaborative longitudinal study being

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undertaken by the University of Tasmania and the Department of Education (DoE). Commencing in July 2011, the project will investigate the nature, impact and efficacy of a range of intervention strategies at primary school, secondary school and college levels aimed at enhancing student retention in education beyond the compulsory years of schooling. It will build knowledge of the ways in which factors known to influence retention interact with one another and other relevant but under-researched variables. This three year study will be located in rural, regional and disadvantaged areas of Tasmania. Research outcomes will identify best-practice educational strategies to enhance retention not only in Tasmania but in such communities across Australia.

- **Department of Education Retention and Attainment Strategy Years 10-12**

Work began in 2011 on the development of this strategy to guide the work of the DoE in improving the transition of students from Year 10 to further education and training and on engaging students so they stay in education and training to gain a meaningful Year 12 or equivalent qualification. This strategy aligns well with the aims and objectives of the YAT NP and will be implemented as part of the overall DoE strategic plan for government schools in Tasmania.

- **Post Year 10 Learning Support Unit**

This unit was established by the DoE at the beginning of 2011 to provide strategic policy direction and transition support programs to help young people make successful transitions from schooling to further education and training. Four Principal Education Officers (PEOs) Retention were employed to track, monitor and support young people who have not transitioned to further education and training following Year 10 with a view to reengaging them in a suitable program within the further education and training environment. To strengthen the work of the PEOs Retention, and to build the capacity of Years 11 and 12 education providers to reengage young people in education and training, the department began work in 2011 on a tracking system to be trialled in 2012 with all colleges (Years 11 and 12) and the Tasmanian Polytechnic tracking Year 11 student enrolments and contacting those who disengage from education and training for the purpose of reengagement support.

- **Guaranteeing Futures Initiatives**

Guaranteeing Futures initiatives continue to support the work of DoE schools and colleges through a range of programs, activities and support to help young people make successful transitions from schooling to education, training or employment. Under these initiatives, Year 10 students are supported to develop and implement a personalised pathway plan; students at-risk of not making a smooth transition from Year 10 into further education and training are provided with case-management support; and schools are supported with vocational education programs. Planning began late 2011 to move the Guaranteeing Futures program under the auspices of the Post Year 10 division of the DoE to further align and strengthen transition support programs.

- **Flexible Learning Provision**

A range of flexible learning strategies, approaches and options aimed at improving the engagement and attainment of young Tasmanians continue to be implemented through targeted initiatives, exemplified by:

- **The Flexible Learning Tasmania Strategy** is a strategy designed to develop more flexible education opportunities for K-10 Tasmanian government school students. Funded through the Smarter Schools Low SES School Communities Partnerships resource, the strategy includes:
  - resource and consultancy support to Learning Services and schools to assist in the direct development and extension of localised flexible learning opportunities, and
  - amalgamation of the Online Learning Network and Distance Education Tasmania into the Tasmanian eSchool.
- **The Innovative Flexible Education Grants Program.** The Tasmanian government has provided over \$3 million over three years to support fifteen partnership programs between government schools and non-government organisations to provide flexible learning opportunities for students at risk of not attending school.



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- **Taste of the Polytechnic (TOP) program.** This program operates across the state and offers Year 10 students opportunities to explore their future training pathways by participating in a 'taster' of industry-specific programs with the Tasmanian Polytechnic. Organised through the Guaranteeing Futures unit of the DoE, in partnership with the Tasmanian Polytechnic and schools, TOP programs are conducted at various Polytechnic campuses throughout the year and enable students to learn new skills and gain hands on experience outside of the school environment. The program is partially funded through participating schools and the Low SES School Communities National Partnership resource with institutions delivering the programs contributing in kind.
  
  - **National Broadband Network (NBN) E-learning Projects**

Through the National VET E-learning Strategy, three Tasmania projects were awarded funding in 2011 to implement NBN pilot projects during the first six months of 2012. Maximising the opportunities associated with the rollout of the NBN, these project are trialling ways to deliver training programs using broadband-based information technology to improve training access and outcomes for learners. Tasmanian projects focus on expanding the mode of training options for trade apprentices in remote locations; the delivery of VET horticulture programs to geographically dispersed learners (15-19 year olds) throughout Tasmania; and the delivery of hospitality related skills-based training to VET trainees, VET in Schools students and community members in a range of regional and metropolitan areas utilising recorded live video streaming. [For information on the NBN projects click here.](#)
  
  - **Smarter Schools National Partnerships (SSNP)**

Through the three SSNPs, Tasmania is implementing systemic and sustainable education reform. While raising educational achievement in the early years and improving leadership and teaching quality throughout schooling will have pay-off for improved educational attainment, strategies implemented through the Low SES School Communities National Partnership in Tasmania directly support several YAT NP reforms. Of particular relevance are the transition initiatives implemented through strategies 2 and 7 and the previously mentioned Flexible Learning Tasmania Strategy implemented through strategy 4.

    - **Secondary Renewal (SES2).** In line with the state's focus on transition, secondary schools involved in this strategy are undertaking reform to better enable smooth transition from secondary school to senior secondary colleges or the Tasmanian Polytechnic. Networks of three or more high schools and district high schools work collaboratively on a set of agreed school capabilities, with a goal to improving specific outcomes for all students. Leadership team development, building capability of teachers, and sustainability are core features of the strategies. Teachers working together via 'video link 'and 'communicator 'have been able to share best practice and increase their ability to support students, especially those who are at risk of disengaging. Schools across the state are engaged in network projects which are capitalising on local resources and expertise and increasing available flexible learning programs for students.
  
    - **Post Year 10 Transition Initiative (SES7).** This strategy focuses on building cooperation, collaboration, professional learning teams and relationships among schools and colleges to support the transitions of students from low SES communities from Year 10 into Year 11. A plan to support the implementation of this strategy was developed in the latter half of 2011. All initiatives are designed to lead to sustainable change and outcomes, with a focus on building strong relationships between high schools and Year 11 and 12 providers, and also on personalised interventions to cater for individual student need. Initiatives include:
      - the development of a student tracking system
      - professional learning in Literacy for college staff
      - Taste of College program
      - a personalised intervention program for rural and regional students to ensure a smooth transition into Year 11 or 12.

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The SES7 Post Year 10 Transition Strategy strategically aligns with the aims, objectives and targets of the YAT NP. The YAT NP Project Officer is a member of the SES7 Management Group.

- **The Tasmanian Skills Strategy 2009-1012**

The Tasmanian Skills Strategy continues to address three major outcomes from the YAT NP through the following targets and actions:

- The *Better System for Clients* theme of the Tasmanian Skills Strategy addresses the National Partnership outcome *Increase participation of young people in education and training*. Actions underpinning this theme include creating a seamless pathway between VET and Higher Education, increasing competition in the training market, improving the quality of the training system, establishing effective training system client information services and creating a Strategic Plan for Skills Infrastructure.
- The *Increasing Opportunity* theme of the Tasmanian Skills Strategy addresses the National Partnership outcomes *Young people make a successful transition from school to further education, training or full-time employment* and *Increased attainment of young people aged 15-24, including Indigenous youth*. Actions underpinning this theme include targeting specific groups of people for government funded training, building the literacy skills of Tasmanian adults and families, encouraging more people to continue their education and gain a meaningful qualification, better connecting Tasmanians with information, learning and other government and community services through Learning and Information Network centres (LINCS), linking state and Commonwealth skills and employment opportunities and increasing regional engagement in skills development.

The Tasmanian Skills Strategy Report Card 2011 reports that the 2011 targets set under the strategy for both Year 12 attainment and the proportion of Tasmanians with post-school qualifications were achieved.

- **Trade Training Centres**

The Tasmanian Government has accessed the Australian Government's *Trade Training Centre in Schools* program as part of its strategy to increase vocational training opportunities for people living in rural and remote areas. The aim has been to establish skill hubs in regional areas, involving as many schools in the area as possible. The Tasmanian Government has a strategic plan for Trade Training Centres. Adding to the three centres constructed in 2010, two new Trade Training Centres were completed in 2011 and another two planned for completion in April 2012. The centres are designed to deliver a number of trade competencies (not all at each site) covering auto electric, electro-technology, bricklaying and plastering, roofing and general plumbing, metals, carpentry and joinery, welding, floor tiling and horticulture, all generally up to Certificate II level qualifications which will articulate to Certificate III.

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

Tasmania implements the following three key strategies to address the reform areas of multiple learning pathways, career development and mentoring through the Maximising Engagement, Attainment and Successful Transitions (MEAST) element of the Youth Attainment and Transitions National Partnership:

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

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

MEAST funding supports the implementation of strategies 1 and 3.

**Strategy one, *improved monitoring of young people's participation in education and training and achievement***, continues to be implemented in 2011 through an annual Early Leavers Survey and a Post Year 12 Destination Survey undertaken by the Tasmanian Qualifications Authority (TQA). Information gathered through the surveys and reported on annually, provide an information base for all sectors to support policy development and actions needed to help young people engage and remain engaged in education and training. The first report in the series, *Destination Surveys – 2010*, was published by the TQA in June 2011. The second report in the series, based on the 2011 surveys, will be published early in 2012.

The focus of the Early Leavers Survey is young people who appeared not to have transitioned from Year 10 into Year 11 or from Year 11 into Year 12 the previous year. The survey aims to improve our understanding of why young people leave school early so we can better engage students in learning, and strengthen sectors' tracking, monitoring and reengagement practices by identify early leavers and provide them with support to reengage with education or training.

The Post Year 12 Destination Survey was fully implemented in 2011 building on the preliminary work undertaken by the TQA in 2010. The survey, and a series of annual reports, will provide Tasmania with more comprehensive data about where young Tasmanians go after finishing Year 12.

MEAST funding contributed \$18,500 towards the implementation of the 2011 surveys with the DoE contributing \$68,300 towards the total cost of \$86,800.

**Strategy three, *establishing and enhancing flexible and customised approaches***, enables Post Year 10 education and training providers across all sectors to develop and implement locally determined and managed strategies to improve the engagement, attainment and transitions for their cohort of students (15-19 year olds) and to work towards achieving agreed participation and attainment targets. The emphasis on local solutions to address local need is a feature of this strategy where sectors and providers are empowered to drive improvement strategies that are meaningful, relevant and appropriate to their contexts while addressing the specific reforms required through the National Partnership.

In 2011, \$550,589 in MEAST funding was directed toward the implementation of strategy three with funding allocated to the Tasmanian Academy (through its 8 colleges), the DoE PY10 Learning Support Unit, the Tasmanian Polytechnic, Independent Schools Tasmania, the Tasmanian Catholic Education Office and the Tasmanian Skills Institute. A number of providers directed MEAST funding to support the continuation of their 2010 MEAST funded initiatives, others targeted funding to extend the scope of existing initiatives or implement and trial new approaches. Some initiatives were fully funded through MEAST, other reflected provider co-investment.

Each of the eight DoE senior secondary colleges of the Academy (Years 11 and 12) implemented a range of targeted interventions and strategies including school-wide and student-focused interventions. MEAST funding contributed \$348,415 towards the implementation of 23 locally determined strategies. Examples include:

- **Youth Attendance & Retention Support Counsellor:** Building on the success of their 2010 MEAST funded initiative, one college created a new position in 2011 for a Youth Attendance & Retention Support Counsellor. The purpose of this initiative is to provide a holistic youth support service to students who are at risk in their engagement with education. The role provides individual mentoring with students who have been identified as having attendance issues before enrolling into College and during Years 11 and 12. The counsellor identifies barriers to attendance for each individual and works with the student in partnership with parents, teachers and youth providers to address these barriers. MEAST funding contributed \$45,800 towards the \$71,000 salary for this position. This position continued in 2012.

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- **Boys Mentoring Program:** For this strategy, the priority group for mentoring were male students aged 16-18 whose poor attendance and lack of engagement in educational programs identified them as at risk of leaving college. There were a range of behavioural and learning problems associated with these students who characteristically had low self-confidence, learning difficulties and poor attendance records at previous high schools and in some instance drug and alcohol dependency. MEAST funding (\$11,300) provided for the line release of one teacher from May to November 2011 to implement the program. The mentor's role was to work closely with each student, his teachers and relevant others to help overcome barriers to learning and attendance. The mentor met regularly with each student both in regular classes and in one-to-one or small group customised learning sessions where goal setting, development of learning plans and achievement of specific learning tasks were the focus. The mentor also made timely contacts with parents and liaised with, and worked alongside, subject teachers, Home Group teachers, Assistant Principals and Youth Workers as required. The program recognised the need for the students to establish a close relationship with a significant adult in a supportive and stable environment and to have a sense of belonging with the campus. Of the 10 boys who participated in the program, 8 students maintained their enrolment. Feedback from this program has informed the review of wider College systems that may better retain disengaged boys in education into the future.
  - **Workplace Skills – options program:** To improve the engagement, attendance and skill base of students enrolled in the Workplace Skills Program, an options program was offered for Term 2 to extend the variety of available options including White Card, Small Motors, airbrushing, sewing, enterprise and retail. 31 students took part in the options program which was fully funded through MEAST funding (\$10,000). Following a comprehensive evaluation of the program, which included student and teacher feedback, student attendance and certificate data, the program will run again in 2012 with expanded options.
  - **Engaging Young Mothers in Education.** This initiative, aimed at increasing the number of young mothers engaged in study, was implemented by a college located in a region with a high percentage of teenage mothers. Part funded through MEAST (\$18,500 with \$8,000 college co-investment), the initiative provided additional staff for the college's Working with Children class to support young mothers in returning to education and also to provide an opportunity to connect young mothers with mentors, education and support agencies. A second teacher in the classroom focused on practical childcare activities and provided care during lesson time to enable students to bring their children to class. Students learnt through the application of their skills and through providing relevant learning activities for the children of the students. Teachers also mentored students and young mothers in parenting skills. Another teacher was also allocated time to assist young mothers enrolled in Flexible Learning. A space with computer access, teacher guidance and drink making facilities was made available for this purpose. In 2011, five young mothers engaged in study at the college. This program will continue in 2012, fully funded by the college, with 12 young mothers continuing with their education.
  - Some colleges offered tailored courses to assist students to achieve requisite Tasmanian Certificate of Education literacy, numeracy and ICT standards. Approaches are exemplified by the following:
    - **Project-based Learning Program.** One college provided an opportunity for students to achieve relevant TCE standards through a project based learning program in which numeracy, literacy and ICT tasks were fully integrated into real world, authentic, achievable, 'hands-on' projects. Some projects included raising money for a high school destroyed by the Brisbane floods; designing and delivering a maths lesson on height to a preparatory class at a local primary school; designing and planning school courtyard renovations. MEAST funding contributed \$13,200 towards the line release of one teacher to implement the program for the 2011 school year.
    - **Numeracy Support:** Another college allocated \$19,300 of MEAST funding towards staffing and materials to run a numeracy program. This program was run over 3 separate 90 minute sessions per week and incorporated flexible learning self- paced materials with the support of a teacher. Attendance and course completion data informed the evaluation of this approach. Due to the uptake, the course has been continued in 2012 with an increased enrolment on 2011.

