
NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS



VICTORIA

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: Victoria, National Partnership on Youth Attainment and Transitions – May 2012 report

Outcome	Performance Indicator	Source	May 2011	August addendum	May 2012	August addendum	May 2013	August addendum	May 2014	August addendum
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12 ¹	National Schools Statistics Collection (ABS)	117,514	-	118,293	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 11 and 12 ²		781	-	909	-	2012 School	-	2013 School	-
	Enrolment of Indigenous full-time equivalent students in years 9 and 10 ³		1,441	-	1,571	-	2012 School	-	2013 School	-
	15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher ⁴	VOCSTATS (NCVER)	-	30,677	-	33,651	-	2012 VET	-	2013 VET
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher ⁵		-	828	-	776	-	2012 VET	-	2013 VET
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate I level ⁶		-	91	-	147	-	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)	88.1%	-	86.1%	-	2012 SEW	-	2013 SEW	-
		VET completions (VOCSTATS) ⁷	-	21,838	-	28,844	-	2011 VET	-	2012 VET
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above	ABS Census	-	-	-	-	2011 Census	-	-	-
		VET completions (VOCSTATS) ⁸	-	158	-	216	-	2011 VET	-	2012 VET
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	Survey of Education and Work (ABS) ⁹	74.4%	-	-	-	2012 SEW	-	2013 SEW	-
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status ¹⁰	National Schools Statistics Collection (ABS)	90.7%	-	95.0%	-	2012 ARR	-	2013 ARR	-
	Apparent retention years 7/8 to year 12, by Indigenous status ¹¹		41.8%	-	46.9%	-	2012 ARR	-	2013 ARR	-
Improved Indigenous participation and engagement	School level strategies ¹²	Jurisdiction information	✓		✓		✓		✓	

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

Notes on the data

- 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.

¹ As per 2010 Participation target measure

² As per Schedule B

³ As per Schedule B

⁴ As per Schedule B

⁵ As per 2010 Participation target measure

⁶ As per Schedule B

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

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

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

¹⁰ As per Schedule B

¹¹ As per Schedule B

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

PART B:

Jurisdictional Context

Characteristics of the jurisdiction and of the YAT NP target cohort

As detailed in the 2011 Annual Report¹³, historically Victoria has been an acknowledged leader, both in policies and programs aimed at promoting high levels of attainment, and in successful transitions by young people. Some initiatives similar to those established Australia-wide under the National Partnership on Youth Attainment and Transitions were already in place in Victoria prior to this Agreement – most notably associations supporting local partnerships (the Victorian Local Learning and Employment Networks) and movement towards a ‘demand driven’ vocational education and training system incorporating student entitlements to government-supported places. In this context, achieving the level of additional improvement required under the YAT NP targets is particularly challenging for Victoria.

An overview of current activities indicates that NP programs and associated commitments deliver benefits that are currently, and will remain, important to supporting achievements for young Victorians across the board (including subsidised training, opportunities for workplace learning, high quality career development, and business and local community assistance stimulated through activities of Partnership Brokers). However, there is also a continuing need to focus effort intensively on assisting the often difficult to reach sub-group that remains not fully engaged in education, employment or training despite best efforts to date. Such young people often face multiple disadvantages, and may require access to comprehensive individual support services as well as to education, training and workplace options that match their particular needs and circumstances. Valuable case management and outreach services provided through YAT NP Youth Connections need to be maintained, as well as supplemented by more targeted approaches (such as integrated accommodation support for homeless young people). Already broad and varied curriculum choices may warrant further expansion and tailoring. Careful research is required to map any gaps and identify opportunities for ongoing improvement. Victoria is aware of these challenges, and actively engaged in pursuing them.

The following report provides information relating to relevant policies and initiatives and the progress achieved during the 2011 calendar year.

Broad education reform directions

School education

In November 2011, the Victorian Minister for Education mapped a new direction for school education in presenting his vision for *Victoria as a Learning Community*.¹⁴ School leaders and teachers, working closely with their communities, will be empowered to drive change, determining optimal approaches to achieve school improvement and the best outcomes for students in their local context.

Key principles within this vision include:

¹³[Department of Education, Employment and Workplace Relations, 2011, National Partnership on Youth Attainment and Transitions: Victoria Annual Report May 2011](#)

¹⁴[Department of Education and Early Childhood Development, 2011. Victoria as a Learning Community, November](#)

- individual choice – every parent should have a choice of high-quality education alternatives for their child; specialisation and diversity amongst schools not only promotes such choice but helps develop individual strengths which in turn support higher standards and better student outcomes;
- social and community integration – through integration with parents, the local community, business, government and community organisations, schools can lift outcomes for their students, tapping into expertise, facilities, resources and ideas, and opening up pathways for their students;
- local decision-making – freeing schools to make decisions and pursue goals which are in the best interests of their students will lead to improvements, as capable school leaders will always make better decisions at the local level, by virtue of their relationship to the students and school community.

The aims of the schools reform align well with the intent of the YAT NP to increase participation of young people in education and training, increase attainment levels and improve successful transitions from school.

Vocational Education and Training

The Victorian system is underpinned by a student entitlement to vocational education and training delivered under the Victorian Training Guarantee, which provides an entitlement to government funded training in any area of study, subject to the following eligibility criteria:

- Victorians aged under 20 can access training at any level, regardless of any qualifications already held
- those aged 20 and over can gain access to training in any qualification higher than they already hold
- access to foundation level skills is unlimited to all Victorians, regardless of age or qualifications already held
- access to training in an apprenticeship qualification is similarly available, regardless of age or previous qualifications.

This entitlement extends access beyond requirements under the YAT NP ‘Compact with Young Australians’ and the newly signed Skills National Partnership, and offers young people in Victoria increased access to qualifications that will improve their existing skills.

During 2011 the Victorian Essential Services Commission conducted a *VET Fee and Funding Review*¹⁵ that considered the fee and funding arrangements for government subsidised training in the Victorian VET system under the Victorian Training Guarantee. The Victorian 2012-2013 budget included further reforms as part of *Refocusing Vocational Training in Victoria*,¹⁶ including:

- increased government training subsidies in 20 per cent of courses including in critical trades, apprenticeship studies and skill shortage industries;
- an new five per cent loading for training by all providers in regional areas;
- support for those most in need to take up opportunities to train through targeted loadings, concessions and fee waivers;
- from 1 January 2013, the 1.3 youth loading will be more narrowly targeted to training of a young person aged 15 to 19 from a low socioeconomic status background, who has not completed VCE, VCAL or a Certificate II level qualification.

From 1 July 2012, training entitlements will also be extended such that:

¹⁵[Essential Services Commission, 2011, VET Fee and Funding Review – Volume I: Blueprint for Change, September](#)

¹⁶[Department of Education and Early Childhood Development, 2012. Refocusing Vocational Training in Victoria, April](#)

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- Victorians of any age whose highest qualification is VCE or VCAL will become eligible for a place in a government-subsidised course at Certificate II level;
 - 'Zero-fee' training places will be made available for young Victorians living in out-of-home care under the custody or guardianship of the State; and
 - 'Zero fee' training places will also be made available for any Victorians aged 21 or under who have recently transitioned from out-of-home care, having previously been under the custody or guardianship of the State.

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

During 2011, several relevant initiatives funded directly by the Victorian Government have been implemented or progressed, as described below. A number of the State programs provide targeted assistance for those with particularly strong needs for personal support, and these are complemented by initiatives that expand the range and quality of available pathways to better engage young people.

Youth Partnerships

Youth Partnerships is a Whole-of-Government initiative to better coordinate responses across community, local and state government services to vulnerable young Victorians. The aims of the initiative include reducing escalation of problems for individual young people and improving engagement with education and training, leading to an increase in the completion of Year 12 or VET qualifications.

Improved responses are being tested in seven demonstration sites across Victoria (three metropolitan and four rural or regional), with activities in each site decided by local governance structures, based on evidence and current activity. In addition a central Secretariat provides overall support. The initiative is funded to mid-2013.

Re-engagement programs

In 2011, the Victorian Government committed to improving education provision to children and young people who are disengaged or at risk of disengagement from school, through allowing individual student funding through the Student Resource Package to follow students when they are diverted to a re-engagement program. The Government also committed to the development of practical guidelines for re-engagement programs and investing \$1 million to pilot effective models of re-engagement. These three commitments are being introduced within a coordinated approach, and are due to be implemented from mid-2012.

School specialisation

The Victorian Government is providing \$2.5 million over two years (from 2011-12) for 25 one-off grants to government schools to specialise in a field of their choice, such as languages, maths, science, design or horticulture. The grants allow schools the freedom to create unique school experiences that bring out the creativity, talents and potential of their students, offering a wider range of options to better match the educational needs and preferences of young people. The first 12 successful schools were announced in December 2011, with the remaining 13 grants to be provided in 2012.

Local Solutions Year 12 Retention Fund

The Victorian Government has provided \$5 million over four years for the Local Solutions Year 12 Retention Fund. Two rounds of two year grants to government, Catholic and independent P-12 and secondary schools (including specialist schools) in rural and regional Victoria will support the design and delivery of localised initiatives that improve school retention rates and expand the range of pathway options for senior students. Initial applications were sought during 2011, with successful schools under the first round of funding announced in February 2012.

Youth Foyers

The Victorian Government provided funds for planning and design works of three 40 bed *Youth Foyers* in Melbourne and regional Victoria as part of the 2011-12 Victorian Budget. A highly successful support model for homeless youth internationally, the *Youth Foyers* will be supervised by staff 24 hours a day. They will provide education, training and general support to young people aged between 16 and 25 who are homeless or at risk of homelessness to help them participate in education, employment and training, with medium-term accommodation in a safe and supportive environment for up to two years, both on-site and in-community support. The Foyers will be supported by a consortium of support agencies, including homelessness services, education providers, and housing managers with links to health and welfare services. (\$10.4 million to build and operate the first of the foyers over the next 4 years, in Broadmeadows, was announced in April 2012).

Springboard

In February 2012, funding over four years was announced for a new Springboard specialist outreach and intensive one-on-one support program to help young people who are transitioning from, or have left residential out-of-home care to participate in education, training and employment. The program will assist highly disadvantaged young people between 16 and 21 years of age to gain secure, long-term employment by re-engaging with appropriate education, training or supported employment opportunities.

It is apparent that Victorian reforms are well matched with programs available under the National Partnership (as described below) in contributing to a comprehensive system to support youth engagement, attainment and successful transitions.

Maximising Engagement, Attainment and Successful Transitions

YAT NP funding for Maximising Engagement, Attainment and Successful Transitions (MEAST) in Victoria was allocated across four initiatives.

1. WORKPLACE LEARNING COORDINATORS (WLCs)

Purpose of initiative:

24 providers were contracted in 31 areas of Victoria (providing state-wide coverage broadly aligned with Local Government Areas) to deliver the Workplace Learning Coordinators initiative with the objectives of increasing:

- the number of young people aged 15-19 undertaking workplace learning placements in places of employment, especially within those industries that provide strong vocational outcomes for young people;
- alignment between Victorian Certificate of Applied Learning (VCAL) and VET provision, and local industry needs; and

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- the number of Koorie young people aged 15-19 undertaking workplace learning placements.

In addition to generating additional workplace learning placements, functions of the WLC include:

- a coordination role;
- provision of a visible contact point for employers and an information dissemination role;
- a contribution to realignment of education and training activity with industry need;
- expansion of the range of placements to better cater for diverse needs; and
- capacity building.

Funding:

\$19.961 million for the period 2010-2013

Timing:

2 July 2010 – 31 December 2013

Action to date:

A formative evaluation of the WLC initiative was carried out by Deakin University during the first twelve months of the program to inform the development of the new contract for the period 2012-2013. The evaluation endorsed the current model of delivery, and suggested improvements which included:

- increased WLC contribution to synchronising VET and VCAL provision with industry needs;
- WLC providers to liaise and communicate regularly with key stakeholders in the program in order to facilitate effective planning; and
- WLC providers to address the risk of underperformance in facilitating Koorie participation.

Re-contracting of the WLC providers took place in December 2011 based upon a performance review and negotiation of a Service Plan for 2012-2013 with the Department. In order to be approved plans were required to:

- include targets that represent year on year improvement in delivery;
- show evidence of engagement with all sectors regarding coordination of work placements for young people completing senior secondary certificates (including RTOs, Catholic, Independent and government schools); and
- include strategies to address issues raised by the formative evaluation.

Outcomes to date:

The formative evaluation conducted by Deakin University revealed the following key findings:

- there is evidence of growing stakeholder awareness of the WLC program and generally solid support for the model;
- stakeholders report the program is contributing positively to increases in workplace learning in most service areas;
- there are a number of regionally-specific barriers to achieving better alignment of SWL with strong vocational pathways;
- many employers consider the WLC program will improve their individual experience of participation in SWL programs with students; and
- although most WLCs have identified key strategies for increasing Koorie participation in workplace learning, there remains only limited evidence of WLCs actually achieving substantial increases in workplace learning opportunities for Koorie young people.

In addition, the WLC 2011 Annual Reports demonstrated the placement outcomes represented in the tables below. While overall placements fell short of the goals established, 23 of the 31 providers achieved 90 per cent or more of their individual targets, and there were pleasing results in relation to a number of disadvantaged cohorts.

Table 1: WLC overall placement outcomes by type of placement, 2011

	Structured Workplace Learning (SWL)	School-Based Apprenticeship and Traineeship (SBAT)	Work Experience (WE)
Total placement outcomes achieved	6018	1064	4106
Targets	6468	1300	5333

Table 2: WLC placement outcomes for targeted sub-groups, 2011

	Non-school placements (ACE, TAFE & other RTOs)	Koorie placements	Newly arrived/Refugees	Disability	At risk of early school leaving	CALD
Total placement outcomes achieved	580	255	358	416	838	77
Targets	560	506	265	325	695	79

Planned adjustments (if any):

Ongoing tracking of data for all categories of SWL, SBAT and WE as nominated in the WLC contracts and for all categories (mainstream, Koorie, disability and refugees/newly arrived young people) has been introduced.

2. APPRENTICESHIP SUPPORT OFFICERS

Purpose of initiative:

The Apprenticeship Support Officer (ASO) program aims to improve the proportion of young people successfully completing apprenticeships by providing them with additional intensive support during the first 12 months of their apprenticeship.

Funding:

\$14.428 million for the period 2010-2013

Timing:

The program became fully operational from 1 January 2011 and is expected to conclude on 31 December 2013. An evaluation of the program was conducted by The Allen Consulting Group in September/October 2011, with a final report presented in November 2011.

Action to date:

Almost 90% of the 14,000 eligible apprentices in 2011 participated in the ASO program which included over 26,000 phone calls and 11,000 visits.

Each apprentice was risk assessed in order to determine the level of support required to make the successful transition to work and training through an apprenticeship.

Outcomes to date:

Initial apprentice assessments concluded that 80% were rated low risk, 12% medium risk and 8% high risk. ASOs also reported a slightly higher number of regionally based apprentices assessed as medium or high risk than those from the metropolitan regions.

An analysis of 2011 data concluded that the attrition rate for apprentices in the ASO cohort at the 6 month point was lower than in each of the previous three years. On average, the proportion of apprentices still active 6 months after registration was 1.5% higher per month than the next best year and 4.3% higher per month than the worst performing year.¹⁷ While initial data is becoming available for apprentices having completed 12 months of their apprenticeship, it is still too early in the program to gain an accurate indication of attrition rates in comparison to previous years.

An operational evaluation of the program undertaken by the Allen Consulting Group concluded that:

- the strongest predictor of risk has been youth, in particular those under 18 years of age;
- the home postcode rather than work place postcode was seen as a more relevant indicator of risk; and
- ASOs should be given more discretion in managing caseloads.

Planned adjustments (if any):

Changes to the 2012 ASO program are as follows:

- all apprentices are contacted both within the first 3 months and between the 9 and 12 month period, regardless of their level of risk;
- however, a mandatory 3 month visit is no longer required for apprentices considered to be in the low risk category and is at the discretion of the ASO. Medium and high risks apprentices remain mandatory visits; and
- risk factors have been adjusted to account for the apprentices' home postcode rather than the work place postcode.

3. CAREER DEVELOPMENT SERVICES

Purpose of initiative:

The Improved Career Development Services (ICDS) initiative is divided into four streams:

- Development of Careers Curriculum Framework (CCF) which provides a structure for a career education program for all young people from Years 7 to 12 in schools, and for young learners with VET providers and in the Learn Local adult community education sector. It supports the work of teachers, trainers and careers practitioners in the preparation of young people to make a successful transition into further education, training or employment.
- Professional Development for Career Practitioners – Study Grants supporting short-term professionalisation of the career development workforce, to increase the number of qualified Victorian careers practitioners assisting young people with their career development and pathway planning.

¹⁷ Figures are logged for commencements in each calendar month.

- Allocation of one EFT Regional Career Development Officer (RCDO) in each of the nine DEECD regions to enhance the capacity of careers practitioners in all schools, VET providers and the Learn Local adult community education sector to implement effective career development programs for young people. The RCDOs aim to drive continuous improvement in the long-term, and to increase the engagement, retention and post-school outcomes for young people.
- Careers Mentoring Network Initiative (CMNI) – to improve the long-term lifelong learning and employment prospects of current students from three targeted groups: Koorie students, English as a Second Language and Culturally and Linguistically Diverse students including refugees, and students from low SES families experiencing intergenerational poverty and unemployment.

