

**NATIONAL PARTNERSHIP ON
YOUTH ATTAINMENT AND
TRANSITIONS**

WESTERN AUSTRALIA

**ANNUAL REPORT
MAY 2013**

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PART A: Outcomes and Performance Indicators, Western Australia

Outcome	Performance Indicator	Source	2010	2011	2012
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12	National Schools Statistics Collection (ABS)	51,359	51,988	52,553
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		2,196	2,143	2,205
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		3,393	2,729	2,718
	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	VOCSTATS (NCVER) (a)	12,956	12,159	11,294
	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		892	972	870
	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		473	364	296
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 (b)	Census (ABS)	N/A	83.1%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	45.3%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	10,064	9,566	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		293	372	Not yet available
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 17-24 years participating in post-school education, training or employment (c)	Census (ABS)	N/A	74.1%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools Statistics Collection (ABS)	90.7%	92.4%	90.9%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)		42.9%	40.3%	41.2%

Notes on the data

- Data on students and courses are normally available in July the following year. Data on qualifications completed in 2012 are not available until July 2014. VET statistics reflect a cumulative summary of the year's activity as opposed to a point in time.
- The NP YAT specifies that the attainment indicator for 20 to 24 year olds is to be sourced from the Survey of Education and Work (SEW). The *Review of the National Education Agreement Performance Framework*, released in July 2012, noted that "large Relative Standard Errors (RSEs) for this indicator can limit the appropriateness of the SEW to draw reliable jurisdiction level estimates from year to year, especially for smaller jurisdictions". It recommended that the indicator be measured at the jurisdictional level with Census data or administrative data. In-line with this recommendation, data from the Census is now reported for this indicator.
- The NP YAT includes the indicator "The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school" to be measured by the SEW. The *Review of the National Education Agreement Performance Framework* recommended that the following indicator be revised to measure 17-24 year olds as 17 is the age at which participation in education is no longer compulsory. It was also recommended that Census data be used to provide reliable information at a jurisdictional level. In-line with these recommendations, this indicator has been aligned with the new NEA indicator 5 and data from the Census is now reported for this indicator.
- The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. Ungraded students not included. Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time. Caution should be taken in interpreting the data for apparent retention rates at the State and Territory level which can be inflated by a net increase in interstate migration. Small numbers of Indigenous students can also affect results from the State and Territory level and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

NPYAT Data Source Issues

In considering the various data sources (Part A: Reporting Requirements outlined in the National Partnership on Youth Attainment and Transitions) and their use to measure against the NPYAT deliverables, Western Australia raised a number of issues in the *2009 NPYAT Implementation Plan* and again in the *2010 NPYAT Annual Report*, regarding usage and appropriateness. These issues continue to be relevant and are raised in relation to the reporting data template as detailed below.

Participation

Under the outcome “Increased participation of young people in education and training”, interpreting “not stated” data in relation to previous educational attainment is difficult. The “not stated” data have been excluded by the Council of Australian Governments’ (COAG) Reform Council (CRC) in their deliberations of jurisdiction performance and are likely to produce under-estimates of the participation rates due to sample bias. These concerns were consistently raised by Western Australia throughout the consultation process around the CRC’s 2010 participation target performance report.

Modelling by the Department of Education, Employment and Workplace Relations (DEEWR) highlighted the extent of underestimation as a result of excluding the “not stated” groups from the participation target count. DEEWR’s modelling confirmed that Western Australia should have achieved 100% of the participation target if the “not stated” groups were appropriately apportioned into the participation baseline and target. Nonetheless, DEEWR did not support the inclusion of the “not stated” groups in the count; and the reporting was finalised by the CRC with the exclusion of the “not stated” groups. Western Australia consequently received only 88.3% of the participation reward funding made in the 2011-2012 financial year.

Attainment

Under the outcome “Increased attainment of young people aged 15-24, including Aboriginal youth”, the first indicator is “The proportion of young people aged 20-24 who have attained Year 12 or Certificate II or above”. The original proposed data source was the Survey of Education and Work (SEW). However, all jurisdictions raised issues over the use of SEW data as the appropriate source for this performance measure. The Australian Bureau of Statistics (ABS), CRC and COAG subsequently agreed that this is an unreliable measure. Consequently, in July 2012 the Australian Council for Educational Research (ACER) was engaged to identify more accurate measurement options. The two options identified were the ABS Census of Population and Housing, and administrative data collected by each jurisdiction.

Both options have significant limitations:

- ABS Census data: The five-yearly Census provides measures of 19 to 23 year-olds in the target year meaning some proxy data will be required to measure 20 to 24 year-olds. It also relies on self-reporting, which is comparatively low in Western Australia for some cohorts, such as Indigenous. This self-reporting also results in lower quality data.
- Administrative data: Many jurisdictions do not have a consistent data series due to recent system changes. Furthermore, data is not comparable across jurisdictions; is resource intensive to gather; and will push timeframes out to 2014. This may jeopardise funding given the September Federal election and possible change of Government.

Subsequently, the NP YAT Multilateral Working Group agreed that the ABS Census data provided the best alternative measure to the SEW for the purposes of CRC reporting. It also agreed that when determining reward payments, the Commonwealth Government would consider the CRC report along with any supplementary information that jurisdictions choose to provide to demonstrate their achievement against the attainment target.

PART B

1. Current Landscape (Jurisdictional Context)

Outlined below is an update on the Western Australian context, including economic context, as well as some of the State Government's more recent strategic initiatives and reforms that contribute to supporting increased participation, attainment and successful transitions for all young people.

Western Australia's economy continues to perform well, recording strong real growth of 6.7% in 2011-12. This was the highest rate recorded by all states, and nearly double Australia's economic growth rate of 3.4%.

Overall, the State's labour market remains relatively healthy, with employment growing by 18,500 (seasonally adjusted) or 1.4% for the full year to March 2013, compared to 1.0% growth for the whole of Australia. Western Australia's labour force participation rate fell from 69.1% in March 2012, to 68.6% in March 2013. Despite this fall, the Western Australian participation rate continues its historical trend of being higher than the national figure which was 65.2%. The State's unemployment rate was 4.8% in March 2013, lower than the national result of 5.6%, but 0.8% points higher than what was recorded for Western Australia a year prior.

In broad terms, outcomes in respect to youth engagement in Western Australia's labour market were similar to the State's overall labour market. The State's youth unemployment rate¹ averaged 17.4% over the 12 months to March 2013, to remain the lowest of all states, and also well below the national rate of 24.3%. It was also slightly below the State's average youth unemployment rate of 17.7% from a year prior.

The State's overall youth labour force participation rate averaged 59.4% over the 12 months to March 2013 – higher than the national participation rate of 54.8%. The State's labour force participation rate for those youth not attending full time education averaged 85.1% over the 12 months to March 2013, which was higher than the national average of 82.1%, and also higher than the State's annual average rate for the year prior (of 83.5%).

Given youth unemployment rates typically fluctuate in broadly similar patterns to overall unemployment rates (in response to prevailing economic conditions), it can be useful to look at youth unemployment rates as a proportion of overall unemployment rates over time to better appreciate conditions particular to youth in the labour market.

Such data shows that for Western Australia (see solid red line in chart following), the State's youth unemployment rate relative to the State's overall unemployment rate was an average four times higher for the 12 months to March 2013. This was lower than the equivalent rates in most other states and nationally, though Western Australia has followed the trend of seeing a greater proportion of the unemployed represented by the youth cohort.

¹ This is for those unemployed youth aged 15-19, who are actively seeking full-time work (as those seeking part time work are more likely to be primarily focused on full time education). The definition of 'youth' for the other labour market measures reported in this section is also for those aged 15-19.

¹⁵ Some caution is needed though in respect to drawing conclusions from the above data, as it does not allow for the respective differences over time in regards to the overall levels (and prevalence) of 15-19 year olds undertaking further education rather than other options (such as seeking or being engaged in full-time employment).

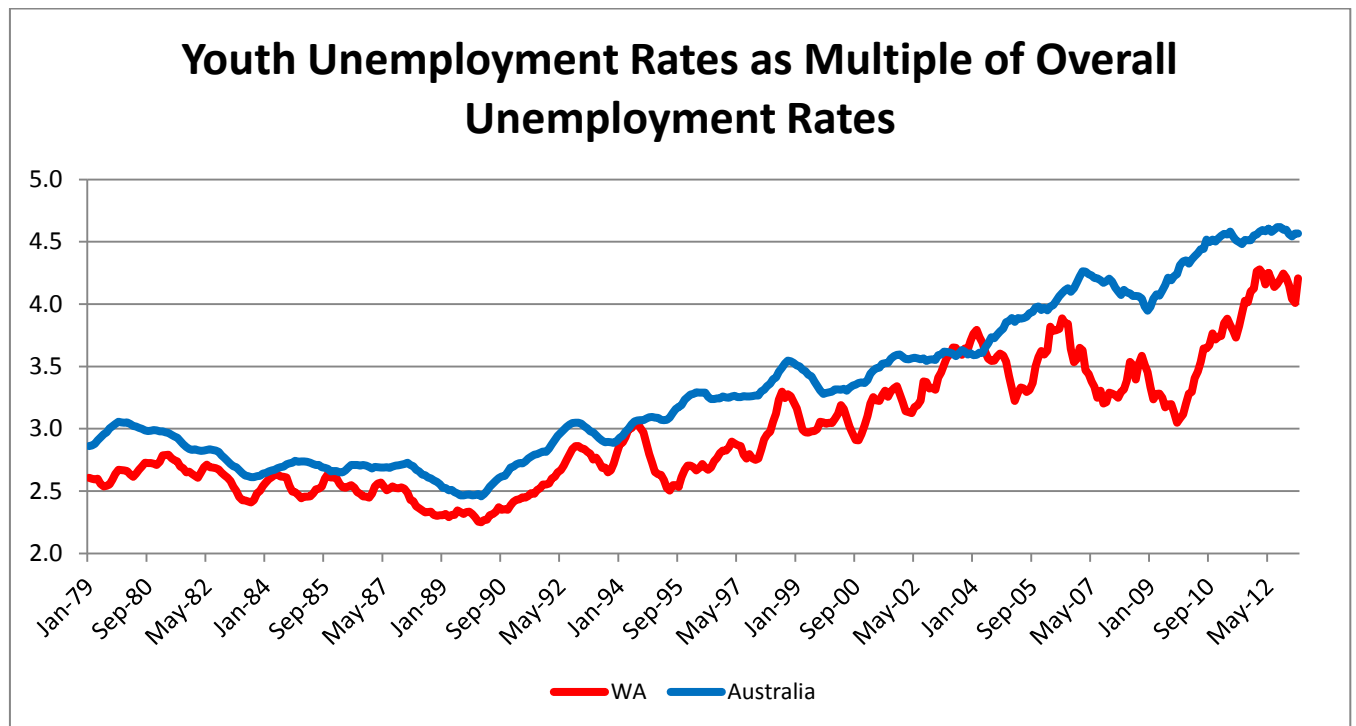


Figure 1: Youth unemployment rates (seeking full time work) as multiple of overall unemployment rates
Source: ABS Catalogue No. 6202.0

1.1 Western Australia's School Curriculum and Standards Authority Data

In 2012 the Western Australian School Curriculum and Standards Authority issued 23,757 statements of results to Year 12 students (23,352 in 2011). The number of Western Australian Certificates of Education (WACE) issued to Year 12 students in 2012 was 21,326 (21,109 in 2011).

1.2 Skilling WA

Significant progress has been made on the implementation of *Skilling WA – A workforce development plan for Western Australia (Skilling WA)* which was launched in 2010. A whole of government initiative, *Skilling WA* supports activities to attract, develop and retain a workforce with the appropriate skills to service the economic and community needs of the State.

Strategic Goal 1 of *Skilling WA* aims to increase participation in the workforce particularly among the under-employed and disengaged Aboriginal and Torres Strait Islander people and other under-represented groups. Young people, particularly those at risk, are an important focus of this strategy along with priority actions aimed at supporting the mentoring of Western Australian youth to assist their transition into training, higher education and employment.

The Department of Training and Workforce Development has a role in both implementing its own *Skilling WA* priority actions and monitoring the implementation of priority actions of other agencies. The Department is supporting the NPYAT in Western Australia in the capacity of contract manager for the program with responsibility for auditing and reporting.

1.3 Training Together – Working Together

In March 2010 the Minister for Training and Workforce Development launched *Training together – working together: An Aboriginal workforce development strategy*. This strategy is designed to facilitate the removal of barriers to participation and improve employment and training outcomes of Aboriginal people in Western Australia.

Strategies include:

- creation of the Aboriginal Workforce Development Centre (AWDC) which is the central coordinating point to support Aboriginal people transitioning into employment and assist employers to meet their workforce needs;
- creation of four AWDCs in selected regional areas of Western Australia to engage and link Aboriginal people and local employers;
- development and implementation of mentoring strategies to develop and support Aboriginal people to gain employment;
- development of an Aboriginal Workforce Development website that will provide easy access to existing mentor services and resources; and
- identification of a range of Aboriginal role models who will be encouraged to inspire Aboriginal people with the stories of their careers and promote positive images of Aboriginal people as employees.

1.4 Training Western Australia

In 2009, the State Government and the State Training Board released *Training WA: Planning for the future 2009 – 2018 (Training WA)*. This strategy recognised the need for continued investment in training and a flexible and innovative training system to position Western Australia for future employment demands. *Training WA* provided a blueprint to transform training in Western Australia to maximise economic growth. *Training WA* focused on developing:

- a skilled workforce;
- a contemporary apprenticeship and traineeship system;
- individual participation in training;
- support for regional communities;
- a vibrant and diverse training market; and
- training system capability and capacity.

Training WA set a series of targets to be achieved by 2012. Many of these targets were achieved with:

- increased participation in training, with a 17% increase in the number of working aged Western Australians undertaking training between 2008 and 2012;
- an increased training participation rate of the working-age population in Western Australia from 8.6% in 2008 to 9.0% in 2012;
- a 37% increase in high level training enrolments at Certificate IV and above between 2008 and 2012; and
- a 34% increase in Aboriginal employment related training enrolments over this same period.

1.5 Education and Training Entitlement

- An entitlement to publicly funded training will be introduced in Western Australia in 2014 as agreed to by state and Commonwealth governments under the National Partnership Agreement on Skills Reform.
- The entitlement will encourage students to undertake training in areas that support State priorities, and improve the quality of information available to students for making decisions about training providers and courses.
- It is anticipated that Western Australia will continue to face significant labour market shortfalls. The introduction of a training entitlement will help alleviate shortfalls by facilitating greater participation in training, especially in qualifications that are in high industry demand.

In 2012, 15 to 19 year olds had 47,544 course enrolments with public training providers, and 26,231 for 20 to 24 year olds.

2. Broad education reform direction and why?

2.1 Department of Education

Through the Western Australian Department of Education, a number of key reforms and National Partnership arrangements are being implemented. These include the creation of a new Independent Public Schools model providing schools greater autonomy, enhancing school leadership, reducing bureaucratic restrictions and locating support services within or as close to schools as possible. These changes focus on creating conditions for improved student outcomes.

Priorities for the public school system are also outlined in the Department of Education's *Focus 2012 - Directions for Schools* plan which continues to support and strengthen *Classroom First* commitments through five key priorities:

- raising standards in literacy and numeracy;
- improving student behaviour, attendance and wellbeing;
- supporting teachers and school leaders;
- strengthening early childhood education; and
- enabling greater school autonomy, flexibility and innovation.

In addition, the Department of Education launched its *Aboriginal Education Plan for Western Australian Public Schools 2011-14*. This plan is in line with the national *Aboriginal and Islander Education Action Plan 2010-14*, which has been prepared for COAG. The focus of Western Australia's plan is on school led responses to meet the needs of Aboriginal students in six key areas:

- readiness for school;
- attendance;
- literacy and numeracy;
- pathways to real post school options;
- engagement and connections with families and communities; and
- leadership, quality teaching and workforce development.

2.2 Catholic Education Office of Western Australia

The Catholic Education Office of Western Australia (CEOWA) has continued to work collaboratively with the Association of Independent Schools of Western Australia (AISWA) and the Department of Education in supporting the NPYAT. The CEOWA highlighted a number of reform focused strategic themes in its *Strategic Plan 2013 - 2016*. These themes include:

- developing initiatives in curriculum and pedagogy that reflect inclusiveness and subsidiarity;
- A whole system focus for enhancing literacy and numeracy learning;
- Developing initiatives to improve learning and life outcomes for Aboriginal students, families and communities.
- defining, promoting and evaluating curriculum in Catholic schools;
- developing a system wide focus on whole school development; and
- responding to State and Australian government initiatives in education.

The CEOWA also proactively supports improved learning outcomes for Aboriginal students through its *Aboriginal Education Policy*. Some of those policy initiatives are listed below:

- Catholic education is committed to increasing knowledge and understanding of the histories, cultures and experience of Aboriginal people as the first peoples of Australia.
- Aboriginal students in Catholic schools have the right to be provided with education experiences comparable to all Australians whilst maintaining their cultural identity.

- Catholic education is committed to increasing employment and promotional opportunities for Aboriginal people.
- All Catholic schools shall integrate Aboriginal education across all areas of curriculum.
- All Catholic schools shall be fully involved in the reconciliation process through the recognition, acceptance and celebration of Aboriginal cultural traditions and values.

In addition to the above, the *Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014* has been incorporated and regularly reported upon to assist in the improvement of educational outcomes for Aboriginal and Torres Strait Islander students.

2.3 Association of Independent Schools of Western Australia

The Association of Independent Schools of Western Australia (AISWA) is the peak body representing membership of 148 independent schools in Western Australia, with over 70,000 students. AISWA supports all schools in the delivery of high quality education that meets the needs of each school's student body, while acknowledging that each school is independent and has its own strategic plan. The schools in the sector vary from small (less than 25 students in remote areas) to large (over 2,000 students in metropolitan areas) and comprise various religious, philosophical and cultural backgrounds. As such each school's planning reflects their size, location, philosophy and mission and their student body.

2.4 Department of Corrective Services

The Department of Corrective Services (DCS) is a partner in the NPYAT in Western Australia through its work in the delivery of career advice and vocational education and training (VET) for young offenders. This work is based on Australian research studies identifying a clear link between VET training and reduced recidivism. Through the NPYAT, training delivery and career support is being expanded to focus on VET training for post custodial employment.

DCS data for 2009-2012 supports international research findings that education positively impacts on recidivism rates of ex-prisoners. DCS statistics comparing ex-prisoners that have completed five or more units of study with those who did not engage in education revealed that this cohort of educational participants had an average reduction in recidivism of approximately 15% when compared to those that did not engage in education. With an annual cost of approximately \$115,000 per year per prisoner, the savings to the community by the provision of accredited targeted vocational training are substantial.

2.5 Department for Communities – Youth

The Department for Communities is managing the mentoring reform under the NPYAT. The project is being led by the WA Youth Mentoring Reform Group which has developed *the Western Australian Youth Mentoring Reform Strategic Framework*. Through the youth mentoring reform project, the Department for Communities is in contact with more than 420 individuals, government and non-government agencies and other organisations. Benefits flow to these organisations through increased awareness of the *Australian Youth Mentoring Benchmarks*, improved quality of mentoring programs, and training for program managers and coordinators, mentors, mentees and parents/caregivers in the field.

3. Youth Attainment and Transitions reforms and programs not funded under NPYAT

The Western Australian *School Education Act 1999* identifies approved options, other than full time school available to young people, which will satisfy the Youth Compact participation requirement.

These are:

- full time enrolment in accredited training at a registered training organisation;
- full time apprenticeship or traineeship;
- full time enrolment in a gazetted community based course;
- a course through higher education or university;
- full time employment; or
- a full time combination of any of the above, such as part time school, training and/or part time work.

Western Australia has exceeded the requirements by legislating the requirement for young people to participate until the end of their 17th year.

An outcome of this initiative has been significant improvements in the levels of participation by this cohort, from approximately 87% prior to the introduction of the legislation in 2006 to 96.0% in 2012.