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- **Literacy and Numeracy Support:** MEAST funding (\$23,400) supported the delivery of literacy and numeracy support to Year 11 and 12 students to achieve TCE literacy and numeracy standards through the Essential Skills Literacy and Numeracy Course and additional support in vocational education and training (VET) programs. Funding was targeted to the employment of staff, staff professional learning in literacy and purchasing flexible learning materials. Building on the success of this approach, as measured through student achievement of literacy and numeracy standards and completion of vocational competencies, a similar program will be offered in 2012.
  - **Student Support Teacher Initiative.** To extend the scope of an existing initiative, MEAST funding (\$30,773 out of a total cost of \$73,000) enabled one college to increase the time their Support Teachers had to both allow more students to be assigned a Support Teacher as well as run an additional program for those who were highly at risk of leaving by engaging them in an additional support program outside of their classes. Student Support Teachers work one-on-one with identified students who need mentoring to support them on a regular basis to attend and achieve in their classes. Support Teachers work closely with the student, their family and teachers, Assistant Principals and other support services.
  - **Community Access Special Engagement Program.** This program is a continuation of a 2010 MEAST funded initiative. Focusing on re-engaging students not attending college for Year 11 or 12 and on preventing targeted at-risk students from disengaging with college, the program operated one day per week involving two staff members, a dedicated facility and access to bus transport and an operating budget. The program provides a mix of mentoring, literacy development, pastoral care, physical and outdoor education and is evaluated through tracking the school retention and attendance and achievement of the students involved in the program. Fully funded through MEAST funding in 2011 (\$45,500), the program will continue to be delivered in 2012.
  - **Engagement and Attainment Network.** This network was established in 2011 by the Post Year 10 Learning Support Unit (DoE) to bring together representatives from each of the eight colleges and staff from the Polytechnic to share information, resources and ideas to encourage a diverse range of programs to cater for students at risk of leaving education and training. MEAST funding (\$13,124) met the costs of state-wide and regional meetings, including teacher relief and travel. The network will continue in 2012.
  - **Partnership with District and Regional Schools Initiative.** Through this initiative, the Tasmanian Polytechnic provided additional support and resources to schools by linking key people in the Polytechnic with VET teachers in regional and district schools. MEAST funding contributed \$75,000 towards the overall cost of \$220,000 to employ two Regional School Liaison Officers, a Quality Officer (Partnering Agreements) and administrative support to co-ordinate and facilitate training and Registered Training Organisation (RTO) requirements. An evaluation of the program considered enrolment levels (number of regional and district high school students enrolling via partnering arrangements with the Polytechnic) and feedback from principals and community groups. The initiative will continue in 2012.
  - **Skills for Life Student Support Program.** Improving completions of trainees and apprentices through the provision of the "Skills for Life Student Support" program continued to be a key strategy for the Tasmanian Skills Institute in 2011. The program, which is delivered by a specialist agency, provides trainees and apprentices with life skills development, personal counselling, advisory and referral services and career counselling to apprentices and trainees. The model involves a mentor/coaching program for workplace supervisors to provide them with skills to assist trainees and apprentices through effective communication strategies, and a mentoring/coaching program for Skills Institute Trainers and Assessors and employers who work with apprentices and trainees to enhance communication and focus on life skills development. The program and approach are evaluated through provider reports which include information about presenting issues that may impact on completion and retention rates and apprentice and staff and employer feedback about the effectiveness and usefulness of the program. MEAST funding contributed \$25,000 towards the total cost of the programs (\$250,000 over 12 months).

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- The Tasmanian Catholic Education Office targeted MEAST funding towards the implementation of the following three initiatives:
    - **Retention and Engagement.** An Education Officer was appointed to mentor early school leavers to engage them in further schooling or training. All early leavers were contacted, meetings were held with student and family, options were considered and students were monitored on an on-going basis throughout the year. The Education Officer position, which will continue in 2012, was part-funded through MEAST (\$36,600) and part-funded through the TCEO (\$54,000)
    - **Pathways Planning.** To support the development of pathways planning approaches in school, an Education Officer co-ordinated a network of Pathway Planners. Through the network, which operated throughout 2011, participants engaged in professional learning and commenced the development of a Pathway Planning model for schools. This initiative was fully funded through MEAST funding (\$10,000).
    - **Career Development.** To support Careers Officers in schools, an Education Officer co-ordinated a network of Careers Officers to promote understanding of the Australian Blueprint for Career Development. This initiative was fully funded through MEAST funding (\$10,000).
  
  - **Independent Schools Tasmania (IST)** targeted MEAST funding of \$32,450 to support the implementation of 5 initiatives, four in partnership with other organisations. Funds have also been invested in the long term involvement of IST and IST schools in the development, promotion and implementation of MEAST reforms and the Youth Connections and Partnership Brokers program elements of the National Partnership.
    - **Growing Your Future** was a pilot program aimed at increasing student awareness of pathways to outdoor occupations and the range of outdoor and rural skills that exist. Culminating in an activity day in September 2011, the initiative was a partnership between industry, community groups and education and training providers in which IST contributed support on the day and project management and administration in the development phase of the project.
    - **Career Development Seminar with Gray Poehnell.** A one day seminar presented by internationally recognised career development practitioner Gray Poehnell was held in Hobart in June 2011. A joint initiative with the Career Development Association of Australia's Tasmanian Division, ITS contributed MEAST funding to the organisation of this event. 33 teachers and pathways staff attended the event from around the state and across all sectors.
    - **"Discover" Program – Teacher and student pathways development in rural skills** is a program aimed at improving both career advisers' and students' awareness of the pathways into rural occupations. A joint initiative of Rural Skills, Tasmanian Life Long Learning and IST, a number of three-day "Discover" programs and some one-day teacher professional development days were developed over 2011 for implementation in 2012.
    - **Growing the Future - Growing the NBN Application.** Three schools were supported by IST in partnering the Royal Tasmanian Botanical Gardens (RTBG) and The GlobalNet Academy in a successful funding application for an NBN pilot project to explore online delivery and online school-industry relationships with the horticulture industry. MEAST funding supported IST to be involved with initial discussions with RTBG and schools, orchestrating school input to the funding application, input into the writing the funding application and participating in the program launch in Melbourne.
    - **Grade 10 / 11 Transitions Initiative.** This initiative is an ongoing program looking at improving transition experiences from grade 10 to 11. It involves tracking Grade 10 students into Year 11 and working with schools to follow up on students who look as if they will make poor transitions.

As agreed by the Commonwealth and Tasmania, \$24,000 is drawn annually from the Tasmanian allocation of the MEAST project funding to top up the Partnership Brokers program to ensure the viability of the program in Tasmania.

2011 expenditure for Multiple Learning Pathways, for Mentoring and for Career Development

Year	Multiple Learning Pathways	Mentoring	Career Development
2011	\$254,844	\$210,501	\$103,744

## **Indigenous Reporting**

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

As noted in the Tasmanian Implementation Plan (p. 12), the school enrolment specifications that apply to the monitoring and reporting on school level strategies for the National Partnership Annual Report (leading indicators: participation, attendance and retention and Year 12 attainment) will have limited applicability. For the 2011 reporting period, the nominated school enrolment specifications were applicable to one senior secondary college only.

All three schooling sectors in Tasmania are working towards closing the gap in educational disadvantage for Aboriginal students and have made significant investments to address Indigenous specific targets in this regard across mainstream and specific programs.

Targeted strategies, initiatives and programs, and actions through other National Partnership Agreements, include:

**Closing the Gap in Aboriginal Educational Outcomes – A Tasmanian Strategy for Aboriginal Student Success through School Improvement** sets out a range of actions aimed at 'Closing the Gap' in the educational achievement of Tasmanian Aboriginal students. Implemented in Tasmanian schools from 2011, the strategy focuses on priority areas of readiness for school, engagement and connections, attendance, literacy and numeracy, leadership, quality teaching and workforce development, Year 12 or equivalent attainment and pathways to post-school options. These initiatives are consistent with priority actions established in the National Indigenous Education Action Plan and the identification of Focus Schools.

**School-based initiatives** include:

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

**System-wide initiatives** include:

- early identification of at-risk Aboriginal students
- culturally inclusive Child and Family Centres
- supporting school engagement with Aboriginal communities
- incorporating Aboriginal perspectives in the curriculum
- building leadership in Aboriginal education for principals of Focus School and building cultural competency of teaching staff, for example:
  - Principals from all Focus Schools participate within two years in a program such as Dare to Lead or the Stronger, Smarter Leadership Program
  - Aboriginal education priorities are included in leadership training for all principals
  - All teaching staff participate in professional learning to improve cultural competency.
- specialist Aboriginal Education staff and cultural resources to assist schools to more effectively meet the educational needs of Aboriginal students and their families including:
  - A school-based network of Aboriginal Education Workers (primary schools), Aboriginal Early Years Liaison Officers and Aboriginal Education Officers support Aboriginal student and

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community engagement, learning and pathways development. These services are provided through the DoE's Aboriginal Education Services (AES).

**Aboriginal Education Officers** have a specific role in actively promoting Aboriginal student engagement, attainment and successful transitions, Years 8-12.

- **Closing the Gap Strategy Coordinator:** This position was created by the DoE in 2011 to support the development, coordination and implementation of initiatives that lead to improved educational outcomes for Aboriginal students and increased Tasmanian Aboriginal cultural understanding across the department. The coordinator works closely with the Manager Aboriginal Education Services and the General Manager for Aboriginal Education.
- **Senior Curriculum Officer - Aboriginal Education:** A newly created in 2011, the SCO Aboriginal Education is employed to work with government schools to embed Aboriginal perspectives across the curriculum. The Officer provides advice, leadership and support to schools in the interpretation and implementation of the department's policies and guidelines on implementing the Closing the Gap strategy in Aboriginal education and cultural inclusion as they apply to teaching and learning and curriculum provision in schools.

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

The TACE is committed to working in partnership with DoE and the Department of Education, Employment and Workplace Relations (DEEWR) to support the implementation of the various national Indigenous reforms. A new and focussed MoU for 2011-2012 was signed off in 2011. The MoU is designed around the National Indigenous Reform Agreement organisers and further supports efforts in Aboriginal Education Services and across Learning Services and schools to improve the performance of Aboriginal students. The department recognises that a strong and successful partnership through the TACE with Aboriginal people with an interest in education in Tasmanian schools is essential.

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

Further funding in late 2011 of \$1 million over two years through the *Next Steps* program has enabled another five Focus Schools to support their Aboriginal students.

**Junior Ranger Program:** In 2011 Aboriginal Education Services developed a proposal to offer a pilot Junior Ranger program in 2012 that would involve a group of 16 Year 10 Aboriginal students from around the state. The proposal was successful and was funded through the Australian Government's Working on Country (WoC) Program, Department of Sustainability, Environment, Water, Population and Communities (DSEWPC). The aims of the program are that this group of Aboriginal students will learn about the pathway into becoming a Parks Ranger (and/or other careers in the Tasmanian Parks and Wildlife Service ) working with an Aboriginal community organisation or other work place within the land and sea management and conservation 'space'. The project directly relates to the priorities and actions for Aboriginal Education Services in implementing the *Closing the Gap in Aboriginal Educational Outcomes 2010-2014 Operational Plan Priority Area: Pathways to Real Post-School Options*.

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

**The Springboard to College Bursary** is open to Year 10 Aboriginal students for study in Years 11 and 12 and is aimed at redressing retention rates and encouraging Aboriginal students to continue with their education from high school to college and then on to university. The Bursary is administered through the Tasmanian



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University Foundation and the Tasmania Scholarships Office and is an initiative of the Riawunna Centre, located on the various campuses of the University of Tasmania to provide academic and cultural support for Aboriginal students and degree programs in Aboriginal Studies for all students. Successful applicants are also provided with access to mentoring and campus visits.

**The Bunguna (Leaders) Pathways Program**, an initiative of the Riawunna Centre in partnership with the University of Tasmania and the Department of Education, aims at engaging Aboriginal high school students in years 9 and 10 to consider university as a future pathway. The program offers students a variety of information to demonstrate that university can be achievable. In 2011, the program was delivered to students on the North West Coast of the state.

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

**School-based Apprenticeships and Traineeships:** As part of their senior secondary studies in 2011, a number of Aboriginal students undertook school-based apprenticeships and traineeships in a range of industry areas including banking, retail and automotive. Some students undertook their school-based traineeship through the Aboriginal School Based Traineeship Program. Through a Memorandum of Understanding with the ABC, a number of college students undertook work placements with the national broadcaster in 2011.

**Smarter Schools National Partnerships (SSNP):** Through Tasmania's SSNP Implementation Plan, government and non-government schooling sectors commit to addressing the learning needs and improving educational outcomes of Aboriginal students. The range of activities and intervention strategies highlighted in Tasmania's SSNP 2011 Annual Report, illustrates the diverse ways in which SSNP action is addressing educational outcomes for Tasmanian Aboriginal students. Activities and strategies include:

- All Tasmanian Smarter Schools National Partnership (SSNP) school implementation plans are required to address the learning needs of Aboriginal students.
- Improved attendance and retention strategies in schools have targeted at risk students including Aboriginal students across the three schooling sectors.
- Work to increase the degree to which an Aboriginal perspective has been embedded into the curriculum of all schools has commenced. This work was significantly progressed in 2011.
- Aboriginal students 'at risk' and/or below the National Minimum Standard are supported with targeted literacy and numeracy intervention, 1:1 or small group work. Data is better informing intervention.
- All networks monitor the progress of their Aboriginal students, analysing the data and responding to individual needs by providing additional support through Aboriginal Education teachers.
- Schools are developing and trialling new approaches to working with Aboriginal families and students. Significant work developing PLP templates occurred during 2011.
- A number of SSNP National Partnership schools (DoE and TCEO) have completed Dare to Lead Collegial Snapshots and engaged in Dare to Lead professional learning for leadership teams.
- A number of schools have established leadership roles for the implementation of programs and to enhance Aboriginal Culture and Community elements identified in the Dare to Lead Snapshots.
- Planning commenced in 2011 for a pilot program focused on high achieving Year 8 to Year 12 Aboriginal students and their families aimed at promoting and supporting Year 12 or equivalent attainment. An initiative of Tasmania's Low SES School Communities National Partnership PY10 Transition Strategy, the program will be undertaken at three senior secondary colleges (Years 11 and 12) and their feeder high schools.

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## **The Compact with Young Australians**

### **Compliance and enforcement/monitoring**

Tasmania had legislation in place that reflected the National Youth Participation Requirement prior to the National Partnership Agreement on Youth Attainment and Transitions. Under the *Education Act 1994* all young people are required to be enrolled in a school or home-educated until the end of the year in which they turn 16; and under the *Youth Participation in Education and Training (Guaranteeing Futures) Act 2005* a young person must participate in one or more eligible education or training options until they turn 17 or until they achieve a Certificate III vocational qualification.

A number of initiatives have been implemented to support young Tasmanians to comply with the legislative requirements and a range of monitoring/enforcement mechanisms have been introduced to manage these requirements.

Examples of key strategy, policy and resource approaches include:

- Under the *Youth Participation in Education and Training (Guaranteeing Futures) Act 2005*, a participation record is opened for each young person that identifies the young person's participation or intended participation in eligible options during the required participation phase. A participation record is opened by giving notice to the Tasmanian Qualifications Authority (TQA). Responsibility to lodge a participation record for Year 10 students enrolled with a State school or registered school lies with the school principal; for young people undertaking home education, it is the responsibility of the parent of the young person; and in any other case, responsibility lies with the Secretary of the Department of Education.
- To support young people comply with the *Guaranteeing Futures Act 2005*, 'Guaranteeing Futures' initiatives were introduced at the time through the implementation of *Tasmania: A State of Learning*, Tasmania's first strategy for post-Year 10 education and training. A number of these initiatives continue to be implemented including the deliver pathway planning and transition support for students in Year 10; vocational learning support for schools with a focus on school, business and community partnerships; and the development of pathway planning resources to support the delivery of pathway planning and vocational learning in schools.
- Additional support for students at risk of not continuing into further education or training was provided in 2011 with the employment of 4 DoE Principal Education Officers Retention. These officers track young people who have not transitioned to further education and training post Year 10 with a view to reengaging them in a suitable program / programs within the further education and training environment. Both the Catholic and independent school sectors have similar process and practices in place. The tracking of young people for reengagement purposes across all education sectors is further strengthened through the Early Leavers Survey where young people are provided with the opportunity for follow-up contacted about future education and training options. Tracking and reengagement practices, along with the Early Leavers Survey and the PY12 Destination Surveys, also provide sectors with information to monitor trends and inform policy directions.
- To strengthen the work of the PEOs Retention, and to build the capacity of education providers, the DoE in 2011 began work on a tracking system to be trialled in 2012 with all colleges (Years 11 and 12) and the Tasmanian Polytechnic tracking Year 11 student enrolments and contacting those who disengage from education and training for the purpose of reengagement support.
- During 2011, the DoE developed the "Retention and Attainment Strategy Years 10-12" for implementation in 2012. The strategy focuses three key themes: successful transition from Year 10 to Year 11; purposeful engagement in Years 11 and 12 and meaningful qualifications.
- A review of the DoE Enrolment and Attendance Guidelines commenced in 2011. The new Enrolment, Attendance and Participation Policy covers enrolment, attendance and participation in Tasmanian government schools, colleges and Years 11 and 12 in the Tasmanian Polytechnic. The policy applies to school-aged children and young persons living in Tasmania who are required by law to be enrolled in school, college or to be participating in an eligible Post Year 10 option. It includes the required participation phase in response to the Tasmanian Academy and the Tasmanian Polytechnic becoming part of the department from January 2011.