Funding:

\$9.862 million for the period 2010-2013

Timing:

Different elements related to the ICDS initiative have commenced at different times:

- The Careers Curriculum Framework was launched online in March 2011.
- Intakes for the Study Grants for Careers Practitioners commenced in mid-2010. There have been four intakes in total (one in 2010, two in 2011, one in 2012), with the final intake commencing in 2013.
- Regional Career Development Officers commenced benchmarking targeted schools/organisations in 2011 with targets set for each sector in their annual Business Plan.
- All three Careers Mentoring Network Initiative providers have commenced the mentee-mentor matches.
- The Formative Evaluation of Improved Career Development Services commenced in May 2011, and the Final Report was submitted in February 2012.

Action to date:

- Twenty-five Careers Curriculum Framework regional implementation briefings were conducted by the Regional Career Development Officers across Victoria between April to June 2011, with over 1,000 participants attending.
- A Careers Curriculum Framework Planning Day was held in August 2011 which focused on supporting the Regional Career Development Officers to continue to work with education and training providers to implement the Framework through the identification of strategies for engaging stakeholders and workshopping additional resources.
- The Careers Curriculum Framework and associated Career Action Plan templates have been further contextualised based on feedback from stakeholders and significant work has been undertaken to map the Careers Curriculum Framework to VET and VCAL studies and the Australian Curriculum.
- Between mid-2010 and the beginning of 2012, 311 Study Grant offers were made. Of these, 292 were accepted.
- Eligibility criteria for Study Grants were revised for a mid-2011 intake to enable applications from careers practitioners holding a Certificate IV in Career Development and staff not currently working in a careers role, but likely to be in the future. The eligibility criteria were further revised for the 2012 and 2013 intakes to enable RTO staff undertaking career development activities with young people, up to ten Koorie Engagement Support Officers and DEECD regional office staff involved in work which would be enhanced by specific career development knowledge to apply.
- The annual Regional Career Development Officers' Business Plans outline the objectives, performance indicators and strategies over the calendar year. Quarterly reports are submitted based

on the Business Plans. Guidelines were finalised in 2011 to reflect continued development of the initiative. Regional Career Development Officers have been:

- working with schools (Government, Catholic and Independent), VET providers and the Learn Local adult community education sector to implement the Careers Curriculum Framework through mapping current practice to the Careers Curriculum Framework;
- benchmarking career development programs in schools/organisations (targets comprise 5 Government schools, 2 Catholic schools, 2 Independent schools, 1 VET provider and 2 Learn Local providers for the year);
- facilitating professional learning for careers practitioners and regional stakeholders, including in the implementation of the Careers Curriculum Framework and Career Action Planning and *myfuture*;
- facilitating parental engagement in career development workshops using the Lasting Gifts approach to career development; and
- advocating support from senior leadership.

Outcomes to date:

The Formative Evaluation of Improved Career Development Services, conducted by KPMG, found that:

- the Careers Curriculum Framework embedded career education and development in all school/organisation activities;
- the availability and uptake of Study Grants supported the career development needs of young people;
- the Regional Career Development Officers provided a useful system linking mechanism; and
- the Careers Mentoring Network Initiative targeted vulnerable and at-risk young people in a local area, providing support to those most likely to be marginalised, or at risk of dropping out of school.

In general, the evaluation reported positively on programs and progress to date, suggesting only minor enhancements to implementation.

Planned adjustments (if any):

The expanded eligibility criteria for Study Grants will be continued for the 2013 intake.

4. KOORIE TRANSITIONS OFFICERS (KTO)

Purpose of initiative:

Koorie Transition Officers work to enhance the effectiveness of services and supports for Koorie students operating both within and outside schools across all sectors, with the aims of strengthening transitions from school to further education, training and employment, improving aspirations to succeed at school, and supporting strong post-school pathways.

Funding:

\$3.511 million for the period 2010-2013

Timing:

The program became operational from February 2011 and is expected to conclude on 30 December 2013. An evaluation of the program will be conducted in July-August 2012.

Action to date:

An over-arching KTO Business Plan was developed in July 2011, and Regional KTO Action Plans for 2011-12 developed in August-September 2011.

Actions identified in the Business Plan and Regional Action Plans fall under the following themes:

- Pathways and Transitions
- Building Education, Training and Employment Provider capacity
- Support for Parents, Carers, Families and Communities
- Building Koorie Education Workforce capacity
- Partnerships

Outcomes to date:

Extensive work has occurred in the career development space, frequently in close collaboration with Regional Career Development Officers. Recent activities include:

- delivery of *myfuture* training to regional Koorie Education Support Officer teams,
- assisting with mapping the Careers Curriculum Framework to initiatives targeted to young Koories;
- facilitation of ‘lasting gifts’ program sessions;
- aligning the “Inspiring young Koorie people’s program” with the Careers Curriculum Framework In Gippsland;
- development of an Aboriginal Student Referral Toolbox in Barwon South West; and
- presentation on effective pathways planning for Koorie students at the Career Education Association of Victoria conference in December 2011.

Formation of networks to support pathways and transitions for Koorie young people has occurred in the Northern Metropolitan Region (the Koorie Education and Transition Pathways Network), Grampians Region (East and West Grampians KTO steering groups) and Hume (Hume Region Koorie Pathways Reference Group). Similar network arrangements are being planned for the remaining regions.

Planned adjustments (if any):

No planned adjustments at this time.

Funding to Sectors

Under the Victorian Implementation Plan for the YAT NP, funding is not provided directly to school sectors. All programs are designed to provide support to eligible young people regardless of the sector providing education or training.

Table 3: Expenditure for multiple learning pathways, mentoring and career development

Year	Multiple Learning Pathways	Mentoring	Career Development
2011	\$8.86m	\$351,664	\$3.21m

In the table above Workplace Learning Coordinators and Apprenticeship Support Officers initiatives are represented in the ‘Multiple Learning Pathways’ category. The Careers Mentoring Network Initiative is included in the ‘Mentoring’ category, and all other Victorian MEAST programs are placed under ‘Career

Development'. Funding for Koorie Transitions Officers has been represented in the 'Career Development' category, as, although the role varies, a large proportion of effort to date has been directed to this end.

Indigenous Reporting

From Schedule B:

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

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

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

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

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

The data presented in Section A of this report indicates improvement in Victoria over the last year across a range of performance indicators for Indigenous young people. These include increased full-time enrolments in schools in both years 11 and 12, and years 9 and 10, and improved apparent retention from years 7/8 to 10 (from 90.7% as at May 2011 to 95.0% as at May 2012) and years 7/8 to year 12 (from 41.8% to 46.9%).

The remainder of this section of Victoria's annual report provides additional data relating to Indigenous students, in line with the requirements of the National Partnership under Schedule B reproduced above.

Participation of Indigenous students

The following two tables provide greater detail on the consistently increasing school enrolments for Indigenous students recorded in Victoria, with comparisons given from 2008 to 2011.

Table 4: Full time equivalent school enrolments by Indigenous students, Years 11 and 12, Victoria, 2008-2011

		Aug 2008	Aug 2009	Aug 2010	Aug 2011
Government	Year 11	334.2	356.2	406.3	469.9
	Year 12	202.3	205.6	237.4	271.7
	Total	536.5	561.8	643.7	741.6
Non-Government	Year 11	56.0	83.0	78.6	95.0
	Year 12	51.0	47.0	51.0	67.0
	Total	107.0	130.0	129.6	162.0
TOTAL		643.5	691.8	773.3	903.6

Source: DEECD August School Census (unpublished)

Table 5: Full time equivalent school enrolments by Indigenous students, Years 9 and 10, Victoria, 2008-2011

		Aug 2008	Aug 2009	Aug 2010	Aug 2011
Government	Year 9	585.3	609.9	634.5	731.0
	Year 10	459.8	483.4	569.7	544.6
	Total	1045.1	1093.3	1204.2	1275.6
Non-Government	Year 9	113.0	104.0	124.0	126.4
	Year 10	98.0	93.0	101.8	131.0
	Total	211.0	197.0	225.8	257.4
TOTAL		1256.1	1290.3	1430.0	1533.0

Source: DEECD August School Census (unpublished)

Overall enrolments of Indigenous students (without a year 12 qualification and not enrolled in school) in VET certificates remained stable from 2010 to 2011, although with a relatively larger number enrolled at Certificate I level.

Table 6: Government funded enrolments in VET courses by Indigenous students aged 15-19 2008-2011

Indigenous 15-19	2008	2009	2010	2011
Certificate I	362	279	244	315
Certificate II and above	753	795	943	876
TOTAL	1115	1074	1187	1191

Other leading indicators

Student retention Years 7-10 and 7-12

The table below provides a detailed breakdown of trends in apparent retention of Indigenous students, compared to the total student cohort, drawn from the Victorian August 2011 School Census. It indicates improvements for retention of Indigenous students, particularly on the Year 7-12 measure.

Table 7: Apparent Retention Rates, by Indigenous Status, Victoria, 2008-2011

			Aug 2008	Aug 2009	Aug 2010	Aug 2011
Indigenous	Government	Year 7-10	76.2	80.5	86.4	85.7
		Year 7-12	41.7	39.3	39.3	45.3
	Non-Government	Year 7-10	134.2	97.9	141.4	152.3
		Year 7-12	100.0	114.6	69.9	70.5
	TOTAL	Year 7-10	82.5	82.9	91.9	93.7
		Year 7-12	47.3	44.8	42.6	48.7
All Students	Government	Year 7-10	97.1	99.3	101.8	101.4
		Year 7-12	73.1	74.8	76.5	78.1
	Non-Government	Year 7-10	101.0	100.9	100.0	98.8
		Year 7-12	91.1	90.8	90.6	89.9
	TOTAL	Year 7-10	98.7	100.0	101.1	100.3
		Year 7-12	80.3	81.2	82.2	82.9

Source: DEECD August School Census (unpublished)

Notes: 1. Based on DEECD methodology as provided in 2010

2. Differs from ABS as uses FTE student counts and in the allocation of students attending multiple schools

Student attendance

Attendance at school of Indigenous students in early and middle secondary years has remained relatively steady over the last few years, although with a recent slight decline at years 9 and 10 which will continue to be monitored. Attendance of Indigenous students, in comparison to non-Indigenous students, falls off more rapidly from Years 7-10 and, by Years 9 and 10, is approximately 10 percentage points lower.

Table 8: Per cent attendance for FTE students, Indigenous and non-Indigenous, in Victorian Government Schools, 2008-2011, Years 7-10 (Preliminary)

Cohort		2008	2009	2010	2011
Indigenous	Year 7	86	86	87	87
	Year 8	85	82	82	82
	Year 9	82	81	81	80
	Year 10	82	81	80	79
Non-Indigenous	Year 7	94	93	93	93
	Year 8	91	91	92	91
	Year 9	90	90	90	90
	Year 10	90	90	90	90

Source: DEECD August School Census (unpublished)

Schools with 30+ Indigenous students, making up 10 per cent or more of their population

The tables below show total enrolments and Indigenous enrolments in Victorian secondary or P-12 schools that have thirty or more Indigenous students comprising 10 per cent or more of the school's population.

As suggested by the numbers of students represented, few schools in Victoria meet these criteria, and these schools tend to have small total enrolments. Such schools also educate a very small proportion of the total number of Indigenous young people enrolled in senior secondary education (approximately 2 per cent of those in Years 11-12 and 4 per cent of those in Years 9-10).

Table 9: Target schools Full-Time Equivalent Enrolments, all Year 11 and 12 students, 2011

Sector		Aug-2011
Government	Year 11	94.8
	Year 12	79.8
	Total	174.6

Source: August School Census(unpublished)

Table 10: Target schools, Full-Time Equivalent Enrolments, Year 11 and 12 Indigenous students, 2011

Sector		Aug-2011
Government	Year 11	13.8
	Year 12	4.8
	Total	18.6

Source: August School Census(unpublished)

Table 11: Target schools, Full-Time Equivalent Enrolments, Year 9 and 10 Indigenous students, 2011

Sector		Aug-2011
Government	Year 9	36.0
	Year 10	28.6
	Total	64.6

Source: August School Census (unpublished)

Apparent retention of students within the target schools is represented below. The figures should be treated with caution as they can be strongly influenced by factors such as local movements of students into or out of the schools, and by students repeating year levels. As a result, apparent retention can exceed 100 per cent.

Table 12: Target schools, Apparent Retention Rates (percentage), by Indigenous Status, 2011

Sector			Aug-2011
Indigenous	Government	Year 7-10	89.8
		Year 7-12	28.8
All Students	Government	Year 7-10	112.5
		Year 7-12	35.5
	TOTAL	Year 7-10	112.6
		Year 7-12	33.2

Source: August School Census (unpublished)

Attendance rates for students in Years 7-10 for schools with thirty or more Indigenous students comprising 10 per cent or more of the school's population are shown below.

Table 13: Target schools, percentage attendance of Indigenous and Non-Indigenous students, Years 7-10 2011 (Preliminary)

	Year 7	Year 8	Year 9	Year 10
Indigenous	84	81	75	77
Non-Indigenous	89	84	85	81
Total	88	84	84	81

Source: August School Census (unpublished)

School level strategies to support Indigenous young people

In Victoria, schools may adopt a number of strategies that may assist in supporting Indigenous young people. For Government schools only, the August School Census captures details of activities. For the three government secondary/P-12 schools that were identified as having 30 or more Indigenous students making up at least 10 per cent of the total school population:

- All schools had targets to improve Koorie student outcomes in the Annual Implementation Plan
- Two of the three schools had targets to improve Koorie student outcomes in the Principal's Performance Plan, and where this wasn't the case the Principal undertook professional development training through *What Works*
- All schools had engaged with the national programs *What Works* and *Dare to Lead*;
- 100 per cent used the Victorian Student Mapping Tool to determine intervention and support requirements for Koorie students;

- All schools had individual Education Plans for all Koorie students;
- One in three schools utilised a Koorie specific version of the *It's Not OK to Be Away* attendance strategy to support Koorie students.

The Compact with Young Australians

As noted in the introduction to this report, in Victoria, from 1 January 2011, training place entitlements for the 15 to 24 year old cohort, as required under the YAT NP, were provided as part of the broader implementation of the Victorian Training Guarantee.

Enrolments in Victoria in the YAT NP entitlement categories have grown by 51914, or approximately one third, between 2010 and 2011. Enrolments by Victorians aged 15-19 grew by 28342, and enrolments by those aged 20-24 (and above) grew by 23572, contributing to a grand total of 201639 enrolments for 2011.

Table 14: Youth Compact delivery by age group

Age Group	2009	2010	2011
15 to 19	73433	92169	120511
20 to 24	41091	53523	75198
25 plus	3387	4033	5930
TOTAL	117911	149725	201639

Notes:

Enrolments appear for 25+ under the Youth Compact due to ageing of students subsequent to initial enrolment.

Excludes one student under the age of 15 years

In the Victorian system, there has been a particularly rapid growth of government subsidised enrolments that meet Youth Compact criteria at private providers, with almost four times as many students enrolled at private providers in 2011, compared to 2009.

Table 15: Youth Compact provider by type

Provider type	2009	2010	2011
TAFE	86725	95798	105570
ACE	8385	9151	11273
Private	22802	44776	84796
TOTAL	117912	149725	201639

Particularly striking growth between 2010 and 2011 has been observed in Adult and Community Education, Business Services, Community Services and Health, Culture and Recreation, and Wholesale Retail and Personal Services.

Table 16: Youth Compact by industry

Youth Compact by Industry	2009	2010	2011
Adult Community Education	14590	17173	26855
Automotive	6703	7144	6949
Building and Construction	16849	21187	22697
Business Services	10721	14127	25800
Community Services and Health	6958	9930	14505
Cultural and Recreation	4642	7523	12560

Electrotechnology and Communications	12414	14920	17344
General Manufacturing	5143	5471	7080
Metals and Engineering	4737	5380	4575
Primary and Forest	4822	5822	6768
Public Administration and Safety	181	240	163
Tourism and Hospitality	12464	15785	20117
Transport and Storage	3367	5010	7683
Wholesale Retail and Personal Services	14168	19771	28480
Grand Total*	117759	149483	201576

**excludes Industry Not Yet Assigned and Generic Skills*

Challenges experienced in 2011 (if any)

There have been no significant challenges associated with the introduction of the Youth Compact per se in Victoria, as it has been delivered as part of the wider Victorian Training Guarantee (VTG). However, as noted in the Jurisdictional Context section, delivery of VET in Victoria under the VTG is currently being refocused.

Compliance and enforcement/monitoring

The National Youth Participation Requirement was implemented in Victoria through amendments to the Education and Training Reform Act (2006), with young people under the age of 17 who have attained Year 10 and are participating full-time in education, training or employment, or a combination of these activities, exempted from school attendance by Ministerial Order 294.

In 2010, Victoria introduced a formal school exit process. It requires that students leaving school before completing Year 12 (excluding those transferring to another school) complete an exit form which includes destination and transitions information, to be signed by all parties (student, parent and school principal). For students under the age of 17 who wish to leave school before completing Year 10, the form requires exemption from school attendance to be authorised by the relevant DEECD Regional Director. As a result of information collected in the form, some students may be referred to local support mechanisms (including Youth Connections providers). Government schools must supply copies of all completed School Exit forms to their Regional Office. Students from Independent and Catholic sectors requiring approved exemption from school attendance must also apply via the relevant DEECD Regional Director.