3.1 State Training Board of Western Australia

The State Training Board established a Youth Unemployment Committee in March 2012. Chaired by Audrey Jackson, the committee included representatives from industry, UnionsWA, and the Departments of Education and Training and Workforce Development. The Committee's terms of reference included:

- Youth unemployment demographics: with a view to developing a statistical picture of young people's transition to employment and further education.
- Factors that may contribute to successful transitions: including employability skills, education and training attainment, work readiness, rewarding and secure employment, career and transition support and income support.
- Preparation of Young People: Identifying best practice activities, programs and training that provide for a successful transition from secondary education to further education, training and employment.
- Career Advice for young people: targeting career advice to the level of need for young people and their parents/guardians, teachers and employers.

As at 31 December 2012 the Committee had prepared a draft report for the Western Australian Minister for Training and Workforce Development.

3.2 Complementary National Partnerships

There are a number of other reforms contributing to increased student participation and attainment levels that are complementary to the NPYAT. These include education focused National Partnerships between the Commonwealth Government and the three school systems/sector in Western Australia including the:

- National Education Agreement - the key overarching Commonwealth/State agreement with its key objective to ensure "all Australian school students acquire the knowledge and skills to participate effectively in society and employment, in a globalised economy" (COAG 2009 Schedule F, p 1). The performance indicators identified in the NPYAT are aligned to the goals of this agreement.

- Smarter Schools National Partnerships which comprise:
 - National Partnership Agreement for Improving Teacher Quality;
 - National Partnership Agreement for Literacy and Numeracy; and
 - National Partnership Agreement for Low Socio-Economic Status School Communities.
- Trade Training Centres in Schools (TTCs) Program provides students with an opportunity to undertake trade level training in schools, increasing the proportion of students achieving Year 12 or an equivalent qualification and helping address skill shortages in traditional trades and emerging industries. This strategy makes a strong contribution to the NPYAT attainment targets. To date, 42 centres have been funded across all school systems/sector throughout regional and metropolitan Western Australia. Of those, 35 are public school sector TTCs, six are from the Catholic sector and one from the Independent sector. A further seven funding proposals have just been submitted by the public and Catholic sectors for Round Five Phase 1. It is anticipated that the successful proposals will be announced by mid 2013.
- National Partnership Agreement on School Pathways Program aims to address the skills shortage in the defence industry and focuses on providing career pathways for young people into areas including advanced manufacturing, maritime and technology skills within the defence industry.

3.3 Department of Education initiatives

The Department of Education encourages schools to ensure that Year 12 students achieve their Senior Secondary Certificate with an emphasis on post school pathways of education, training and/or employment. Schools are supported to develop programs for students to achieve an Australian Tertiary Admission Rank (ATAR) of at least 55 and/or a Certificate II qualification. Supports include a wide range of resources available on-line, as well as access to Secondary Support consultants, who offer specific advice regarding their senior secondary programs and courses.

In addition, to support young people who are unable to successfully access and engage with mainstream school programs (including VET) or training and employment options, schools are encouraged to develop engagement programs. These programs are specially tailored to respond to the needs of young people who may be experiencing difficulty with traditional schooling approaches and require a more supportive learning environment. Engagement programs provide students with the opportunity to achieve formal accreditation.

Public schools are encouraged to develop engagement programs that respond to the needs of their particular students within the context of their school and their community. Whilst this process has generated a range of programs, the following are key components of all programs:

- student focused (as opposed to content);
- case management approach;
- core curriculum based around numeracy and literacy;
- formal accreditation and skill development;
- provision of and access to additional student support;
- focus on development of social and emotional competencies as well as academic;
- smaller class sizes; and
- student centred teaching and learning approach.

3.4 Catholic Education Office of Western Australia initiatives

Schools implement various programs to suit the student cohort within their school and also programs such as Vocational Education and Training in Schools (VETiS), and apprenticeships and traineeships to cater for all students' educational requirements. The *Processes and Procedures for Funding* were implemented in 2010 to promote students enrolling in Certificate II and higher in line with the NPYAT requirements. This has ensured students are working towards Certificate II and above completion and have recognised pathways.

The *Aboriginal School Based Training Institutional Pathway Program* was supported and offered in 2012. The program leads to either an institutional or a school based traineeship pathway in Years 10, 11 or 12.

The CEOWA facilitates the sharing of good practice and strategies between schools and provides a valuable part of whole school improvement with obvious links to Quality Catholic Schooling (QCS). Facilitator teachers from various schools coordinate group meetings and provide ongoing advice to teachers in preparation for student transition. This gives an opportunity for outstanding practitioners to share their knowledge and expertise, and thus capacity building across the system. The QCS project creates and implements a whole-school planning and an improvement framework for all Catholic Schools in Western Australia.

Schools adhere to the Aboriginal Education Policy, Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014 and Catholic Education Strategic Plan when implementing school programs for Aboriginal students. The Catholic system has two Curriculum and Re-engagement (CARE) schools which offer specialised programs for Aboriginal students.

3.5 Association of Independent Schools of Western Australia initiatives

Independent schools offer a range of individual school programs and also VET in Schools (VETiS), school based apprenticeships and traineeships and work based learning.

Seven CARE (Curriculum and Re-engagement) schools implement a number of specialised programs to cater for the specific needs of their student cohort, with the overall aim to increase re-engagement and attainment.

3.6 Department of Corrective Services

Department of Corrective Services (DCS) has commissioned an 80 bed prison for 18 to 24 year old prisoners, which focuses on providing education, training and skill development. The Department's Education and Vocational Training Unit is now introducing an emotional intelligence course into their VET training programs, to address the issue of an identified lack of inter and intra personal communication skills. The course is provided to better equip the prisoner population both socially and emotionally to tackle the job market. This deficiency in communication skills has been proven to undermine attempts at securing sustainable employment placement in the workforce.

4. Progress/Impact as a result of the NPYAT

The National Partnership has facilitated collaborative, long term relationships between stakeholders, which is contributing to successful outcomes in Western Australia including:

- Completion of career development resources and subsequent professional development for Career Practitioners conducted across all school sectors.
- A successful School Leaver Destination Survey was conducted across all school sectors involving the 2012 Year 12 cohort, with around 6,000 students contacted who are not currently enrolled in a university, State Training Providers or in an apprenticeship/traineeship, to determine transition trends. The survey also allowed critical links to be established between the Department's Workforce Development Centres and students who need advice and assistance with training and employment options.
- The *Western Australian Youth Mentoring Framework* was released late 2012; seven community sector mentoring agencies collaborated to develop a suite of resources to demonstrate best

practice in youth mentoring and additional training was delivered across the State to increase awareness of national benchmarks.

- Additional VETiS delivery in the State's priority occupation areas.
- Strong interest and subsequent take up from teachers from all school sectors/system to undertake the Certificate IV Training and Assessment and upgrade relevant industry qualifications to enhance their ability to deliver quality VETiS and engage in career coaching courses.
- There has been considerable uptake from Prison Officers to complete their Certificate IV Training and Assessment; career guidance including post-release assistance has increased substantially in Western Australian prisons; a number of youth at risk have commenced in traineeships; and a unique program commenced for Aboriginal youth at risk combining conservation and land management traineeships with the teaching of Noongar language and culture.

4.1 Department of Education

The NPYAT has had a significant impact on the Department of Education in that the schools are now being encouraged to ensure Year 12 students achieve their Senior Secondary Certificate with an emphasis on post school pathways of education, training and/or employment. Schools are being supported to develop programs where students achieve an ATAR of at least 55 and/or a Certificate II qualification.

The NPYAT has also allowed for a range of new programs to be piloted. It has resulted in the three school systems/sector strengthening their working relationships and being able to develop common processes and paperwork.

In relation to specific programs:

- VET in Schools – schools now have access to a range of qualifications that they previously would not access due to limits on other sources of VETiS funding. There was also an expansion into an emerging skills shortage area (Telecommunications) which, given the number of classes and students that undertook delivery in 2012, proved popular.
- Career development in schools – this project has allowed schools to apply for programs that are about “whole school” change to assist students with career development and planning. The proviso that schools must share information on the “why” and the “how” will make it possible for the Department to see what works and support other schools to make changes in the future.
- Teacher capacity building – the additional funding allows the Department to support schools to meet the vocational competence requirement of the Australian Quality Training Framework (AQTF). There is no capacity within the Department's current VETiS funding to support teachers and schools with this aspect of VET delivery requirements.

The State's participation rate for young people in Year 11 and 12 increased to 96.0% in 2012. This can be attributed to a range of Commonwealth and State initiatives that have worked in tandem to support young people in their transitions. Attempting to identify one particular program as being the catalyst for any change is not useful. The strength of the NPYAT is that it has allowed all agencies to come together and work towards the targets and goals.

4.2 Catholic Education Office of Western Australia

Certificate IV Training and Assessment qualifications and upgrades gained strong support during 2012. Classes commenced in April 2012 resulting in 110 teachers achieving the full qualification and 73 upgrading their qualification. Teachers were keen to participate in the career coaching courses and several opportunities were offered to encourage whole school development.

The School Leaver Program was successful with 31 from 39 schools forwarding Year 12 data to be involved in the surveys. The results were forwarded to schools in May 2013 and informed teachers about better practice going forward. The additional VETiS delivery procurement began slowly in 2012 due to late release of funding as students had already prepared for their training pathway choices.

The collaborative approach between the Department of Training and Workforce Development, Department of Education, AISWA and the Catholic Education Office of WA has been a strong focus for Western Australia.

Students were able to access VET in Schools at relevant Registered Training Providers through the Certificate Procurement initiative. This allowed schools from a low socioeconomic area to be able to access training which they would not normally have been able to afford. For 2013 there has been an increase in enrolments.

4.3 Association of Independent Schools of Western Australia

2012 saw an increase in participation and awareness in the NPYAT elements overall. Schools have responded very positively to the opportunity to gain or upgrade Certificate IV TAE for teachers with 93 teachers supported throughout the year.

A wide range of activities were undertaken by schools as part of the career development element, with participating schools welcoming the opportunity to introduce or expand career development in their schools. Whilst a positive response was received from participating schools, the uptake from the sector is lower than expected. Several schools reported having well established career development programs and, as a result, did not seek funding. A common response from other schools, including those participating in the program, was the need for professional development of staff, including those in career development roles and others (for example year coordinators and pastoral care staff) who often informally provide career advice to students. In response to this, it is planned to offer *Coaching Young People for Success* workshops in 2013.

Uptake of the NPYAT VETiS element has not been strong, with schools reporting both an increase in profile participation with State Training Providers and difficulty in accessing Registered Training Organisations (RTOs) in terms of location. An increased uptake is expected for 2013.

4.4 Department for Communities

The cumulative progress and impact of the *NPYAT Youth Mentoring Reform* in Western Australia has been substantial. The second round of the *Western Australian Youth Mentoring Reform Strategic Framework* consultation process in April–June 2012 involved workshops throughout the State which provided training and professional development to the sector, at the same time as conducting consultations. This significantly raised the profile of mentoring, improved the sector's understanding of the importance of the national benchmarks and their role in building and sustaining quality in youth mentoring programs.

The process also increased understanding across government of the importance of the benchmarks as a consideration in making funding decisions about mentoring programs. The reform process, and the role of the Western Australian Youth Mentoring Reform Group in particular, has provided an opportunity to demonstrate best practice in a government/community sector partnership approach in the development of policy.

Working groups identified in the Strategic Framework were formed and have commenced operations aimed at achieving outcomes and deliverables of the Framework.

- Best Practice demonstration projects: Four projects involving seven non-government youth mentoring organisations were funded and made substantial progress in developing a suite of resources to demonstrate best practice in youth mentoring. All projects are scheduled to launch their resources during National Youth Week in April 2013.
- A training consultation survey conducted in 2012 will assist in the design of relevant training that is cost effective and targeted, with distribution throughout WA. The results will guide the development of sustainable models for the delivery of training after the conclusion of the funding for the youth mentoring reform project.
- Market research conducted with the private sector will provide a report on prospective development of sustainable models for funding youth mentoring agencies.
- The research and evaluation group continued work to identify a suitable research proposal for funding.

The chief impact of the NPYAT youth mentoring reform project has been improved understanding in the sector of the importance of National Benchmarks as the essential components of quality mentoring programs. There has been an increased awareness within the youth mentoring sector of its community building mission and the potential for the creation of sustainable social capital. Media coverage of workshops and consultations has led to increased profile for mentoring, particularly in regional areas.

4.5 Department of Corrective Services (DCS)

In the adult correctional system, youth at risk, Aboriginal, and female youth at risk traineeship registrations continued to demonstrate steady growth. In regards to capacity building, the Multicultural Responsive Teaching and Learning Unit for prison educators was completed; career and employer expos for prisoners were provided at each public prison at least once a year and DCS had 53 prison staff enrolled in Certificate IV Training and Assessment (TAE). This total includes the highest number of Vocational Support Officers (VSO's) the Department has had participating in a nationally accredited prisoner training and assessment course. Additionally, 17 VSO's have completed the whole TAE Certificate IV Training and Assessment.

There has been a steady increase in prisoners engaging in career guidance and support, from 1160 prisoners in 2011 to 1610 in 2012. There have also been increases in Certificate II level training with youth at risk, through registrations in traineeships.

The Education and Vocational Training Unit commenced an innovative training program for Aboriginal prisoners which combined a Conservation and Land Management traineeship with the teaching of Noongar language and culture. Five prisoners completed this training, with three others completing a significant number of units before being released to the community.

Total youth at risk prisoner traineeship enrolments rose from 79 in 2011 to 88 in 2012, with 35% of the students being Aboriginal. Once again, the overall percentage of successful traineeship completions in prison provided by State Training Providers to prisoners was higher than those achieved in the community.

5. Maximising Engagement, Attainment and Successful Transitions

5.1.1 Additional Vocational Education and Training in Schools delivery

Purpose

Western Australia has experienced strong growth in VETiS in all three school systems/sector placing increasing demand on resources and available training places. This provision of additional VETiS training delivery focuses on full certificate completions and increasing the number of qualifications attained in key priority industry areas as per the State Priority Occupation List. The target cohort encompasses all Western Australian Year 11 and 12 students.

2012

NPYAT funding of \$4,712,000 has been set aside for delivery of additional VET to Western Australian schools during 2012-2014, and provided to schools based on student demand. 58% to Department of Education; 21% each to Catholic Education Office of WA and Association of Independent Schools of WA.

Timing

VETiS delivery to operate over 2012-2014

Stakeholders

- Department of Education
- Catholic Education Office of WA
- Association of Independent Schools of WA.

Action taken

Additional qualifications were added to the list in 2012 for 2013 delivery – Certificate II Building and Construction (Para-professional pathway), Certificate II Building and Construction (Trades pathway), Certificate II Warehousing and Certificate III Education Support. The Department of Training and Workforce Development ran a further procurement process to add training providers to the Panel List to deliver the additional qualifications.

i) Department of Education

- Department of Education's Education, Training and Industry Liaison Officer (ETILOs) in each region managed the process of identifying qualifications and students and contacting RTOs from the preferred provider list.
- During 2012, all applications came through ETILOs to the Department of Education officers.

ii) Catholic Education Office of WA

- Application forms prepared for distribution to schools.
- Student applications received and students clustered into classes with school systems/sector in various regions.
- Selection process undertaken to match schools with RTOs in the region.
- Accurate recording templates prepared.

iii) Association of Independent Schools of WA

- Interviewed preferred providers to determine suitability and process delivery options.
- Expression of Interest sought from schools.
- Information forwarded to all schools.
- Establishment/negotiation with CEOWA and Department of Education with an aim to deliver cross-sectoral classes where possible.
- Student applications received and reviewed.
- Cluster groups established with CEOWA

- Consultation/negotiation with RTOs.
- Advised schools of successful applicants.
- Advised schools which courses will be available (based on viable numbers).
- Recording template developed.

Outcomes

All school systems/sector working together within clusters is proving to be a very positive aspect of this project.

VETiS delivery commenced in 2012 with 328 additional VETiS commencements, however uptake of places was slower than anticipated therefore additional qualifications were added to the list.

Demand has been growing steadily throughout 2012, particularly from the public and Catholic school systems.

i) Department of Education

The two metropolitan regions, the South West and Pilbara regions accessed places under this funding.

ii) Catholic Education Office of WA

50 students were involved in training in 2012 in six industry areas. Due to delays in the funding, unfortunately many students had already been timetabled into courses, so 2012 numbers were lower than anticipated. The following industry areas were taken up during 2012: Certificate IV Business, Certificate II Community Services, Certificate III Children Services, Certificate II Health Support Services, Certificate II in Telecommunications (Cabling), Certificate II in Engineering and Certificate II in Tourism. Student participation numbers by regions were: Metropolitan (20 students), Peel (20 students), Pilbara (3 students), Goldfields (4 students) and South West (3 students).

iii) Association of Independent Schools of WA

21 students participated in six courses; uptake by schools has increased.

Planned adjustments/ Changes

i) Department of Education

- Many of the classes are two year programs and therefore continuing on from 2012 into 2013.
- Some regions will have new classes commencing in 2013.
- New classes will be established specifically for Special Needs students. It is expected more regions will access the VETiS places during 2013.

ii) Catholic Education Office of WA

Students were able to access quality as well as variety in training that would not normally have been available. Some schools can access profile places through State Training Providers, however this is not always possible and this opportunity gave more students who had missed out on the profile places access to training.

iii) Association of Independent Schools of WA

Advertising of program earlier to coincide with subject selection process in schools.

5.1.2 Capacity building

Purpose

- i) School systems/sector:** to increase the number of teachers with a Certificate IV in Training and Assessment (TAE) qualification and current relevant industry experience in the school sectors.
- ii) Department of Corrective Services:** to build the capacity of Department of Corrective Services' education and training staff to deliver more VET programs and increase the likelihood of improved educational engagement, attainment and successful transitions of at risk offenders returning to the community.
- iii) Department of Training and Workforce Development:**
 - a) The revised School Based Apprenticeships and Traineeships Policy (SBAT) V2 came into effect on 1 January 2013 after extensive consultation with stakeholders. It provides information relating to the delivery of school based apprenticeships and traineeships undertaken while a full time student is attending secondary school. The purpose of this project is to build capacity of the systems/sector in school based apprenticeship and traineeship policy and practice.
 - b) To increase capacity of teachers by providing a facilitator guide for integration of Certificates I and II foundation skills qualifications in a range of industry settings.

2012 Funding

- i) School systems/sector:** \$600,000 allocated in 2012 - 21% each to AISWA (\$126,000) and CEOWA (\$126,000) and 58% (\$348,000) to the Department of Education.
- ii) Department of Corrective Services:** \$183,000 allocated.
- iii) Department of Training and Workforce Development:** i) \$45,000 - SBAT Professional Development for all systems/sector and Good Practice guide for School Based Apprenticeships and Traineeships; and ii) \$30,000 facilitators guide.

Timing

- i) School sectors/system:** a three year project scheduled to operate 2012-2014
- ii) Department of Corrective Services:** ongoing
- iii) Department of Training and Workforce Development**
 - a) PD conducted during 2012-2013; Good Practice Guide scheduled for completion in 2013.
 - b) Facilitators Guide due for completion 30 June 2013.

Stakeholders

- Department of Education
- Catholic Education Office of WA
- Association of Independent Schools WA
- Department of Corrective Services
- Department of Training and Workforce Development

Action taken

Department of Education, Catholic Education Office of WA and Association of Independent Schools WA

Two models of delivery were developed for implementation in 2012. The first model aims to increase the number of staff with a Certificate IV Training and Assessment (TAE), and the second to increase the current relevant industry experience of teachers delivering VETiS.

- i) Department of Education**
 - Funding provided April 2012.
 - Advertising to schools May 2012, via the Department's VETiS website and the regional ETILO's.