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- A number of approaches are implemented to raise awareness of the participation requirement. For example, information is provided on the DoE's website; information is included on a student's pathway plan which facilitates discussions between the student and their Pathway Planning Officer; advertising posters were developed by the DoE in 2011 for distribution through schools to the wider school community.

### **Cumulative Progress and Impact under the YAT NP**

The following synopsis incorporates progress and impact of the National Partnership in 2011 and overall progress and impact since the beginning of the National Partnership (NP).

The Youth Attainment and Transitions National Partnership (YAT NP), along with other NP activity, complements and contributes to the significant effort, resources and reform initiatives that Tasmania directs towards increasing the educational engagement and attainment of its young people and to improve their transition to post school education, training and employment.

In implementing the YAT NP, Tasmania recognises the need to strategically align effort with other jurisdictional reforms, national agreements and partnerships in order to maximise educational outcomes for young Tasmanians. The aims and objectives of the National Partnership strongly align with the state's vision for 'successful, skilled and innovative Tasmanians'. Implementation of the NP is a key strategy in the Department of Education's *Strategic Plan 2009-2012 Learner at the Centre* and the forthcoming *Strategic Plan 2012-2015 Learners first, connected and inspired*, and is a key focus for action in the *Tasmania Skills Strategy 2009-2012*. Maximising opportunities for Aboriginal young people under the Partnership Brokers (PB) program and Youth Connections (YC) program are key school and systemic actions in *Closing the Gap in Aboriginal Educational Outcomes 2010-2014*, Tasmania's strategy for Aboriginal student success through school improvement.

Through effective governance mechanisms and shared goals, the state and the Commonwealth work positively and constructively together at the national, jurisdictional and program levels to implement the National Partnership Agreement.

- Tasmania continues to participate in and contribute to the workings of the Multilateral Working Group, the Data and Reporting Working Group and the National Career Development Working Group and implements jurisdictional and program governance through the YAT NP State Governance Committee and Regional Advisory Committees.
- From the commencement of the National Partnership, Tasmania has employed a project officer to manage aspects of the National Partnership Agreement including developing and managing Tasmania's Implementation Plan, providing leadership and strategic direction to the Commonwealth on behalf of the DoE and representing the state on various national and local working groups and committees.
- The Department of Education (DoE) keeps stakeholders informed of National Partnership initiatives through a variety of communication mediums that include Learning Service Newsletters, Principals forums and YAT NP regional advisory committee meetings.
- Tasmania works with the Commonwealth in the development and implementation of a national evaluation of the National Partnership and contributes to this evaluation. For the first stage of the evaluation, conducted during 2011, stakeholder interviews were held with key Tasmanian government and non-government personnel in Hobart in November. Stakeholder feedback will inform the interim evaluation report due for publication in April 2012.

The National Partnership has been a catalyst to bring Tasmanian education sectors (government, Catholic and independent) and PY10 education and training providers together to improve dialogue to better understand barriers to improving participation, attainment and transition outcomes and to progress measures, individually and collectively, to address the aims and objectives of the NP. Collaborative action is encouraged and supported through MEAST funded activity and cross-sectorial representation on various National Partnership working groups and committees including the *State Government Jobs, Training and Youth Transitions Working Group* (to develop the state's Implementation Plan), the *Tasmanian Governance Committee* (to oversee the implementation of the National Partnership in Tasmania) and regional advisory committees established to guide the implementation of the PB and YC programs in Tasmania.

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Under the National Partnership, Tasmania has had greater input into the implementation of the YC and PB programs than in similar programs prior to the National Partnership. This has enabled the programs to be more strategically targeted to areas of regional need and for close relationships to be formed between program providers and education and training sectors. Implementation details and governance arrangements are outlined in the first section of this report.

- In December 2011, the number of YAT NP regional advisory committees increased from two to three with the splitting of the Northern Regional Advisory Committee into a north and north-west committee to reflect the unique needs of each service region.
- As well as guiding the implementation of the PB and YC programs in Tasmania, regional advisory committees and associated networks have been an excellent forum for sharing information and facilitating discussion about other elements of the National Partnership and youth attainment and transitions issues more broadly.
- YC services in Tasmania continue to be targeted at young people aged 11-17 with service delivery primarily focused on early intervention particularly at transition points of Year 6 to Year 7 and, to a lesser extent, Year 10 to Year 11.
- To minimise duplication of effort, Tasmanian programs that deliver a similar service to the Youth Connections program have been identified and listed on DEEWR's YATMIS system.
- A continued priority requirement for all PBs in Tasmania is to support identified low socio-economic schools to develop sustainable partnerships in line with the National Partnership on Low Socio-Economic Status School Communities.
- Both YC and PB programs contribute to the significant effort Tasmania directs to improving educational outcomes for Aboriginal young people.

The flexibility around MEAST funding arrangements enables Tasmania to implement strategies and actions to address local needs, to complement existing initiatives and other National Partnership effort and to align activity with current and emerging state policies and strategies.

- MEAST funding supports the implementation of two of Tasmania's three key strategies agreed to in the state's Implementation Plan. These strategies have been implemented from the second half of 2010 and continue to be implemented in 2011.
- 1. ***Improved monitoring of young people's participation in education and training and achievement*** is implemented through the introduction of an annual Early Leavers Survey (ELS) and a Post Year 12 Destination Survey. Information gathered through the surveys, and reported on annually, provides an information base for all education sectors to support policy development and actions needed to help young people engage and remain engaged in education and training. The ELS also provides each sector with a list of early leavers who indicated through the telephone survey that they would like someone to contact them in relation to future education and training option. Sectors then follow up with the young people to provide guidance and advice on education and training options to improve their transition outcomes.
  - The first ELS was undertaken in August 2010 and the Post Year 12 Destination Survey was fully implemented in 2011 building on the preliminary work undertaken in 2010.
  - The first report in the series, *Destination Surveys – 2010*, was published in June 2011. The second report in the series, based on the 2011 surveys, will be published early in 2012.
  - Since the introduction of the NP, sectors have strengthened their monitoring and tracking of young people's participation in education and training. Strategies implemented under the NP have contributed to and complement improved processes and practices.
- ***Establishing and enhancing flexible and customised approaches by education and training providers in supporting 15 – 19 year olds to overcome barriers to participation and achievement of qualifications*** enables sectors and Post Year 10 education and training providers to develop and implement locally determined, managed and evaluated strategies to improve the engagement, attainment and transitions for their cohort of students and to work towards achieving agreed

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participation and attainment targets. Education and training providers implement a range of targeted interventions and strategies that include system-wide, school-wide and student-focused interventions representing a mix of mentoring, multiple learning pathways and career development approaches. Some initiatives funded under this strategy are fully funded through MEAST, others reflect provider co-investment.

- In 2010, MEAST funding was allocated to the Tasmanian Polytechnic, Tasmanian Academy, senior secondary colleges, the Tasmanian Catholic Education Office (TCEO), Independent Schools Tasmania (IST) and the Tasmanian Skills Institute to implement this strategy.
- The same institutions received MEAST funding in 2011 as well as the DoE PY10 Learning Support Unit, a new unit created under the evolved Post Year 10 education and training model. New institutional arrangement under this model also saw MEAST funding allocated to the Tasmanian Academy through its 8 colleges.
- In 2011, a number of providers continued to deliver 2010 MEAST funded initiatives, others extended the scope of an existing initiative or implemented and trialled new strategies depending on their needs, priorities and evaluation of the merits of previous initiatives.
  - Some initiatives informed the review of wider college systems while others became fully funded by the college and embedded in their practice.
  - The establishment of the DoE's *Engagement and Attainment Network* and the TCEO's *Pathway Planners Network* supports teacher professional learning and will contribute to improved teaching and learning outcomes beyond the life of the National Partnership as will IST supported professional learning initiatives.

**National Youth Participation Requirement:** Tasmania already had legislation in place that reflected the National Youth Participation Requirement prior to the National Partnership Agreement on Youth Attainment and Transitions along with initiatives to support young Tasmanians to comply with the legislative requirements and monitoring/enforcement mechanisms to manage these requirements.

- Tasmania continues to build on existing initiatives and has introduced a range of new strategies and approaches since the beginning of the National Partnership as described in the 'Compact with Young Australians' section of this report.

**Education/training entitlement for 15 to 24 year olds:** A state entitlement for a guaranteed, and fully funded, place in education and training Post Year 10 for two years for 15 to 19 year olds already existed in Tasmania prior to the National Partnership. This was strengthened under the National Partnership with the introduction of an entitlement to a government subsidised training place to include all 15 – 19 year olds and 20 – 24 year olds (where they are increasing their qualification level).

**YAT NP Participation Target:** Tasmania notes the achievement of its YAT NP 2010 participation target. As reported by the COAC Reform Council (CRC) draft November 2011 report to the Council of Australian Governments (COAG) on the *National Partnership Agreement on Youth Attainment and Transitions— Performance report: participation target*, Tasmania achieved (and exceeded) its participation target.

- All Tasmanian education and training providers in receipt of MEAST funding will share in a fair and reasonable distribution of the reward payment.

Tasmania continues to note complexities in the National Partnership which impact on implementation and National Partnership targets. While all elements of the National Partnership aim to achieve the same broad aims and objectives, NP activity and programs do not always align directly with targets, performance indicators, timelines and reporting requirements. Data quality issues and methodology for assessing performance targets, particularly the Year 12 or equivalent attainment target, add to the complexity as does the timeframe for implementation and timing of rewards payments.

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## ANNEXURE 1 A – Youth Connections - TAS

### National Summary

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

Some key achievements over the past two years:

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

### **Individual Support Services**

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

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

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

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

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

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## **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.

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## 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.



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## **Tasmania Summary**

### **Context**

In Tasmania, Youth Connections services are targeted at young people aged 11-17. Transition points of grade 6 to grade 7 and, to a lesser extent, grade 10 to grade 11, are currently the focus for service delivery. Specific schools or federations of schools were nominated by the Department of Education's Learning Services Management Teams in each region as focus areas for Youth Connections activity in 2011. Referral mechanisms differ between regions and within regions each school has a different level of support for addressing the needs of students. The role of Youth Connections providers has varied to meet the needs of the region and the schools they are working with.

### **Program Status**

In the first two years of operation in Tasmania, Youth Connections provided Individual Support Services to 1,082 young people. 617 (57%) young people achieved a final outcome, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 190 (18%) were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 267 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 11,980 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 268 activities being held.

The Youth Connections program is proving particularly effective where close links with Department of Education Learning Services has led to strategic joint planning. The same applies to the Independent and Catholic sectors: program outcomes have been improved where high-level strategic relationships are successfully established.

In 2011 Tasmanian providers made significant progress in addressing the barriers faced by Indigenous and humanitarian refugee young people. The percentage of Indigenous young people on the caseload increased from 6% 2010 to 12% in 2011. The percentage of humanitarian refugee young people on the caseload increased to 2% in 2011 from a zero base in 2010.

In Tasmania 100 (9%) of young people in the program were identified as Indigenous Australians. 60 (60%) Indigenous young people achieved a final outcome, and a further 19 (19%) were assessed as making significant progress in addressing their barriers.

### **Challenges**

While Youth Connections has achieved results delivering flexible and individualised services to young people at risk in 2011, the elements of the program relating to Outreach and Re-engagement activities, and activities to strengthen services in the region, have been slower to be embedded in service delivery. There has been significant activity in Outreach and Re-engagement activities; however, not all of this activity has been well targeted or outcome focussed.

Some of the Strengthening Services in the Region activities reported by providers has been directed toward awareness raising, promotional activities or attendance at stakeholder groups. Strengthening Services in the Region activities should be most closely linked with the Partnership Brokers program. Providers are expected to work together, where appropriate, to address the needs of their region. In some regions there have been signs of improvement in the level of collaboration in order to progress partnership arrangements. There is still more work to be done to improve relationships in order to translate these partnership arrangements into outcomes for at risk young people.

## 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	TAS	National
Receiving Individual Support Services	172	6125
Receiving Individual Support Services previously and exited	910	31,977
Registered but not yet enrolled for Individual Support Services	76	3769
Total	1158	41,871

**Table 2: TAS Contract Levels**

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

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

	Participants Level 1	Participants Level 2a	Participants Level 2b
TAS (No.)	702	230	188
TAS (%)	63%	21%	17%
National (No.)	10,218	13,798	14,794
National (%)	26%	36%	38%

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

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
TAS (No.)	555	173	133
TAS (%)	64%	20%	15%
National (No.)	8255	10,742	11,010
National (%)	28%	36%	37%

Figure 1: TAS – Age of Participants

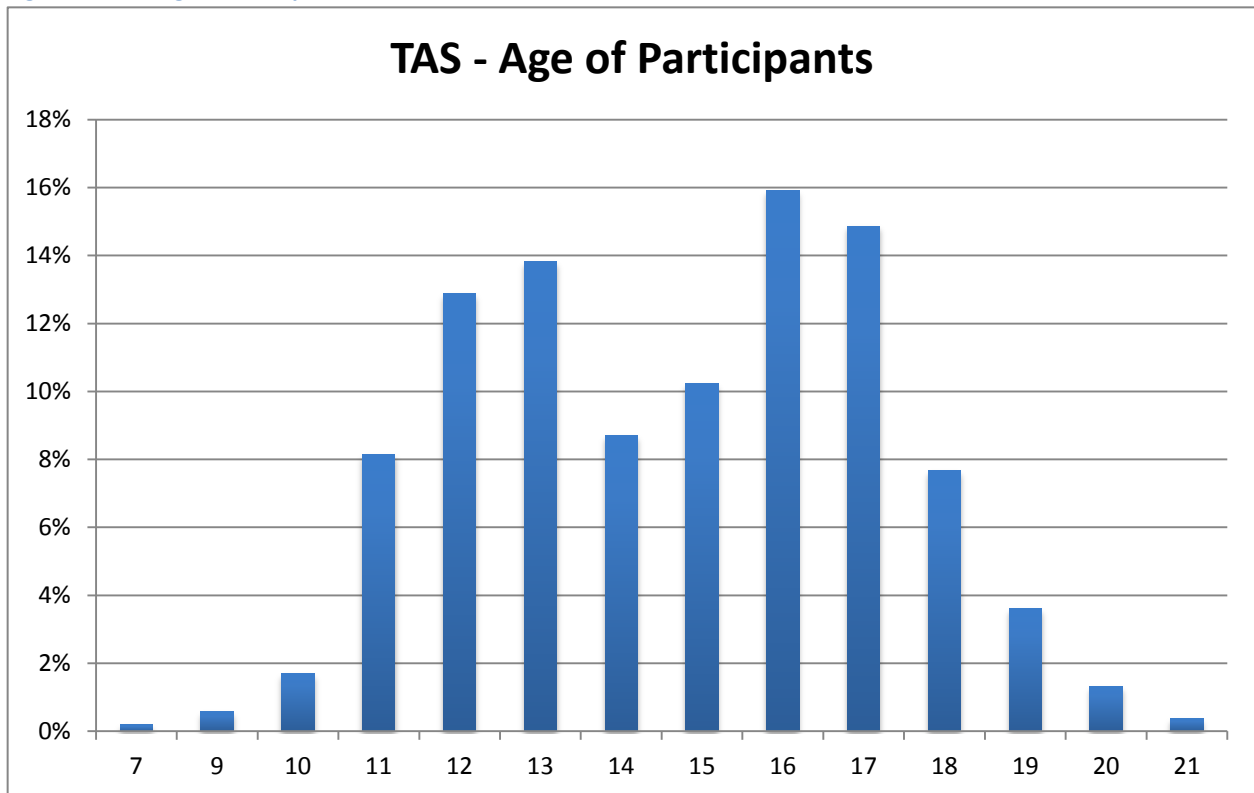
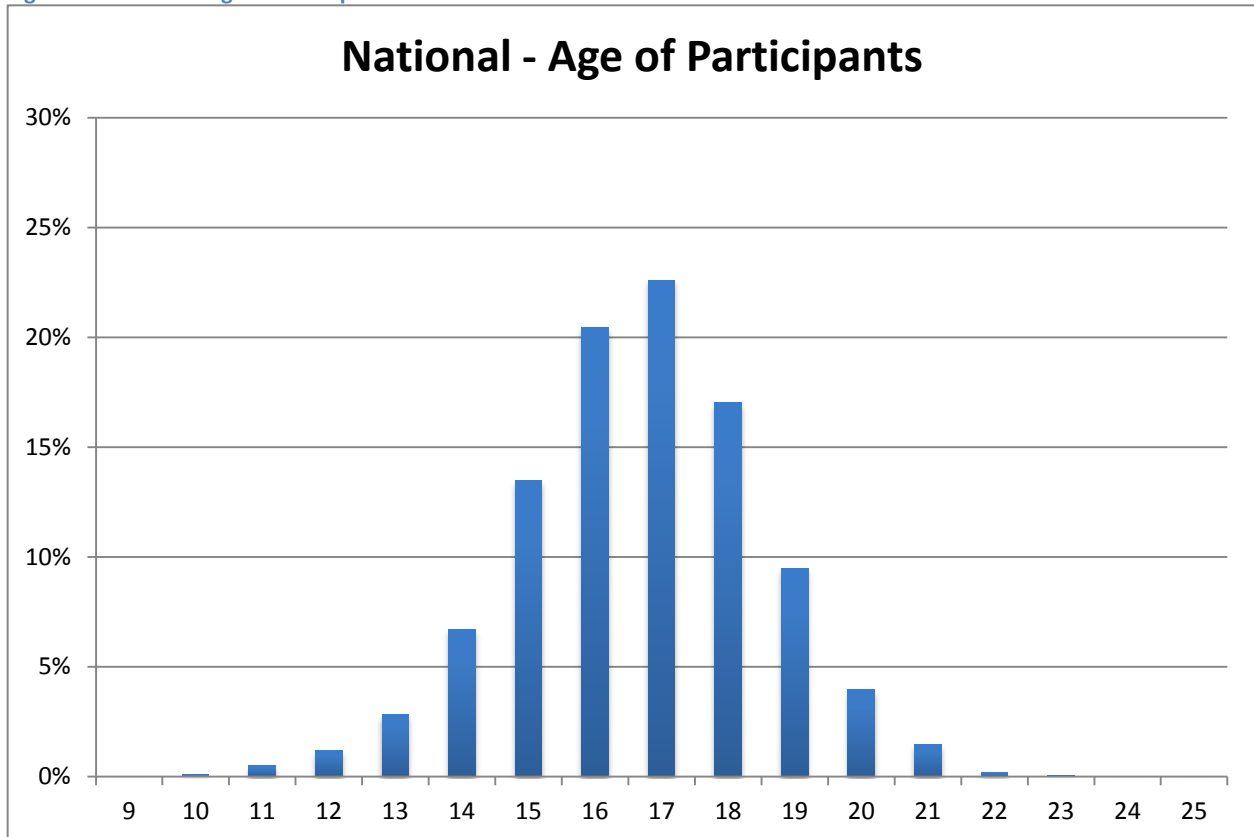