For those not exempted from school attendance (either through the above process or under Ministerial Order 294), the Victorian Government has committed to enforcing compulsory attendance laws (outlined in section 2.1 of the Education and Training Reform Act 2006). This legislation sets out the duty of parents to ensure their children are enrolled in school and attend each day; or are registered for home schooling and receiving instruction. The Government is currently pursuing changes to the Act to enable the use of penalty infringement notices for repeated breaches of this duty. DEECD is developing regulations and guidelines and revising its student attendance support and improvement materials to accompany new legislation. This material will outline the intent and purpose of the enforcement process and will provide clear guidance to principals and Department staff about appropriate use of penalties to enforce student attendance laws.

School Business Community Partnership Brokers

Context

In Victoria, the School Business Community Partnership Broker initiative has been implemented through the 31 Local Learning and Employment Networks (LLENs) that have been operating across the State since 2001/2002. For this reason, the section outlining progress of the Partnership Brokers in Victoria appears in this section of the report rather than in the Annexure provided by the Commonwealth.

LLENs are independently incorporated associations with a mandated governance structure comprising cross-sectoral community stakeholders who are elected to office and have oversight of strategy, review and finance for each LLEN. The LLEN initiative has been built upon and extended to incorporate all the requirements of the Partnership Broker initiative through variations to LLEN Funding Agreements.

LLEN Funding Agreements continue to be managed by DEECD and build upon the 10 year relationship between LLEN and DEECD.

It was originally anticipated that LLENs, in keeping with other jurisdictions, would use YATMIS as its reporting tool. However as this has not proved possible, reporting of LLEN Partnership Broker outcomes appears in a slightly different format to other jurisdictions.

In Victoria, each LLEN provides comprehensive twice yearly reports to DEECD on progress against the goals and targets in individually negotiated and agreed LLEN Strategic Plans. The information in this report is based upon LLEN 2011 Annual Reports to DEECD submitted in March 2012.

Program Status

There were 5369 LLEN member organisations that contributed to 1144 active partnerships in Victoria in 2011. These partnerships are undertaking a range of activities to improve education and training outcomes for young people in their community, with 84 having a specific indigenous focus and 65 a focus on disability. However it should be recognised that using the number of partnerships as a mechanism for evaluating progress has limitations. An ongoing challenge for the LLEN as a place based initiative has been finding the balance between a focus and action on local priorities and aggregating outcomes across all LLENs.

In September 2011 a Partner Survey was administered in Victoria using a similar tool to that used with Partnership Brokers across all jurisdictions, in order to capture partner organisations' views on the quality of the partnership they are involved in and the effectiveness of the LLEN role. A sample of two partnerships per LLEN area were surveyed, with 289 organisational members of the 31 LLENs responding. The Victorian survey findings were extremely positive, consistent with findings of the surveys held with other Partnership Brokers nationally.

In Victoria, the majority of partnership organisations felt that the LLEN provides valuable support (92%), was instrumental in establishing the partnership (84%), supported the partnership to achieve its goals (90%), and has appropriate mechanisms in place to monitor and review outcomes and progress (74%).

Overwhelmingly supportive comments were received, for example:

- “The partnership with the LLEN has been very beneficial to the P-12 College. It was instrumental in developing our VET cluster and helping manage senior student pathways.”

- “This LLEN has enjoyed strong leadership and community development values since its inception. A great partner for advocacy in education for marginalised youth and creative in ideas for education needs.”
- “The LLEN is vital to the success of our partnership – without the LLEN the partnership would not exist.”

Stakeholder membership of Local Learning and Employment Networks

A feature of the LLEN model of partnership support is its governance arrangements which include representation from key stakeholder groups on Boards and Committees of Management. In 2011, 99 Schools (Catholic, Government and Independent) and 118 Registered Training Organisations and other education institutions such as Universities were represented on LLEN Boards/Committees of Management. The number of members from the range of specified categories is documented at Table 1 below.

Performance of Partnership Brokers (LLENs) in Victoria

The following section provides information relating to partnerships facilitated by LLENs, relevant to each core outcome area. Outcomes 1-4 relate to the four key stakeholder groups of the Partnership Brokers initiative. Each kind of partnership is presented, along with details of typical activities and specific examples.

OUTCOME 1: 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.

LLEN activities in relation to this outcome centre on:

- Improving retention and attainment rates, the creation or improvement of pathway options, and increasing aspirations for local young people;
- Developing partnership strategies to build the capacity and effectiveness of career development and transition support programs in their area;
- Participating with DEECD Regional Offices and TAFE and Learn Local planning processes in collaborative planning for, and local delivery of, multiple learning pathways.

Examples of specific partnership activities include:

- The Frankston Mornington Peninsula LLEN worked with the Mornington Peninsula Shire, Frankston City Council, the Adult, Community and Further Education Regional Office, School Focused Youth Services and other LLENs to produce two DVDs for use in schools, ‘Any Questions?’ and ‘Any Further Questions?’. The resources provide students with ideas for completing Year 12 in and out of school. The DVDs were distributed to LLEN Chairs, and made publicly available on Youtube and the FMP LLEN website.
- Geelong Region LLEN has brokered a partnership to provide professional learning, and opportunities for collaboration by careers practitioners, in conjunction with DEECD regional staff.
- Goldfields LLEN has facilitated a partnership with education and training providers around the establishment of the Trade Training Centre. This partnership has focused on the development and implementation of coherent plans within and between catchment areas to improve the breadth of provision and transition options for young people in the region. Several LLENs have performed a similar role in other areas in Victoria.

OUTCOME 2: Business and industry actively engaged in sustainable partnerships that develop the work readiness of young people, contribute to the skills and knowledge of the future workforce and improve young people's education and transition outcomes.

LLEN activities in relation to this outcome centre on:

- Linking business and industry with partnership opportunities, schools (primary and secondary) and other education and training providers that assist in delivering relevant classroom programs and support for students;
- Working to build business, industry and community engagement in education and training pathways;
- Creating strategic links and partnerships with business and industry, to improve and better coordinate employment opportunities, career information, pathways and outcomes for young people;
- Addressing local and regional existing and emerging high priority skill needs by linking education and training with business, industry and economic development and in particular, with local and regional employment and enterprise opportunities.

Examples of specific partnership activities include:

- WynBay LLEN identified that parents found it difficult to participate in their child's education due to work commitments and the potential loss of work and income. This resulted in low attendance rates at parent-teacher interviews and school activities. The issue was discussed at an Industry and Business Advisory Group meeting that contained 14 business leaders and directors. The LLEN brokered a partnership with industry partners for the time release of employees to attend school activities, with the project piloted with one company. The next stage is to involve other companies in the pilot.
- Gippsland East LLEN brokered a partnership between Advance TAFE, Link Employment group training organisation, school representatives, the local Workplace Learning Coordinator and the East Gippsland Food Cluster Inc. to develop a 'collaborative traineeship' initiative that aims to increase the number of young people undertaking employment in the food processing industry.

OUTCOME 3: 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.

LLEN activities in relation to this outcome centre on:

- Maintaining regular contact with parent and family groups within their LLEN area, and looking for opportunities to develop relationships with peak parent and family associations and other groups representative of parents and families within their region;
- Building partnerships that enhance the capacity of parents and families to support young people to engage in and achieve success in education or training, and to make informed decisions about their future and careers;
- Building better understanding in the parent community (with a special focus on Indigenous and migrant communities) of how the education and training system works, and how to assist their children to access the most appropriate options.

An example of specific partnership activities is:

- Wimmera Southern Mallee LLEN has supported parents and families by extending a mentoring program known as MATES which was piloted in 2010. Five MATES mentoring programs have been implemented in five communities in the WSMLEEN area providing direct support to 59 young people who were identified as being at risk of early school leaving in 2011. The initiative provides significant support for the families of the mentored students and families have attended the mentoring launch at each town, and have also attended and participated in the group events with the children and the mentors.

OUTCOME 4: *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.

LLEN activities in relation to this outcome centre on:

- Setting collective targets with community organisations within their area to re-engage 10-19 year olds into education, training or employment.

Examples of specific partnership activities and outcomes in relation to this outcome include:

- Outer Eastern LLEN brokered a partnership between Harrison Community Services (Knox LGA), Morrisons, Anchor (Shire of Yarra Ranges) and Create Foundation to provide wrap-around services and career pathway planning, vocational training and support for young people who are disengaged from education and training and have multiple and complex needs. The partnership strategy directly impacted 10 young people in out of home care. Those young people received individual education plans with coordinated input by multiple community agencies.
- Murray Mallee LLEN has facilitated a partnership with community organisations including the local Youth Connections providers to re-engage young people in education and training and/or work by helping young people identify and plan appropriate goals, increase their confidence and promote their skills to potential employers or education and training personnel. In 2011, 150 volunteers engaged as mentors with 120 students from 9 schools. Over 80% of participating students at risk of early school leaving, continued in their studies to VCE or VCAL in 2011. All other students in this program exited to TAFE or apprenticeships.

OUTCOME 5: LLEN activities on behalf of *local disadvantaged cohorts*

LLEN activities in relation to this outcome focus on:

- working with specific groups of young people in their areas that they identify as most at risk, based on environmental scans and other available local data.

Examples of specific partnership activities and outcomes in relation to this outcome include:

- The Gateway LLEN brokered a partnership with schools, employers and tertiary institutions including RTOs, universities and TAFEs to increase the number of business and school partnerships that connect real life applications and provide quality career information and advice for vulnerable young people including CALD and young people with disabilities. The partnership resulted in one employer agreeing to work with partners to develop broader opportunities for traineeships for students with disabilities. In addition, the local Council has agreed to introduce a pilot program offering traineeships to young people with a disability in the City of Whitehorse.

- Goulburn Murray LLEN facilitated a Cultural Celebration of Careers and Education Pathways Expo, which was aimed at informing indigenous students in the Goulburn Murray area from Year 7 and above, and their families, about the opportunities and education, training and employment options available in the local community. The Expo has support from local business, tertiary institutions and training providers, who provide students with access to a range of displays, presentations and information about the different courses and pathways into further education, training and employment. Organisations currently supporting this Expo are: VAEI, DEECD, Ganbina, ASHE, Latrobe University, GOTAFE, Greater Shepparton City Council, and Sandhurst Catholic Education Office.

Challenges

The LLEN initiative has been in operation for over ten years and has been evaluated in each contract cycle. DEECD plans to undertake a review of the LLEN model of partnership support during 2012.

The review will:

- examine the LLEN model of partnership support and consider this in light of other network and partnership models;
- identify the key contribution of current general and youth transitions specific network and partnership approaches to supporting successful transition outcomes for young people in Victoria, including those most at risk.

It should provide:

- an evidence base for the strengths and weaknesses of network and partnership approaches;
- a specification of the range of potential models and the youth transition outcomes towards which each model is best suited to making a measurable contribution;
- an assessment of the required resources for effective functioning of each of these models;
- demonstrated capacity to contribute to improved education and training outcomes through partnership strategies. In the current climate of reviewing a number of education and training initiatives including LLENs, one challenge will be to continue to provide leadership and maintain the momentum of current partnership strategies.

It is expected that the review of Partnership Brokers and the LLEN model of partnership support will inform future youth attainment and transition support initiatives in Victoria

Organisations

An overview of LLEN membership, including organisations represented (where applicable), is provided in the following table and figures.

Table 17: LLEN Membership by Category (as at 31 December 2011)

Membership Category	Total number
Schools	776
TAFE / RTO	108
Adult Community Education (ACE)	224

provider	
Other education / training providers	336
Unions	58
Employers	724
Local Government	121
Other community agencies	617
Koories	94
Community Members	2253
Co-optees	58
Total	5369

Figure 1: No. Schools which are members of LLENs (by Sector)

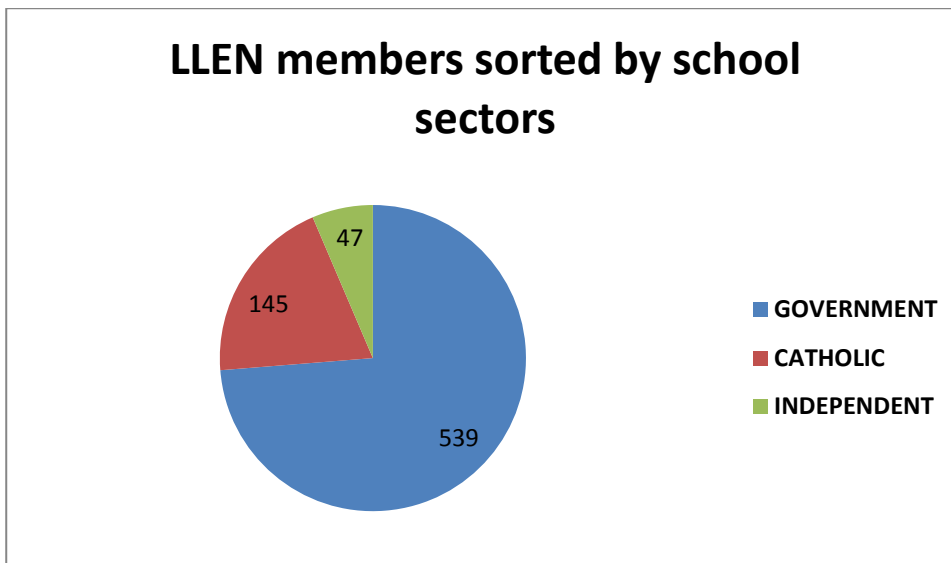
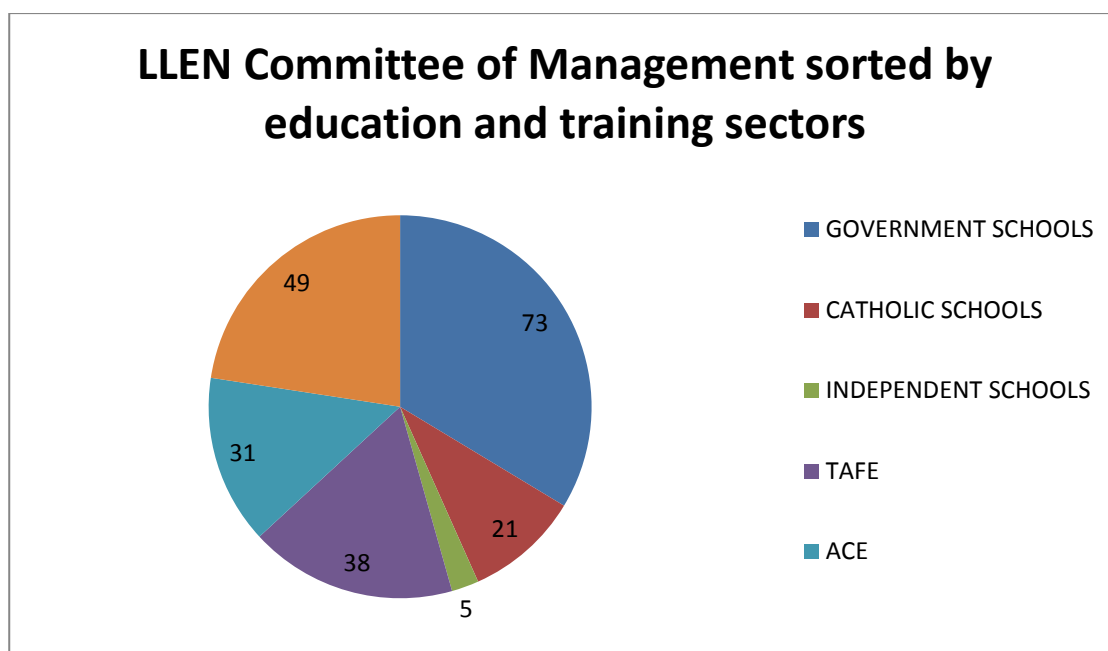


Figure2: No. LLEN Board/Committee of Management members by education and training sector



Partnerships

An overview of partnerships brokered by LLENs in relation to each of the outcome areas is provided in the following tables and figure.

Table 18: No. partnerships by partnership category

Outcome area	Education and Training	Business and Industry	Parents and Families	Community	All
Total partnerships	455	210	94	385	1144

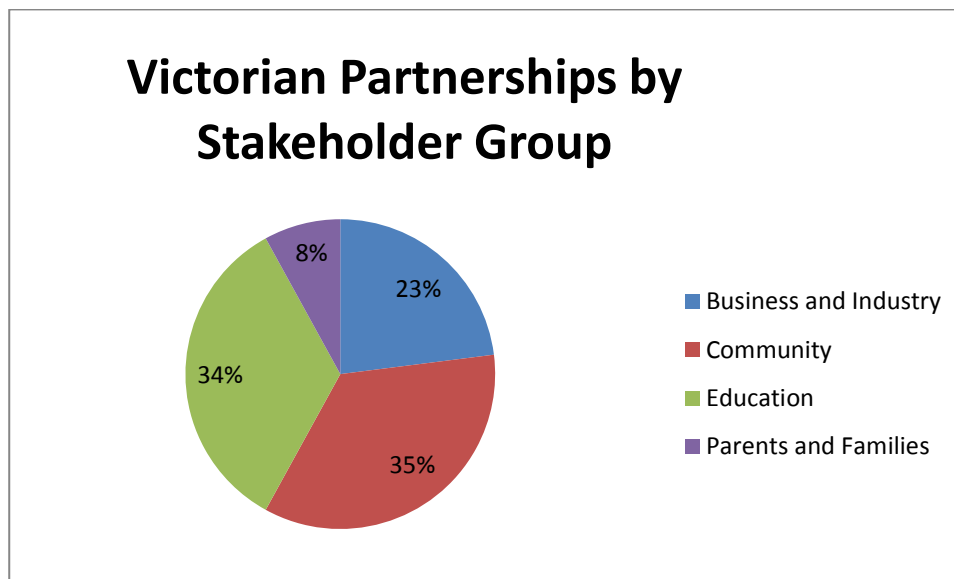
Table 19: No. Partnerships with an Indigenous focus

Area of focus	Indigenous
Total partnerships	84

Table 20: No. Partnerships with a focus on disabled young people

Area of focus	Disabled young people
Total partnerships	65

Figure 3: No. Partnerships by Partnership Category



Cumulative Progress and Impact under the YAT NP

Progress and impact in 2011

With the Victorian YAT NP Implementation Plan not finally agreed until April 2010, 2011 has been the first full year of operation across the range of programs established under funding for Maximising Engagement Attainment and Successful Transitions (MEAST), and thus the first extended opportunity to gauge their level of progress and likely impact. During this year, formative evaluations of three of the four MEAST program areas have been completed, with encouraging results in all cases.