- Subsidies available to staff to assist with gaining an industry qualification. Eligible staff undertook Recognition of Prior Learning (RPL) or completed training with a RTO to gain formal qualifications in the field they are delivering in within their school.
 - Teachers delivering in Trade Training Centres and RTO schools were targeted first, followed by other VET teachers.
 - Teachers seeking full TAE or upgrading were supported. This was in addition to existing VETiS funding the Department already uses to support school staff with Certificate IV TAE.
- ii) Catholic Education Office of WA**
- Combined workshops with independent schools began in April 2012.
 - An RTO was chosen and workshops held from April to December 2012 in Broome, Metro, Bunbury, Busselton, and Albany.
 - Applications were received from teachers teaching VETiS requiring full qualifications and upgrades.
- iii) Association of Independent Schools of WA**
- Expressions of interest for Certificate IV Training and Assessment and/or upgrades sought from teachers. Priority of training based on:
- a) whether currently delivering VETiS;
 - b) skill priority areas;
 - c) trade training centre staff; and
 - d) updates from superseded qualifications.
- iv) Department of Corrective Services**
- Progressing development of a new accredited cross-cultural training unit for VET instructors/teaching staff.
 - Progressing development of an accredited unit of competence for offenders to provide an overview of multiculturalism in WA.
 - Delivery of Certificate IV Training and Assessment to increase qualified staff engaged in accredited industry and work experience training.
- v) Department of Training and Workforce Development**
- a) SBAT PD - series of successful workshops to inform stakeholders of the Policy. Thirteen workshops were held with 429 participants representing stakeholders including Department of Education, the AISWA, CEOWA, the School Curriculum and Standards Authority of WA, Group Training Organisations and Registered Training Organisations.
 - b) Facilitator guide scoped and approved for funding.

Outcomes

- i) Department of Education**
- 2012 delivery:
- Industry qualifications – 1 teacher.
 - TAE – full qualification – 41 teachers from 24 schools.
 - TAE conversions/ upgrades – 10 teachers from 5 schools.
- ii) Catholic Education Office of WA**
- In 2012, 110 teachers were able to achieve their full qualification with 73 upgrading their qualifications.
- iii) Association of Independent Schools of WA**
- 93 teachers from 25 schools completed the TAE, this included 5 full TAE qualifications, 22 upgrades from the TAA and 19 from the BSZ.
- iv) Department of Corrective Services**
- Culturally responsive teaching and training course completed.
 - 53 prison staff enrolled in TAE training. This is the highest number of Vocational Skills Officers (VSO) participating in an accredited prisoner training and assessment course.

- 17 other VSO's have completed the TAE.
- Employment and career support provided to 1610 prisoners.
- Career and employer expos held at all prisons with employment coordinators.

v) Department of Training and Workforce Development

SBAT - feedback received has been overwhelmingly positive in relation to clarity of the Policy, simplicity of explanation for changes to the policy, issues raised and benefits of interaction with all stakeholders.

Planned adjustments/changes

i) Department of Education

- Continued promotion of availability of funding.
- Changes to the TAE include an additional unit focussing on language, literacy and numeracy (LNN). During 2013, funding will be used to support teachers with the existing TAE to upgrade their qualification to include this unit as well.

ii) Catholic Education Office of WA

- Teachers now have ability to offer a wider range of certificate courses in the school environment.
- Without extra funding it will not be possible to assist schools in upskilling in line with the new LLN requirements for July 2014.
- Other classes for upgrades only to be held in 2013.

iii) Association of Independent Schools WA

- The program has continued in 2013 and will cover the new LNN core unit.

iv) Department of Corrective Services

- The complete Certificate IV Training and Assessment will be provided to staff as planned but delivery of different assessment and training skill sets will also be offered where appropriate.

v) Department of Training and Workforce Development

- Nil.

5.1.3 Mentoring

Purpose

For mentoring to be widely recognised as an effective tool for empowering young people to achieve their potential, and for quality mentoring programs to be expanded and supported sustainably to maximise benefits to young Western Australians.

2012 Funding

NPYAT funding of \$1.15M over four years to the Department for Communities - with funding and financial reporting by Financial Year – with notional funding of \$300,000 allocated for 2012. Actual expenditure for the period 1 January 2012 to 31 December 2012 was \$417,524.

Timing

The WA Youth Mentoring Reform is a four year project, initially scheduled to operate over the period 30 November 2010 to 31 December 2014. To align the project with the provision of funding by financial year, the end date has been brought forward to end of June 2014.

Stakeholders

WA Youth Mentoring Reform Group is made up of Government and non-Government youth mentoring agencies. The School Volunteer Program joined the group in 2012.

Action taken

The WA Youth Mentoring Reform Group, established by the Department for Communities and co-chaired by a community sector representative, is overseeing and providing leadership in this reform. The Reform Group has a majority of youth mentoring community sector membership and includes relevant state and federal government agencies and an academic representative.

The [WA Youth Mentoring Strategic Framework](#), released in November 2012, is the cornerstone of the project. A second round of consultations with approximately 250 people from community services and government agencies confirmed the importance of five principal areas for reform: communication, capacity building, program operations, research and evaluation, and governance. Extensive training was provided to practitioners around the State in the context of consultation on the proposed Framework. The Framework presents the vision, operational priorities and key deliverables of the reform; these have been distilled into an implementation plan with action and progress regularly reported to the Reform Group.

Four Demonstration Projects involving seven non-government youth mentoring organisations were funded in 2012. The aim was to demonstrate best practice approaches to delivering mentoring to specified target groups, and to trial innovative approaches. The projects are:

- *'Demonstrating Best Practice in Youth Mentoring'* - video and supporting booklet being developed by a consortium of four agencies: YMCA Perth Big Brothers Big Sisters, the Smith Family, Youth Futures and Youth Focus. The resources cover several of the Australian Youth Mentoring Benchmarks, drawing on the experience of each of the agencies to show a variety of approaches.
- *'Mentoring Newly Arrived Youth'* - video and booklet being developed by the Metropolitan Migrant Resource Centre. The resources use mentor and mentee interviews to provide ideas to assist mainstream service providers to design or adapt mentoring programs to meet the needs of newly arrived young people from refugee backgrounds.
- *'Minding the Match'* - electronic resource is an online training module developed by Jobs South-West Training and Community Services with particular focus on youth mentoring in regional and remote areas. A comprehensive trainer's manual accompanies the resource.
- *'Evaluation Toolkit'* - being developed by the School Volunteer Program and is comprised of a suite of easy to use evaluation tools to help agencies to effectively identify young people who could benefit from having a mentor, as well as determine the match quality of the mentoring relationship and measure the effectiveness of the program.

All projects will lead to production of a comprehensive and mutually complementary suite of resources by April 2013.

The youth mentoring sector was surveyed to clarify what sort of training and professional development the sector is interested in during the Reform Project period and afterwards.

The Research and Evaluation group met to develop a research proposal for 2012. Market research with the private sector was commissioned and phase one completed. A report on *'Youth mentoring in the commercial world - an investigation of the potential for community sector engagement'* will be completed in early 2013.

Outcomes

- *Western Australian Youth Mentoring Reform Strategic Framework*: Consultation Draft completed and Framework was released in November 2012. A number of the Key Deliverables of the Framework have already been completed.
- Training has led to increased awareness of National Benchmarks across the State.

- Working Groups: Three of the four proposed working groups have been formed and have commenced operations aimed at achieving outcomes and deliverables of the Framework. The intended work of the fourth group (sustainable funding) is being undertaken through market research and inter-agency liaison.
- Demonstration Projects: Four demonstration projects involving seven non-government youth mentoring organisations have been funded and commenced in 2012. All projects are scheduled to be completed by April 2013 with the intention of launching resources during National Youth Week in April 2013.
- Training consultation survey: the analysis assisted in the design of relevant training that is cost effective and targeted, with distribution throughout WA. The results guide the development of sustainable models for the delivery of training after the conclusion of the funding for the youth mentoring reform project.
- Research/report on youth mentoring in the commercial world with the prospective development of sustainable models for youth mentoring agencies will report early 2013.

Planned adjustments/Changes

It was originally intended to fund 8 to 10 Demonstration Projects over the second, third and fourth years of the reform project. Advice from the mentoring sector was that this would not demonstrate best practice and would be counter-productive to a sustainable funding model. Instead, it was decided to fund the projects outlined above. The revised model has the added benefit of producing demonstration materials that can be used by the whole sector throughout the remaining term of the reform project and beyond.

5.1.4 Young workers training initiative

Purpose

Western Australia's legislated changes to the school leaving age in 2005 (*Amendments 1999 - Higher School Leaving Age and Related Provisions Act 2005*) mean all young people in WA must participate full time in an approved education, training or employment option (or a combination of options) until the end of their 17th year. Under these arrangements a number of students (often those most at risk) leave school and go directly into low level employment. These students are placed on a Notice of Arrangements (NOAs). This project aims to support the achievement of Certificate II qualifications primarily for school age students on a Notice of Arrangements and secondly, for those 18-24 year olds in the retail and personal services sector.

2012 funding

NPYAT funding of \$670,000 allocated over three years. – held by Department of Training and Workforce Development.

Timing

Procurement and implementation of the project to be undertaken 2012-2014.

Stakeholders

- Department of Education
- Department of Training and Workforce Development.

Action taken

i) Department of Education

- Data gathered on numbers of NOAs in Retail in the State from the Participation Management Database (PMD), with significant numbers identified in the metropolitan region and Bunbury.
- Discussions held with Engagement and Transitions Managers (ETMs) in these regions as to the process of identifying and supporting the young people on NOAs.
- Letters sent to young people, their parent/guardian and employers offering information on the Certificate II in Retail and details of the contracted providers.
- 204 young people in Metropolitan area and 28 in Bunbury Region were sent letters.

ii) Department of Training and Workforce Development

Consultation undertaken with stakeholders to determine an alternative model for procurement and implementation of the program for 2013.

Outcomes

i) Department of Education

- Letters to young people, parents and employers by the Department of Education.
- Anecdotally, limited take-up of opportunity. Stakeholders discussing reasons why and possible minor adjustments to project.

ii) Department of Training and Workforce Development

As at December 2012, very limited take up of funding places.

Planned changes

i) Department of Education

Second round of letters being planned for 2013 as there is a new cohort.

ii) Department of Training and Workforce Development

If limited interest in second round, funding will be redirected.

5.1.5 Vocational Education and Training delivery for young people in custody

Purpose

Provision of construction training or other Certificate II level training that can lead to sustainable post-prison employment outcomes for offenders. Further tutorial/learning support to be provided to VET students as needed.

2012 funding

\$127,826 funding for Certificate II and III level VET qualifications.

Timing

Planning and organisation for prisoner VET training commenced November 2011; delivery commenced March 2012.

Stakeholders

Department of Corrective Services (DCS)

Action taken

- Delivery of Certificate II and III qualifications continued.
- Casuarina prison commenced a unique traineeship program for Aboriginal youth at risk which combines a conservation and land management traineeship with the teaching of Noongar language

and culture. A new intake of Aboriginal youth at risk will commence a second traineeship program in June 2013, following a review and evaluation of the first course

Outcomes

- Accredited VET delivery to 92 youth at risk trainees in 2012 from 13 prison sites (up from 79 in previous 12 month period) – 55 trainees were enrolled in Certificate II and 13 in Certificate III; 31 (35% of total trainees) were Aboriginal.
- Wandoo, a new youth facility, to commence new course in March 2013.

Planned changes

Nil.

5.1.6 Career development

Purpose

- To increase young peoples' (primarily students in Years 10-12) access to career learning opportunities and build a career development culture via a coordinated commitment across the three school systems/sector, to support successful transitions for all Western Australian students. Utilising the *Australian Blueprint for Career Development (ABCD)* and the *National Career Framework* and progressing the establishment and promotion of the *WA Career Development and Transition Skill Commitment*.
- An increase in career support services for young offenders to improve transitions of those at-risk returning to the community.

2012 Funding

Department of Education	\$180,380
Catholic Education Office WA	\$105,210
Association of Independent Schools of WA	\$105,210
Department of Corrective Services	\$67,760
Department of Training and Workforce Development	\$217,686
Total	\$676,246

Timing

All schools systems/sector: a four year project scheduled to operate 2012-2014, schools received funding in 2011; Department of Corrective Services: program implemented in July 2011; Department of Training and Workforce Development: SLDS to operate 2011-2014; website development funded in 2011, 2012, 2014.

Stakeholders

- Department of Education
- Catholic Education Office WA
- Association of Independent Schools WA
- Department of Training and Workforce Development
- Department of Corrective Services

Action taken

- Collaborative action across the three school systems/sector included:
- Schools from all systems/sector were invited to apply for funding to promote career development in schools.

- School Leaver Program – across system/sector working group continuing.
 - Joint one day Transition Forum held for school career practitioners (\$20,000).
 - Career Development Project Officer engaged to work across school systems/sector to refine career development resources to ensure a consistent approach to delivery.
 - WA Career Development Transition Support Guidelines have been updated, with an online audit tool now available.
 - A range of free online resources for career teachers/practitioners have now been added to the Career Centre website.
 - An area of the website has been established to allow resources developed by NPYAT funded schools, to be shared.
- i) Department of Education**
Schools applied for funding to promote a career development culture in their school. First round in funding was in 2011 and 11 schools (with 16 partner schools) were successful. Second round of funding to schools advertised at commencement of Term 2, 2012.
- ii) Catholic Education Office WA**
- Schools invited to apply for funding to promote a career development culture in schools.
 - 18 schools received funding of between \$600-\$7,000 (1 Aboriginal school, 2 female only schools, 12 metropolitan schools, 6 regional schools).
 - Implemented 2 day Coaching Young People for Success Course plus the 3 day Leaders Accreditation training (can now be used by students for WACE).
 - Implementation of the Australian Blueprint for Career Development across Learning Areas and alignment with the Australian Curriculum.
 - Implement e-portfolio via new Learning Management System.
 - Local Standards packages being developed for teachers to assist students to develop an understanding of the 11 career management competencies within the Blueprint.
- iii) Association of Independent Schools WA**
- Information sessions and workshops were conducted
 - Invitation to apply forwarded to all schools.
 - Twelve schools received grants of \$5000 each.
 - Collaboration and consultation between education system/sector and the YAT project Officer in updating the WA Guidelines and Audit and Planning Tools.
 - Distribution of the above to all schools.
 - Schools submitted project reports.
- iv) Department of Training and Workforce Development**
- School Leaver Destination Survey (SLDS) reviewed and conducted 2012
 - 2012 survey results outlined in tables 5.1.6.1 below.
- v) Department of Corrective Services**
- Implementation of career and employment services to increase career guidance and support for offenders both pre and post release.
 - Employment Coordinators provided career and employment services including work preparation, job seeking, linkages to outside agencies, resume preparation, vocational training and employability skills to 1252 prisoners at December 2012. This was slightly up from the 1160 in 2011.

Outcomes

i) Department of Education

Round 2 applications – 16 applications received, with an additional 17 schools as “partners”. 8 schools selected, with 15 partner schools involved including 4 Senior High Schools, 2 Education Support Centres, 1 Remote Community School and 1 Intensive English Centre.

Reporting from both rounds indicated schools well underway in planning, preparing and commencing projects.

ii) Catholic Education Office WA

- Professional development days and school visits were undertaken to assist funded schools with the management of the program.
- Career Development Coordinators attended Career Coaching to assist in building a career development culture within their school.
- More resources were developed for teachers to use within their schools.

iii) Association of Independent Schools WA

- Auditing of current practices.
- Progress across a range of elements in the Audit Tool.
- The development and implementation of career development programs.
- Implementation of Individual Pathways Plans, Exit and Transition Planning.
- Mapping of school curriculum.
- The need for qualified CD practitioners and staff.
- Schools reported very positively and programs have been well accepted by school communities.
- Indications to date show schools plan to continue and expand the program.
- SLDS - schools have been very slow to take up this initiative and have required constant reminders.

iv) Department of Training and Workforce Development

- Workforce Development Centres (WDCs) conducted SLDS in April/May 2012. Continuation of program beyond NPYAT has been approved by DTWD and will be included in the WDC service agreements from 2014.
- Career practitioners Transition Forum very successful- attended by 75 schools and 35 agencies - planning underway for a subsequent Forum in 2013

v) Department of Corrective Services

- Employment placement figures were slightly down from 2011 reflecting the downturn in the mining industry and associated other service industries in 2012.
- Career and employer expos were held at all prisons which have Employment Coordinators for the first time and are now a fixture of local prison calendars.
- SLDS conducted successfully with some differing data from 2011 due to changes to questions.

Planned adjustments/changes

i) Department of Education

- Application forms to schools for Round 2 revised to provide greater clarity of expectations.
- Reporting back from schools streamlined and targeted to reflect school's specific focus around career development as set out in their project proposal.

ii) Catholic Education Office WA

- Continued to offer and support programs for regional schools.
- Funding was proportioned depending on the number of applications received.
- Planning in progress for another Career Development forum in 2013.

iii) Association of Independent Schools WA:

Based on concerns raised by school reporting, Coaching Young people for Success workshops will be offered to schools again in 2013.

iv) Department of Training and Workforce Development

Following the review, the 2013 survey has been expanded to include questions regarding VETiS and transition to work/training in same industry area.

5.6.1.1 School Leaver Destination Survey

The following report identifies pathways taken by former students (enrolled in Year 12 in 2012). In May 2013, data was collected from University and State Training Providers (formerly TAFE colleges) enrolments, apprenticeship/traineeship commencements and the destination survey participants. Where survey participants have indicated both study and work, their study response has been recorded and they have only been counted once.

Data was collected from 197 schools from a total of 17,248 students, representing 74.3% of the total 2012 Year 12 cohort of 23,207. Participation increased substantially this year with commitment to the survey from a larger number of Catholic and Independent schools:

School sector	Total Schools	Participating Schools (in the survey)	** Non-Participating Schools	Students in Data Collection	Total Student Cohort 2012
Public Schools	139	139	0	9717	12964
Independent	64	31	33	3629	5333
Catholic	41	27	14	3902	4910
Total	244	197	47	17248	23207

** these schools did not participate in the survey, however had students with known destinations that were included in the data collection.

The survey findings are detailed below.

- The majority of the survey respondents were female (45.7%) (see Table A). One in eight survey respondents did not specify their gender. More than half of the survey respondents (56.3%) undertook Year 12 in 2012 at a Government school, with 22.6% attending a Catholic school and 21.0% attending an AISWA school.
- The majority of former students (71.3%) were studying in May 2013, with approximately half of the former students studying at university (50.7%) (see Table B). Less than one in five former students (17.1%) was either employed or seeking employment assistance. One in ten (10.4%) had deferred study or training.
- Female survey respondents (70.8%) appeared to be more likely than male respondents (67.8%) to be studying (see Table C). Males (22.4%) were more likely to be employed or looking for employment than females (16.9%); and females (11.0%) were more likely than males (8.2%) to have deferred study or training.
- Approximately four out of five survey respondents who undertook Year 12 in 2012 in an AISWA (80.8%) or Catholic (79.9%) school were studying, compared to only 64.2% of respondents who undertook Year 12 in a Government school (see Table D). Survey respondents from a Government school (25.1%) were much more likely to be employed or looking for employment than those who attended an AISWA (4.9%) or a Catholic (8.2%) school. Survey respondents from an AISWA school (13.9%) were more likely than those from a Catholic (11.7%) or a Government (8.6%) school to have deferred study or training.
- Male survey respondents across all three sectors were slightly less likely than female survey respondents to be studying (see Table E). Male respondents from all sectors were more likely than female respondents to be employed or seeking employment, particularly among respondents who had attended a Government school. Female respondents across all sectors were more likely than male respondents to have deferred study or training.

Table A: 2012 Year 12 Cohort – Sample characteristics (n=17,248)

Characteristics- gender	Count	Percent
Female	7,885	45.7%
Male	7,200	41.7%
Gender not stated	2,163	12.5%
Total	17,248	100.0%*
Sector	Count	Percent
AISWA	3,629	21.0%
Catholic	3,902	22.6%
Government	9,717	56.3%
Total	17,248	100.0%*

* Allow for rounding error.

Table B: 2012 Year 12 Cohort – Area of study or work status (n=17,248)

Study or work status	Count	Percent
Returned to school	62	0.4%
Studying at University	8,743	50.7%
Studying at State Training Provider	2,722	15.8%
Traineeship/Apprenticeship	553	3.2%
Other Study/Training	212	1.2%
Total studying	12,292	71.3%
Full-Time Employment	1,066	6.2%
Part-Time Employment	1,173	6.8%
Employment Assistance	703	4.1%
Total employed or seeking employment	2,942	17.1%
<i>Deferred Study or Training</i>	<i>1,796</i>	<i>10.4%</i>
<i>Other</i>	<i>218</i>	<i>1.3%</i>
Total	17,248	100.0%*

* Allow for rounding error.