Figure 2: National – Age of Participants



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

TAS - Age of Participants					
	Level 1	Level 2a	Level 2b	Total	% Total
7	2	0	0	2	0%
9	6	0	0	6	1%
10	17	0	1	18	2%
11	84	2	1	86	8%
12	119	17	4	136	13%
13	118	25	7	146	14%
14	63	20	14	92	9%
15	71	18	25	108	10%
16	119	49	23	168	16%
17	78	59	37	157	15%
18	17	25	41	81	8%
19	7	10	21	38	4%
20	1	4	10	14	1%
21	0	1	4	4	0%

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

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: TAS Age profile by Connection Level

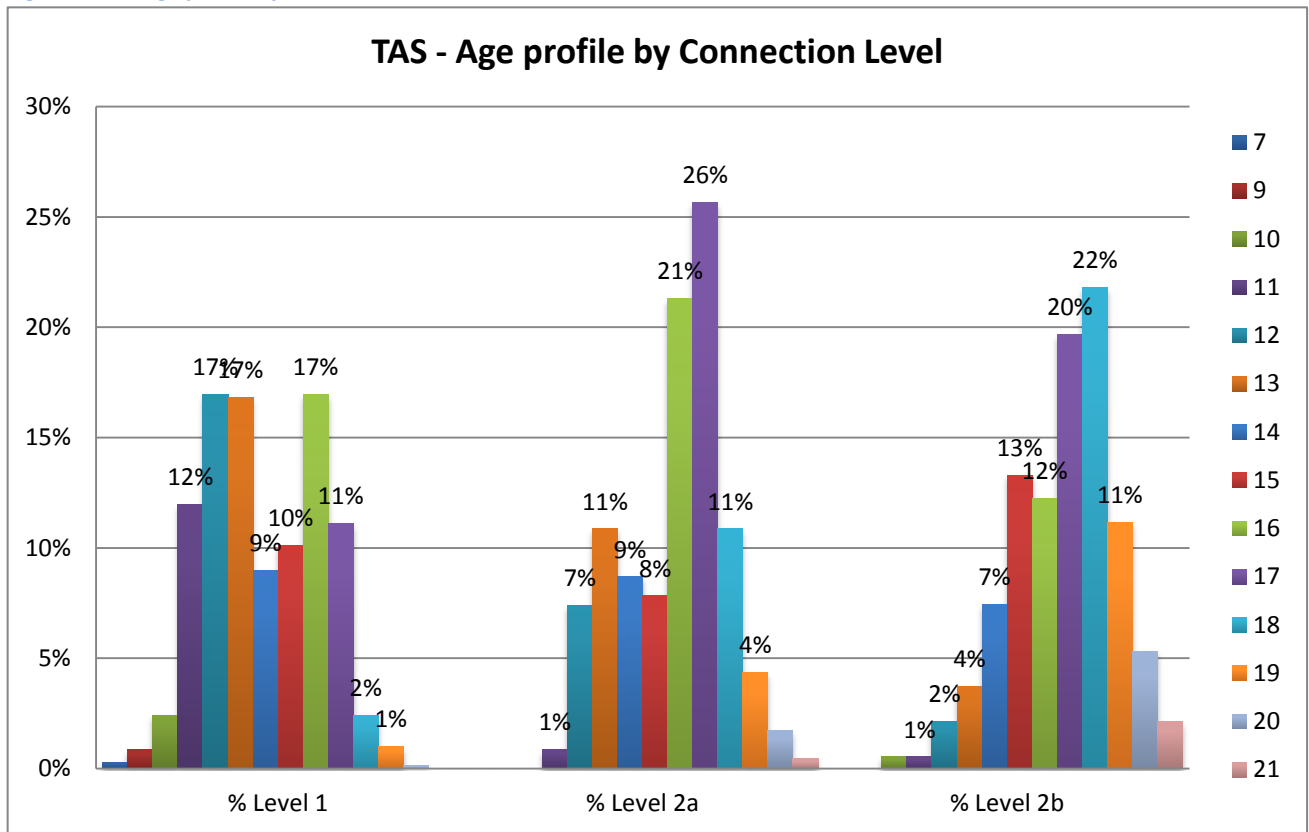
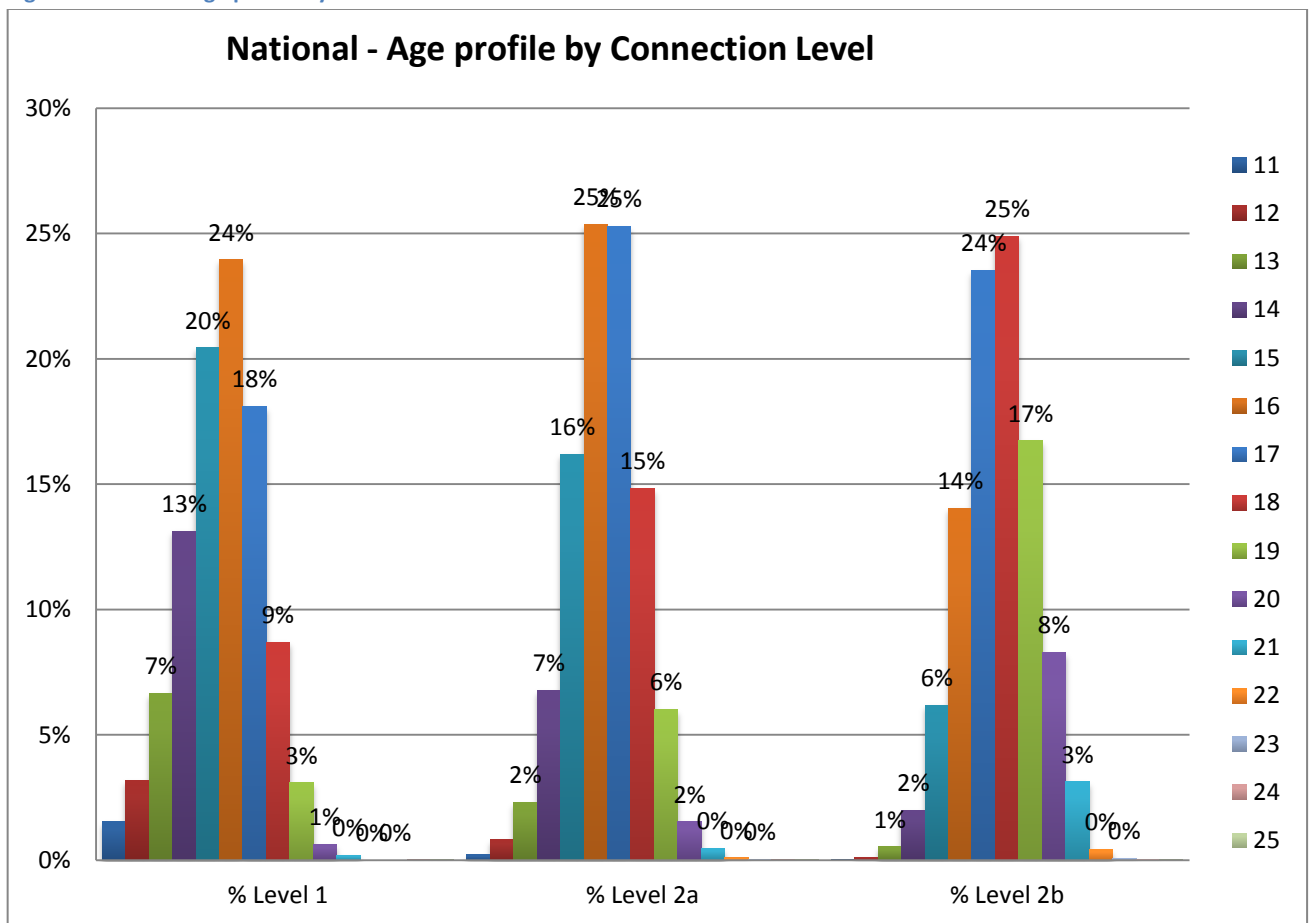
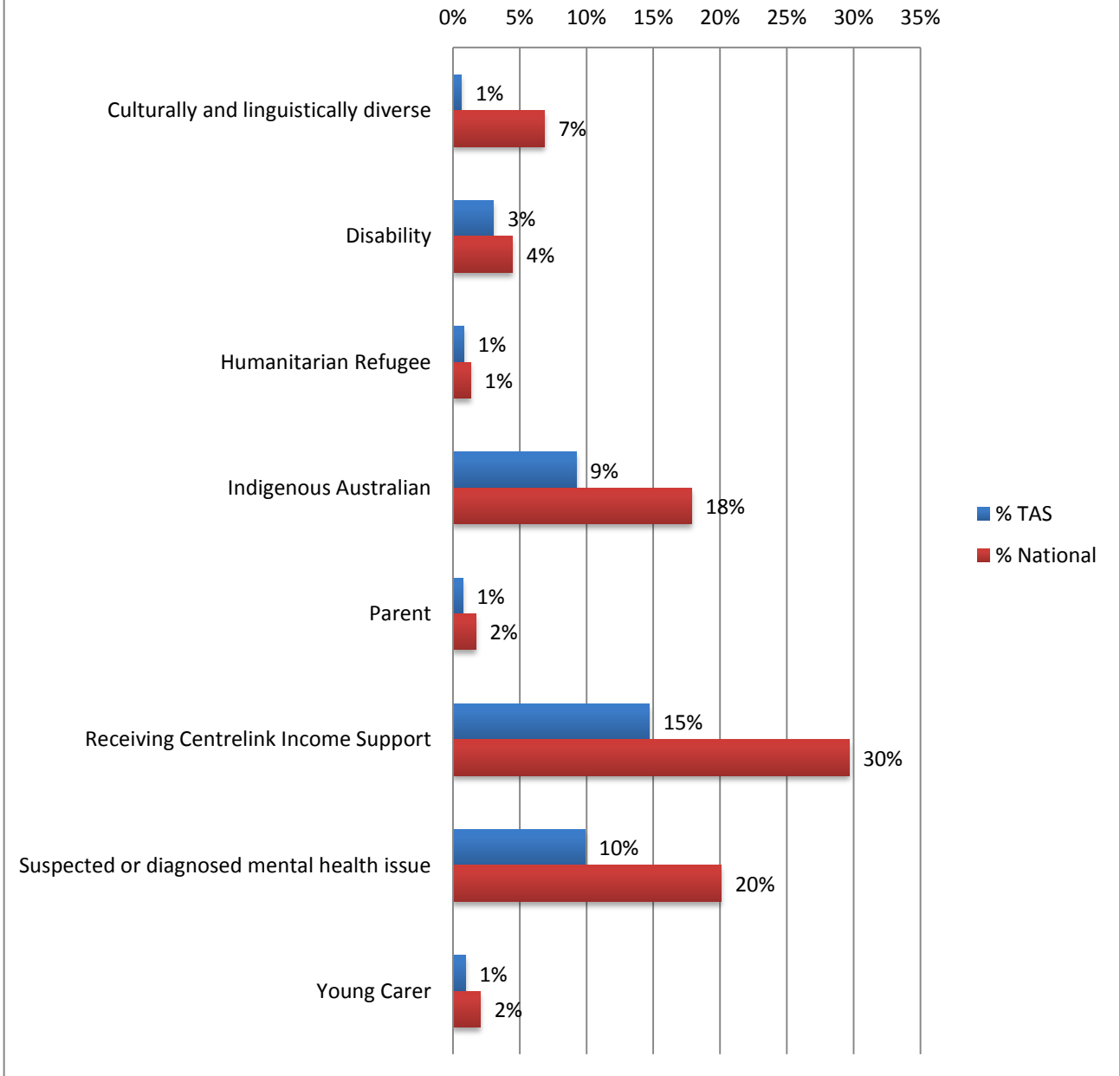


Figure 4: National Age profile by Connection Level



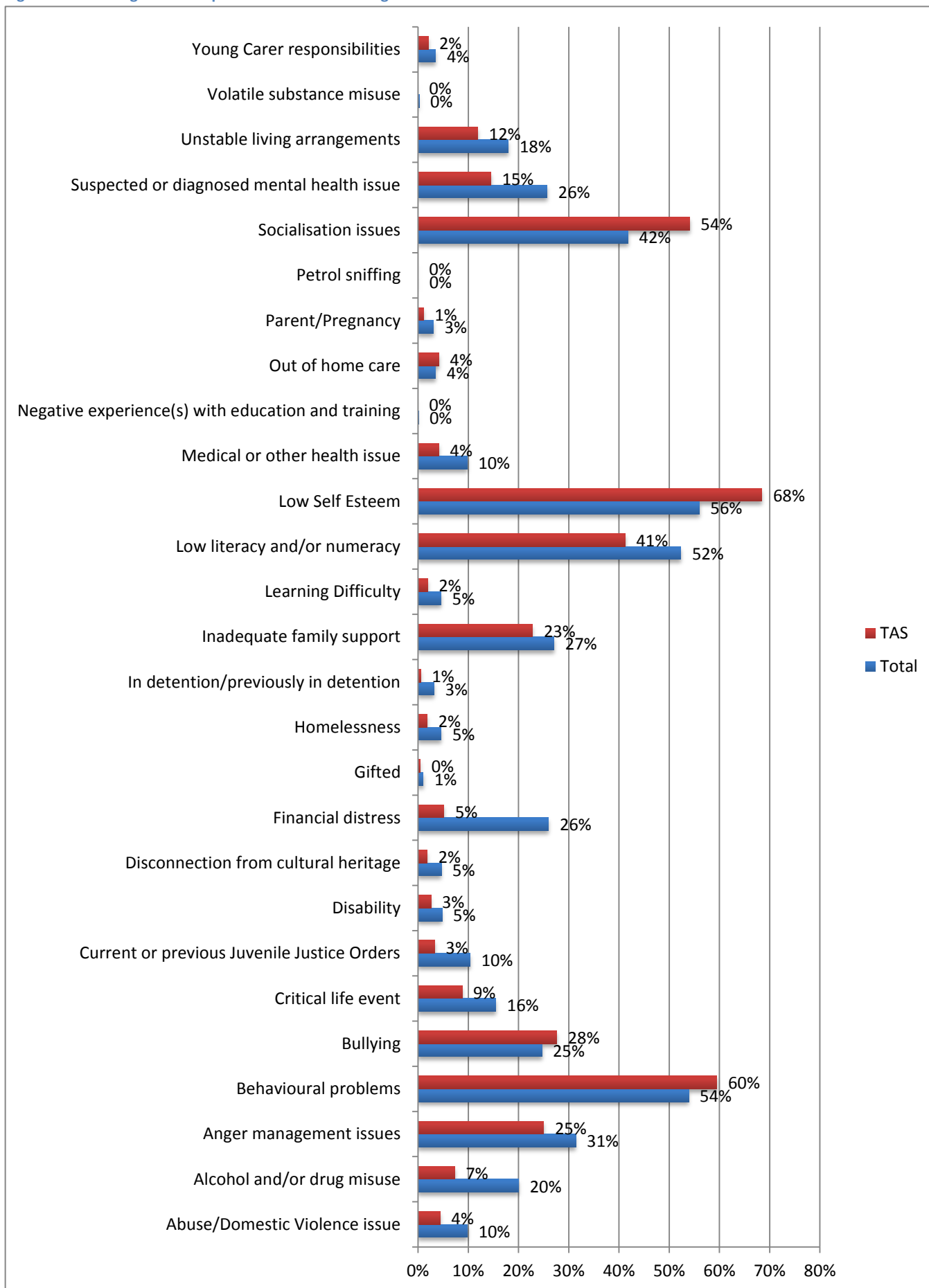
## % of Participants who have been identified as having a characteristic