A selection of key program achievements for the year is given below.

For **Workplace Learning Coordinators**, considerable growth has occurred in the number of placements that have been provided in comparison to the establishment phase of 2010. In Victoria, the quality of placements sought is very high – with a concentration on industries with growth potential, or experiencing local shortages, and on generating new or additional opportunities – thus offering more young people opportunities, and providing experience in industries which have good future prospects to assist transitions from school to eventual employment. A further promising outcome is the high proportion of placements being provided for various disadvantaged cohorts (including newly arrived/refugees, students with disabilities, and those at risk of early school leaving), a good example of assisting young people from groups that often face additional challenges. The formative evaluation of the program indicated growing awareness of the program amongst stakeholders, along with positive attitudes towards its contribution.

Apprenticeship Support Officers are demonstrating encouraging early signs of achieving the aim of improved retention of apprentices, with 2011 data indicating that attrition rates for those in cohort served by ASOs appear to be lower than in each of the preceding three years, when the program was not available. Around ninety per cent of first-year apprentices were contacted by ASOs in 2011, with the greatest risk of poor outcomes appearing to be with the youngest members of the cohort. A longer elapsed time and associated

additional data in the next reporting period will give a clearer indication of the extent of impact of this program on likely completion of apprenticeship qualifications by young people.

Initiatives under the **'Improved career development services'** banner have shown considerable progress in the twelve month period covered by this report. A comprehensive Careers Curriculum Framework and support materials which will provide ongoing assistance to Victorian education and training providers in all sectors in provision of effective careers development to age 19 has been finalised and launched, with strong uptake by providers. Up-skilling of the career development workforce is progressing strongly with approximately 300 practitioners to date completing, or in the process of updating, relevant professional qualifications. Regional Career Development Officers have assisted in promoting and supporting both these initiatives, as well as facilitating local links, and working towards benchmarking providers' existing programs with a view to establishing a culture of continuous improvement around career development. By the end of the YAT NP, it is anticipated that these fundamental improvements will be cemented into standard practice and will continue to impact without the need for a continuing high level of expenditure.

Koorie Transitions Officers have consistently assisted with promoting and supporting the range of careers initiatives noted above, as well as the Careers Mentoring program for young Koories, and improving traction of the initiatives within the Indigenous community. They have been active in formation of and participation in several localised networks dedicated to improve pathways and transitions for Koorie young people.

During 2011 **Partnership Brokers** in Victoria, the **Local Learning and Employment Networks**, have continued to engage more than five thousand representatives from diverse sub-groups across their communities, and, as attested by participant feedback, have established and supported multiple local partnerships to reach measurable goals supporting young people and their transitions.

Youth Connections providers, contracted by the Commonwealth, continue to provide an invaluable service assisting young people in Victoria who have disconnected from education and training, or are at strong risk of doing so, to re-connect to achieve a stronger outcome. Victoria stipulated a focus for the efforts of these providers on the most needy young people, rather than those still in schools but showing early signs of disconnection. Over its first two years of operation, Youth Connections in Victoria has assisted 8495 young people. Of those exiting the service, 77 per cent have made significant progress in addressing their barriers to full engagement in education, with 59 per cent having achieved a final outcome (re-engagement or a sustained improvement in engagement with education, training and/or employment). Although it is by definition not possible to know the consequences for these young people had they not been clients of Youth Connections, arguably many who have made progress in 2011 would have achieved markedly less successful outcomes without this intervention.

Overall progress and impact since the beginning of the YAT NP

In summary, the YAT NP has three fundamental objectives against which overall progress is measured – to increase participation of young people in education and training, to increase attainment levels, and to improve successful transitions from school.

To this end, the YAT NP includes numerical targets in relation to 2010 participation in education and training by 15-19 year olds and 2012 attainment of Year 12 or VET Certificate II or above by 20-24 year olds. Successful transitions are indicated by the proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school, although no specific target has been set relating to this objective.

In reference to the participation target, the numbers of Victorian young people in Years 11 or 12 at school and of 15-19 year olds enrolled in Certificate II or above have consistently shown growth year-on-year. Of particular note is the continuing steady expansion of the Victorian Certificate of Applied Learning (completed by 5520 young people aged up to 19 years in 2011 with a growth rate in recent years of approximately 500 students per annum), and the markedly increased uptake of VET certificates, especially within private RTOs, noted earlier in the section of this report dealing with the Youth Compact. The COAG Reform Council's determination of Victoria's participation outcome is that the State has achieved a high proportion (88.8 per cent) of its 2010 target for reward purposes, at a stage when few of the YAT NP programs have been long enough established to have had a great deal of impact.

An effective method to measure jurisdictions' performance against the 20-24 year old attainment target is currently under discussion, with no simple solution available at this point. However, once again, even by 2012, the effect of YAT NP activities will not be fully felt within this cohort, many of whom will have completed their education and training before the National Partnership Agreement was announced in 2009. Nevertheless, the rapid growth in Victoria of numbers of young people taking up the option of a subsidised training place to enrol with VET providers, both in the 15-19 and 20-24 age groups, is encouraging in terms of raising the level of attainment in the state, especially amongst young people who have exited school without completing Year 12.

Indicators of both participation and attainment, as discussed above, should continue to be monitored to track and record progress of the YAT NP subsequent to the determination of performance levels for reward purposes, and in fact are likely to provide more meaningful data in relation to the real level of NP achievements in future years when programs have had more time to yield their full benefit.

Moving to consideration of the third general objective of the YAT NP, improvement in successful transitions by young people, determination of progress using quantitative means is less straightforward due to lack of available data across the 15-24 age range. However, one pointer to the nature and quality of transitions is provided by the annual Victorian destinations survey, *On Track*. The latest available figures are from the 2011 survey, which interviewed 2010 school leavers. According to this data¹⁸ 49.9 per cent of 2010 Year 12 completers accepted a university place (including those who deferred their offer), 18.8 per cent enrolled in TAFE/VET, 8.6 per cent pursued an apprenticeship or traineeship, and 7.4 per cent were employed full time. Of the remainder, 11.2 per cent had only part time employment (generally considered less than ideal for most young people in this age group) and 4.1 per cent were looking for work. These results indicate quite strong outcomes overall for those young people who have reached the YAT NP target attainment level. However for young people who have left school without completing a senior certificate and have not engaged further with education or training, the picture is less bright, with part time employment only slightly higher at 13.2 per cent but a substantial 17 per cent of those interviewed 'looking for work' six months or more after leaving school, approximately four times the proportion of Year 12 completers in this category. On the other hand, TAFE/VET enrolments and apprenticeships/traineeships provide very important transition pathways for early school leavers, accessed by approximately 52 per cent of those interviewed (and in some cases constituting a 'pull' factor encouraging them to move from the school environment before completing Year 12).

Progress in relation to each of the individual initiatives under the YAT NP, as described in the previous section dealing with impact during 2011, is expected to contribute to the high level objectives of increasing participation, achievement and successful transitions, although the relative impacts are difficult to measure

¹⁸ Reported figures exclude young people who were not in the labour force or employment and training (NILFET)

directly, or in a simple quantitative sense. Nevertheless each initiative has been designed to enhance, and is clearly linked to, one of more of the following, cumulative, critical factors:

- a young person's likelihood of remaining in education and training (strengthened by effective career development that contributes to building motivation and aspirations, access to relevant and enjoyable workplace learning, personalised support for difficulties encountered, and re-engagement intervention where required);
- the propensity to engage with, and impetus to complete, a relevant qualification (again impacted by elements including quality of career development, availability of a choice of engaging education and training alternatives, and appropriate personal support); and
- the likelihood of moving from an initial qualification into suitable further education, training or employment (increased by factors such as well-planned career paths, workplace experience in fields with good employment opportunities, completion of trade and other qualifications, and access to established pathways that link effectively to local industry).

In this context, activities highlighted in the preceding section against each YAT NP initiative should be read in conjunction with quantitative measures, as providing strong evidence of the overall positive impact of this National Partnership to date.

ANNEXURE 1 A – Youth Connections - VIC

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 program¹⁹. 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.

¹⁹ Survey results are analysed by RMIT University.

Outreach and Re-engagement Activities

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

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

Strengthening Services in the Region Activities

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

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

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

Indigenous youth and humanitarian refugees

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

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

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

Provider networks

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

The national Youth Connections provider network priorities for 2012 are:

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

YAT conference

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

Youth Attainment and Transitions remote service providers' forum

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

New website with case studies

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

2011 DEEWR focus areas

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

2012 DEEWR focus areas

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

Victoria Summary

Context

In Victoria, schools carry the principal responsibility for maintaining the engagement of their students, and are the primary vehicle to cater for young people who are at risk of disengaging. The Youth Connections program, delivered across 31 regions, is therefore focused on young people aged 13 to 19 who have been continuously disconnected from school/education for longer than three months, or those whose attendance record at school/education is poor.

Youth Connections providers are also responsible for conducting the Victorian Government *On Track* Connect program. As part of the *On Track* annual destinations survey, the program aims to assist young people who have left school and are not studying or in full time work, by connecting them with an appropriate pathway.

Program Status

In the first two years of operation in Victoria, Youth Connections provided Individual Support Services to 8,495 young people. 5,040 (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 1,539 (18%) were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 1,334 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 25,780 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 1,300 activities being held.

In Victoria 423 (5%) of young people in the program were identified as Indigenous Australians. 201 (48%) Indigenous young people achieved a final outcome, and a further 99 (23%) were assessed as making significant progress in addressing their barriers.

Challenges

2011 saw Youth Connections providers consolidate their service models and strengthen referral processes. In 2011, providers achieved more outcomes than the previous year. Increases in referrals to providers have presented new challenges in relation to the management of these increased numbers, corresponding waiting lists and communication about available capacity.

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

Like many providers nationally, Victorian providers are performing strongly in relation to Individual Support Services however, there is still room for improvement in performance in relation to Outreach and Re-engagement Activities and Strengthening Services in the Region Activities. Outreach activities need to be specifically designed to target and connect with severely disengaged young people however, in some regions these activities appear to blend in with Re-engagement activities and will need to be re-targeted in 2012. Similarly, in some regions, Strengthening Services activities will need to be re-targeted to ensure that they are being delivered in line with the objectives of the program.

Whilst 2011 saw an increase in partnerships and projects undertaken with Partnership Brokers, providers continue to report that further work could be undertaken to strengthen the relationship between the two programs. A closer working relationship between the two provider networks, currently being progressed by the relevant National Network chairs, should facilitate greater collaboration in 2012.

The servicing of Indigenous and humanitarian refugee young people remained a challenging area for providers in 2011. Nevertheless, outcomes have been achieved for individuals in these groups and providers have forged stronger relationships and linkages with relevant support agencies. Based on the work undertaken by providers in 2011 it is expected that improvements in the outcomes for these two groups will occur in 2012.

Another challenging area for providers has been the servicing of young people recently exiting out-of-home care due to the intensive nature of support required by some of these young people. The recent establishment of a Victorian Department of Human Services (DHS) program: Springboard, targeted for this group and delivered through Youth Connections providers in each of the eight DHS regions will provide some additional resources and servicing options for this cohort. DHS worked closely with DEEWR to develop and implement this new service.

A high level of demand for alternative/flexible education options for young people continues to be a challenge for providers in Victoria especially in relation to the under 16 year cohort. Although new Guidelines have been put in place for providers to identify existing programs or set up new alternative education programs where no suitable options are available, providers continue to report that this is an area that is under resourced. Providers have also reported that funding cuts to VCAL have made it more difficult to access places in VCAL programs for 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	VIC	National
Receiving Individual Support Services	1705	6125
Receiving Individual Support Services previously and exited	6790	31,977
Registered but not yet enrolled for Individual Support Services	1445	3769
Total	9940	41,871

Table 2: VIC Contract Levels

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
VIC (%)	20%	30%	50%

Table 3: Comparison between VIC and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
VIC (No.)	1850	3018	3811
VIC (%)	21%	35%	44%
National (No.)	10,218	13,798	14,794
National (%)	26%	36%	38%

Table 4: Comparison between VIC and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
VIC (No.)	1499	2309	2843
VIC (%)	23%	35%	43%
National (No.)	8255	10,742	11,010
National (%)	28%	36%	37%