Table C: 2012 Year 12 Cohort – Area of study or work status by gender (n=15,085)

Study or work status	Female Count	Female Percent	Males Count	Males Percent
Returned to school	37	0.5%	25	0.3%
Studying at University	3,962	50.2%	3,198	44.4%
Studying at State Training Provider	1,272	16.1%	1,209	16.8%
Traineeship/Apprenticeship	194	2.5%	359	5.0%
Other Study/Training	120	1.5%	92	1.3%
Total studying	5,585	70.8%	4,883	67.8%
Full-Time Employment	444	5.6%	622	8.6%
Part-Time Employment	591	7.5%	582	8.1%
Employment Assistance	294	3.7%	409	5.7%
Total employed or seeking employment	1,329	16.9%	1,613	22.4%
<i>Deferred Study or Training</i>	<i>866</i>	<i>11.0%</i>	<i>591</i>	<i>8.2%</i>
<i>Other</i>	<i>105</i>	<i>1.3%</i>	<i>113</i>	<i>1.6%</i>
Total	7,885	100.0%	7,200	100.0%

Table D: 2012 Year 12 Cohort – Area of study or work status by sector (n=17,248)

Area of study or work status	AISWA Count	AISWA Percent	Catholic Count	Catholic Percent	Government Count	Government Percent
Returned to school	2	0.1%	4	0.1%	56	0.6%
Studying at University	2,573	70.9%	2,531	64.9%	3,639	37.4%
Studying at State Training Provider	302	8.3%	498	12.8%	1,922	19.8%
Traineeship/Apprenticeship	40	1.1%	66	1.7%	447	4.6%
Other Study/Training	16	0.4%	19	0.5%	177	1.8%
<i>Total studying</i>	<i>2,933</i>	<i>80.8%</i>	<i>3,118</i>	<i>79.9%</i>	<i>6,241</i>	<i>64.2%</i>
Full-Time Employment	72	2.0%	149	3.8%	845	8.7%
Part-Time Employment	69	1.9%	128	3.3%	976	10.0%
Employment Assistance	37	1.0%	44	1.1%	622	6.4%
<i>Total employed or seeking employment</i>	<i>178</i>	<i>4.9%</i>	<i>321</i>	<i>8.2%</i>	<i>2,443</i>	<i>25.1%</i>
<i>Deferred Study or Training</i>	<i>504</i>	<i>13.9%</i>	<i>455</i>	<i>11.7%</i>	<i>837</i>	<i>8.6%</i>
<i>Other</i>	<i>14</i>	<i>0.4%</i>	<i>8</i>	<i>0.2%</i>	<i>196</i>	<i>2.0%</i>
Total	3,629	100.0%	3,902	100.0%	9,717	100.0%

Table E: 2012 Year 12 Cohort – Area of study or work status by sector and gender (n=15,085)

Sector sample size:

AISWA n= 2,146

Catholic n= 3,234

Government n= 9,705

Area of study or work status	AISWA Females (n=1,115)	AISWA Males (n=1,031)	Catholic Females (n=1,744)	Catholic Males (n=1,490)	Govt Females (n=5,026)	Govt Males (n=4,679)
Returned to school	0.1%	0.1%	0.2%		0.6%	0.5%
Studying at University	69.1%	65.6%	66.5%	61.5%	40.4%	34.3%
Studying at State Training Provider	7.5%	9.1%	11.4%	13.0%	19.7%	19.7%
Traineeship/Apprenticeship	0.8%	3.0%	1.3%	2.9%	3.2%	6.1%
Other Study/Training	1.0%	0.5%	0.6%	0.6%	2.0%	1.7%
<i>Total studying</i>	<i>78.5%</i>	<i>78.3%</i>	<i>80.0%</i>	<i>78.0%</i>	<i>66.0%*</i>	<i>62.3%</i>
Full-Time Employment	2.2%	4.6%	3.8%	5.5%	7.0%	10.5%
Part-Time Employment	2.9%	3.6%	3.8%	4.2%	9.8%	10.3%
Employment Assistance	1.7%	1.7%	0.8%	2.0%	5.2%	7.7%
<i>Total employed or seeking employment</i>	<i>6.8%</i>	<i>9.9%</i>	<i>8.4%</i>	<i>11.7%</i>	<i>22.0%</i>	<i>28.6%*</i>
<i>Deferred Study or Training</i>	<i>14.2%</i>	<i>11.1%</i>	<i>11.4%</i>	<i>10.1%</i>	<i>10.1%</i>	<i>7.0%</i>
<i>Other</i>	<i>0.5%</i>	<i>0.8%</i>	<i>0.2%</i>	<i>0.3%</i>	<i>1.9%</i>	<i>2.2%</i>
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Allow for rounding error.

5.2 Expenditure

Key:

DCS: Department of Corrective Services

CEOWA: Catholic Education Office of WA

DoE: Department of Education

DTWD: Department of Training and Workforce Development

AISWA: Association of Independent Schools WA

Initiative	4 Year Allocation	Allocation 2012	Actual Expenditure	Comments
Building Capacity	\$825,000			
DoE schools	\$348,000		\$0	Funds carried over to 2013
CEOWA schools	\$126,000		\$3,900	Funds carried over to 2013
AISWA schools	\$126,000		\$62,660	Funds carried over to 2013
DCS		\$183,000	\$32,460	Funding to be utilised during 2012/13
VET & VETIS	\$4,787,000			
DoE schools	\$2,731,523		\$687,363	Commenced 2012, increase 2012/14
CEOWA schools	\$989,000		\$235,248	
AISWA schools	\$989,000		\$109,900	
DCS		\$529,000	\$127,827	Training commenced 2012 and will increase 2012/14
Young Workers Initiative	\$670,000		0	Funding to be redirected
Career Development	\$3,012,760			
DoE	\$870,000		\$276,000	\$870,000 cash flowed over 4 years
CEOWA		\$105,210	\$105,210	
AISWA		\$276,160	\$134,346	Funds carried over to 2013
DCS		\$67,760	\$22,292	Expenditure on schedule
DTWD		\$144,961	\$78,828	Funds carried over to 2013
Mentoring	\$1,150,000	\$300,000	\$414,524	Financial/calendar year difference in expenditure
Aboriginal Specific	\$200,000	\$92,554	\$61,115	
Salaries	\$570,000		\$268,962	
TOTAL	\$11,244,760			

6. Aboriginal Reporting

6.1.1 Department of Education

The Clontarf Football Academy program expanded to 22 public schools in 2012 with new programs commencing in Fitzroy Valley District High School (Fitzroy Crossing) and Coodanup Community College (Mandurah). Schools are selected to have a Clontarf Academy based on the Department's attendance, retention and behavioural data and the number of Aboriginal male students in that locality. The Academies use Australian Rules football as a vehicle to attract and retain Aboriginal male students to improve attendance, retention, attainment and successful transitions into further education, training or meaningful employment.

Academy students receive mentoring and support to develop their health and wellbeing, self esteem and life skills. Students must attend school regularly, apply themselves to study and embrace behaviour and self discipline requirements to remain in the program.

The Academy works in on-site partnerships with public schools and is administered by the Clontarf Foundation. Approximately one third of funding is provided by each of the State, Australian Government and corporate sponsors

- The Aboriginal Tutorial Assistance Scheme (ATAS) provides supplementary tutorial assistance to Aboriginal students to improve their literacy and numeracy skills.
- Follow the Dream: Partnerships for Success is a tertiary aspirations program that provides individualised support and tuition to high achieving Aboriginal secondary school students to help them achieve a successful transition into university, post-school training or employment. The program operates at 25 locations throughout the State and is supported by The Graham (Polly) Farmer Foundation. Students in the program accounted for 17 (59%) of the 29 Aboriginal students in Western Australian public schools who achieved an Australian Tertiary Admission Rank (ATAR) above 55 in 2012.
- Aboriginal Education Attendance Grants are allocated to schools to implement local strategies to improve the attendance of Aboriginal students.
- School and Community Partnership Agreements are formal agreements between schools and their local Aboriginal communities. The agreements are designed to enhance the attendance and achievements of Aboriginal students by enabling their parents and community to have greater involvement in school decision making and the education of their children. Through support from central and regional office staff, School and Community Partnership Agreements have been finalised in 53 Western Australian public schools.
- Aboriginal Support Network - The Department employs Aboriginal education teams throughout the State to support schools to improve outcomes in Aboriginal education. These teams include Managers of Aboriginal Education, Coordinators of Aboriginal Education, Aboriginal Liaison Officers and Aboriginal and Islander Education Officers.
- Aboriginal and Islander Education Officers (AIEOs) develop, promote and maintain communication networks between Aboriginal students, their parents and caregivers, the community and school staff so that learning programs are relevant to both educational and cultural needs. They support Aboriginal students in the areas of academic achievement, participation, attendance, discipline, retention and communication. A review of the AIEO program was completed by Edith Cowan University in December 2010. The findings endorsed the importance of the program and led to a number of improvements including new program guideline, an updated AIEO Handbook, online resources to assist schools to better use and support AIEOs, a professional learning program that provides AIEOs with access to Certificate III, IV and Diploma training and provides entry to a teaching qualification in 2012; and a 'train-the-trainer' professional learning program to up-skill AIEOs to provide better cultural awareness training for teachers and school support staff.

6.1.2 Catholic Education Office of Western Australia

- St Mary's College, Broome has a 48% Aboriginal population. The College implemented the Link Up program for students in Years 10 to 12 from remote communities, who live at their Broome residential college. This is a transition program with the prime objective to build relationships with staff and peers, while developing familiarity with the school environment.
- CEOWA (CARE) School, Geraldton or Geraldton Flexible Learning Centre offers full-time multiyear secondary education and social inclusion programs for young people who are disenfranchised. The Centre provides young people with a varied and holistic set of learning experiences supporting them to identify and pursue transition to adulthood, employment.
- Luurnpa Catholic School, Balgo Hills is a large remote community with a population of 400 to 500, with significant numbers of students aged 15 and above at risk of disengagement. The Kutjungka Trade Training Centre opened in 2011 and engages students by including a range of courses as well as accredited training. The Tjukurrpa (or dreaming) that forms the basis of the Aboriginal culture within the Kutjungka region takes the form of storytelling, hence the success of the song writing classes. The Trade Training Centre offers educational opportunities and training within the community to both students and adults. Luurnpa Catholic School is the only remote school within the Catholic system to have a Trade Training Centre which is linked to the Kimberley Training Institute.
- St Clare's (CARE) School have 25% of their student population being Aboriginal and Torres Strait Islanders. They have high support requirements and do not cope well in mainstream education. To meet student needs, the school offers virtual environments for the students to undertake their learning and complete their VET qualifications in preparation for workforce participation. St Clare's is having success with students achieving their WACE and the classes will be timetabled for the lead up to the WACE examinations with short courses in deportment, grooming, health and hygiene, etiquette, interview skills and healthy eating.
- Clontarf Aboriginal College has established links to offer students work experience within the mining industry. The College also offers endorsed program opportunities for the students such as the Keys for Life program which provides students an understanding of driver safety. The Aboriginal students at the college are often musical and this is the second year the music program has offered structured theory and practical music lessons which are now provided to boarding students which assists to gain credits for WACE. The Trade Training Centre is to be operational in 2013. Students enrolled in Clontarf Aboriginal College participate in the Clontarf Football Academy outside their school program.
- Aboriginal Teacher Assistant training and mentoring opportunities are offered to staff to work within the Kimberley regional schools.

6.1.3 Association of Independent Schools of WA

Please note, as an advisory body, AISWA does not require schools to report on all programs/ activities undertaken in schools. The following are known to AISWA:

- Aboriginal community schools (AICS) are engaged in a range of activities/programs including accelerated literacy and numeracy, YAT career development projects, VET, mentoring, partnerships with metropolitan schools and other independent schools programs to support their Aboriginal students.
- The *Future Footprints* program supports Aboriginal students from remote and rural regions in Western Australia attending boarding schools in Perth. The broad aim of the program is to improve educational outcomes for Aboriginal students and thus enhance their opportunities post school to further education, employment and/or training.

- In 2012, 288 Aboriginal students predominately from the Kimberley and Pilbara regions attended 15 participating schools.

6.1.4 Department of Corrective Services

DCS continued to provide WA's largest adult basic education program for Aboriginal people. For the last three years, inclusive of increases in prisoner population, approximately 40% of Aboriginal prisoners engaged in education.

The Fairbridge Bindjareb Project, which trains and places Aboriginal men in the mining and associated industries won a national Comcare Work Health and Safety award.

6.2 Training sector initiatives

All participation and attainment strategies within Western Australia's MEAST reforms are Aboriginal inclusive.

6.2.1 Aboriginal Literacy Project

This Aboriginal specific project is being developed to address the significant language use disparity that often occurs between speakers of Standard English and speakers of Aboriginal English or Kriol. Work has been undertaken on the design of a certificate III course that incorporates the principles of Two-Way teaching and learning described in the *Tracks to Two-Way Learning* professional development resource launched in October 2012. A Reference Group was formed with membership comprising both Aboriginal and non-Aboriginal expertise. The needs of both dialect and creole speakers have been considered. A Course Concept Proposal was developed for endorsement from the Training Accreditation Council (TAC). When the course concept was approved the course accreditation document, course structure and course modules were written. The course accreditation documents for a *Certificate III in Two-Way Aboriginal liaison* was submitted to TAC in June 2013. One registered training organisation has agreed to put the new qualification on its scope of delivery and this process will begin when the course documents are submitted for accreditation. It is proposed to establish two pilots commencing later in 2013 and into 2014.

6.2.2 Aboriginal Workforce Development Centres

The Western Australian Government established an Aboriginal Workforce Development Centre (AWDC) Network across the State - Perth central business district, South West (Bunbury), West Kimberley (Broome), Mid West (Geraldton) and Goldfields (Kalgoorlie). The Centres work with Aboriginal people and employers to match people to real jobs, and are designed to highlight job opportunities available for Aboriginal people and the advantages to employers of ensuring that Aboriginal people have a place in their workforce.

The Centres facilitate connections to optimise existing services and fill gaps where necessary, within a local context, and work closely with schools and other program providers such as the Youth Connections, Partnership Brokers to provide support and build greater aspiration among students in Years 10, 11 and 12.

By working in collaborative partnerships with existing service providers, the AWDC's aim to play a key role in facilitating pathways for Aboriginal people aged 15 to 24 to meaningful training and sustainable employment. During 2012, the AWDC assisted over 630 job seekers into jobs or further training. Of those who identified their age approximately 27% were aged between 15 and 24.

6.2.3 Aboriginal School Based Training Program

The Aboriginal School Based Training (ASBT) Program provides opportunities for Aboriginal students in Years 10 to 12 to commence VET while at school. Students can gain a qualification, employment or go on to further education or training in a range of areas: business, automotive, building, construction, hospitality, metals and engineering. There are two pathways:

- Institutional - is available for full time Year 10 to 12 students and provides opportunities to develop work readiness. In 2012-13 an additional three qualifications have been added to the institutional pathway.
- School Based Traineeship pathway – is available for full time Year 11 and 12 students who are work ready and provides work placement opportunities. In this pathway, students are employed by a group training organisation (GTO) in a traineeship of their choice. The GTO is funded to provide additional support services and mentoring for these students.

Students undertaking either the institutional or traineeship pathway are able to include successfully completed units of competency towards achievement of the Western Australian Certificate of Education (WACE).

During 2012 there were 133 ASBT course enrolments in Certificate I programs and 302 ASBT commencements in Certificate II and above school based traineeships and apprenticeships.

7. National Youth Participation Requirement

7.1 Challenges experienced in 2012

The participation rate for Western Australia increased to 96.0% in 2012. An ongoing challenge is identifying and locating those young people who are not participating. Often external factors to education are the cause of reduced participation. A range of providers and agencies, including the Participation teams in the education regions and the Youth Connections providers, continue to locate and support these young people in their transitions.

7.2 Exemptions to the participation requirement

- The *School Education Act 1999* requires students to attend school on site or a school-approved educational program, as directed by the principal. Attendance must be full-time.
- The compulsory education for a child until 31 December 2012 is until the end of the year in which the child reaches the age of 17. This will change in subsequent years due to changes to the school starting age in previous years.
- Amendments to the *Act* introduced in 2005 established a requirement for young people in Year 11 and 12 to participate in approved education, training or employment options.
- All young people in Year 11 and 12 must participate in an approved option; there are no exemptions to this.

7.3 Compliance and enforcement/monitoring

- In the education regions, there are Participation teams consisting of Engagement and Transitions Managers (14 FTE) and Participation Coordinators (49.5 FTE)
- The Participation teams assist the young people with the process of transitioning into approved options and/or remaining in school. They continue to support the cross-system/sector nature of the work currently undertaken to ensure that all young people in Years 11 and 12 are engaged in education, training, employment or other approved options.

ANNEXURE 1 A – Youth Connections – National Summary

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

Some key achievements over the past three years:

- The evaluation findings of the Youth Attainment and Transitions National Partnership (undertaken by dandolopartners) are positive. The evaluation has confirmed that Youth Connections is continuing to achieve positive outcomes for young people and is strongly supported by the education and training sector, and the community and youth sector.
- Youth Connections providers are engaging young people from disadvantaged backgrounds. 39% of Individual Support Services participants are in the most disadvantaged Socio-Economic Indexes for Areas quintile compared to 13% of the total population (identified in the 2011 dandolopartners evaluation report).
- The subjective wellbeing of young people receiving Individual Support Services improved during their time in the program.
- The flexibility of the model and the focus on disadvantaged groups has attracted additional funding to assist identified target groups in the program:
 - an additional \$1.4 million for Youth Connections in the 2011-12 Budget as part of the Building Australia's Future Workforce measures to better support teenage parents in 10 locations for two years (2012-2013);
 - three Youth Connections providers were contracted to deliver the \$3.5 million Youth Connections/Reducing Substance Abuse Pilot Projects for two years (2011-2012); and
 - the network of Youth Connections providers in Victoria is being used for Springboard, a 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 at risk of disengaging from school, through to those who are severely disconnected from education, family and community.

Since the program commenced in 2010, Youth Connections provided Individual Support Services to 58,408 young people. 34,793 (60%) 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 10,398 (18%) were assessed as making significant progress in addressing their barriers to full engagement in education.

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. 18,085 participants completed the survey. A significant 6.09 percentage point increase in Subjective Wellbeing was observed from when the participant entered the program compared to when they exited the program². The evidence also suggests a causal link between the attainment of objectively quantifiable program outcomes and psychological wellbeing, further highlighting the positive and pervasive impact that the Youth Connections program is having on the lives of many young people who complete the program. In addition, these data suggest a considerable reduction in the proportion of young people who are likely to be depressed, or at high-risk of 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.

² 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. 19,318 activities were held to find and connect with at-risk young people, with providers linking with 405,017 young people through these activities.

Findings from the Youth Attainment and Transitions National Partnership evaluation show that work on Outreach and Re-engagement activities services began slowly, but progress towards targeted outcomes has improved in recent times. 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 within the region are connected. Providers undertook a range of initiatives to strengthen services in the region, with 7,162 activities held.

As with Outreach and Re-Engagement activities, Strengthening Services in the Region activities was a less familiar service delivery component for some service providers than Individual Support Services. Findings from the dandolopartners evaluation confirm that objectives and roles for Strengthening Services in the Region activities do not appear to be consistently understood by providers. 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 2013.

Program extension and changes to Outreach and Re-engagement and Strengthening Services in the Region activities

As outlined in the Federal Budget 2013-14, the Australian Government will be extending the Youth Connections Program, the School Business Community Partnership Brokers Program and National Career Development initiatives for a period of 12 months to 31 December 2014. These initiatives were originally implemented under the National Partnership on Youth Attainment and Transitions (National Partnership) which will cease on 31 December 2013. The extension of these three elements ensures continued investment in programs to assist young people to achieve improved youth attainment and transition outcomes.

While the Partnership Broker Service model remains unchanged, there are some changes to the Youth Connections service model that will come into effect from 1 July 2013 that aim to improve service delivery for two elements of the program:

- Outreach and Re-engagement will be replaced with Targeted Engagement Services and will be aimed at finding severely disconnected young people who are not engaged with education, training, employment or other support services. Targeted Engagement Services will focus on identifying and connecting with young people who are not in education or training and are not in the labour force.
- Strengthening Services in the Region will be replaced with Regional Coordination Services, and will focus on developing coordinated and integrated service delivery in the region for young people at risk. Regional Coordination Services will require a focus on joining up all the relevant, available services to provide a more effective and collaborative approach that is responsive to the needs of young people in the region, particularly young people at risk.