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

	TAS	% TAS	National	% National
Culturally and linguistically diverse	7	1%	2609	7%
Disability	33	3%	1702	4%
Humanitarian Refugee	9	1%	506	1%
Indigenous Australian	100	9%	6803	18%
Parent	8	1%	651	2%
Receiving Centrelink Income Support	159	15%	11,299	30%
Suspected or diagnosed mental health issue	107	10%	7651	20%
Young Carer	10	1%	784	2%

Figure 6: Percentage of Participants identified as having a barrier

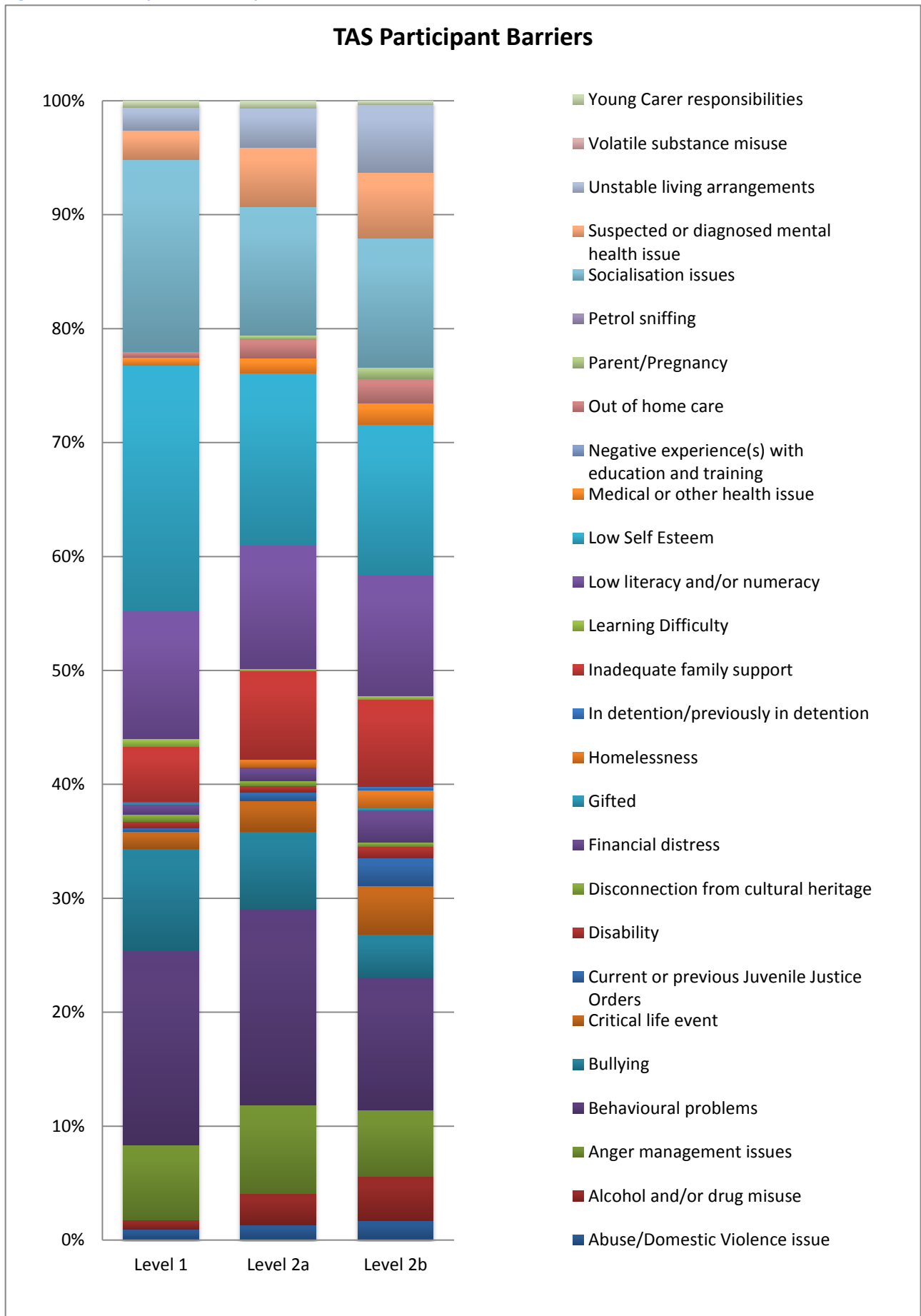


**Table 8: Percentage of Participants identified as having a barrier**

<b>Barrier</b>	<b>TAS</b>	<b>National</b>
Abuse/Domestic Violence issue	4%	10%
Alcohol and/or drug misuse	7%	20%
Anger management issues	25%	31%
Behavioural problems	60%	54%
Bullying	28%	25%
Critical life event	9%	16%
Current or previous Juvenile Justice Orders	3%	10%
Disability	3%	5%
Disconnection from cultural heritage	2%	5%
Financial distress	5%	26%
Gifted	0%	1%
Homelessness	2%	5%
In detention/previously in detention	1%	3%
Inadequate family support	23%	27%
Learning Difficulty	2%	5%
Low literacy and/or numeracy	41%	52%
Low Self Esteem	68%	56%
Medical or other health issue	4%	10%
Negative experience(s) with education and training	0%	0%
Out of home care	4%	4%
Parent/Pregnancy	1%	3%
Petrol sniffing	0%	0%
Socialisation issues	54%	42%
Suspected or diagnosed mental health issue	15%	26%
Unstable living arrangements	12%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	2%	4%



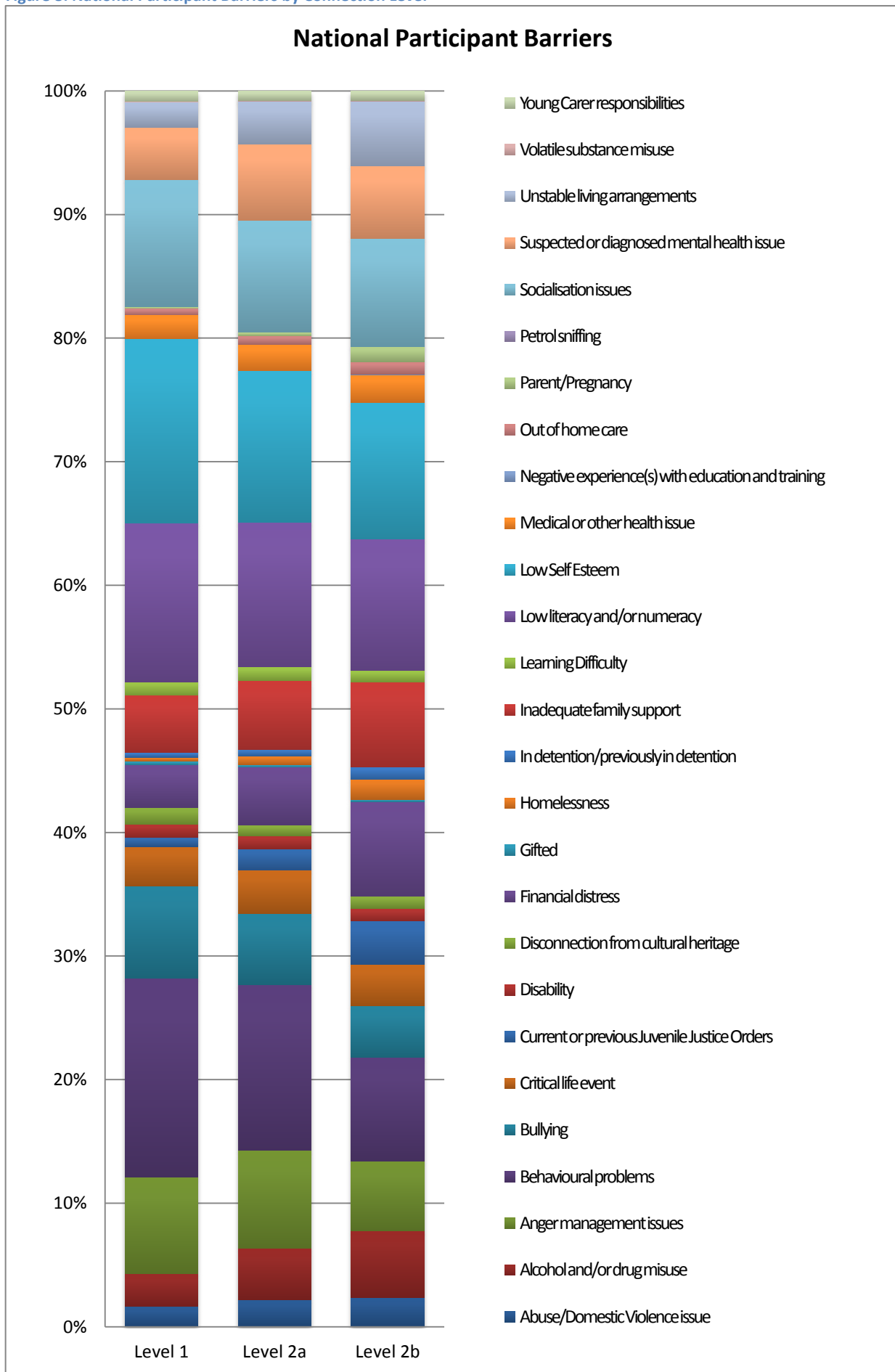
Figure 7: TAS Participant Barriers by Connection Level



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

Barrier	TAS Level 1	TAS Level 2a	TAS Level 2b
Abuse/Domestic Violence issue	3%	5%	8%
Alcohol and/or drug misuse	3%	11%	19%
Anger management issues	21%	30%	28%
Behavioural problems	55%	67%	55%
Bullying	29%	27%	18%
Critical life event	5%	10%	20%
Current or previous Juvenile Justice Orders	1%	3%	12%
Disability	2%	2%	5%
Disconnection from cultural heritage	2%	2%	2%
Financial distress	3%	5%	13%
Gifted	0%	0%	1%
Homelessness	0%	3%	7%
In detention/previously in detention	0%	0%	2%
Inadequate family support	16%	30%	36%
Learning Difficulty	2%	1%	2%
Low literacy and/or numeracy	36%	43%	51%
Low Self Esteem	69%	59%	63%
Medical or other health issue	2%	5%	9%
Negative experience(s) with education and training	0%	0%	0%
Out of home care	2%	7%	10%
Parent/Pregnancy	0%	1%	5%
Petrol sniffing	0%	0%	0%
Socialisation issues	54%	44%	54%
Suspected or diagnosed mental health issue	8%	20%	28%
Unstable living arrangements	6%	13%	28%
Volatile substance misuse	0%	0%	0%
Young Carer responsibilities	2%	3%	2%

Figure 8: National Participant Barriers by Connection Level



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

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

## Outcomes

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

Participant outcomes	TAS	TAS %	National	National %
Young people enrolled in individual support services	1082	-	38,102	-
Young people who have achieved a progressive outcome*	773	71%	27,743	73%
Young people who have achieved a final outcome**	617	57%	22,574	59%

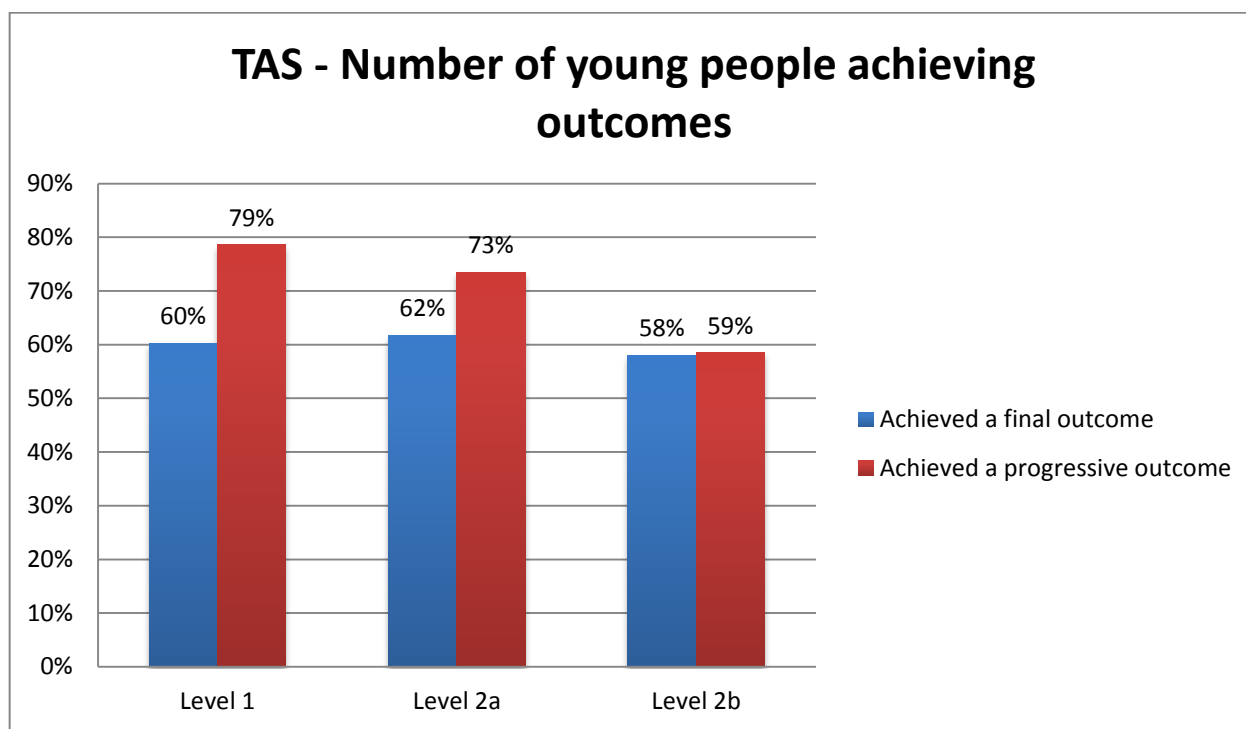
**Table 12: Participant Outcomes – exited participants**

Participant outcomes	TAS	TAS %	National	National %
Young people enrolled in individual support services	910	-	31,977	-
Young people who have achieved a progressive outcome	647	71%	23,431	73%
Young people who have achieved a final outcome	565	62%	19,527	61%