Figure 1: VIC – Age of Participants

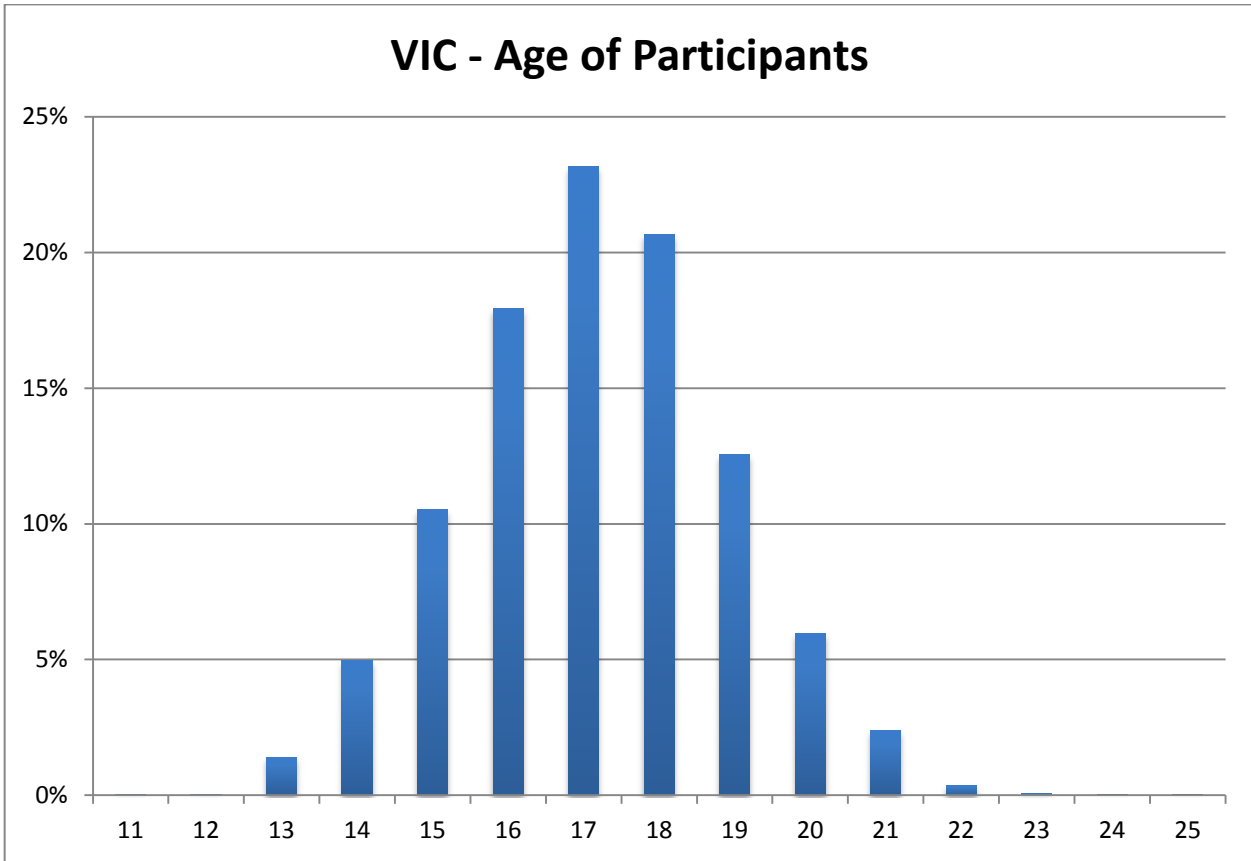


Figure 2: National – Age of Participants

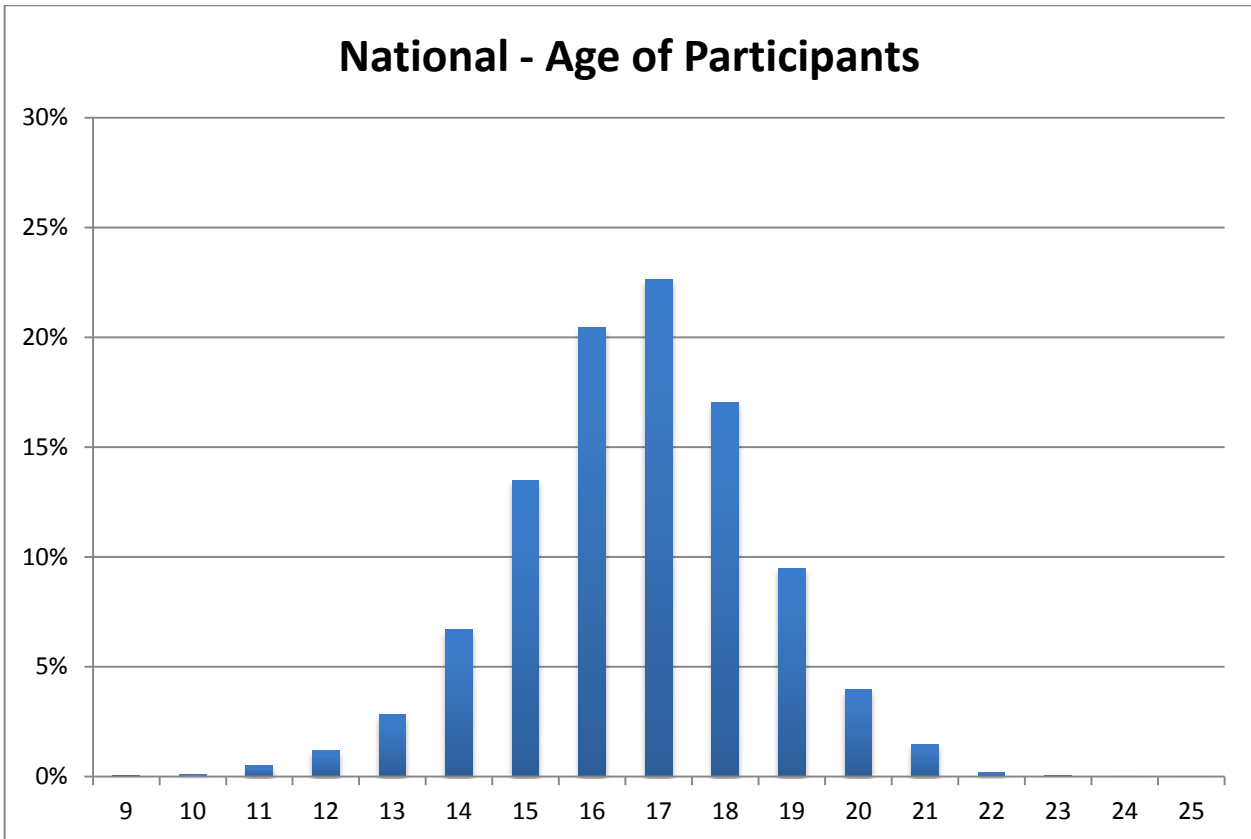


Table 5: VIC - Age of Participants

Age	Level 1	Level 2a	Level 2b	Total	% Total
11	1	2	0	3	0%
12	0	0	3	3	0%
13	57	30	31	116	1%
14	165	168	90	410	5%
15	325	358	226	872	11%
16	447	656	466	1483	18%
17	434	775	824	1918	23%
18	267	614	921	1709	21%
19	114	295	666	1038	13%
20	28	87	390	492	6%
21	11	24	164	196	2%
22	0	6	26	31	0%
23	0	2	3	5	0%
24	1	0	1	2	0%
25	0	1	0	1	0%

Table 6: National – Age of Participants

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

Figure 3: VIC Age profile by Connection Level

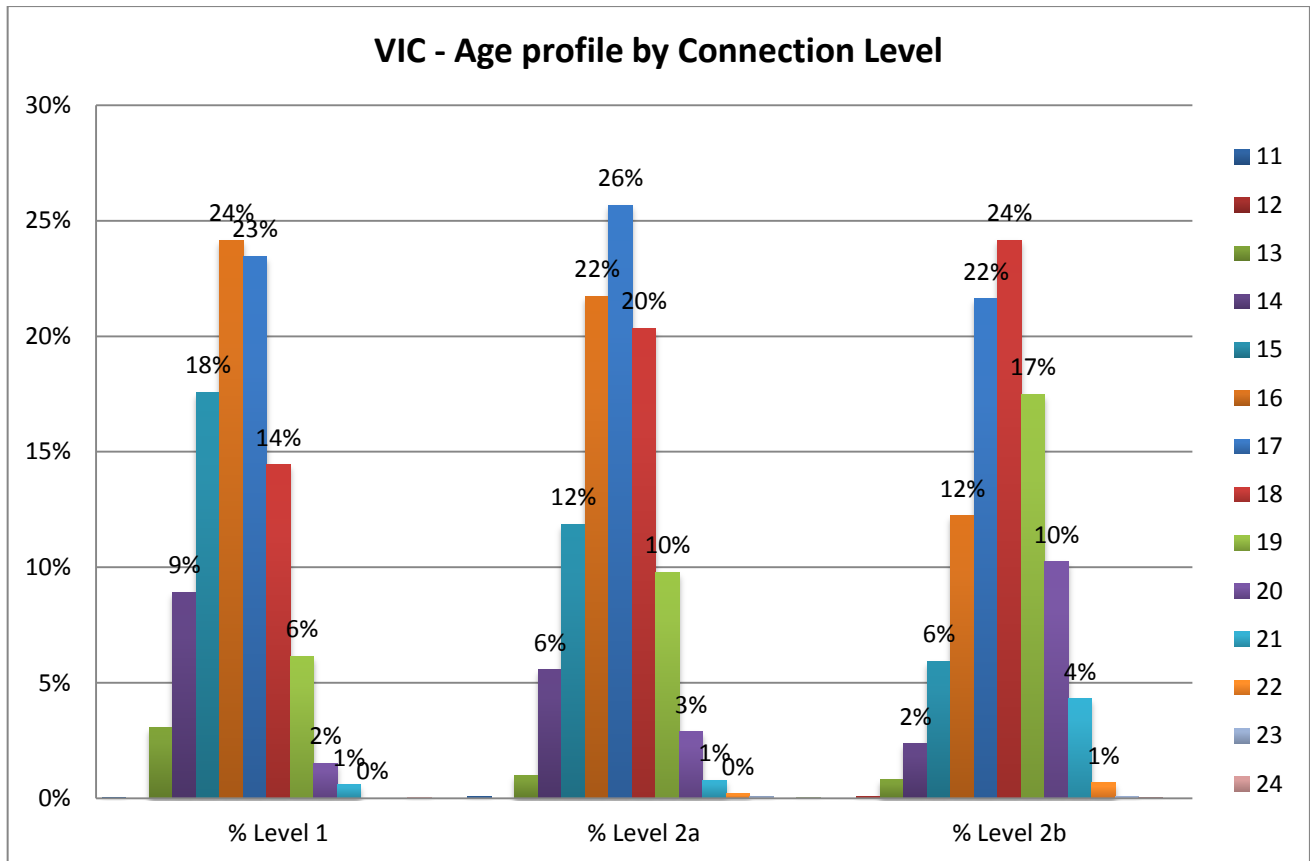


Figure 4: National Age profile by Connection Level

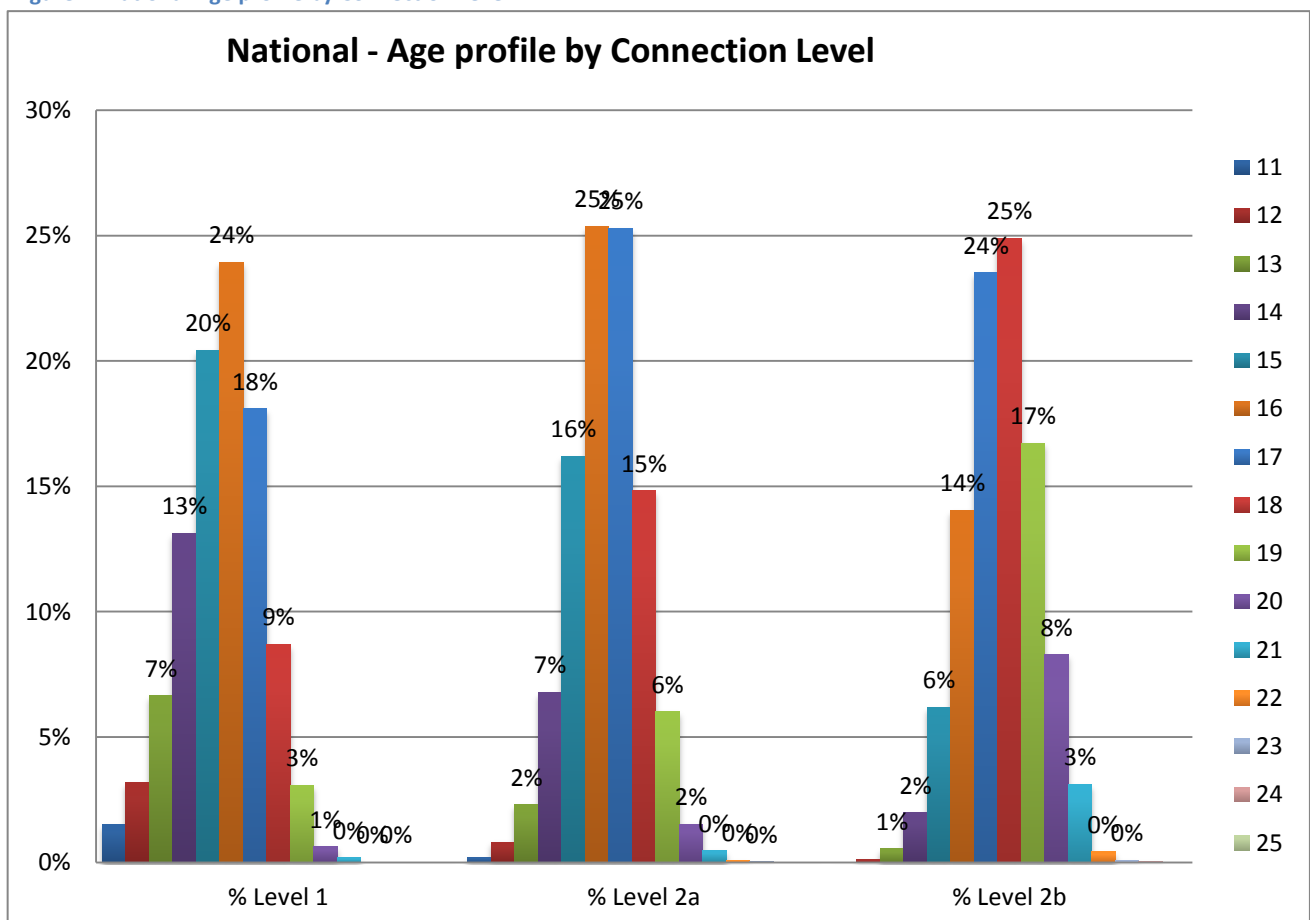


Figure 5: Percentage of Participants who have been identified as having a characteristic

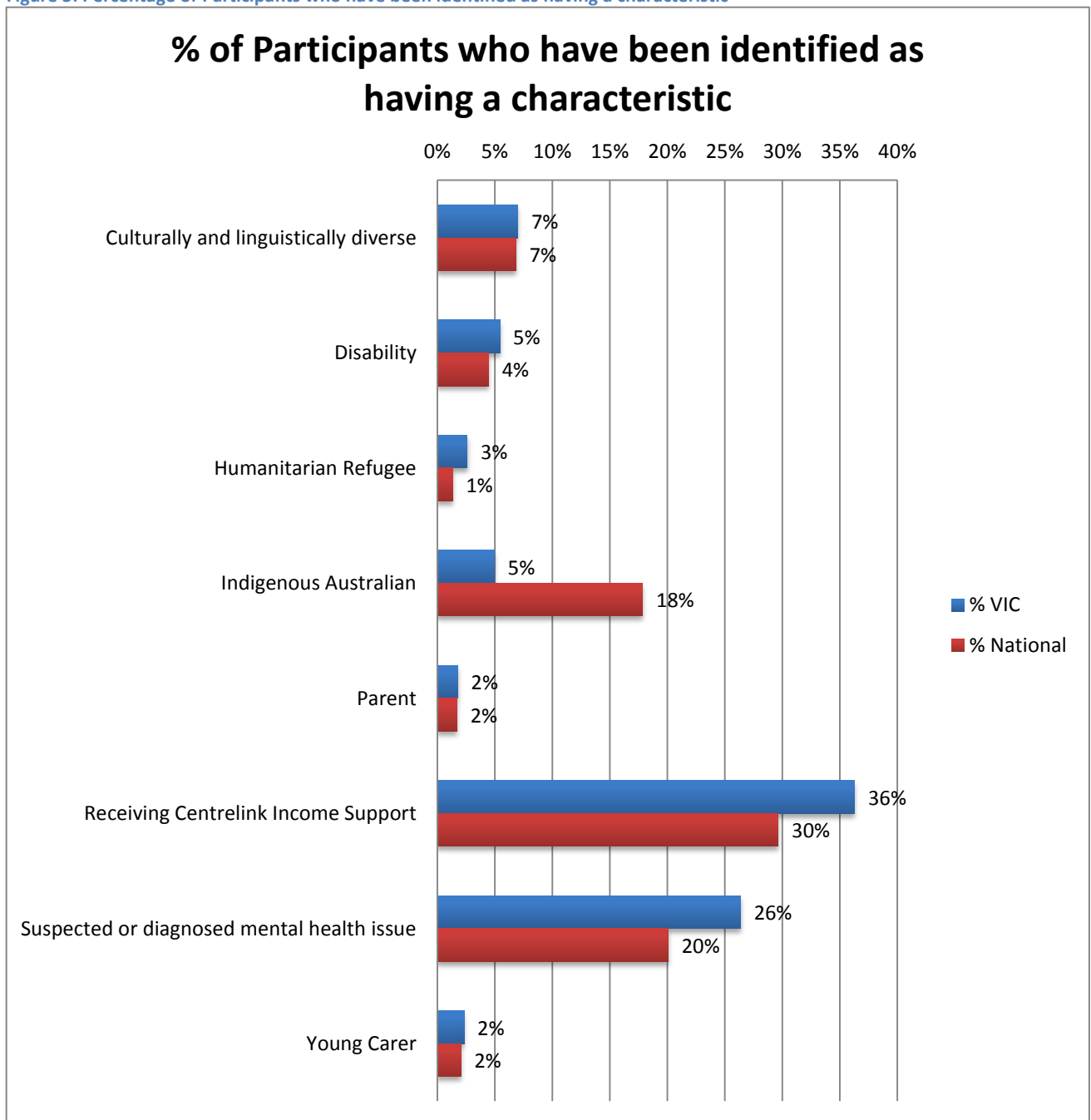


Table 7: Percentage of Participants who have been identified as having a characteristic

	VIC	% VIC	National	% National
Culturally and linguistically diverse	596	7%	2609	7%
Disability	462	5%	1702	4%
Humanitarian Refugee	222	3%	506	1%
Indigenous Australian	423	5%	6803	18%
Parent	151	2%	651	2%
Receiving Centrelink Income Support	3083	36%	11,299	30%
Suspected or diagnosed mental health issue	2239	26%	7651	20%
Young Carer	198	2%	784	2%