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 10,995 Indigenous young people received Individual Support Services, and 31% of outreach activities included an Indigenous focus. The program continued to effectively engage Indigenous young people, who represented 21% of the annual caseload in 2012 - a small increase from 2011 (19%). While the rate of Indigenous young people achieving final outcomes is lower than for non-Indigenous (approximately 10% lower), a substantial 50% (5,436) of Indigenous participants achieved a final outcome in the program, and a further 2,367 (22%) made progress in addressing their barriers to engagement.

For Humanitarian Refugee participants, service delivery commenced slowly, with noticeable improvements in 2011 and 2012. Working closely with the Department of Immigration and Citizenship, DEEWR provided information, data and advice to providers on how to better engage this group. Nationally, 340 Humanitarian Refugees received Individual Support Services from Youth Connections providers in 2011; this number increased in 2012 to 488.

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 are:

- Create a greater awareness of the Youth Connections program with key stakeholders.
- Share program expertise and knowledge, and promote the professional development of all providers.
- Undertake a research project to demonstrate best practice in strengthening services for young people in juvenile justice (report to be released by June 2013).
- Provide input to the findings of the Youth Attainment and Transitions National Partnership Evaluation.
- Continue to develop and promote partnerships with important stakeholders, such as the Multicultural Youth Affairs Network (MYAN), youth peak bodies and local councils and community bodies.
- Strategic thinking – consider the future for this cohort of young people beyond current program timeframes and parameters; develop a consolidated provider view of a future program model; consider how to engage and involve stakeholders in promoting a future model.

Shout Out Events

The Youth Connections National Provider Network, funded by DEEWR, sponsored 'Shout Out' Youth Summits across the country between September-October 2012. The main focus of the events was a survey, with attendees providing their views about the current education system, the need for support programs like Youth Connections and ways the system could be improved to support attainment for young people who are at risk of disengaging from education. Young peoples' responses were provided directly to government via a future directions paper, *The Space In-between*, prepared by the Youth Connections National Network.

Website with case studies

Youth Connections case studies were produced to strengthen provider understanding; to showcase the Youth Connections program; and to demonstrate effective practice. In addition to the case studies released in 2011, a number of new Outreach and Re-engagement and Strengthening Services in the Region case

studies were developed, which are available on the Youth Attainment and Transitions website www.transitions.youth.gov.au.

2013 DEEWR focus areas

- Consider the changing relationship with state and territory education departments with the National Partnership concluding at the end of 2013. Maintain the current positive networks between the Commonwealth and state/territory departments so that Year 12 attainment rates continue to improve.
- Explore and manage the implications of the National Plan for School Improvement on the Youth Connections program.
- Consider youth transitions policy settings beyond the Youth Connections program. Work with other departments and existing programs to develop an integrated policy response to the delivery of services for young people needing help to make successful transitions.
- Explore the opportunity for the Australian Government to implement more integrated service arrangements for young people presented by the expiration of the Job Services Australia contract in June 2015.
- Continue to promote and strengthen knowledge of the program beyond existing service networks.
- Embed the new Targeted Engagement and Regional Coordination Services.
- Continue to focus on improving outcomes for Indigenous and Humanitarian Refugee participants.

Western Australia Summary

Context

In Western Australia there are 14 Youth Attainment and Transitions Service Regions and 12 contracts in place to deliver services. These 12 contracts are held by 8 different organisations. Youth Connections is delivered to young people aged 13-19, although the focus for most providers is the 15 to 17 year old cohort.

To align with a focus on local decision-making and empowerment of school communities, new ways of supporting schools have been developed by the WA Department of Education (DoE). In 2011 up to 75 networks of schools in eight education regions were created across Western Australia to replace the previous 14 education districts upon which the Youth Attainment and Transition (YAT) Program boundaries were based. As a result of these reforms many positions that were in District Offices have been redeployed to schools. These changes have affected the Enterprise and Vocational Education Coordinators and Participation Managers and Coordinators who have worked closely with Youth Connections providers.

Program status

In the first three years of operation in Western Australia, Youth Connections has provided Individual Support Services to 6,095 young people. 3,578 (59%) young people in the program achieved a final outcome, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 919 (15%) were assessed as making significant progress in addressing their barriers to full engagement in education. In addition, 699 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 22,718 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 394 activities being held.

In Western Australia 1,443 (24%) of young people in the program were identified as Indigenous Australians. 617 (43%) Indigenous young people achieved a final outcome, and a further 325 (23%) were assessed as making significant progress in addressing their barriers.

Challenges

In addition to deployment of key positions to the school system, there is a perception that structural changes to the Participation Directorate in Western Australia have shifted attention from the YAT agenda.

Inconsistent levels of cooperation and varying models of shared servicing of the 15-17 year old cohort have been identified between Participation team staff and Youth Connections providers depending on service region.

In Western Australia, the low level of unemployment has implications for program providers and stakeholders' ability to recruit and retain suitable staff. This is exacerbated in regional and remote areas of Western Australia where high housing costs and wages are combined with relatively poor physical and social infrastructure. This makes it difficult to recruit suitably experienced and qualified staff especially in regional areas. It has also seen high levels of staff turnover in some locations. These challenges have had an impact on program performance.

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

	WA	National
Receiving Individual Support Services	802	6217
Receiving Individual Support Services previously and exited	5293	52,191
Registered but not yet enrolled for Individual Support Services	138	3563
Total	6233	61,971

Table 2: WA Contract Levels

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
WA (%)	40%	30%	30%

Table 3: Comparison between WA and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
WA (No.)	2441	1786	2071
WA (%)	39%	28%	33%
National (No.)	15,825	21,124	23,491
National (%)	26%	35%	39%

Table 4: Comparison between WA and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
WA (No.)	1926	1331	1510
WA (%)	40%	28%	32%
National (No.)	13,053	16,958	17,620
National (%)	27%	36%	37%

Figure 1: WA – Age of Participants

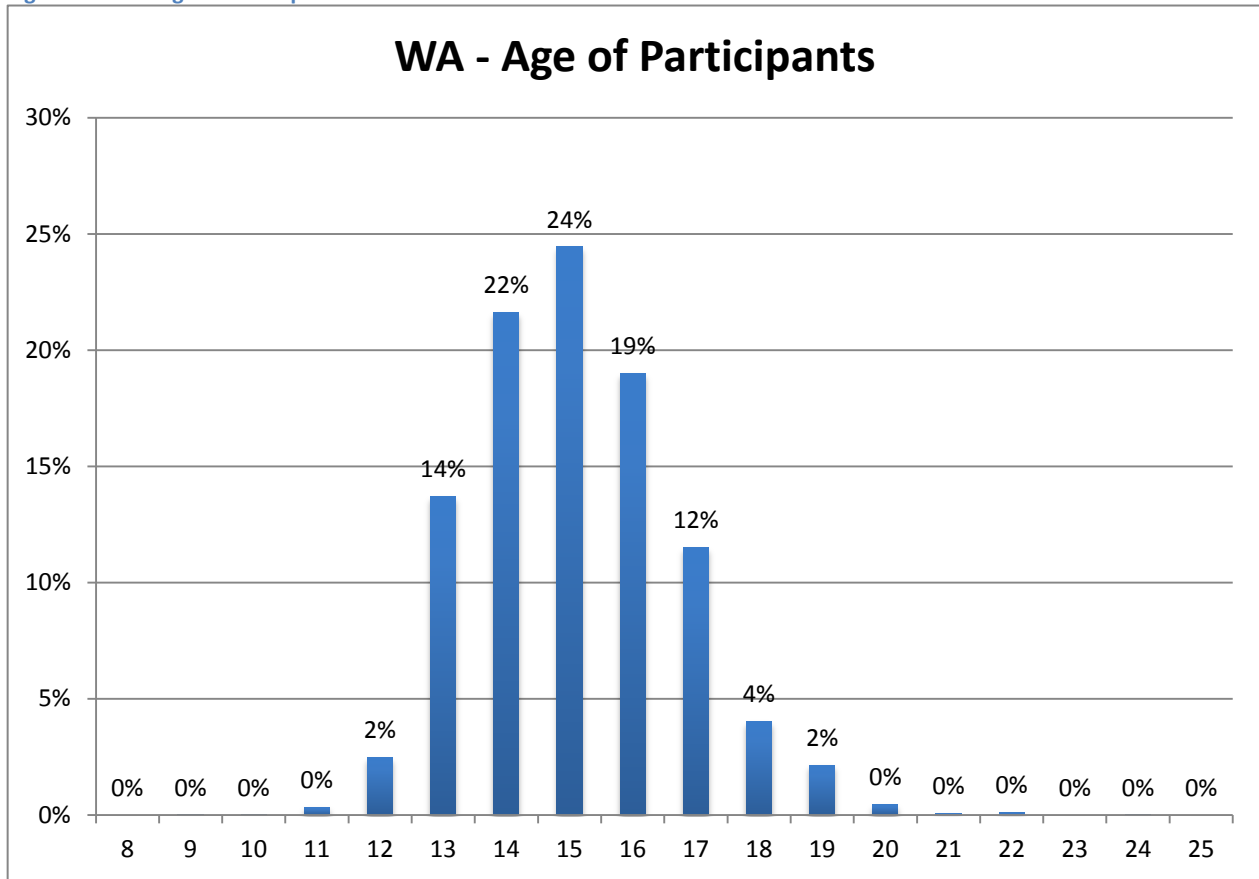


Figure 2: National – Age of Participants

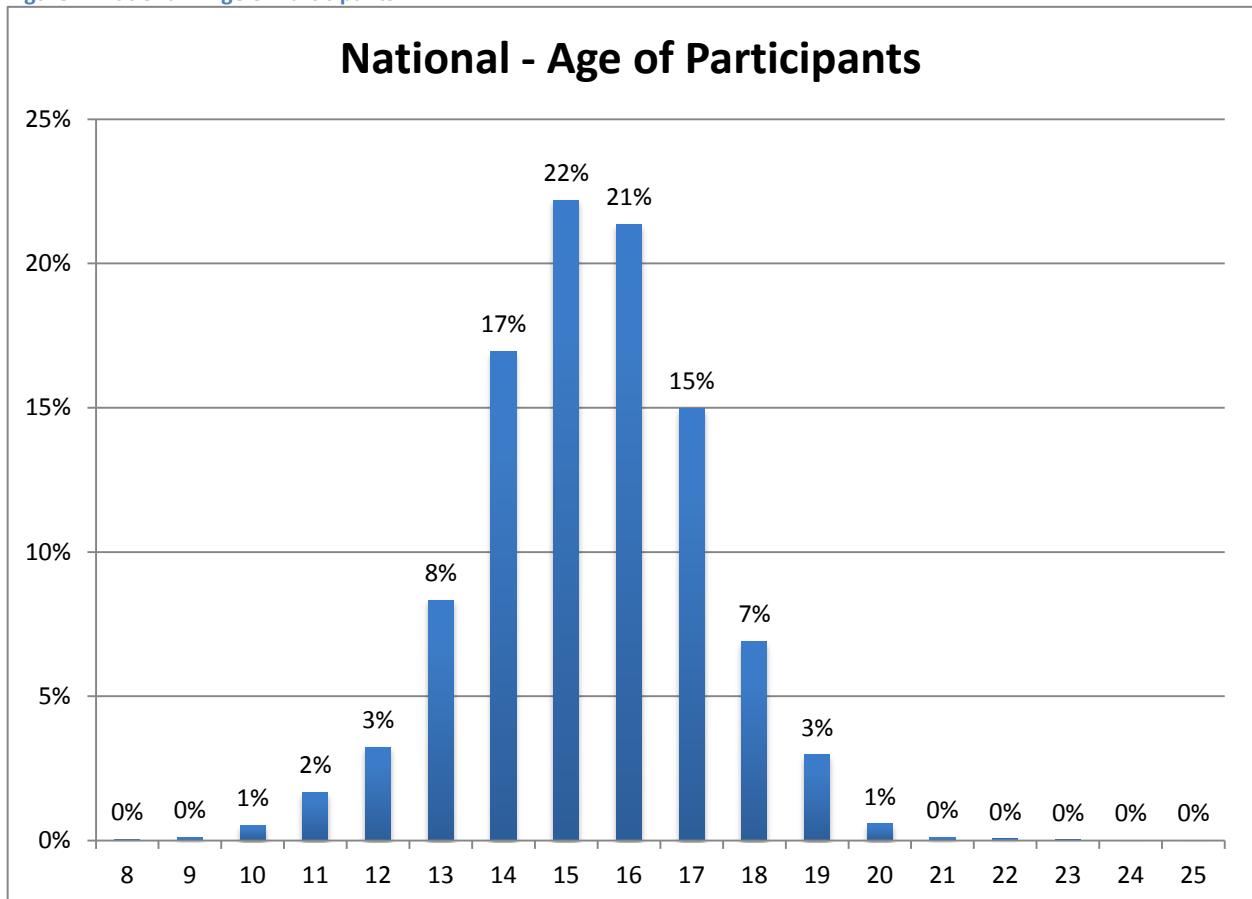


Table 5: WA - Age of Participants

Age	Level 1	Level 2a	Level 2b	Total	% Total
8	0	0	0	0	0%
9	1	0	0	1	0%
10	1	0	0	1	0%
11	18	2	2	21	0%
12	99	38	15	151	2%
13	605	212	72	835	14%
14	759	420	225	1318	22%
15	596	521	465	1490	24%
16	245	388	543	1158	19%
17	96	144	437	702	12%
18	16	36	182	246	4%
19	5	17	96	131	2%
20	0	2	27	28	0%
21	0	1	3	5	0%
22	0	4	4	7	0%
23	0	0	0	0	0%
24	0	1	0	1	0%
25	0	0	0	0	0%

Table 6: National – Age of Participants

Age	Level 1	Level 2a	Level 2b	Total	%
8	13	2	2	18	0%
9	53	10	3	65	0%
10	238	70	13	310	1%
11	747	238	43	976	2%
12	1197	648	163	1890	3%
13	2466	1991	719	4860	8%
14	3824	4629	2137	9900	17%
15	3849	6029	3872	12,958	22%
16	2149	4408	6164	12,478	21%
17	967	2215	5529	8744	15%
18	243	642	3041	4028	7%
19	61	183	1445	1734	3%
20	15	40	279	340	1%
21	1	10	48	61	0%
22	1	6	20	28	0%
23	0	1	8	9	0%
24	0	1	2	4	0%
25	1	1	3	5	0%

Figure 3: WA Age profile by Connection Level

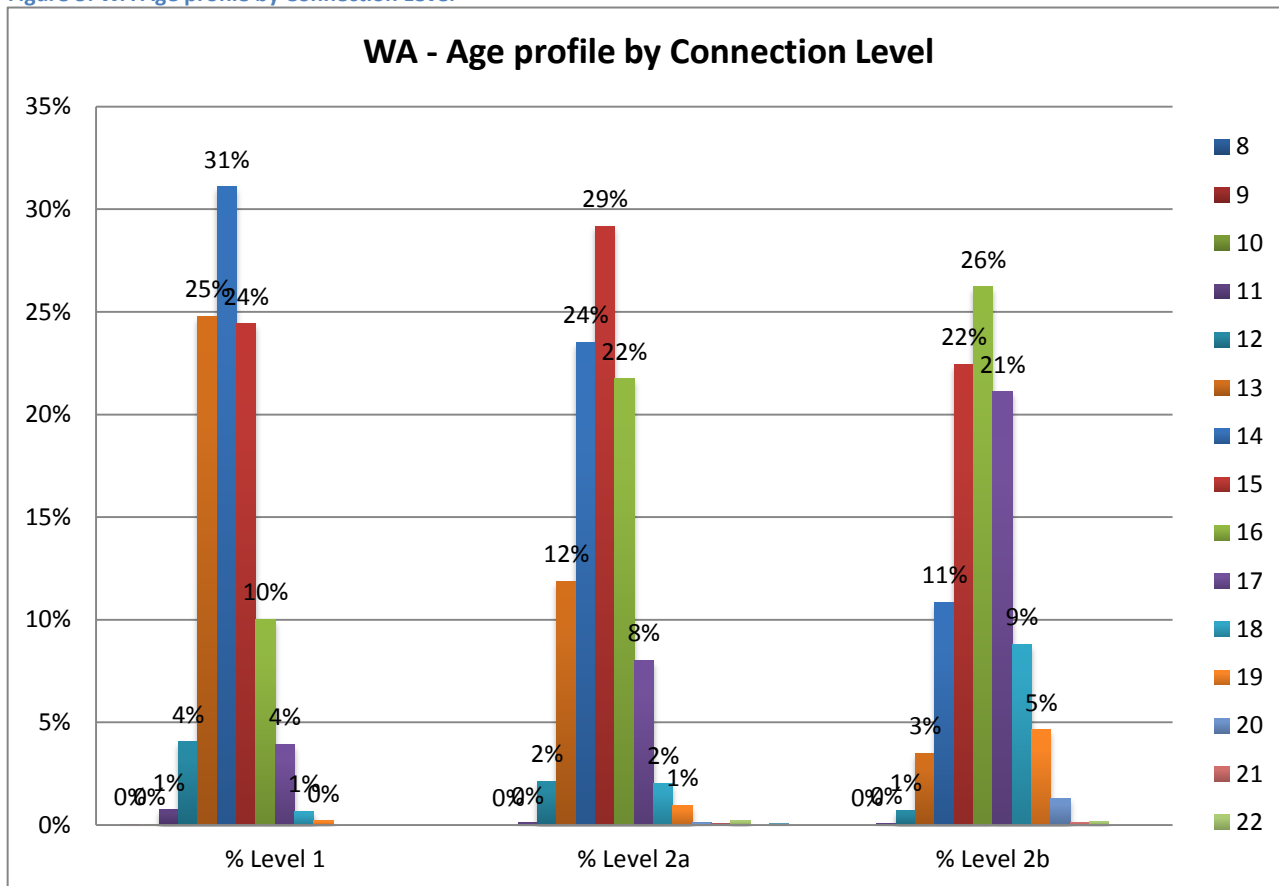


Figure 4: National Age profile by Connection Level

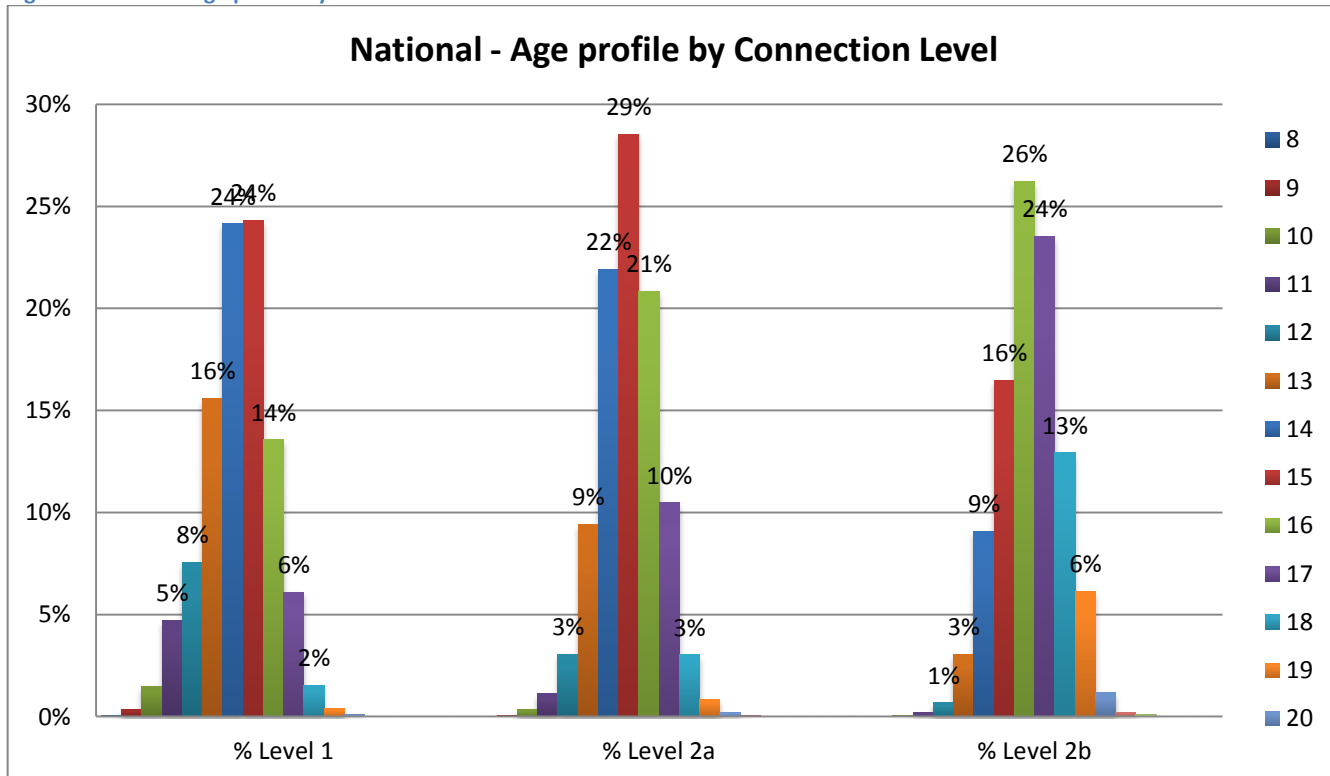


Figure 5: Percentage of Participants who have been identified as having a characteristic