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

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

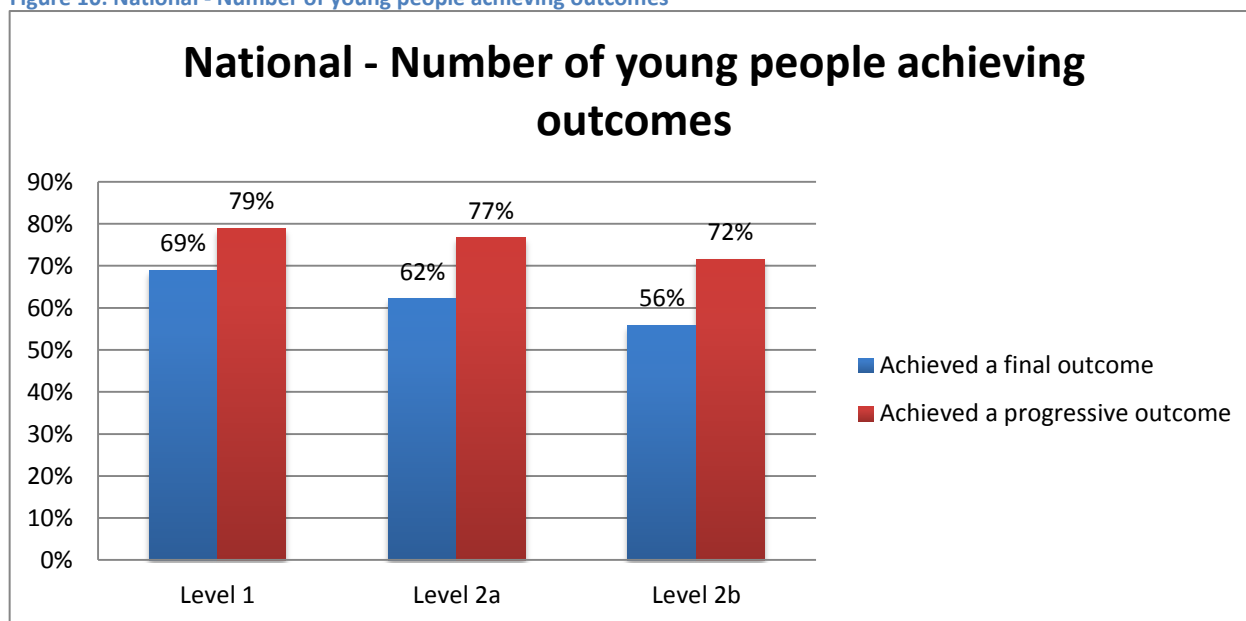
**Figure 9: TAS - Number of young people achieving outcomes**



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

TAS Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	423	60%	142	62%	109	58%
Achieved a progressive outcome	552	79%	169	73%	110	59%

**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

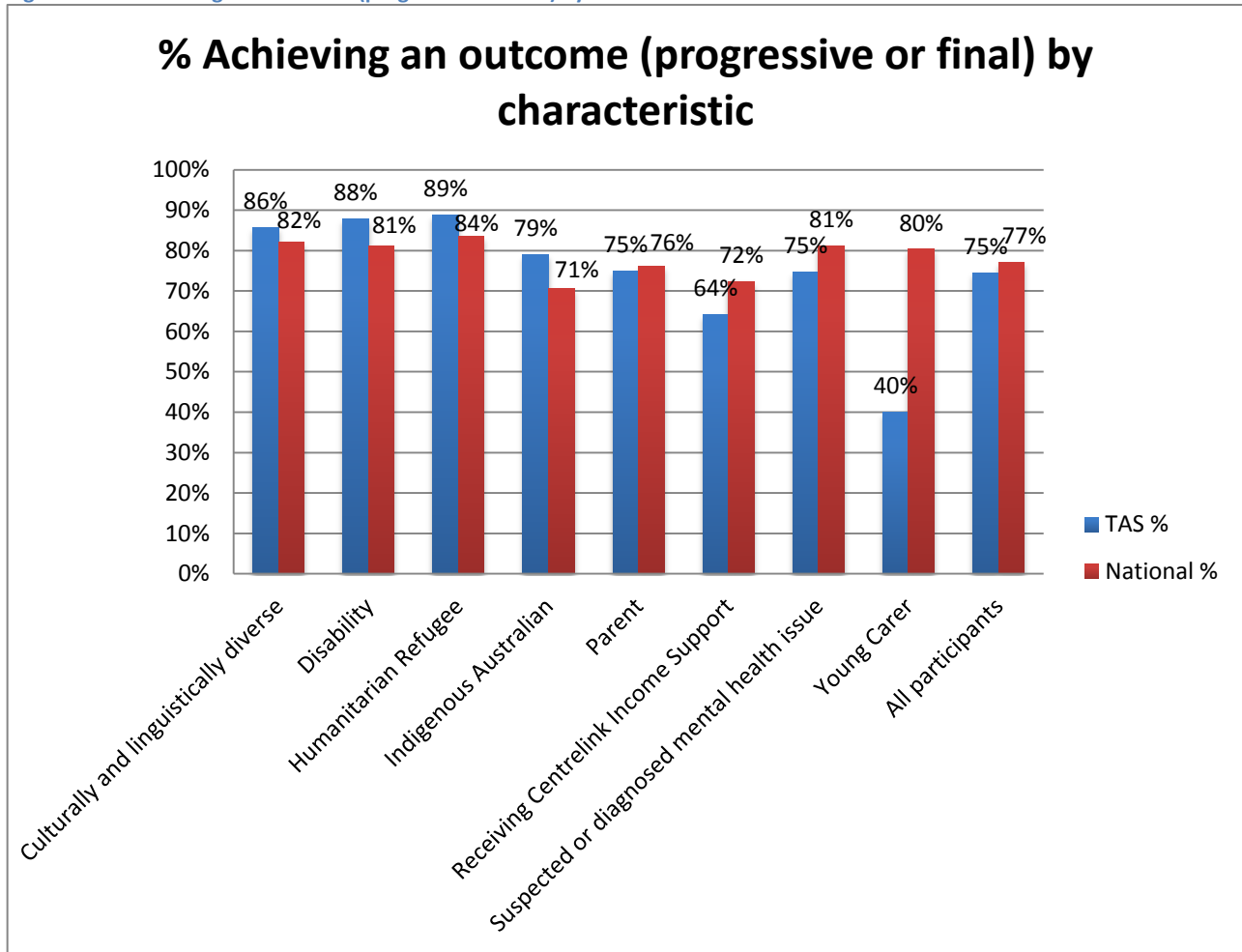
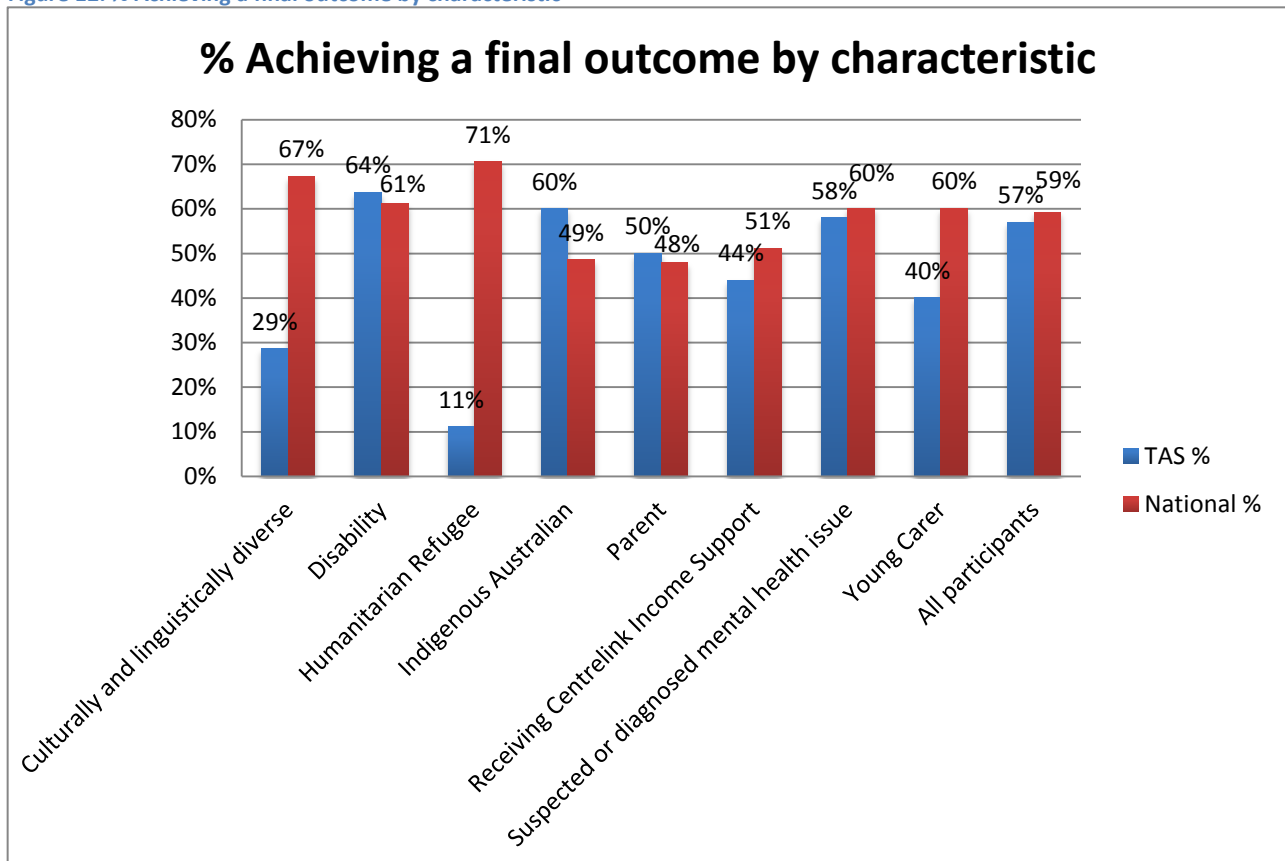


Figure 12: % Achieving a final outcome by characteristic



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

<b>TAS - Participant Characteristic</b>	<b>Achieved an Outcome</b>	<b>Achieved a Final Outcome</b>	<b>Not yet achieved</b>	<b>Grand Total</b>	<b>% of total achieving an outcome</b>	<b>% of total achieving a final outcome</b>
Culturally and linguistically diverse	6	2	1	7	86%	29%
Disability	29	21	4	33	88%	64%
Humanitarian Refugee	8	1	1	9	89%	11%
Indigenous Australian	79	60	21	100	79%	60%
Parent	6	4	2	8	75%	50%
Receiving Centrelink Income Support	102	70	57	159	64%	44%
Suspected or diagnosed mental health issue	80	62	27	107	75%	58%
Young Carer	4	4	6	10	40%	40%