Figure 6: Percentage of Participants identified as having a barrier

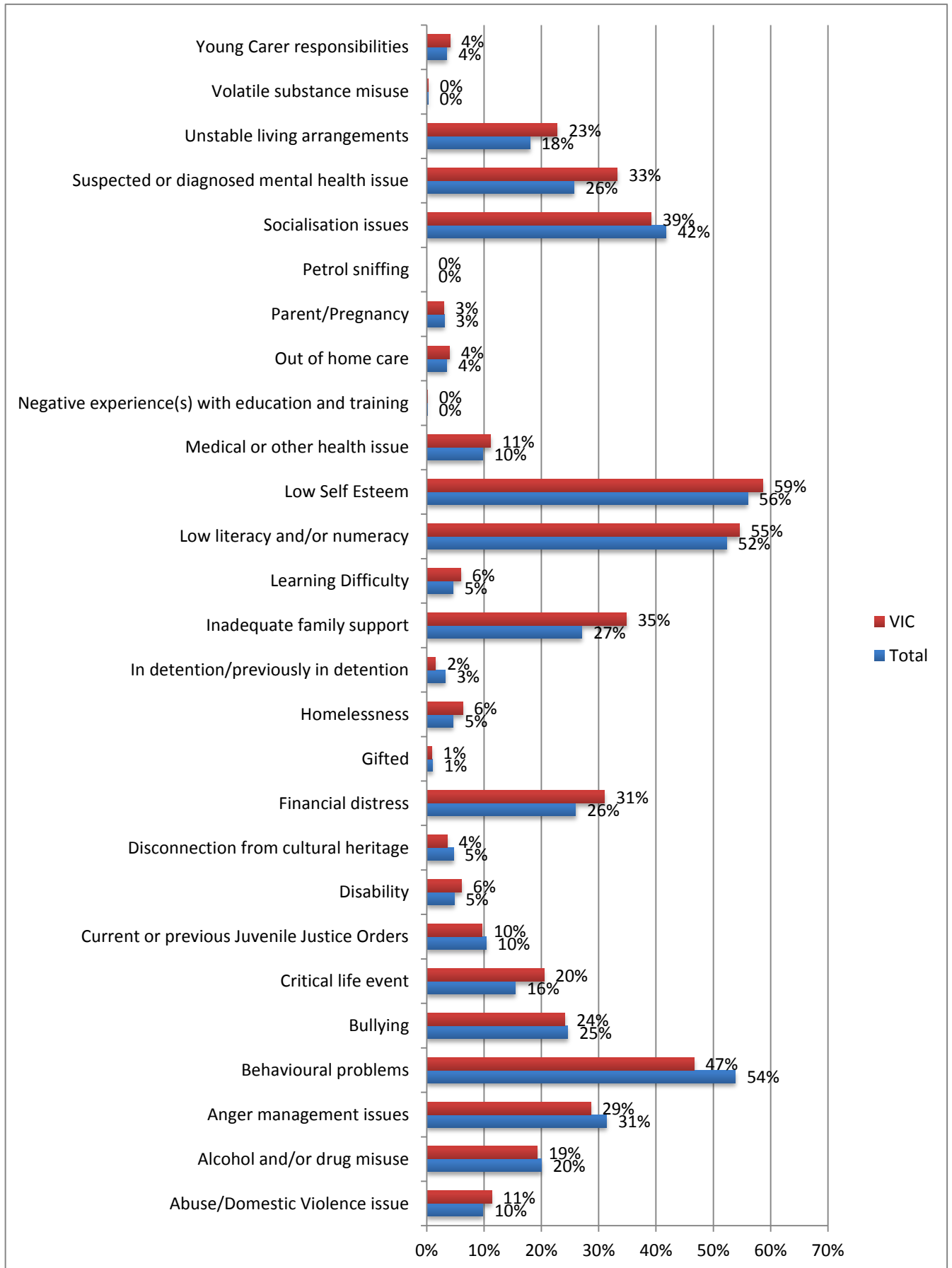


Table 8: Percentage of Participants identified as having a barrier

Barrier	VIC	National
Abuse/Domestic Violence issue	11%	10%
Alcohol and/or drug misuse	19%	20%
Anger management issues	29%	31%
Behavioural problems	47%	54%
Bullying	24%	25%
Critical life event	20%	16%
Current or previous Juvenile Justice Orders	10%	10%
Disability	6%	5%
Disconnection from cultural heritage	4%	5%
Financial distress	31%	26%
Gifted	1%	1%
Homelessness	6%	5%
In detention/previously in detention	2%	3%
Inadequate family support	35%	27%
Learning Difficulty	6%	5%
Low literacy and/or numeracy	55%	52%
Low Self Esteem	59%	56%
Medical or other health issue	11%	10%
Negative experience(s) with education and training	0%	0%
Out of home care	4%	4%
Parent/Pregnancy	3%	3%
Petrol sniffing	0%	0%
Socialisation issues	39%	42%
Suspected or diagnosed mental health issue	33%	26%
Unstable living arrangements	23%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	4%	4%

Figure 7: VIC Participant Barriers by Connection Level

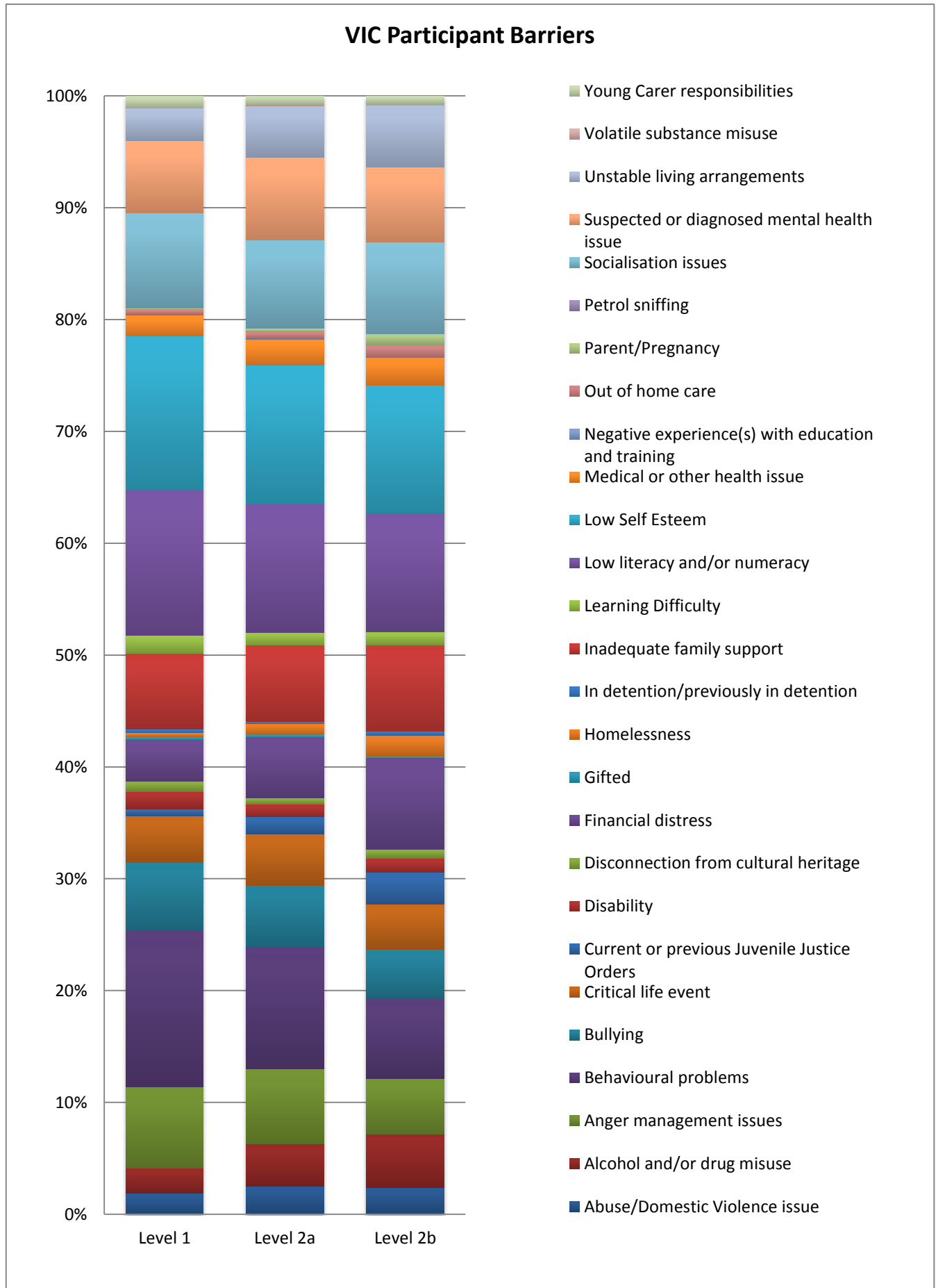


Table 9: VIC - Percentage of participants identified as having barrier, by Connection Level

Barrier	VIC Level 1	VIC Level 2a	VIC Level 2b
Abuse/Domestic Violence issue	7%	12%	13%
Alcohol and/or drug misuse	9%	17%	25%
Anger management issues	28%	31%	26%
Behavioural problems	55%	50%	38%
Bullying	24%	25%	23%
Critical life event	16%	21%	21%
Current or previous Juvenile Justice Orders	3%	7%	15%
Disability	6%	5%	7%
Disconnection from cultural heritage	4%	3%	4%
Financial distress	15%	25%	42%
Gifted	1%	1%	1%
Homelessness	1%	5%	10%
In detention/previously in detention	1%	1%	2%
Inadequate family support	27%	31%	40%
Learning Difficulty	6%	5%	6%
Low literacy and/or numeracy	51%	53%	55%
Low Self Esteem	54%	57%	60%
Medical or other health issue	7%	11%	13%
Negative experience(s) with education and training	0%	0%	0%
Out of home care	2%	3%	6%
Parent/Pregnancy	0%	1%	5%
Petrol sniffing	0%	0%	0%
Socialisation issues	33%	36%	42%
Suspected or diagnosed mental health issue	25%	34%	35%
Unstable living arrangements	11%	21%	29%
Volatile substance misuse	0%	0%	0%
Young Carer responsibilities	4%	4%	4%

Figure 8: National Participant Barriers by Connection Level

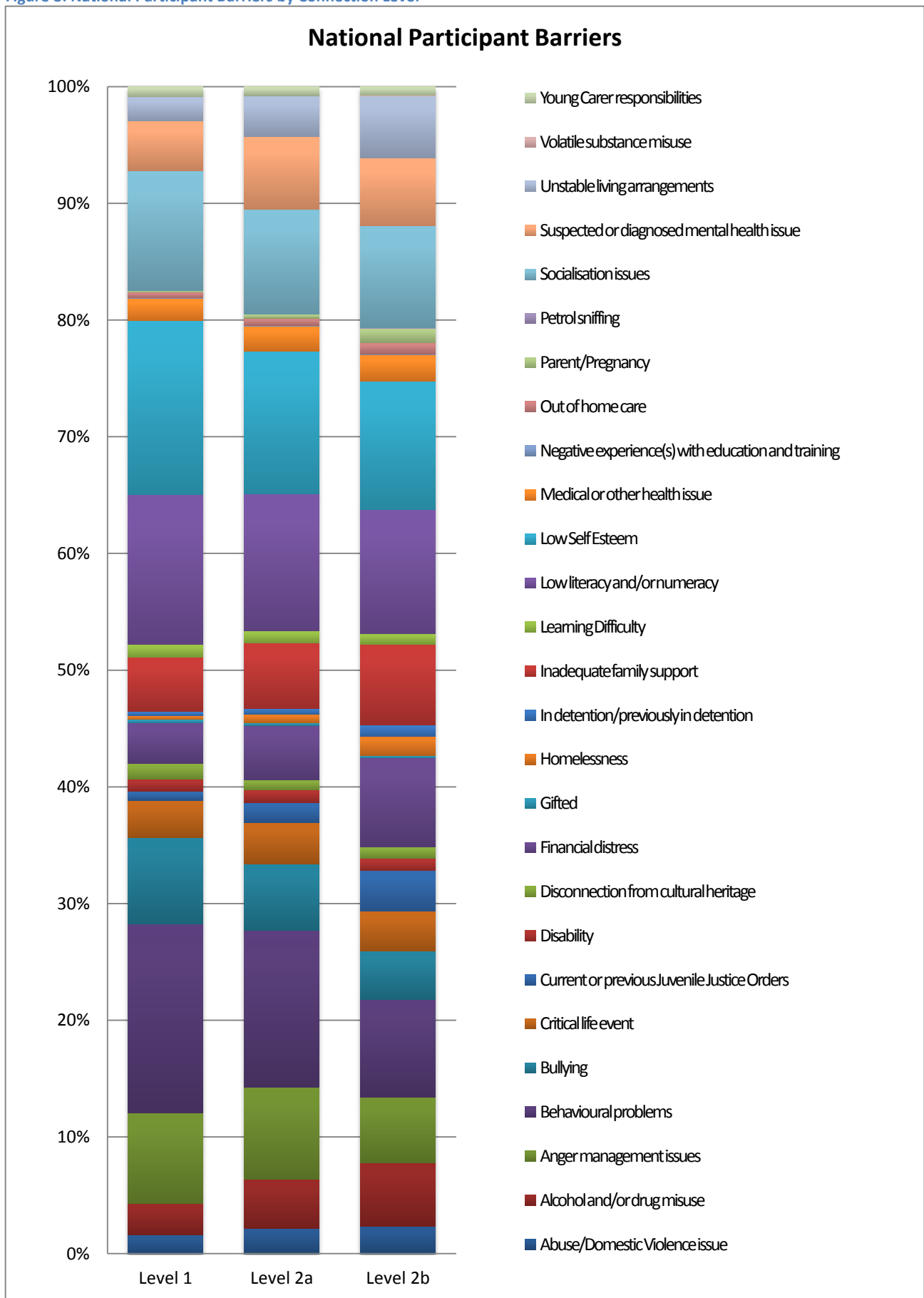


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

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

Outcomes

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

Participant outcomes	VIC	VIC %	National	National %
Young people enrolled in individual support services	8495	-	38,102	-
Young people who have achieved a progressive outcome*	6051	71%	27,743	73%
Young people who have achieved a final outcome**	5040	59%	22,574	59%

Table 12: Participant Outcomes – exited participants

Participant outcomes	VIC	VIC %	National	National %
Young people enrolled in individual support services	6790	-	31,977	-
Young people who have achieved a progressive outcome	4865	72%	23,431	73%
Young people who have achieved a final outcome	4193	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: VIC - Number of young people achieving outcomes

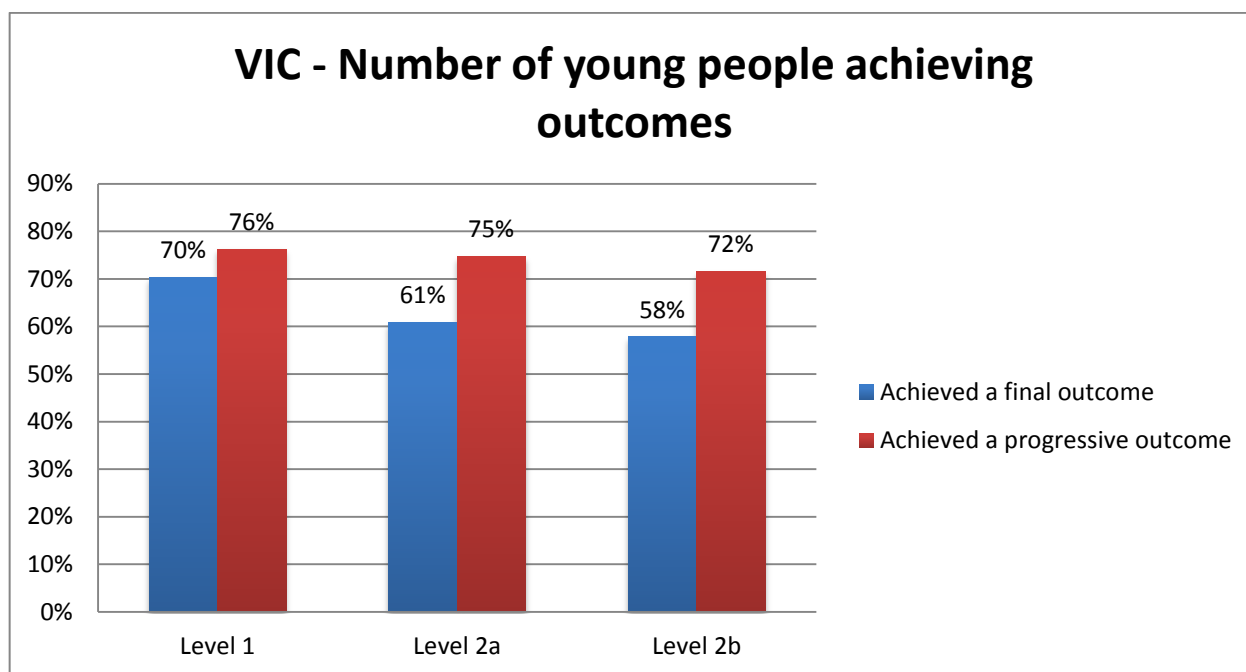


Table 13: VIC - Number of young people achieving outcomes

VIC Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	1301	70%	1837	61%	2204	58%
Achieved a progressive outcome	1411	76%	2256	75%	2728	72%