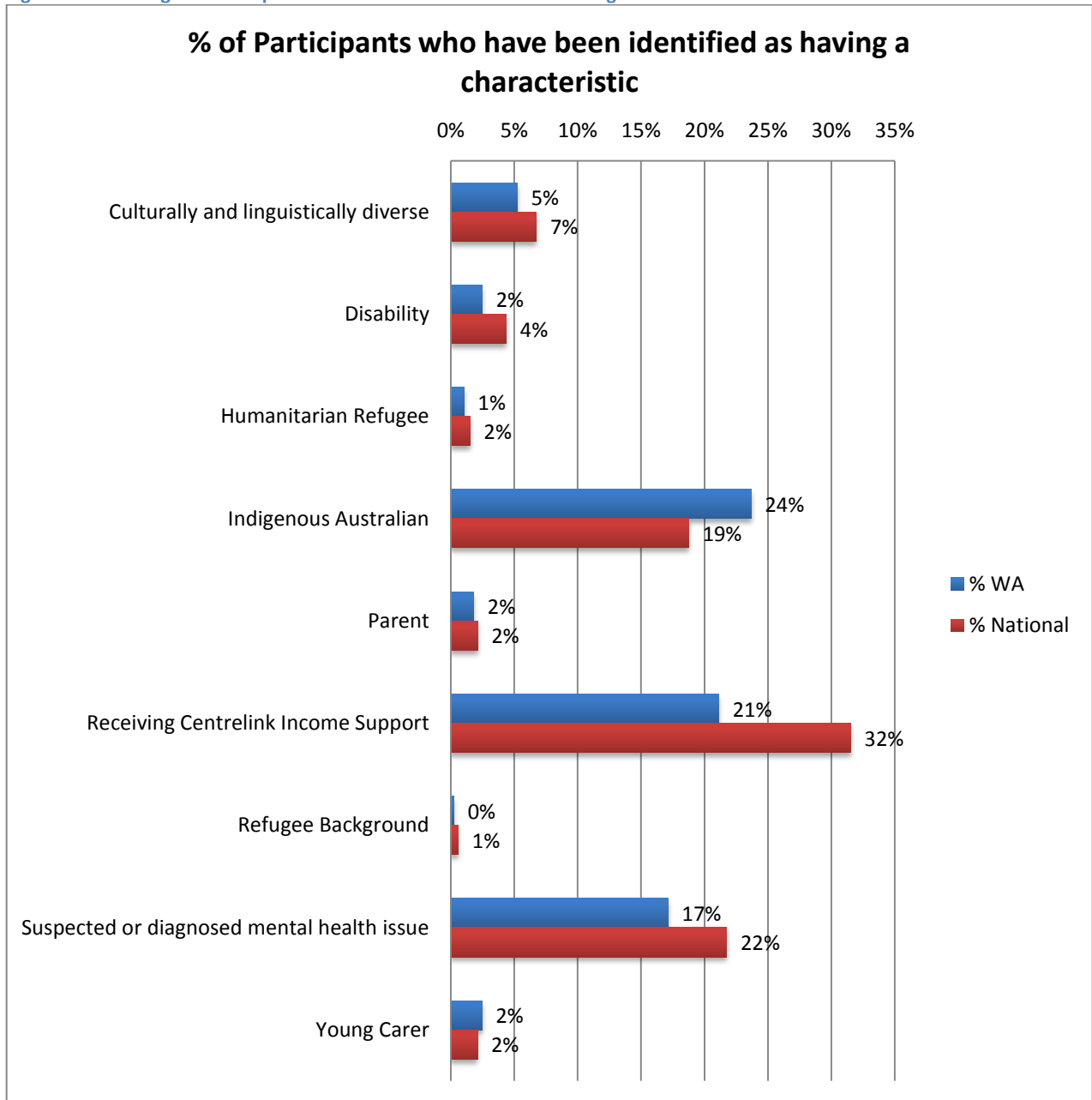


Table 7: Percentage of Participants who have been identified as having a characteristic

	WA	% WA	National	% National
Culturally and linguistically diverse	320	5%	3948	7%
Disability	151	2%	2563	4%
Humanitarian Refugee	64	1%	892	2%
Indigenous Australian	1443	24%	10,955	19%
Parent	111	2%	1245	2%
Receiving Centrelink Income Support	1288	21%	18,409	32%
Refugee background	15	0%	354	1%
Suspected or diagnosed mental health issue	1044	17%	12,712	22%
Young Carer	150	2%	1232	2%

Figure 6: Percentage of Participants identified as having a barrier

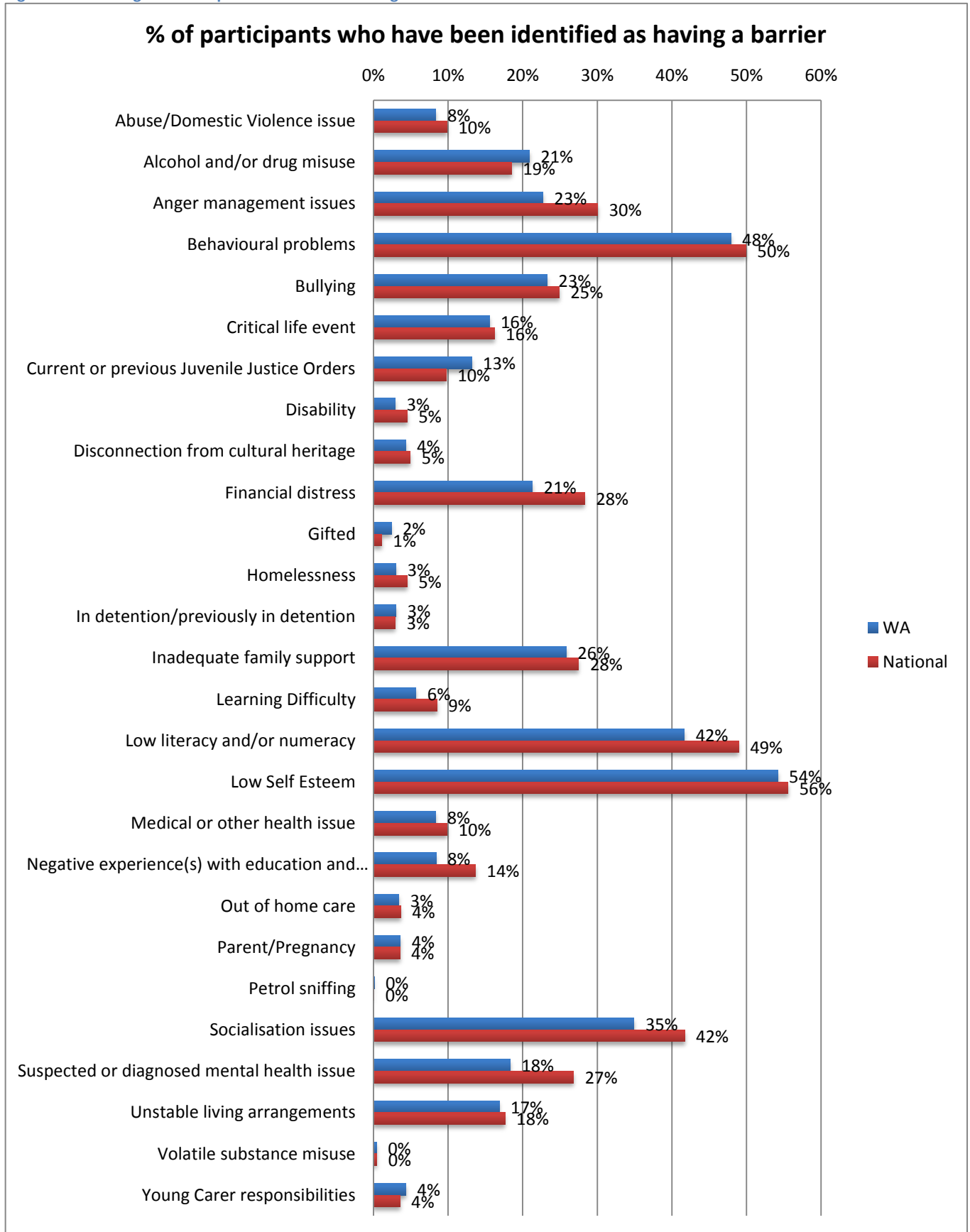


Table 8: Percentage of Participants identified as having a barrier

Barrier	WA	National
Abuse/Domestic Violence issue	8%	10%
Alcohol and/or drug misuse	21%	19%
Anger management issues	23%	30%
Behavioural problems	48%	50%
Bullying	23%	25%
Critical life event	16%	16%
Current or previous Juvenile Justice Orders	13%	10%
Disability	3%	5%
Disconnection from cultural heritage	4%	5%
Financial distress	21%	28%
Gifted	2%	1%
Homelessness	3%	5%
In detention/previously in detention	3%	3%
Inadequate family support	26%	28%
Learning Difficulty	6%	9%
Low literacy and/or numeracy	42%	49%
Low Self Esteem	54%	56%
Medical or other health issue	8%	10%
Negative experience(s) with education and training	8%	14%
Out of home care	3%	4%
Parent/Pregnancy	4%	4%
Petrol sniffing	0%	0%
Socialisation issues	35%	42%
Suspected or diagnosed mental health issue	18%	27%
Unstable living arrangements	17%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	4%	4%

Figure 7: WA Participant Barriers by Connection Level

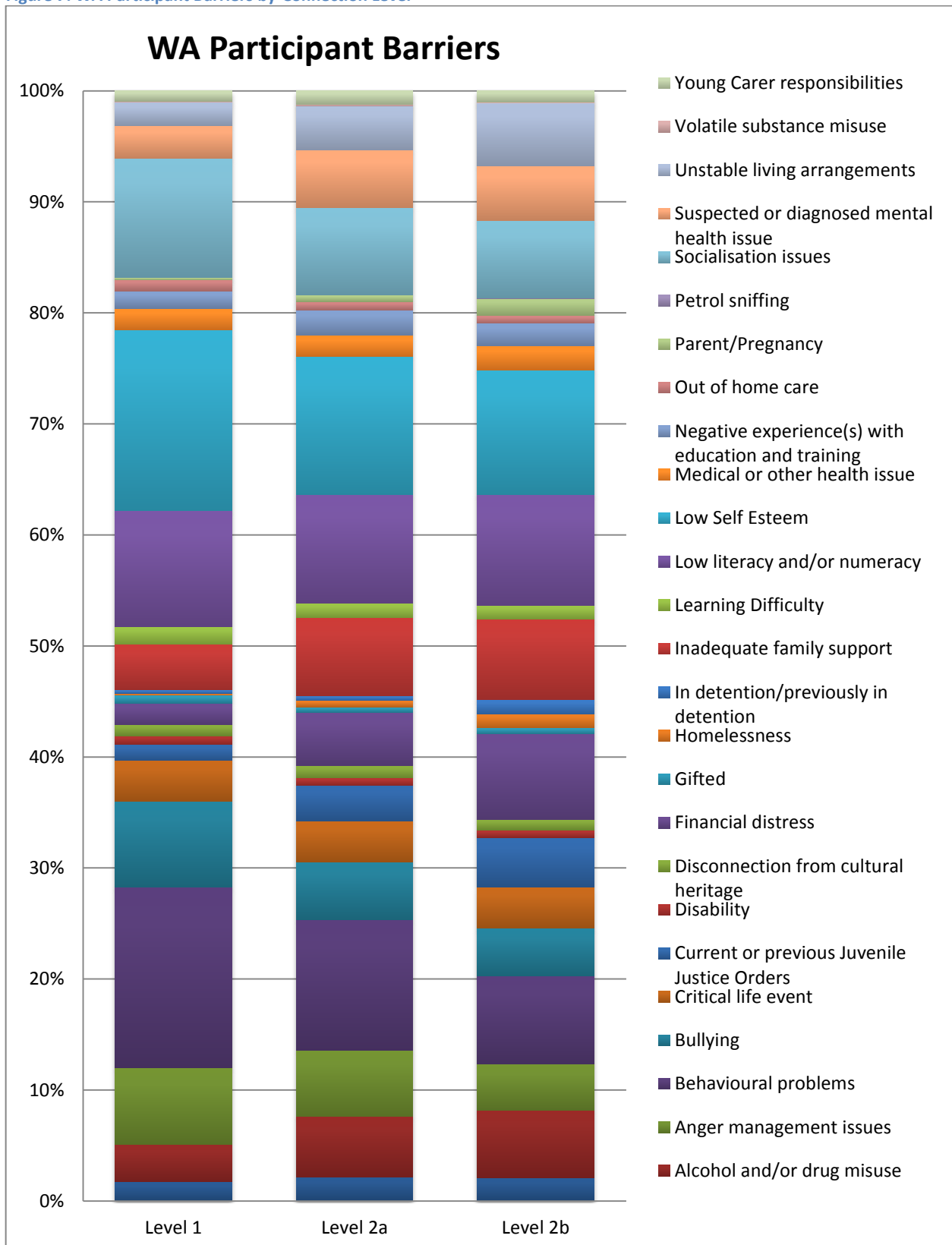


Table 9: WA - Percentage of participants identified as having barrier, by Connection Level

Barrier	WA Level 1	WA Level 2a	WA Level 2b
Abuse/Domestic Violence issue	6%	9%	10%
Alcohol and/or drug misuse	11%	24%	31%
Anger management issues	22%	27%	21%
Behavioural problems	53%	52%	40%
Bullying	25%	23%	21%
Critical life event	12%	16%	19%
Current or previous Juvenile Justice Orders	5%	14%	22%
Disability	3%	3%	3%
Disconnection from cultural heritage	3%	5%	5%
Financial distress	6%	21%	39%
Gifted	2%	2%	3%
Homelessness	1%	3%	6%
In detention/previously in detention	1%	2%	6%
Inadequate family support	13%	31%	37%
Learning Difficulty	5%	6%	6%
Low literacy and/or numeracy	34%	43%	50%
Low Self Esteem	53%	55%	56%
Medical or other health issue	6%	8%	11%
Negative experience(s) with education and training	5%	10%	10%
Out of home care	3%	3%	3%
Parent/Pregnancy	1%	3%	8%
Petrol sniffing	0%	0%	0%
Socialisation issues	35%	35%	35%
Suspected or diagnosed mental health issue	10%	23%	25%
Unstable living arrangements	7%	18%	28%
Volatile substance misuse	0%	1%	0%
Young Carer responsibilities	3%	5%	5%

Figure 8: National Participant Barriers by Connection Level

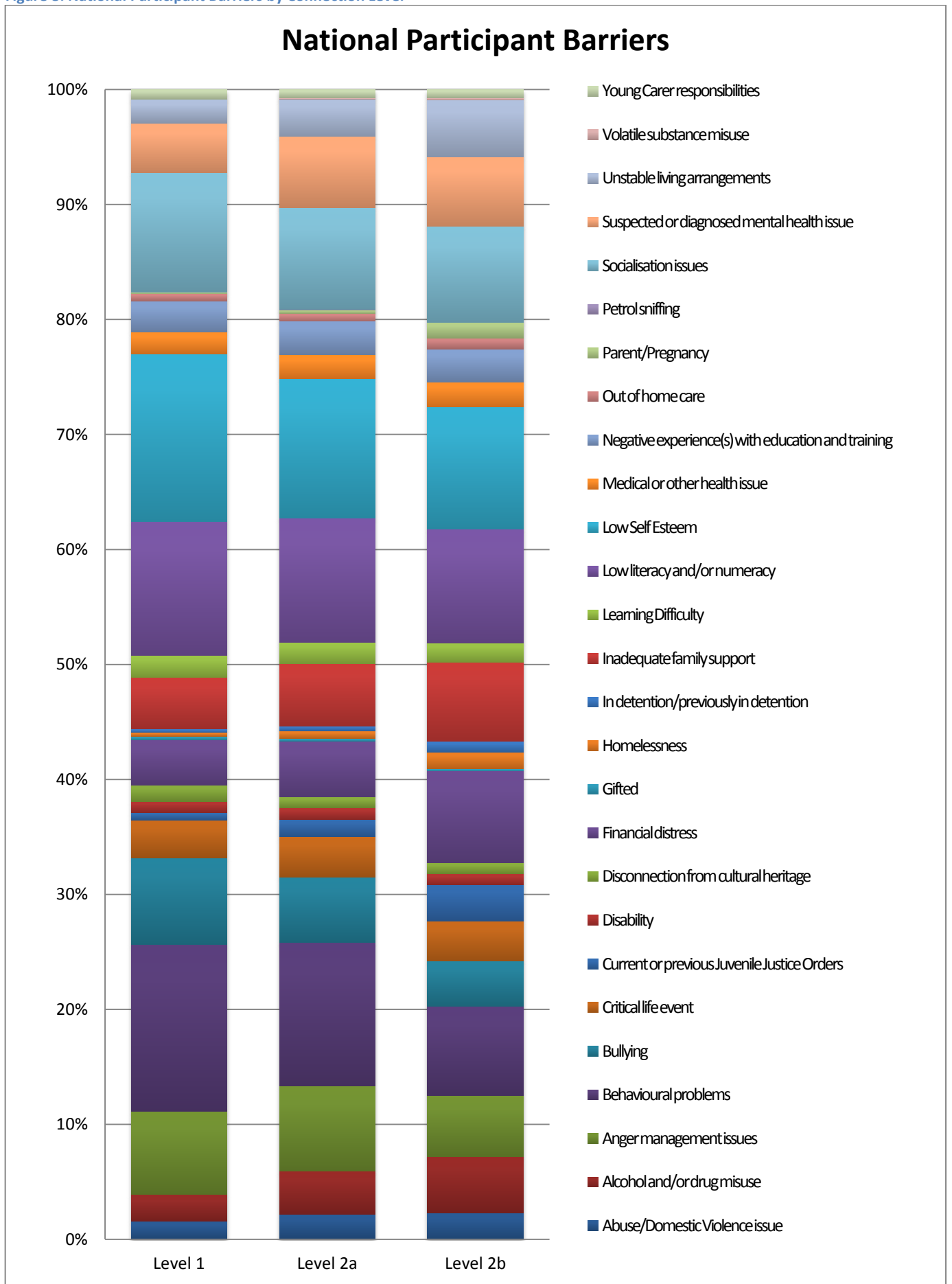


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

Barrier	National Level 1	National Level 2a	National Level 2b
Abuse/Domestic Violence issue	6%	10%	12%
Alcohol and/or drug misuse	9%	18%	26%
Anger management issues	27%	35%	28%
Behavioural problems	54%	59%	41%
Bullying	28%	27%	21%
Critical life event	12%	17%	18%
Current or previous Juvenile Justice Orders	3%	7%	17%
Disability	4%	5%	5%
Disconnection from cultural heritage	5%	4%	5%
Financial distress	14%	23%	42%
Gifted	1%	1%	1%
Homelessness	1%	3%	8%
In detention/previously in detention	1%	2%	5%
Inadequate family support	17%	26%	36%
Learning Difficulty	7%	9%	9%
Low literacy and/or numeracy	43%	51%	52%
Low Self Esteem	54%	57%	56%
Medical or other health issue	7%	10%	12%
Negative experience(s) with education and training	10%	14%	15%
Out of home care	2%	3%	5%
Parent/Pregnancy	1%	2%	7%
Petrol sniffing	0%	0%	0%
Socialisation issues	38%	42%	44%
Suspected or diagnosed mental health issue	16%	29%	32%
Unstable living arrangements	8%	15%	26%
Volatile substance misuse	0%	0%	1%
Young Carer responsibilities	3%	3%	4%