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

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



Figure 13: TAS – Final outcomes achieved

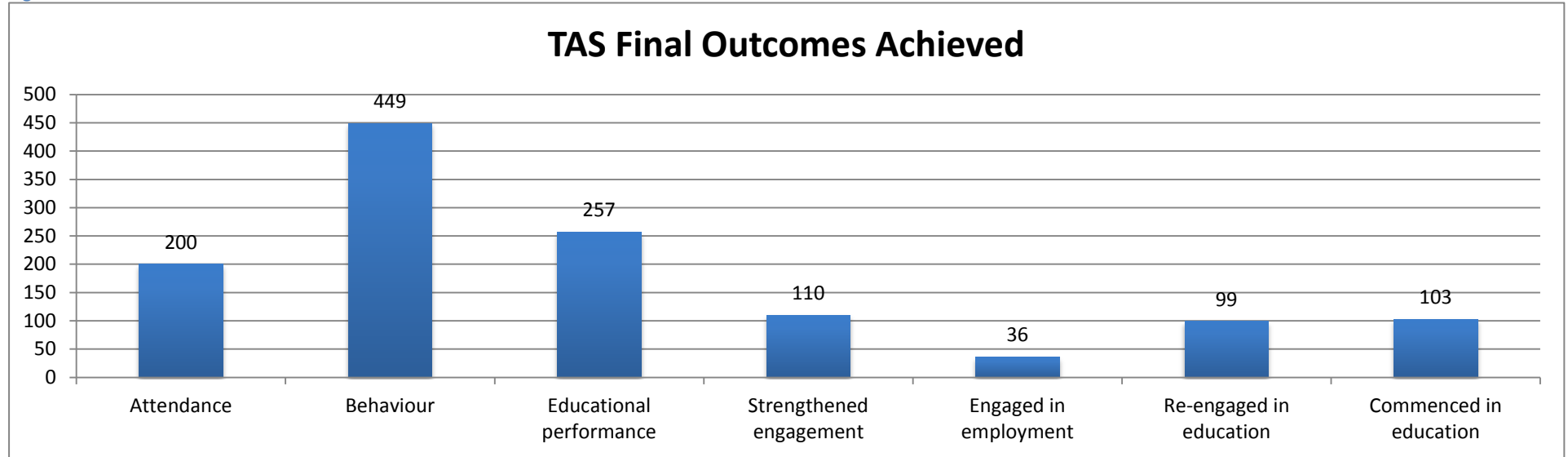


Figure 14: National – Final outcomes achieved

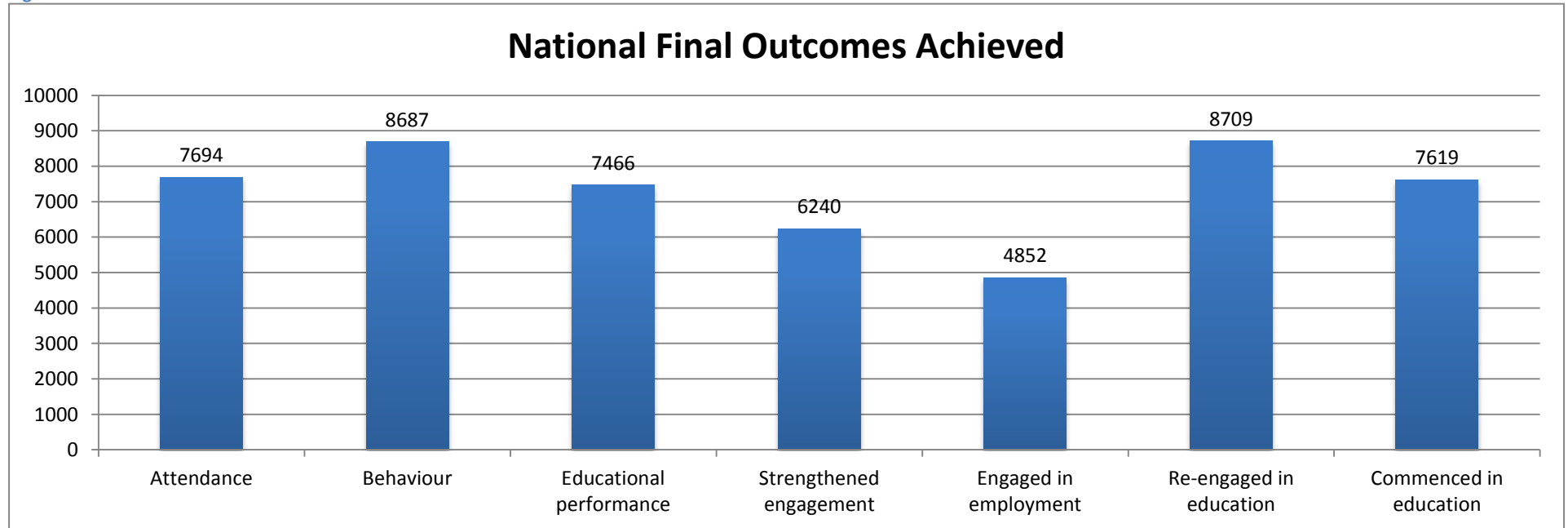


Figure 15: TAS – Final Outcomes Achieved by Connection Level

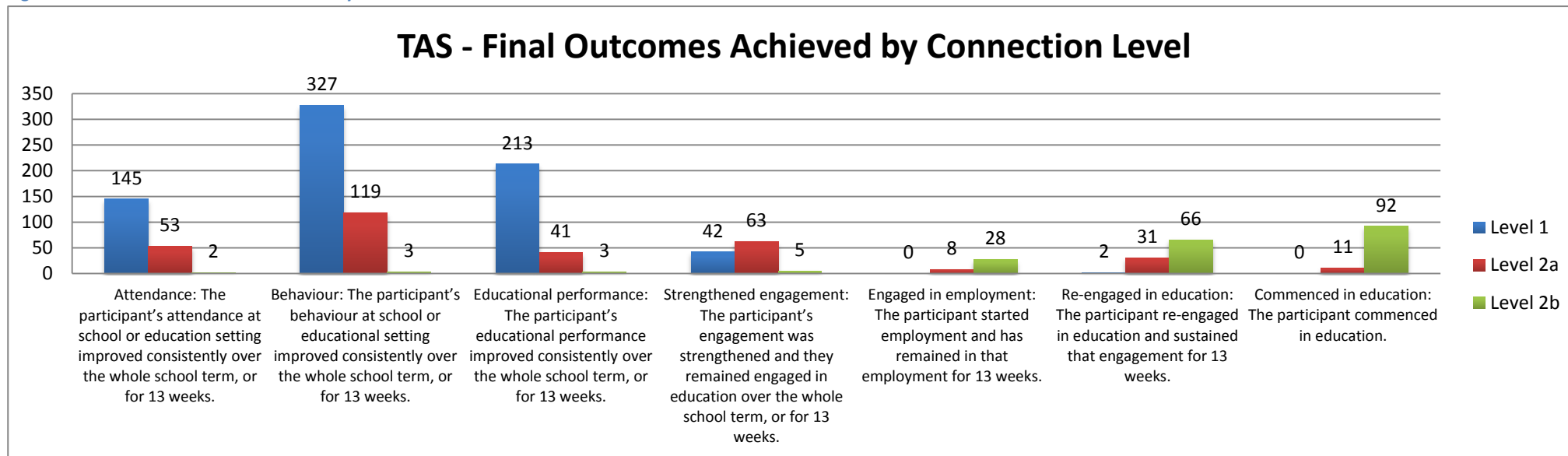
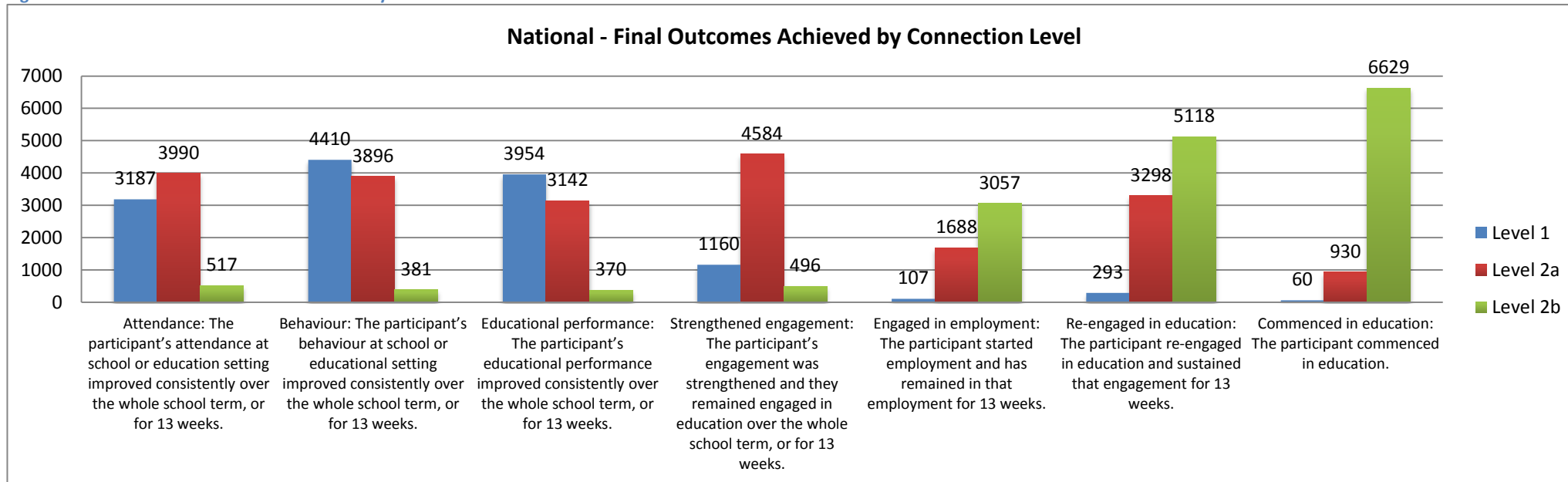


Figure 16: National – Final Outcomes Achieved by Connection Level



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

Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	145	53	2	200
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	327	119	3	449
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	213	41	3	257
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	42	63	5	110
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	0	8	28	36
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	2	31	66	99
Commenced in education: The participant commenced in education.	0	11	92	103

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

Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	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

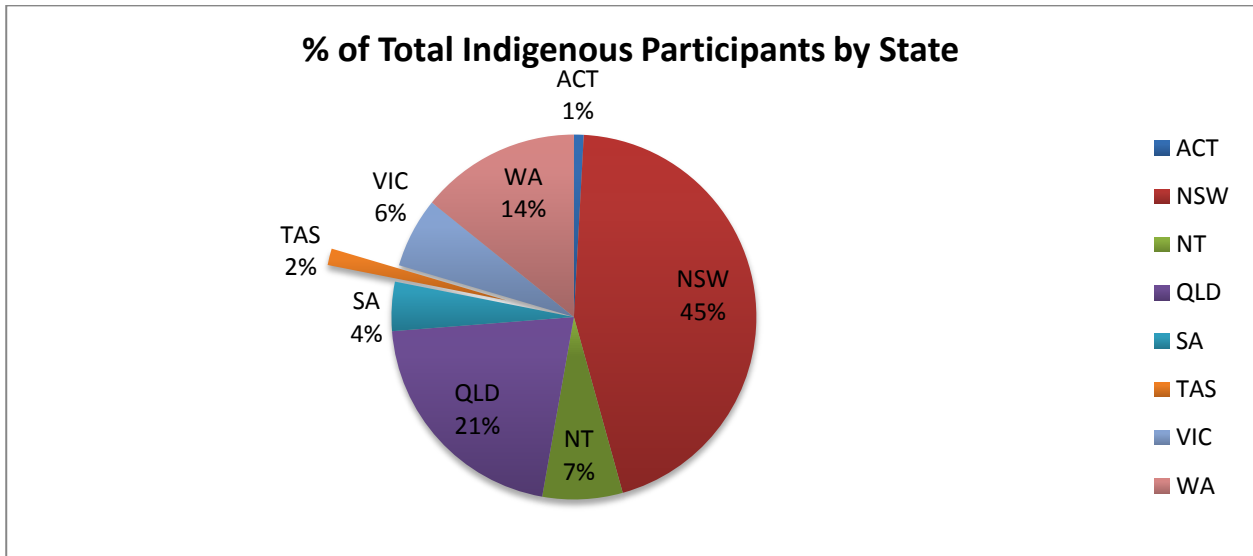


Table 19: % of Total Indigenous participants by State

	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

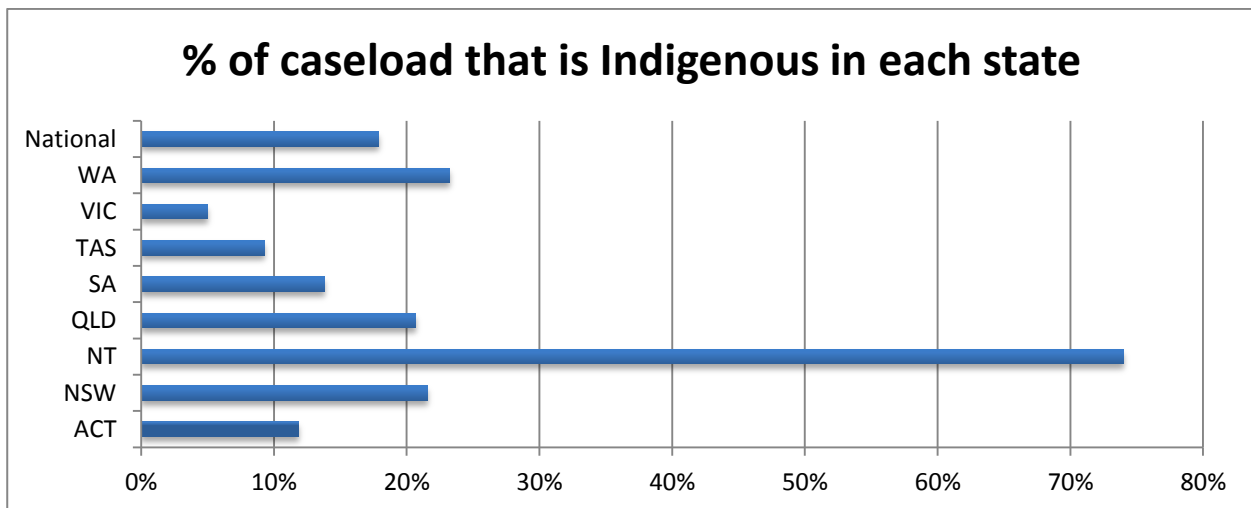


Table 20: % of caseload that is Indigenous in each State

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

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

	<b>TAS</b>	<b>National</b>
Indigenous Participants	100	6803
All Participants	1082	38,102
% Indigenous	9%	18%

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

	<b>TAS</b>	<b>TAS %</b>	<b>National</b>	<b>National %</b>
Indigenous young people enrolled in individual support services	100	-	6803	-
Indigenous young people who have achieved a progressive outcome	76	76%	4573	67%
Indigenous young people who have achieved a final outcome	60	60%	3306	49%

## Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

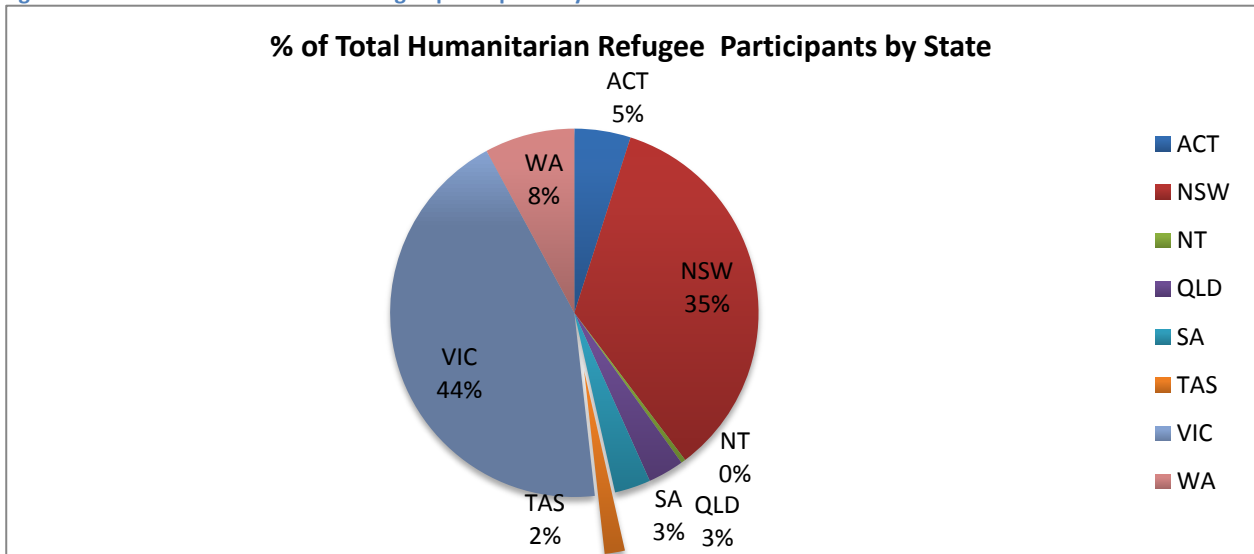


Table 23: % of Total humanitarian refugee participants by State

	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

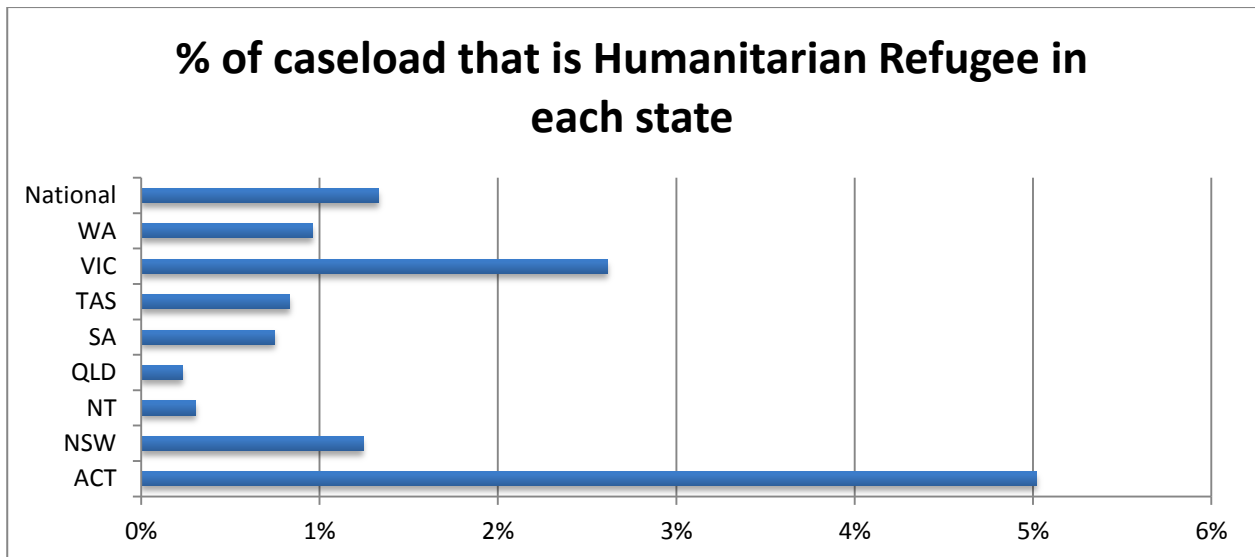


Table 24: % of caseload that is humanitarian refugee in each State

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

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**Table 25: Humanitarian refugee participants – TAS and National**

	<b>TAS</b>	<b>National</b>
Humanitarian Refugee Participants	9	506
All Participants	1082	38,102
% Humanitarian Refugee	1%	1%

**Table 26: TAS and National- Humanitarian refugee participant outcomes achievement**

	<b>TAS</b>	<b>TAS %</b>	<b>National</b>	<b>National %</b>
Humanitarian Refugee young people enrolled in individual support services	9	-	506	-
Humanitarian Refugee young people who have achieved a progressive outcome	8	89%	406	80%
Humanitarian Refugee young people who have achieved a final outcome	1	11%	357	71%

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

Providers in Tasmania have conducted 267 Outreach and Re-engagement activities (some were held multiple times, resulting in 519 events). These activities were attended by more than 11,980 people.

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

<b>Number of people attending each event</b>	<b>Number of events</b>
<10	199
<20	132
<50	142
<700	45
>700	1

33 of these activities were identified as having an Indigenous focus; 33 were identified as having a humanitarian refugee focus.



## **Strengthening Services in the Region**

Providers in Tasmania have conducted 268 activities to strengthen services in their region. 13 of these activities were identified as having an Indigenous focus, 5 were identified as having a humanitarian refugee focus.

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

<b>Outcome</b>	<b>Number of times outcome selected</b>	<b>Average rating</b>
Communication channels between agencies which support at risk young people were created or strengthened.	172	3.10
Families and communities are more positively involved in the lives of at risk young people.	24	3.11
Families of at risk young people are more involved in their community.	14	3.00
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	31	2.96
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	31	2.96
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	36	2.79
Schools and education providers increased their referrals to support at risk young people.	32	2.53
Schools and education providers make referrals earlier to support at risk young people.	26	2.64
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	21	3.25
The use of infrastructure in the region to support at risk young people is better coordinated.	85	2.96
There are improved referral channels for community resources which support at risk young people.	97	2.98
There was a reduction in the duplication of community resources which support at risk young people.	31	3.20
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	26	3.00
There was an increase or improvement in the available services for families of at risk young people.	41	2.73
Young people disengage less frequently from school or education providers.	22	2.33

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

### National Summary

#### Introduction

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

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

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

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

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

#### Program Status

As at April 2012, there were approximately 1200 active and self-sustaining partnerships associated with Partnership Brokers nationally (excludes Victorian data<sup>15</sup>) involving over 4100 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 21 per cent of these partnerships have an Indigenous focus. There have been approximately 10 000 Outcomes Framework Key Performance Measure (KPM) evaluations with approximately 3500 (35%) of those evaluations rating the partnership’s progress as ‘Considerable’ or

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

<sup>15</sup> In Victoria, the Partnership Brokers program is delivered through the Victorian Government’s Local Learning and Employment Network (LLEN) and is managed by the Victorian Department of Education and Early Childhood Development.

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'Achieved'<sup>16</sup>. Approximately 85 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 15 per cent are pre-existing partnerships that are being enhanced with support from the Partnership Brokers.