Figure 10: National - Number of young people achieving outcomes

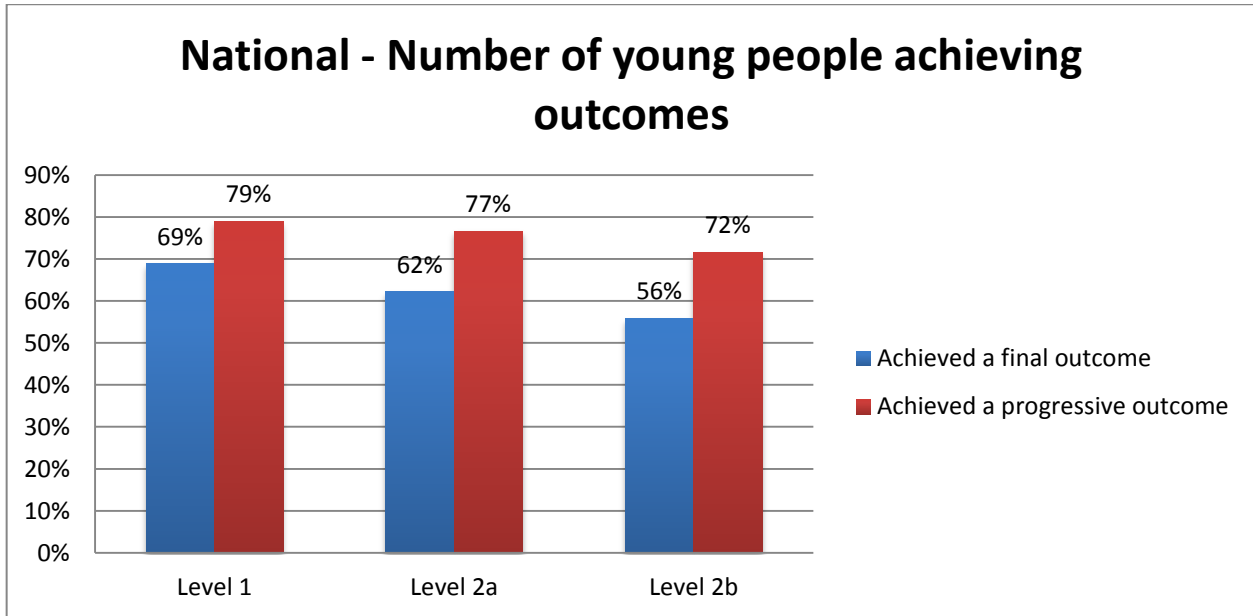


Table 14: National - Number of young people achieving outcomes

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

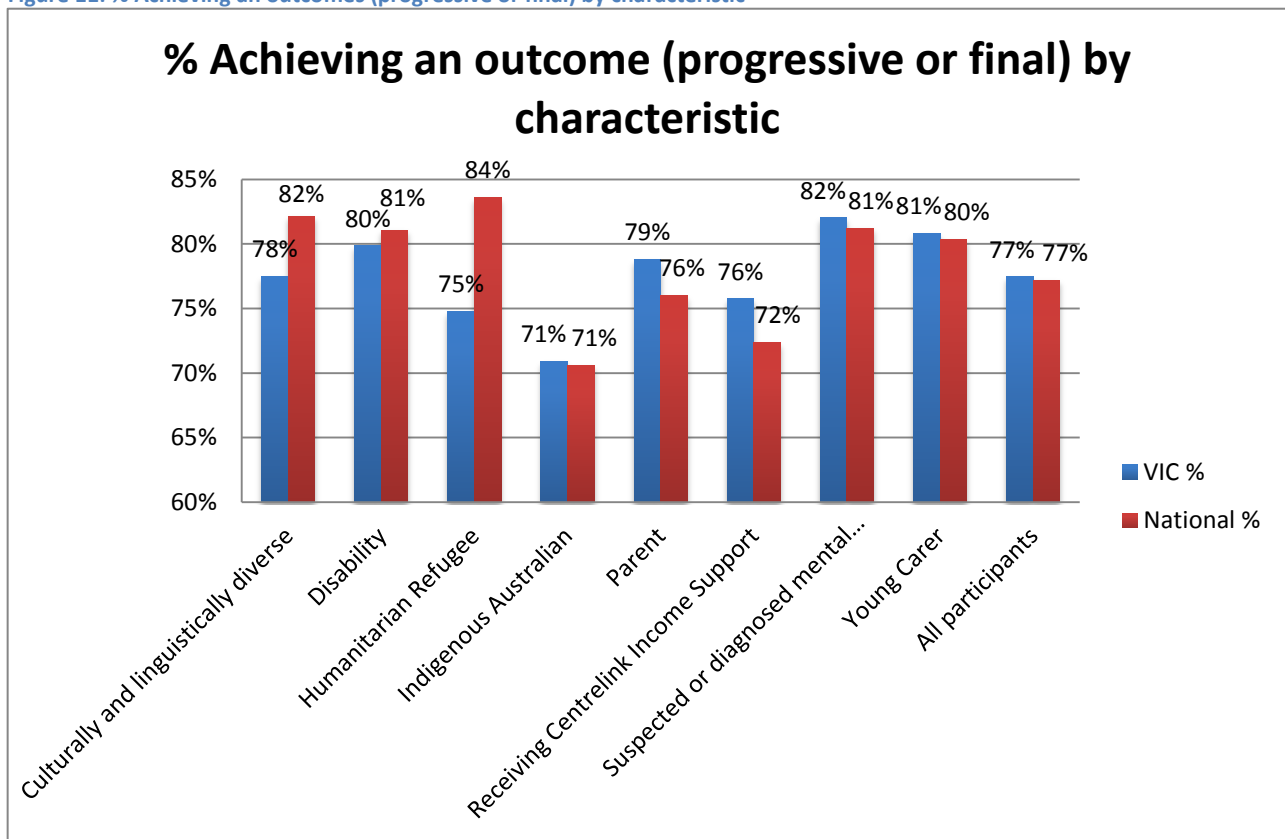


Figure 12: % Achieving a final outcome by characteristic

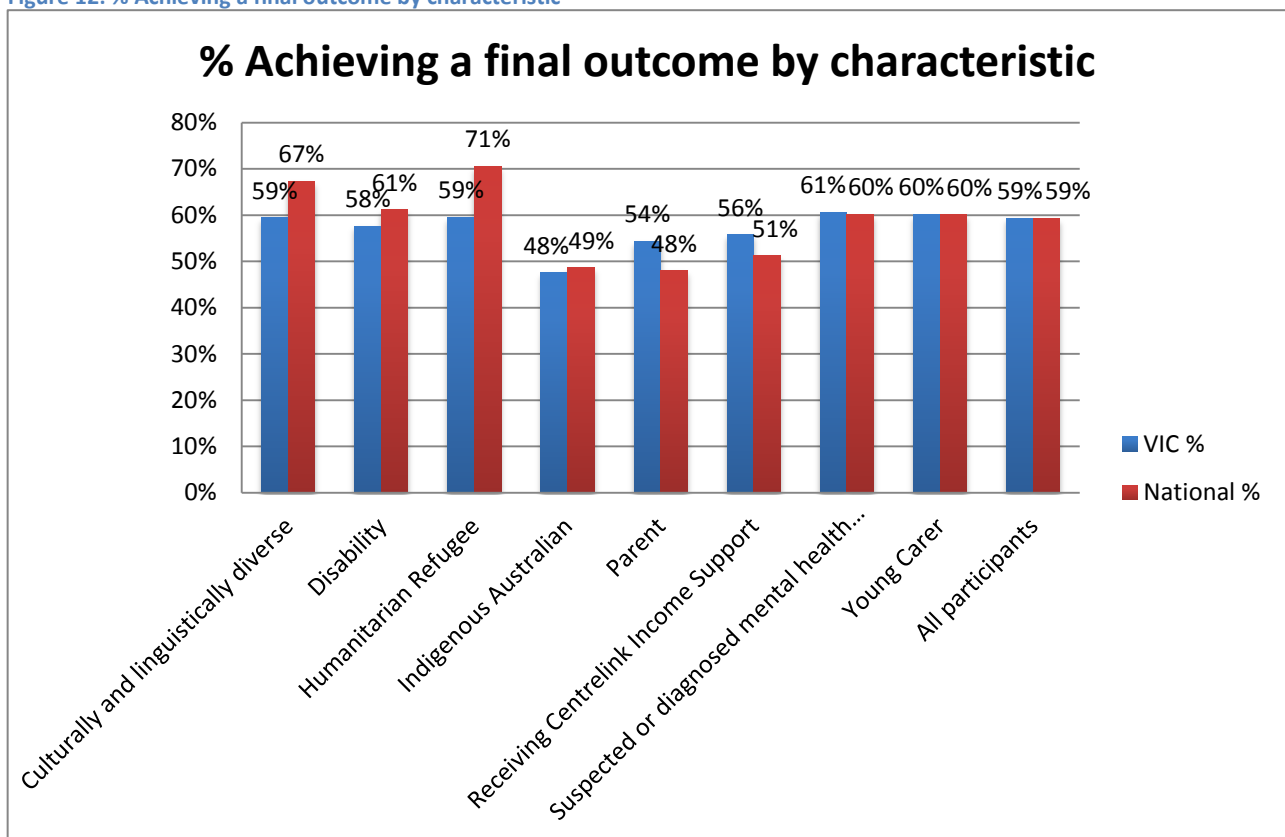


Table 15: VIC- Participant outcome achievement by characteristic

VIC– Participant Characteristic	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Grand Total	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	462	354	134	596	78%	59%
Disability	369	266	93	462	80%	58%
Humanitarian Refugee	166	132	56	222	75%	59%
Indigenous Australian	300	201	123	423	71%	48%
Parent	119	82	32	151	79%	54%
Receiving Centrelink Income Support	2336	1719	747	3083	76%	56%
Suspected or diagnosed mental health issue	1837	1355	402	2239	82%	61%
Young Carer	160	119	38	198	81%	60%

Table 16: National- Participant outcome achievement by characteristic

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

Figure 13: VIC – Final outcomes achieved

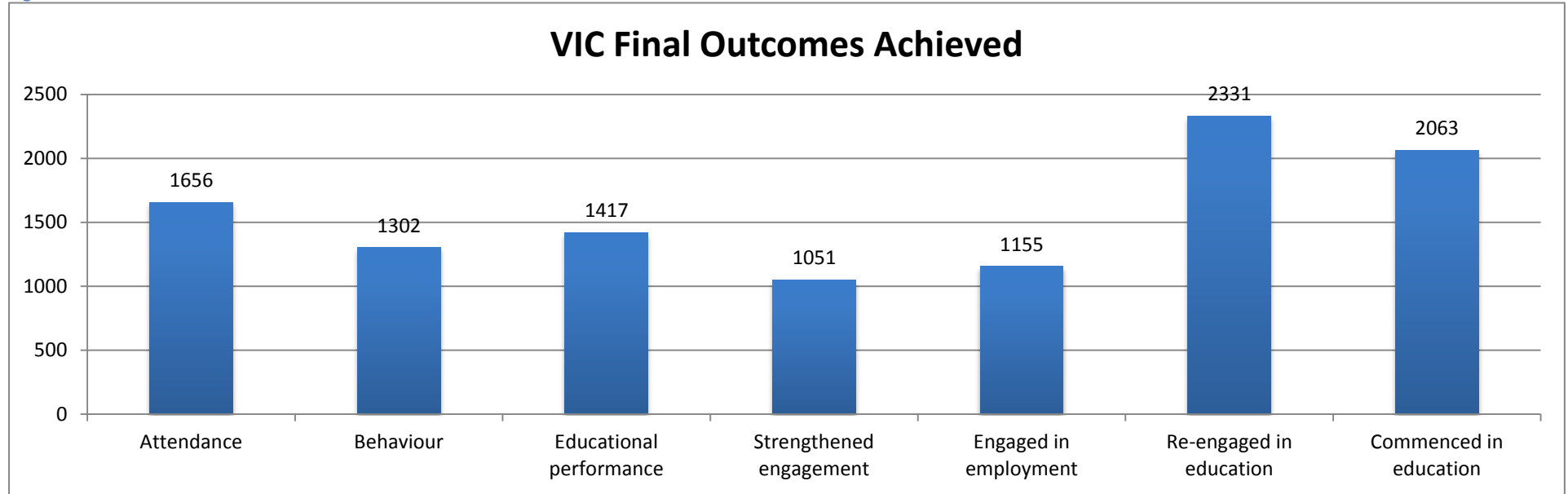


Figure 14: National – Final outcomes achieved

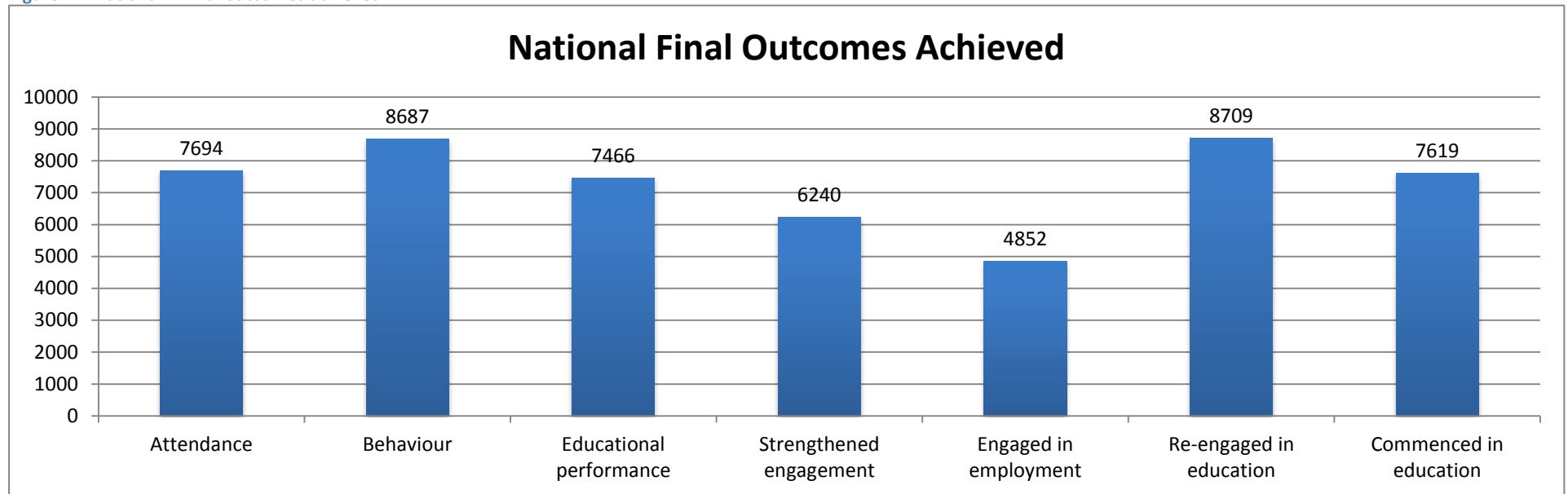


Figure 15: VIC – Final Outcomes Achieved by Connection Level

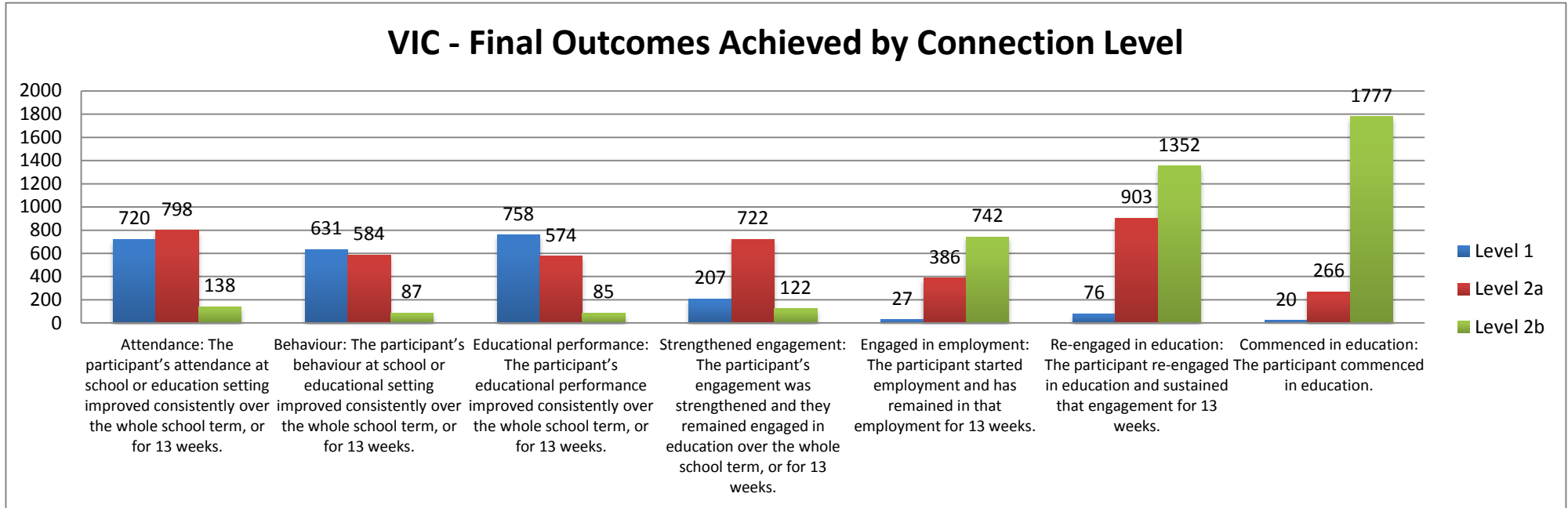


Figure 16: National – Final Outcomes Achieved by Connection Level

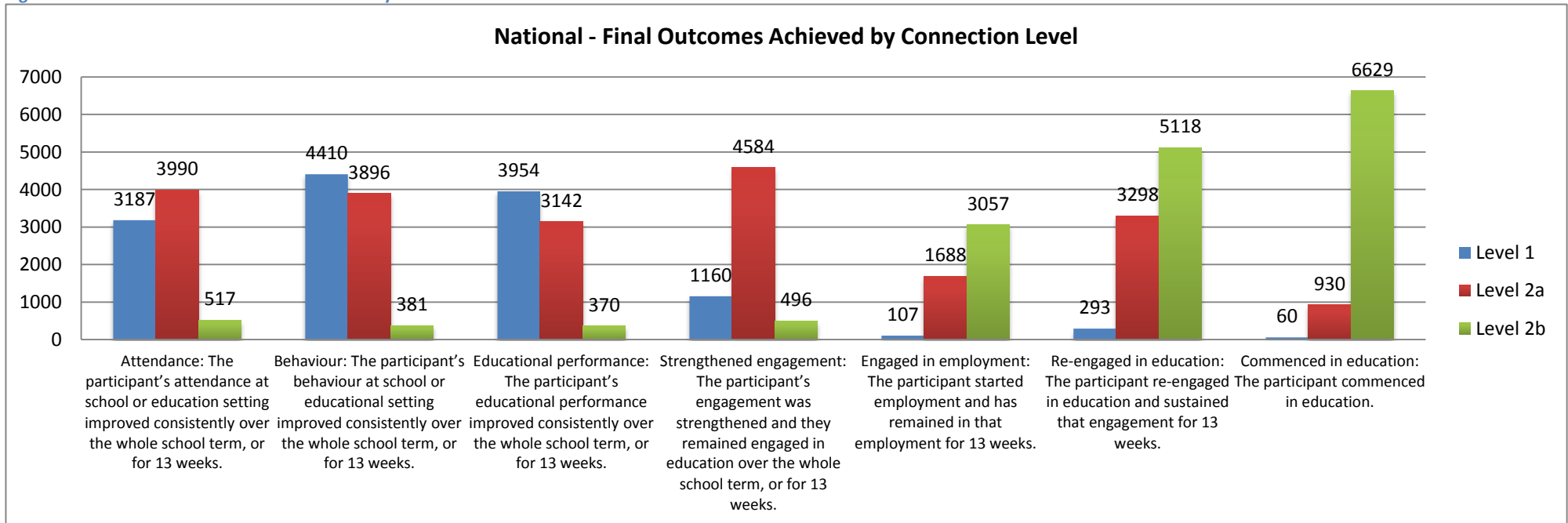


Table 17: VIC- Final Outcomes achieved by Connection Level

VIC				
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.	720	798	138	1656
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	631	584	87	1302
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	758	574	85	1417
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	207	722	122	1051
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	27	386	742	1155
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	76	903	1352	2331
Commenced in education: The participant commenced in education.	20	266	1777	2063