Outcomes

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

Participant outcomes	WA	WA %	National	National %
Young people enrolled in individual support services	6095	-	58,408	-
Young people who have achieved a progressive outcome*	4326	71%	42,873	73%
Young people who have achieved a final outcome**	3578	59%	34,793	60%

Table 12: Participant Outcomes – exited participants

Participant outcomes	WA	WA %	National	National %
Young people enrolled in individual support services	5293	-	52,191	-
Young people who have achieved a progressive outcome	3845	73%	38,928	75%
Young people who have achieved a final outcome	3211	61%	32,136	62%

*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: WA - Number of young people achieving outcomes

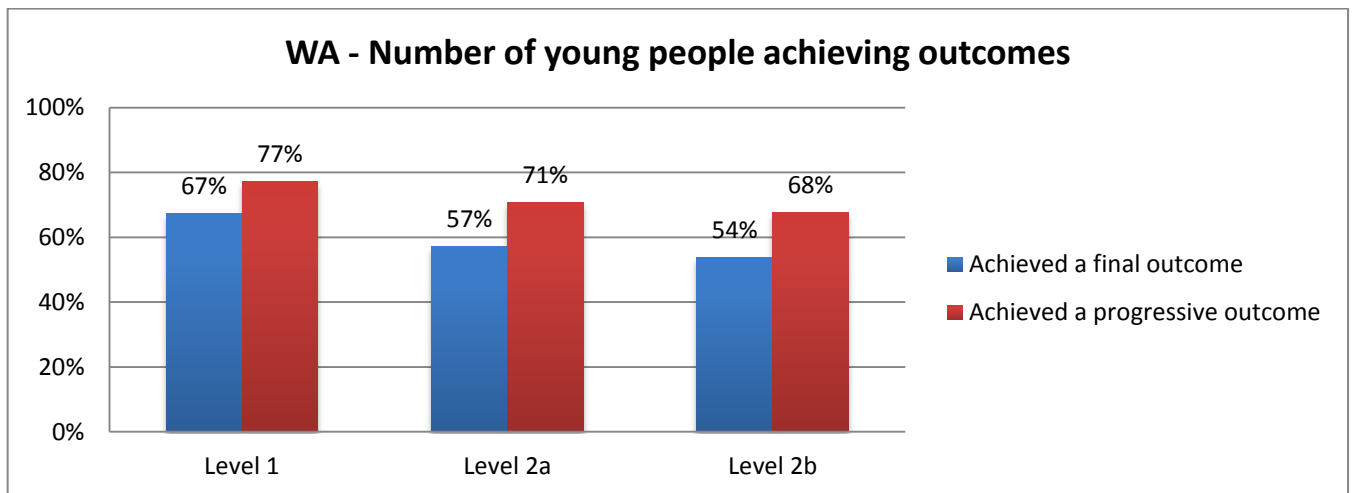


Table 13: WA - Number of young people achieving outcomes

WA Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	1646	67%	1021	57%	1114	54%
Achieved a progressive outcome	1886	77%	1263	71%	1401	68%

Figure 10: National - Number of young people achieving outcomes

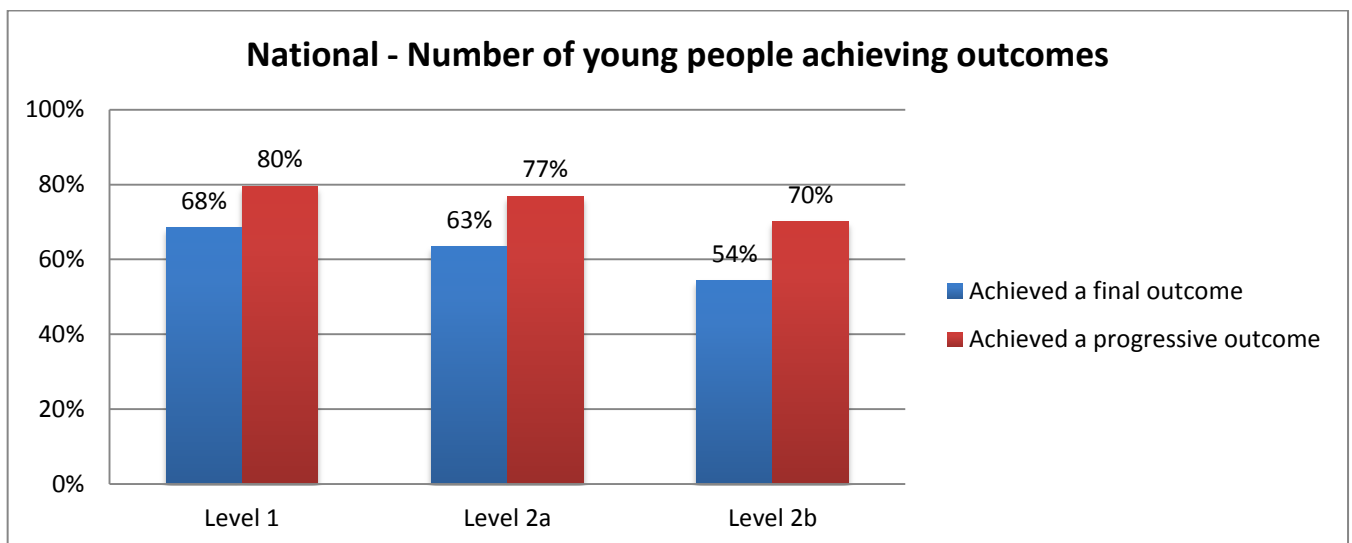


Table 14: National - Number of young people achieving outcomes

National Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	10,833	68%	13,337	63%	12,753	54%
Achieved a progressive outcome	12,587	80%	16,242	77%	16,449	70%

Figure 11: % Achieving an outcomes (progressive or final) by characteristic

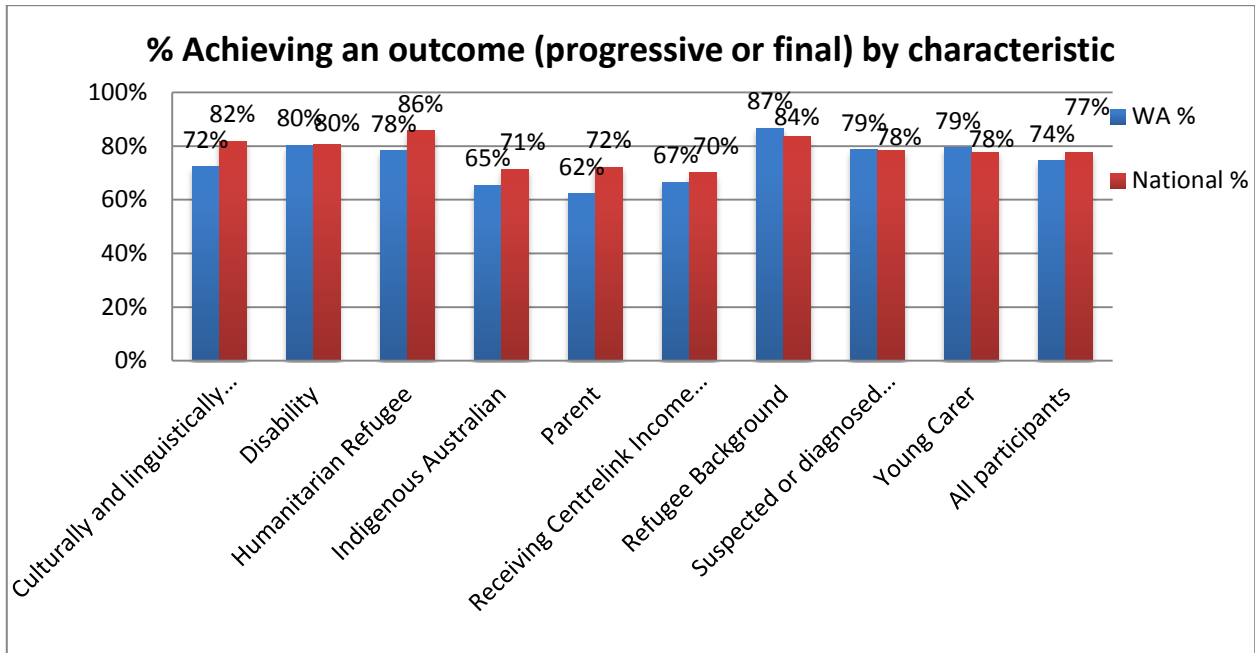


Figure 12: % Achieving a final outcome by characteristic

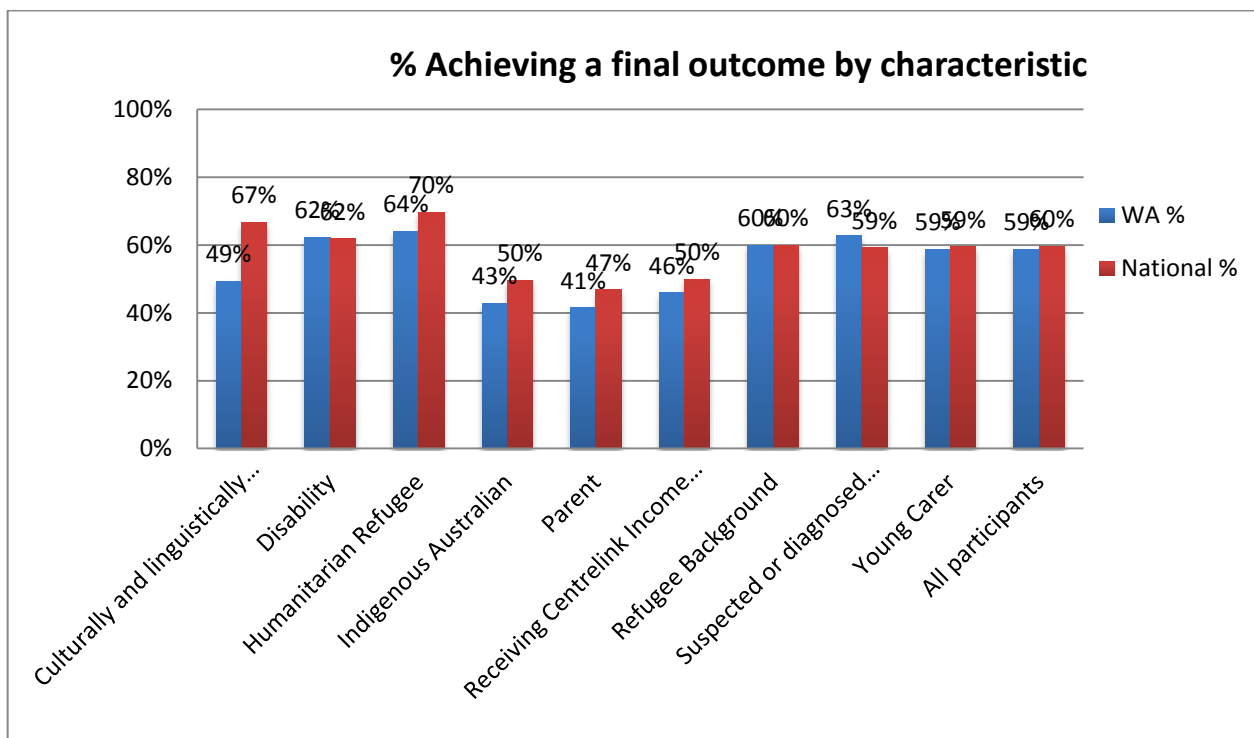


Table 15: WA- Participant outcome achievement by characteristic

WA	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	231	158	89	320	72%	49%
Disability	121	94	30	151	80%	62%
Humanitarian Refugee	50	41	14	64	78%	64%
Indigenous Australian	942	617	501	1443	65%	43%
Parent	69	46	42	111	62%	41%
Receiving Centrelink Income Support	857	592	431	1288	67%	46%
Refugee background	13	9	2	15	87%	60%
Suspected or diagnosed mental health issue	820	655	224	1044	79%	63%
Young Carer	119	88	31	150	79%	59%

Table 16: National- Participant outcome achievement by characteristic

National	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	3223	2634	725	3948	82%	67%
Disability	2061	1586	502	2563	80%	62%
Humanitarian Refugee	764	622	128	892	86%	70%
Indigenous Australian	7803	5436	3152	10,955	71%	50%
Parent	898	583	347	1245	72%	47%
Receiving Centrelink Income Support	12,884	9197	5525	18,409	70%	50%
Refugee background	296	212	58	354	84%	60%
Suspected or diagnosed mental health issue	9949	7521	2763	12,712	78%	59%
Young Carer	957	733	275	1232	78%	59%

Figure 13: WA – Final outcomes achieved

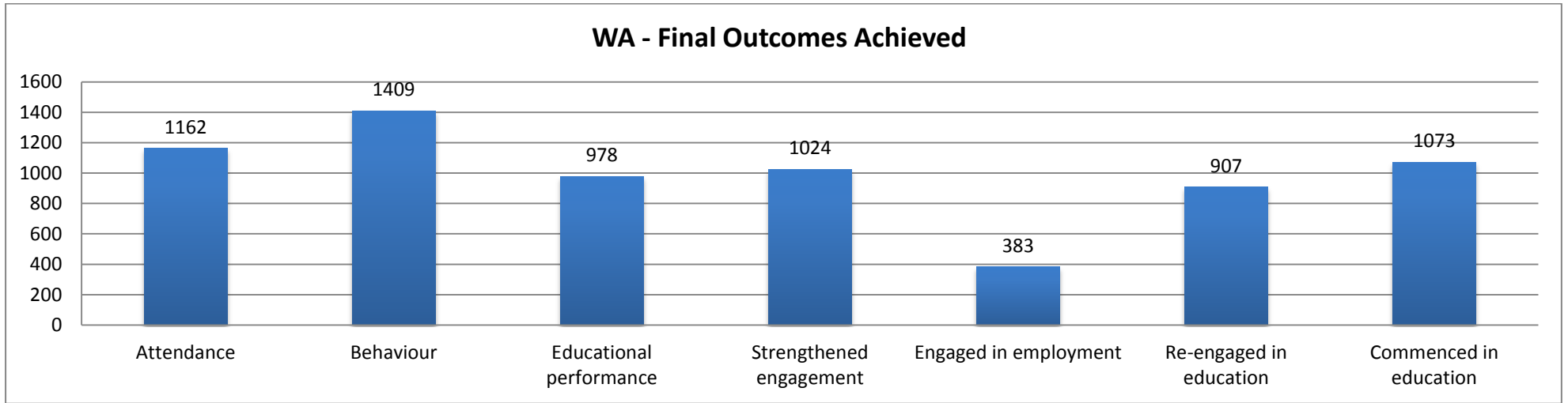


Figure 14: National – Final outcomes achieved

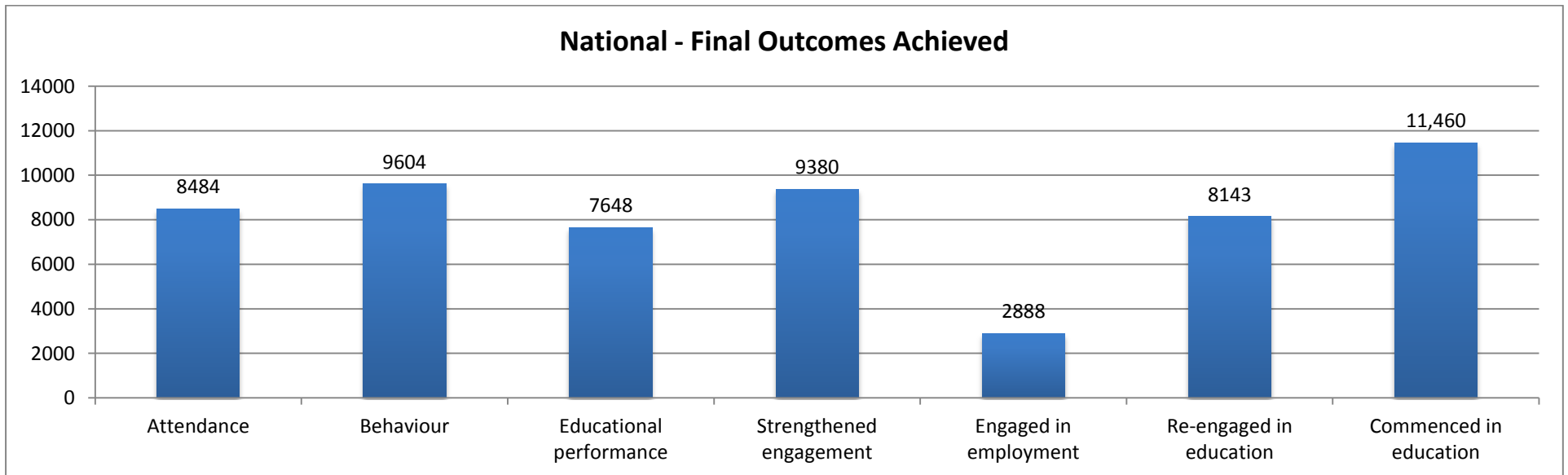


Figure 15: WA – Final Outcomes Achieved by Connection Level

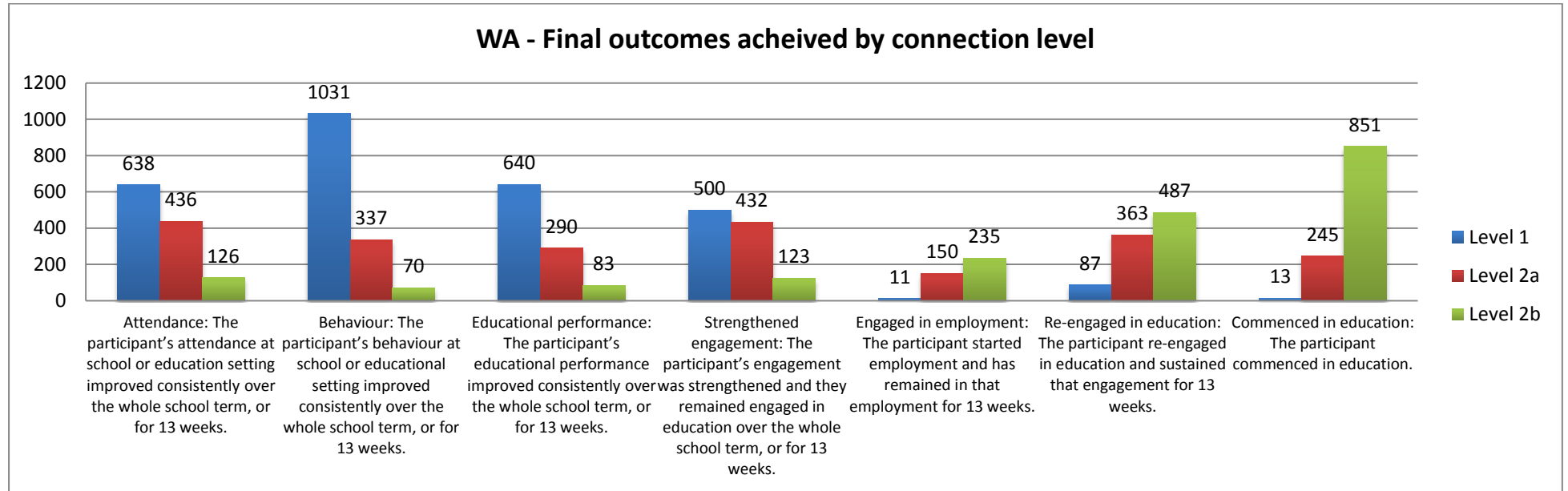


Figure 16: National – Final Outcomes Achieved by Connection Level

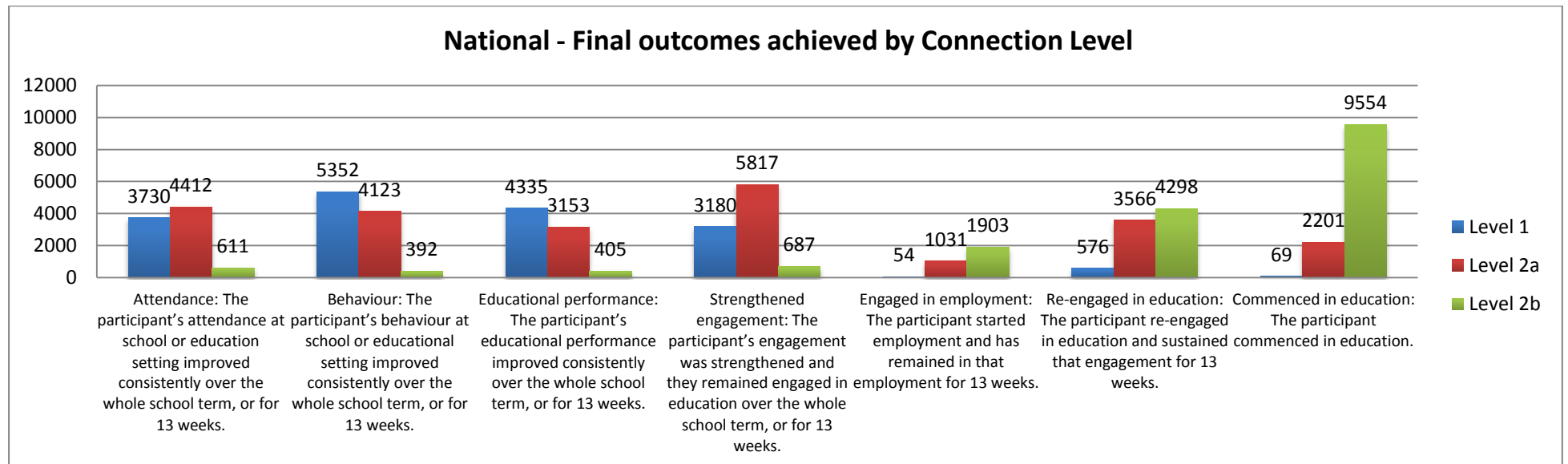


Table 17: WA- Final Outcomes achieved by Connection Level

Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	638	436	126	1162
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	1031	337	70	1409
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	640	290	83	978
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	500	432	123	1024
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	11	150	235	383
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	87	363	487	907
Commenced in education: The participant commenced in education.	13	245	851	1073