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

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

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

## Challenges

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

One of these challenges has been connecting with education authorities in a way that enables Partnership Brokers to align their priorities for partnership development with the priorities for schooling at a systemic level. A key factor in the success of the Partnership Brokers program is schools and school systems understanding the benefits of a partnership approach and actively exploring partnership opportunities that can help them achieve their goals. Achieving this understanding universally relies on clear communication from system leaders, at all levels of their organisations, about their expectations that schools should be connecting with business and the broader community. It should be made clear that the Partnership Brokers program is in place to help schools and communities that need assistance to enter into partnership arrangements, and to build their capacity to work together to support their young people.

Dandolo's Report suggests that jurisdictional support is critical to the success of the program, but lacking. However, there are emerging examples of senior managers within the education sector embracing cross-sector collaboration as the way to succeed, and enlisting the support of Partnership Brokers to make it happen. These examples show how the Partnership Brokers network can work alongside education

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

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

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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.

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

### **Support from DEEWR**

DEEWR has supported the achievement of program outcomes through the provision of induction forums, regional forums, training on the information management system, professional development, support tools, a Youth Attainment and Transitions website, sharing of program evaluation data and the funding of state and national provider networks. The contract management approach is focused on developing provider capacity and assisting providers to leverage off and add value to existing national and/or state programs and initiatives.

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

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

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

### **Priorities for Partnership Development**

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

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

### **Collaboration between Partnership Brokers and Youth Connections providers**

An important feature of the Partnership Brokers and Youth Connections programs is the requirement for providers to work together to identify and address the needs of their region. In 2011, 55 per cent of Partnership Brokers indicated they were working closely with Youth Connections providers and supporting new or enhanced partnership arrangements to meet identified needs in their region<sup>19</sup> (up from 47 per cent in 2010). However, in some regions, the level of collaboration is variable. In regions where collaboration has been limited, Youth Connections providers appear to have concentrated on delivery of case management services and Partnership Brokers have focused on stakeholder engagement and partnership development independently.

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

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

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**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.

## **Tasmania Summary**

### **Context**

In Tasmania, the Partnership Brokers have reported that there is a developing partnership 'culture' in their regions, especially among education and training providers. Education stakeholders are showing an increasing awareness of the need for engagement with community and business to serve the needs of the growing number of young people who need more flexible, individualised education pathways in order to maintain their interest and engagement. There has been an increase in the level of collaboration between education providers and support being offered by Partnership Brokers over the last 12 months.

Stability of relationships between education authorities and Partnership Brokers has occurred in the latter part of 2011 as structural changes in the Department of Education (DoE) have settled down.

The DoE has appointed a person responsible for "Community Partnerships". This role is quite different to that of the Partnership Broker role but it is seen as a positive sign of the growing culture of partnering within education circles. Partnership language is becoming normalised, with schools looking outward more than ever before, acceptance of the notion that the whole community is responsible for the education of its young people and the need to work with other agencies.

### **Program Status**

As at April 2012, there were over 40 active and self-sustaining partnerships associated with Partnership Brokers in Tasmania involving approximately 150 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately ten per cent of these partnerships have an Indigenous focus. There have been approximately 350 Outcomes Framework Key Performance Measure (KPM) evaluations with around 85 (24%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

Recently submitted Partnership Broker Case Studies also provide some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. Summaries of a selection of these Case Studies are included at the end of this report.

### **Challenges**

While the information above indicates significant progress, individual providers and the program have also faced many of the challenges outlined in the National Summary. In particular in Tasmania, two challenges have affected program performance during 2011: firstly, providers struggle to convert stakeholder engagement activities and ideas into partnerships, and secondly the poor use of YATMIS as a recording tool to indicate provider progress.

Staff turnover continues to impede the achievement of providers and program outcomes, but for one provider a recent change in management has had a positive impact on the organisation. DEEWR will continue to work closely with Partnership Brokers to address these factors which impact the program.

Providers have had success in engaging with government and peak parent bodies in converting a number of small, specific-purpose, time-limited but strategic partnerships identified in the early stages of the program into regional partnerships with a broader application. Engaging with peak bodies for business and industry in the development of wider, regional or state-wide strategic partnerships is an ongoing challenge for Partnership Brokers.

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The level of collaboration between Partnership Brokers and Youth Connections providers in Tasmania is consistent with the national picture. In some regions, providers have improved partnership arrangements substantially, however, the level of collaboration is variable but improving.

## 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 (TAS)	Percentage of Organisations in Partnerships (TAS)	Total Number of Organisations in Partnerships Nationally	Percentage of Organisations in Partnerships Nationally
Business & Industry	41	27%	1171	28%
Community	57	37%	1220	29%
Education	53	35%	1656	40%
Parents and Families	2	1%	108	3%
<b>TOTAL</b>	<b>153</b>	<b>100%</b>	<b>4155</b>	<b>100%</b>

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

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

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

Education Level	Number of Schools in Partnerships (TAS)	Percentage of Schools in Partnerships (TAS)	Number of Schools in Partnerships Nationally	Percentage of Schools in Partnerships Nationally	Number of schools in TAS
Primary	4	13%	149	16%	55%
Secondary	17	53%	509	55%	21%
Combined	11	34%	262	28%	24%
<b>TOTAL</b>	<b>32</b>	<b>100%</b>	<b>920</b>	<b>100%</b>	<b>100%</b>

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

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

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

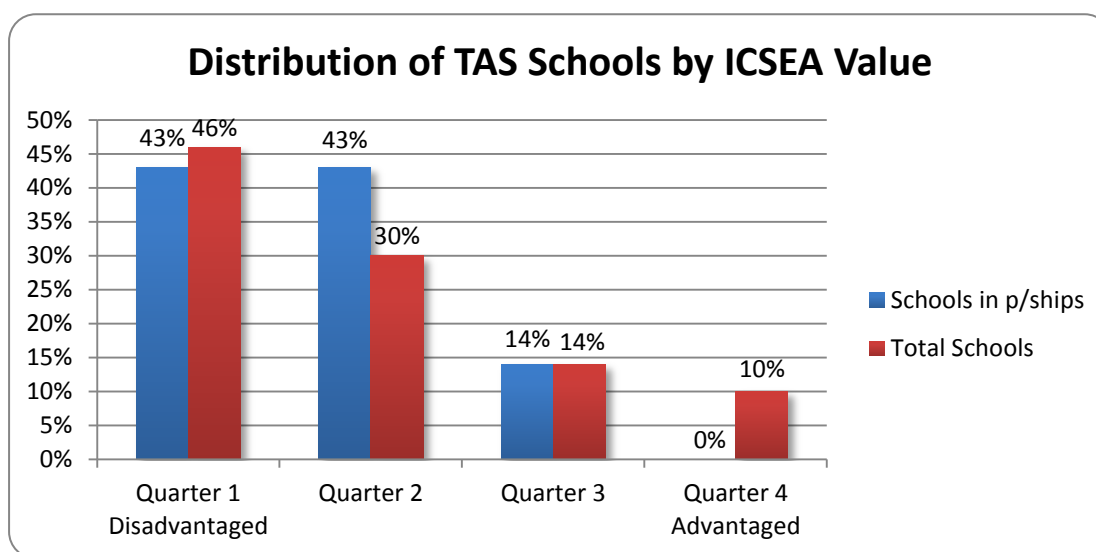
Education Sector	Number of Schools in Partnerships (TAS)	Percentage of Schools in Partnerships (TAS)	Number of Schools in Partnerships Nationally	Percentage of Schools in Partnerships Nationally	Number of schools in TAS
Government	25	78%	714	78%	75%
Independent	0	0%	107	12%	13%
Catholic	7	22%	99	11%	13%
<b>TOTAL</b>	<b>32</b>	<b>100%</b>	<b>920</b>	<b>100%</b>	<b>100%</b>



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

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

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



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

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

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

Regions	Number of Schools in Partnerships (TAS)	Percentage of Schools in Partnerships (TAS)	Number of Schools in Partnerships Nationally	Percentage of Schools in Partnerships Nationally	Number of schools in TAS
Major Cities of Australia	0	0%	463	50%	0%
Inner Regional Australia	16	50%	228	25%	60%
Outer Regional Australia	12	38%	145	16%	37%
Remote Australia	3	9%	36	4%	2%
Very Remote Australia	1	3%	48	5%	1%
<b>TOTAL</b>	<b>32</b>	<b>100%</b>	<b>920</b>	<b>100%</b>	<b>100%</b>

## Partnerships

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

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

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

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

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

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

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

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

### Table E1 – Number of State Partnerships Created by Status for TAS

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 (%)
34 (30%)	8 (7%)	42 (38%)	70(63%)	112 (100%)

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

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 (%)
4 (12%)	0 (0%)	4 (10%)	1 (1%)	5 (4%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 12% of the total active partnerships in TAS 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%)

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

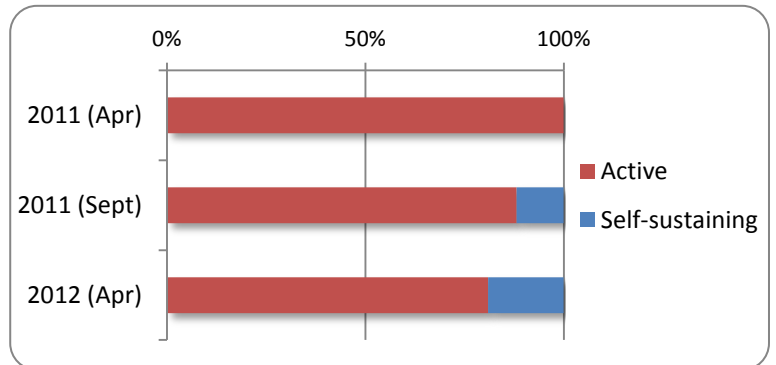
<b>Total number of Active partnerships (%)</b>	<b>Total number of Self Sustaining partnerships (%)</b>	<b>Total number of Active/ Self-Sustaining partnerships (%)</b>	<b>Total number of Draft/Inactive/ Terminated partnerships (%)</b>	<b>Total number of National partnerships (%)</b>
204 (23%)	47 (14%)	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 (TAS)**

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

Year (Month)	Active	Self-sustaining
2011 (April)	100%	0%
2011 (September)	88%	12%
2012 (April)	81%	19%



**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 (TAS)**

Number of Pre-Existing Partnerships (TAS)	Percentage of Pre-Existing Partnerships (TAS)	Number of Brokered Partnerships (TAS)	Number of Brokered Partnerships (TAS)	Total Number of Partnerships (TAS)	Total Percentage of Partnerships (TAS)
18	(16%)	94	(84%)	112	(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	Number 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.	336	86 (26%)	65 (19%)	79 (24%)	76 (23%)	30 (9%)

Table H1 continued – Outcome – Partnership Characteristics (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 Limited	2 Some Progress	3 Satisfactory	4 Considerable Progress	5 Achieved
<b>Shared Goal</b> - Partners have a clear, shared, realistic goal.	70	16%	20%	31%	26%	7%
<b>Shared Decision Making</b> -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	69	25%	17%	28%	23%	7%
<b>Communication</b> - There is effective communication between partners.	57	47%	21%	14%	12%	5%
<b>Commitment and Investment</b> - All organisations are committed to the partnership and make a considerable investment to it.	68	26%	18%	22%	22%	12%
<b>Review</b> - Partners monitor and review their partnership and progress towards goals.	72	18%	21%	21%	28%	13%

The data above shows that:

- Providers reported 32% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 45% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 70 partnerships (62% of the total number of partnerships in TAS) that have demonstrated to some extent that ‘*partners have a clear, shared, realistic goal*’. Providers reported that 33% 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.	93	28 (30%)	17 (18%)	26 (28%)	18 (9%)	14 (15%)

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	6	33%	17%	17%	0%	33%

An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	8	38%	25%	38%	0%	0%
An increase in the number of education and training providers who have increased their career practitioner capacity	17	41%	18%	12%	12%	18%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	62	26%	18%	32%	10%	15%

The data above shows that:

- Providers reported 24% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 48% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 62 partnerships (56% of the total number of partnerships in TAS) that have made progress towards providing ‘*opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders*’. Providers reported that 25% 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.	58	14 (24%)	11 (19%)	12 (21%)	17 (29%)	4 (7%)

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	16	19%	19%	19%	38%	6%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	11	36%	18%	18%	27%	0%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	31	23%	19%	23%	26%	10%

The data above shows that:

- Providers reported 36% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 43% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 31 partnerships (28% of the total number of partnerships in TAS) that have made progress towards increasing ‘*the number of businesses providing quality workplace and community learning opportunities for young people*’. Providers reported that 36% 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. <sup>3</sup>	67	35 (52%)	14 (21%)	9 (13%)	7 (10%)	2 (3%)

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	16	56%	25%	6%	6%	6%
An increase in the number of parents and families that are actively involved in career transition planning for their children	9	56%	11%	22%	11%	0%
An increase in the number of parents and families that are better informed about learning and career options	12	50%	17%	17%	8%	8%
An increase in the number of parents and families that are confident to interact with education and training providers, employers and community groups to support participation and engagement of their children	17	65%	18%	12%	6%	0%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	13	31%	31%	15%	23%	0%

The data above shows that:

- Providers reported 13% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 73% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.
- There are 17 partnerships (15% of the total number of partnerships in TAS) 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 6% 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.	138	25 (18%)	41 (19%)	39 (28%)	22 (16%)	11 (8%)

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	9	0%	56%	22%	22%	0%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	32	19%	25%	34%	9%	13%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	22	14%	27%	27%	27%	5%
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	10	0%	10%	50%	20%	20%

An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	25	20%	44%	12%	12%	12%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	16	25%	19%	38%	19%	0%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	24	29%	29%	25%	13%	4%

The data above shows that:

- Providers reported 24% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 37% of partnerships have made *limited* or *some progress* against this outcome.
- There are 32 partnerships (29% of the total number of partnerships in TAS) that have made progress towards providing '*an increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people*'. Providers reported that 22% of these partnerships have *achieved* or made *considerable progress* against this KPM.



## HANDS-ON LEARNING OPPORTUNITIES FOR YOUNG PEOPLE WITH DISABILITY

### Purpose

To provide work skills and community participation opportunities for young people with disabilities.

### Partnership Members

- Natural Resource Management Northern Tasmania (NRM North)
- Self Help Workplace
- Ability Employment
- Ravenswood Community Garden
- Inspirations Garden Centre
- Northern Support School

### Context and Goals

In Tasmania's northern region there is a need for increased transitional support for students with disabilities. The Northern Support School recognised that local businesses and organisations could offer opportunities for students to gain valuable work skills and a chance to experience greater community participation. The aim of the partnership was to bring together organisations that were interested in developing solutions to the myriad of transitional issues faced by young people with disability, their families and education and service providers.

The Partnership, between Ravenswood Community Garden, Inspirations Garden Centre and others, was established to provide an opportunity for young people with disability to gain hands-on experience through meaningful workplace learning.

### The Partnership's Approach

Partners collaborated to create 'Off-Shoots', a community enterprise nursery operating from the Ravenswood Community Garden which is co-located on the grounds of the Northern Support School in Launceston. The students actively participate in the nursery's operation and learn about growing and managing products.

*"It is good when the customers like what we do."*

*Student*

### Benefits

- The community benefits from a having a better understanding of the students' needs.
- Students benefit by gaining experience in a real working environment and through greater community participation.
- Parents and families are able to have more meaningful conversations about the future transition prospects of the students involved.

*"The Partnership Broker has helped us to sharpen our focus and provided us with support, time and ideas."*

*Teacher – Northern Support School*

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## Next Steps

The Partnership is currently being reviewed with the aim of developing a successful self-sustaining model to be implemented in 2012. For long term financial stability, the 'Off-Shoots' nursery will rely on support from local businesses, who will buy the produce.

## Support from the Partnership Broker

The Northern Support School wanted to form a partnership with external organisations to provide greater transitional support to students with disability. The school approached the Partnership Broker to help them find appropriate and willing partners. The Broker sourced potential partners and facilitated several meetings between the school and a group of community businesses and organisations. The Broker helped the partners remain focused and produce a workable program. Further assistance will be provided with the development of review and evaluation procedures.

### TOP TIP

A Partnership Broker can assist partners to develop a deep understanding of each other's needs.

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

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

#### **Background**

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

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

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

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

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

#### **Job Guide**

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

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

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

#### **myfuture website**

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

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### **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.