Table 18: National- Final Outcomes achieved by Connection Level

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

Indigenous

Figure 17: % of Total Indigenous participants by State

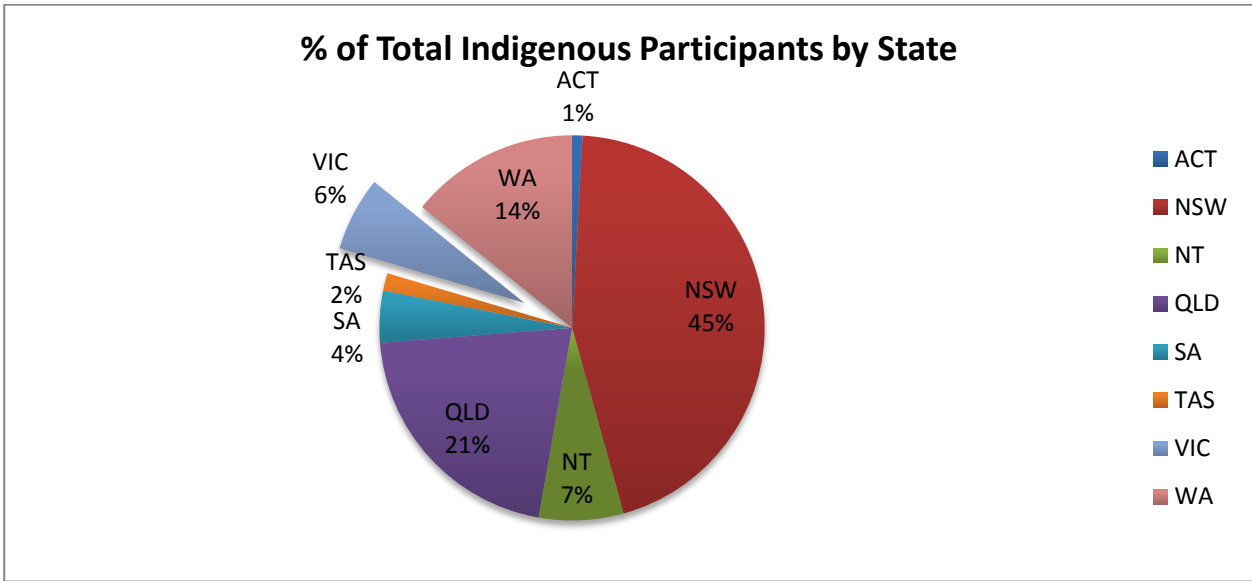


Table 19: % of Total Indigenous participants by State

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

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

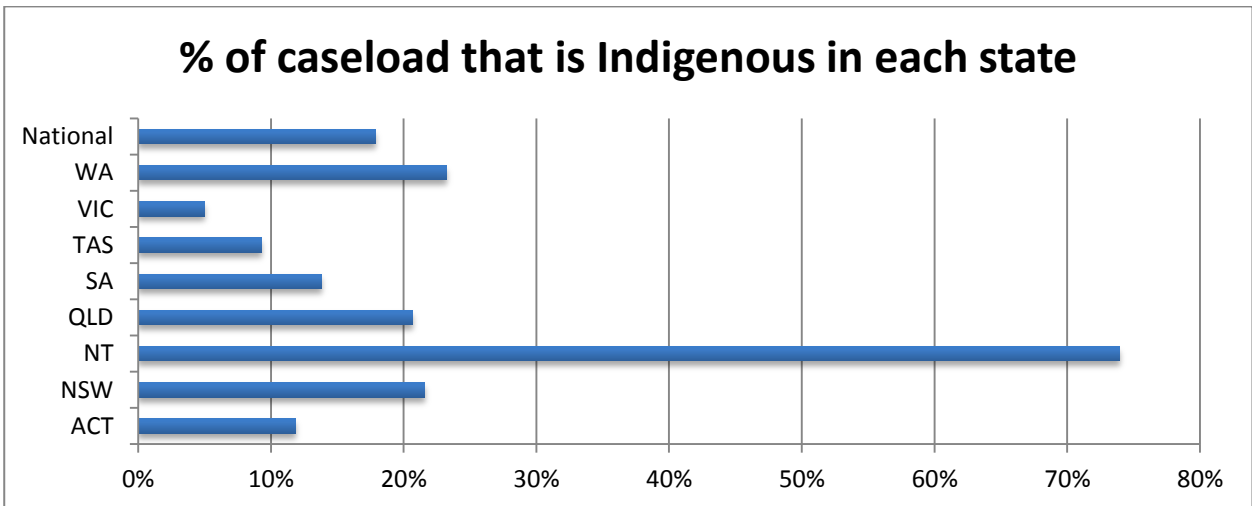


Table 20: % of caseload that is Indigenous in each State

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

Table 21: Indigenous participants – VIC and National

	VIC	National
Indigenous Participants	423	6803
All Participants	8495	38,102
% Indigenous	5%	18%

Table 22: VIC and National- Indigenous participant outcomes achievement

	VIC	VIC %	National	National %
Indigenous young people enrolled in individual support services	423	-	6803	-
Indigenous young people who have achieved a progressive outcome	280	66%	4573	67%
Indigenous young people who have achieved a final outcome	201	48%	3306	49%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

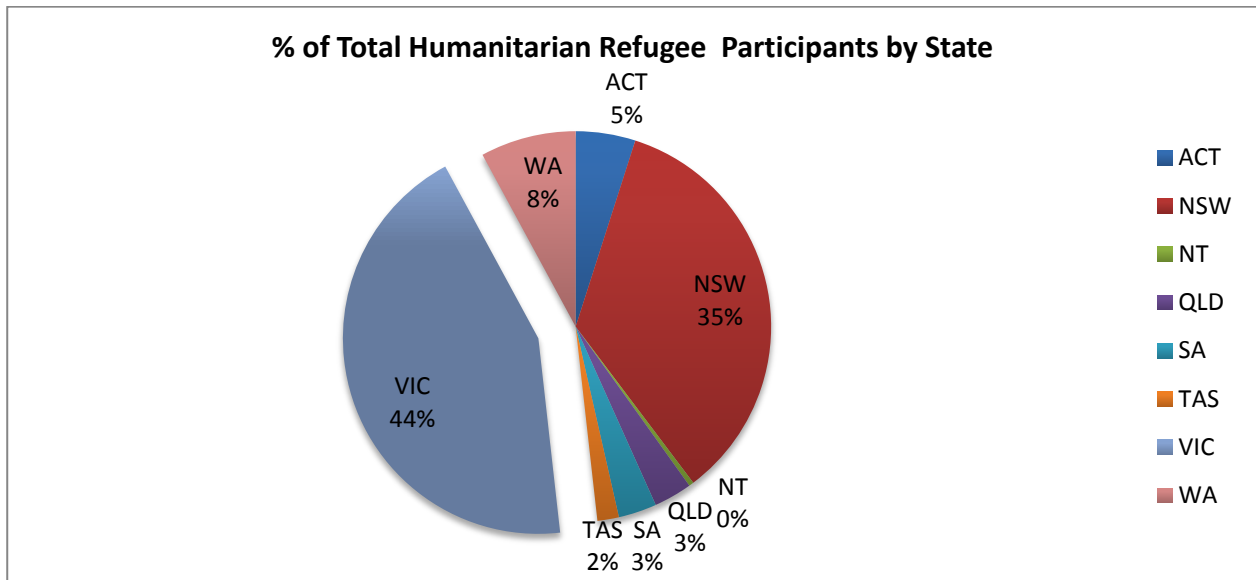


Table 23: % of Total humanitarian refugee participants by State

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

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

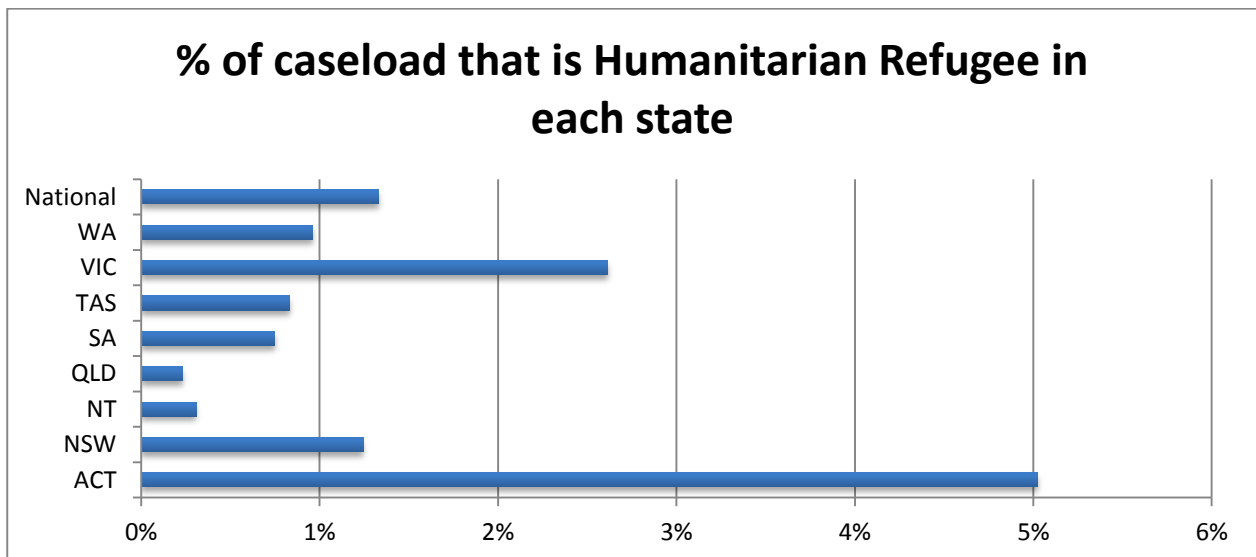


Table 24: % of caseload that is humanitarian refugee in each State

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

Table 25: Humanitarian refugee participants – VIC and National

	VIC	National
Humanitarian Refugee Participants	222	506
All Participants	8495	38,102
% Humanitarian Refugee	3%	1%

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

	VIC		National	
Humanitarian Refugee young people enrolled in individual support services	222		506	
Humanitarian Refugee young people who have achieved a progressive outcome	158	71%	406	80%
Humanitarian Refugee young people who have achieved a final outcome	132	59%	357	71%

Outreach and Re-engagement Services

Providers in Victoria have conducted 1334 Outreach and Re-engagement activities (some were held multiple times, resulting in 1861 events). These activities were attended by more than 25,780 people.

Table 27: VIC Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	1262
<20	353
<50	173
<700	73

418 of these activities were identified as having an Indigenous focus; 532 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in Victoria have conducted 1300 activities to strengthen services in their region. 191 of these activities were identified as having an Indigenous focus, 145 were identified as having a humanitarian refugee focus.

Table 28: VIC Strengthening Services in the Region activities

Outcome	Number of times outcome selected	Average rating
Communication channels between agencies which support at risk young people were created or strengthened.	886	3.87
Families and communities are more positively involved in the lives of at risk young people.	157	3.61
Families of at risk young people are more involved in their community.	109	3.50
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	182	3.74
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	182	3.74
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	224	3.48
Schools and education providers increased their referrals to support at risk young people.	295	3.53
Schools and education providers make referrals earlier to support at risk young people.	239	3.46
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	164	3.86
The use of infrastructure in the region to support at risk young people is better coordinated.	487	3.70
There are improved referral channels for community resources which support at risk young people.	581	3.65
There was a reduction in the duplication of community resources which support at risk young people.	302	3.69
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	121	3.54
There was an increase or improvement in the available services for families of at risk young people.	253	3.37
Young people disengage less frequently from school or education providers.	204	3.29

ANNEXURE 1 B – School Business Community Partnership Brokers – VIC

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 (ICSEA²⁰) 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 data²¹) involving over 4100 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 21 per cent of these partnerships have an Indigenous focus. There have been approximately 10 000 Outcomes Framework Key Performance Measure (KPM) evaluations with approximately 3500 (35%) of those evaluations rating the partnership’s progress as ‘Considerable’ or ‘Achieved’²².

Approximately 85 per cent of the partnerships being supported by Partnership Brokers are newly created. The

²⁰ 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.

²¹ 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.

²² Data cited is accurate as at 2 April 2012.

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 Victoria²³) administered a similar survey in early 2012 to capture partner organisations' views on the quality of the partnership they are involved in and the effectiveness of the Partnership Broker role. In 2012, the survey was administered to a much larger and random sample of over 4000 schools, businesses, community groups and parent and family stakeholders across the country. The survey was designed to complement other program evaluation activities and to validate aspects of provider reporting. Consistent with 2011 survey findings, the 2012 survey results were overwhelmingly positive and showed that the vast majority of partner organisations feel that their partnership possesses the key characteristics for effective partnering and is achieving outcomes that support their community and its young people. The results also indicated that partner organisations are strong believers in the benefits of a partnership approach and highly value the support provided by Partnership Brokers. Approximately 80 per cent of the schools surveyed agreed or strongly agreed that their Partnership Broker had helped them become more engaged with their community. Further information and analysis of survey results are available in the 2012 Partner Survey Report.

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

Challenges

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

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

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

Managing expectations and educating stakeholders about the intent of the Partnership Brokers program remains an ongoing challenge for providers. Providers have reported that some school leaders don't understand the role of the Partnership Broker as a facilitator, rather than service delivery provider. This is consistent with

²³ Victorian Partnership Brokers are administering a similar partner survey in September/October 2012.

Dandolo's finding that *'The role and value of Partnership Brokers is not well understood or appreciated'*. For historical reasons, confusion about the Partnership Brokers role is often centred around expectations that Partnership Brokers should be involved in coordinating Structured Workplace Learning (SWL) placements. This misunderstanding has resulted in tensions and impacted on some schools' willingness to consider how a partnership approach, supported by a Partnership Broker, can assist them to achieve the outcomes required under the Government's broad education reform agenda. However, results from the 2011 Provider Survey suggest that there is increasing recognition among stakeholders of the benefits of a partnership approach and growing interest in accessing the support offered by a Partnership Broker.

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

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

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

Another challenge for providers is building cross-sectoral partnerships involving stakeholders that may not have worked together before. Within this context, an important part of the Partnership Brokers' work is building partners' understanding of each other's needs, developing trust between partners and securing commitment to a shared goal. To do this effectively, Partnership Brokers need to engage with organisations at a decision-making level where there is authority to enter into partnership arrangements and commit resources. Providers report that this is particularly challenging when working with schools and school systems.

Variation in performance

It is clear that there are varying degrees of success amongst providers and some providers appear to be struggling to deliver the program in line with program expectations. There are a number of reasons for this, including:

- Some Partnership Broker organisations were contracted under previous programs in a 'hands-on' service delivery role. Some of these organisations have struggled to make the transition to a strategic, facilitation role.

- The varying nature of infrastructure, culture and capacity across Service Regions. There are different challenges for providers operating in metropolitan, rural and remote areas. Some Service Regions, and some communities within Service Regions, are more conducive to partnership development than others.

- The capacity of personnel undertaking the Partnership Broker role also varies across, and within regions. Some providers, particularly those in remote regions, have had difficulty finding and retaining people with the necessary skill set to deliver program outcomes.

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

Support from DEEWR

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

State and National Provider Networks

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

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

Priorities for Partnership Development

In February 2012, 55 per cent of Partnership Brokers reported they were 'very effective' or 'extremely effective' in addressing their regional priorities for 2011; an increase from 48 per cent in 2010²⁴. 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 region²⁵ (up from 47 per cent in 2010). However, in some regions, the level of collaboration is variable. In regions where collaboration has been limited, Youth Connections providers appear to have concentrated on delivery of case management services and Partnership Brokers have focused on stakeholder engagement and partnership development independently.

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

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

²⁴ Data sourced from the 2011 Annual Partnership Broker Provider Survey. The 2012 Provider Survey is due for completion in January 2013.

²⁵ Data sourced from the 2011 Annual Partnership Broker Provider Survey.

ANNEXURE 1 C – National Career Development

National Summary: Activity during the 2011 calendar year

Background

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

Career Industry Council of Australia (CICA)

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

National Career Development Week (NCDW)

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

Job Guide

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

Career Information Products (CIPs)

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

myfuture website

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

myfuture video competition

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

Scholarships for Career Advisers program

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

Australian Career Service (ACS) Judith Leeson Award

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

Australian Vocational Student Prize

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

National Career Development Strategy research project

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

National Career Development Working Group (NCDWG)

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