Table 18: National- Final Outcomes achieved by Connection Level

Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	3730	4412	611	8484
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	5352	4123	392	9604
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	4335	3153	405	7648
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	3180	5817	687	9380
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	54	1031	1903	2888
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	576	3566	4298	8143
Commenced in education: The participant commenced in education.	69	2201	9554	11,460

Indigenous

Figure 17: % of total indigenous participants by state

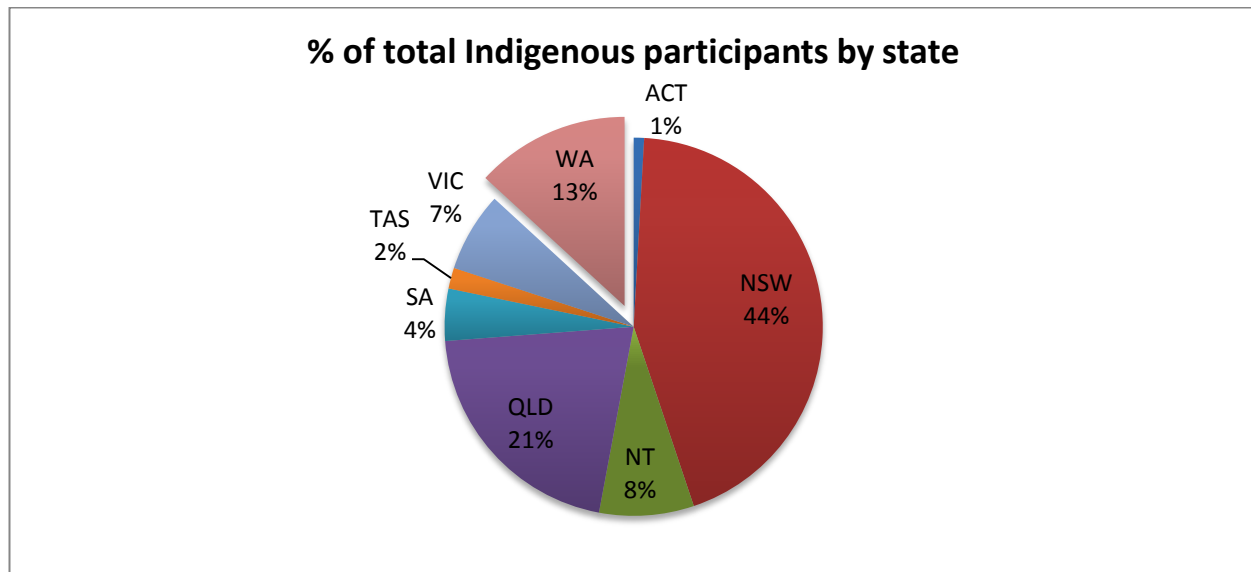


Table 19: % of Total Indigenous participants by State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
% of total indigenous participants	1%	44%	8%	21%	4%	2%	7%	13%

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

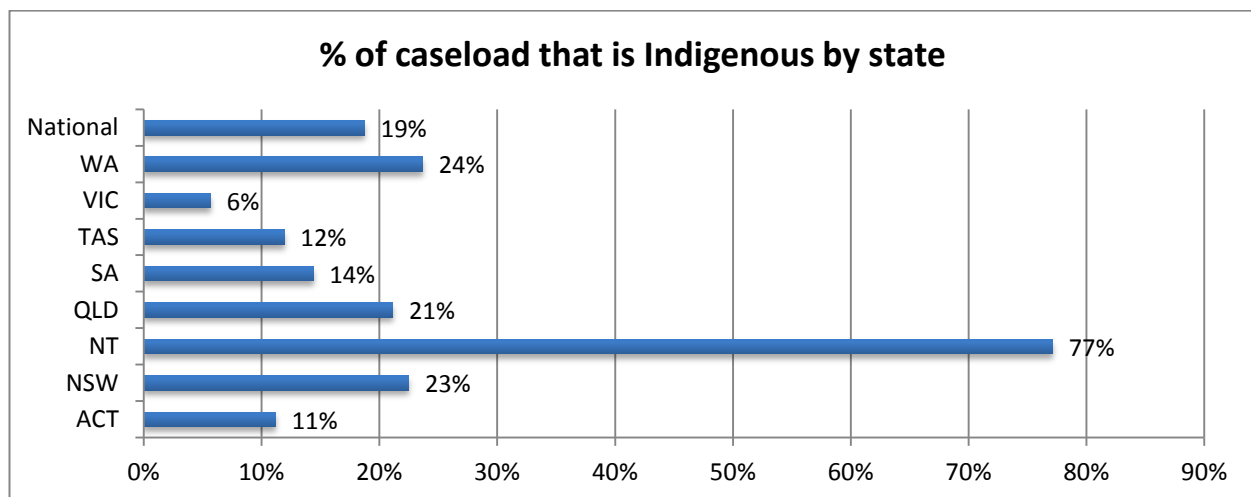


Table 20: % of caseload that is Indigenous in each State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
% of caseload that is indigenous	11%	23%	77%	21%	14%	12%	6%	24%	19%

Table 21: Indigenous participants – WA and National

	WA	National
Indigenous Participants	1443	10,955
All Participants	6095	58,408
% Indigenous	24%	19%

Table 22: WA and National- Indigenous participant outcomes achievement

	WA	WA %	National	National %
Indigenous young people enrolled in individual support services	1443	-	10,955	-
Indigenous young people who have achieved a progressive outcome	884	61%	7434	68%
Indigenous young people who have achieved a final outcome	617	43%	5436	50%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

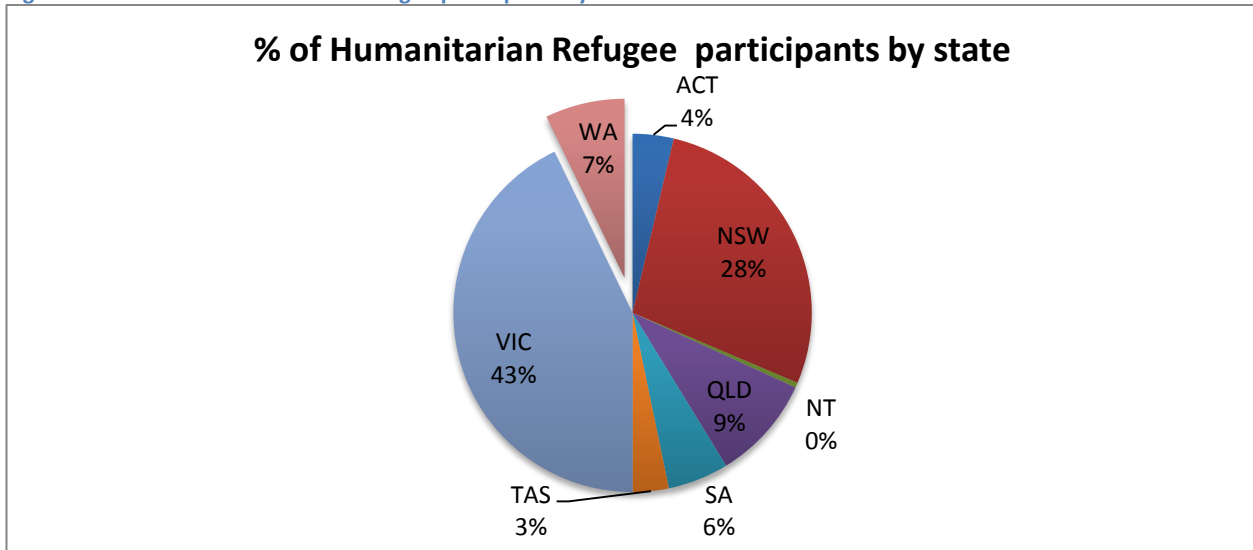


Table 23: % of Total humanitarian refugee participants by State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
% of total humanitarian refugee participants	4%	28%	0%	9%	6%	3%	43%	7%

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

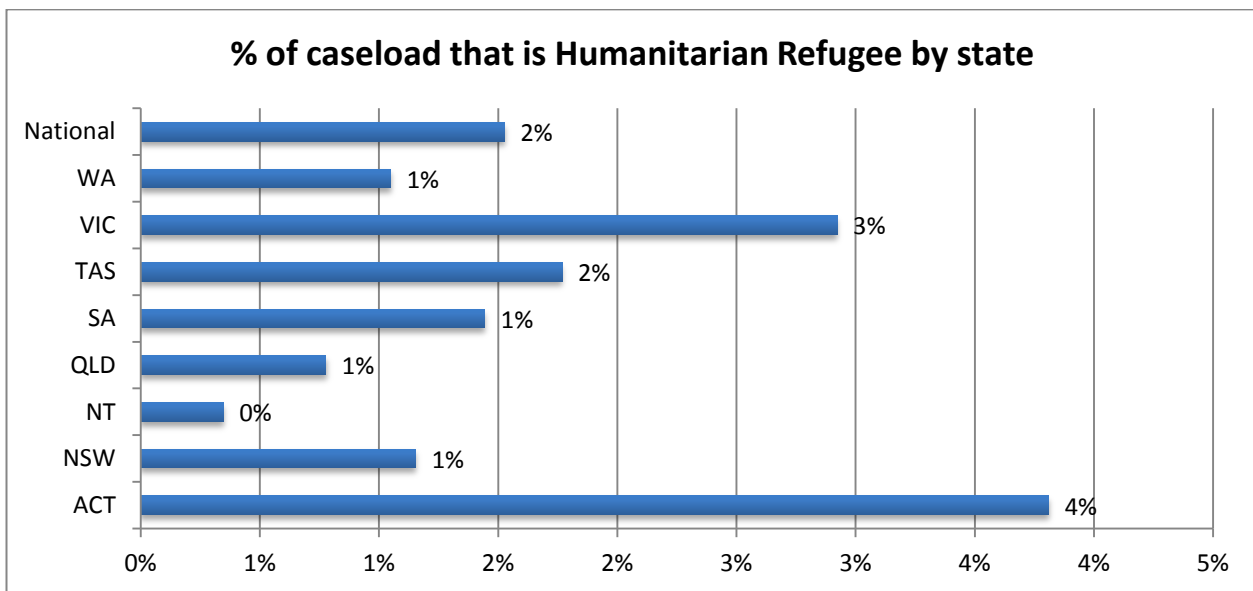


Table 24: % of caseload that is humanitarian refugee in each State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
% of caseload that is humanitarian refugee	4%	1%	0%	1%	1%	2%	3%	1%	2%

Table 25: Humanitarian refugee participants – WA and National

	WA	National
Humanitarian Refugee Participants	64	892
All Participants	6095	58,408
% Humanitarian Refugee	1%	2%

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

	WA	WA %	National	National %
Humanitarian Refugee young people enrolled in individual support services	64	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	50	78%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	41	64%	622	70%

Outreach and Re-engagement Services

Providers in Western Australia have conducted 699 Outreach and Re-engagement activities (some were held multiple times, resulting in 1266 events). These activities were attended by more than 22,718 people.

Table 27: WA Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	739
<20	261
<50	214
<500	47
>500	5

860 of these activities were identified as having an Indigenous focus; 160 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in Western Australia have conducted 394 activities to strengthen services in their region. 140 of these activities were identified as having an Indigenous focus, 36 were identified as having a humanitarian refugee focus.

Table 28: WA 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.	294	3.8
Families and communities are more positively involved in the lives of at risk young people.	91	2.8
Families of at risk young people are more involved in their community.	52	2.8
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	109	3.4
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	63	3.3
Schools and education providers increased their referrals to support at risk young people.	72	3.1
Schools and education providers make referrals earlier to support at risk young people.	52	3.0
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	71	3.5
The use of infrastructure in the region to support at risk young people is better coordinated.	178	3.5
There are improved referral channels for community resources which support at risk young people.	181	3.4
There was a reduction in the duplication of community resources which support at risk young people.	88	3.5
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	120	3.1
There was an increase or improvement in the available services for families of at risk young people.	83	2.0
Young people disengage less frequently from school or education providers.	70	3.0

ANNEXURE 1 B – School Business Community Partnership Brokers - WA

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 (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 (ICSEA³) 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 2013, there were approximately 1600 active and self-sustaining partnerships associated with Partnership Brokers nationally (excludes Victorian data⁴) involving almost 5300 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in

³ 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.

⁴ 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.

their community. Approximately 20 per cent of these partnerships have an Indigenous focus. There have been approximately 13 700 Outcomes Framework Key Performance Measure (KPM) evaluations with approximately 5400 (39%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'⁵. Approximately 86 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 14 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 in order to share good practice across the network, promote the benefits of partnering and highlight the support available through the Partnership Brokers program. 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: www.transitions.youth.gov.au.

In March 2012, Partnership Brokers across the country (excluding Victoria⁶) administered a Partner Survey to capture partner organisations' views on the quality of the partnership they are involved in and the effectiveness of the Partnership Broker role. The survey was administered to a random sample of over 4000 schools, businesses, community groups and parent and family stakeholders involved in partnerships. The survey was designed to complement other program evaluation activities and to validate aspects of provider reporting. The 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 which is available on the Youth Attainment and Transitions website: www.transitions.youth.gov.au.

In January 2013, dandolopartners released their second 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.

Dandolo's Report found that the Partnership Brokers program has continued to make steady progress, with improvements in the number and quality of partnerships it supports. Dandolo's Report also acknowledged the high level of support for the program from partner organisations and found that Partnership Brokers are having increased success engaging with schools.

Social Return on Investment Evaluation

Within the context of Dandolo's recommendation that a detailed evaluation of the Partnership Brokers program should occur, the Partnership Brokers National Network commissioned Social Ventures Australia (SVA) to undertake a Social Return on Investment (SROI) evaluation of a number of Partnership Broker regions. The evaluation project commenced in August 2012 and concluded in April 2013 with the release of a series of evaluation reports.

SROI is a framework that provides a recognised methodology to measure the social, economic and environmental impact of an organisation or program. The evaluation found that partnerships supported through the program help partners to share resources and expertise to build each other's capacity and capability. This delivers changes in the way partner organisations operate and support young people. These changes lead to benefits for young people, helping them to complete their schooling, and make a successful transition to further education, training or work.

⁵ Data cited is accurate as at 2 April 2013.

The SROI evaluation provides valuable insights into the process of partnering, the benefits experienced by partner organisations and the importance of an independent broker in supporting the development of school, business and community partnerships.

Across the five Partnership Broker regions analysed, the evaluation showed that for every \$1 invested by the Australian Government, Partnership Brokers have been the catalyst for up to \$5.50 of created social value. Examples of created social value include the changes experienced by schools as a result of partner organisations supporting each other to achieve shared objectives through quality partnerships. The evaluation found that changes for schools tend to align with the purpose or theme of the partnership, which can include:

- Taking advantage of external resources to free up existing school resources
- Accessing external expertise or services to improve the provision of student wellbeing support
- Broadening professional networks to access increased career pathway opportunities for students
- Aligning school activities with industry trends and using partnerships to demonstrate the real-world application of school curriculum
- Engaging with the broader community (including parents) to create an alignment between expectations of and aspirations for young people both within and outside the school.

The reports arising from the evaluation are outlined below:

- ‘Summary Report’: This provides an overview of the evaluation process and key findings.
- ‘Part A’: This report presents the approach adopted to complete the five standalone SROI analyses.
- ‘Part B’: This comprises five individual reports that present the outcomes and findings from each region subject to evaluation (Central Tablelands, Northern Sydney, South West Sydney, Gold Coast and Sunshine Coast).

These reports are available on the Department of Education website

<http://education.gov.au/school-business-community-partnership-brokers-programme-reports-and-research>

Challenges

While national program data, evaluation findings, case studies and survey results indicate significant progress, individual providers and the program still face challenges that impact 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, to 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 there is further scope for jurisdictions to provide encouragement and information to support schools to access the benefits that partnerships, and Partnership Brokers, offer. However, the Report also cites examples of senior managers within the education sector embracing cross-sector collaboration as the way to succeed, and enlisting the support of Partnership Brokers to make it happen. These examples show how the Partnership Brokers network can work alongside education authorities to support a strategic, systemic and coordinated approach to building partnerships that meet identified school needs, with young people at the centre.

Managing expectations and educating stakeholders about the intent of the Partnership Brokers program remains an ongoing challenge for providers. Providers have reported that some school leaders don’t understand the role of the Partnership Broker as a facilitator, rather than service delivery provider. This is consistent with Dandolo’s finding that *‘The role and value of Partnership Brokers is not well understood or*

appreciated' and the recommendation for continued effort in promoting the Partnership Brokers program to regional education authorities and schools, local government and business. This continues to be an area of focus for DEEWR and the Partnership Broker network for 2013, and will require effective collaboration with education authorities in the different jurisdictions.

It is hoped that improved understanding about the program will encourage more schools 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. Results from the 2011 and 2012 Provider Survey suggest that there is increasing recognition among education stakeholders of the benefits of a partnership approach and growing interest in accessing the support offered by a Partnership Broker.

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 2012 provider survey which found that 84 per cent of Partnership Brokers felt that parents and families were the most challenging stakeholder to engage 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 continues to be 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 implementing a range of strategies to support improved outcomes for the program. However, coordination of effort remains a challenge. The establishment of an Executive Officer position to act exclusively on behalf of the Partnership Broker networks has assisted in moving them 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, the Partnership Brokers National Network has brought together a partnership between The Smith Family, National Australia Bank and the Foundation for Young Australians to drive a Work Inspiration 'campaign' in Australia.

Work Inspiration is an employer-led initiative which was developed by Business in the Community in the UK to turn work experience into an inspirational experience for young people and employers. The UK experience suggests that Work Inspiration is highly successful in engaging employers to have rich career conversations and experiences with young people in order to assist them to make informed decisions about their future and make a successful transition to further education, training or work.

While the partnership to implement Work Inspiration in Australia is still developing and evolving, the partners are undertaking a series of state-based employer forums (supported by Partnership Brokers) to raise awareness and build momentum for the Work Inspiration campaign. These forums are planned to culminate in a national event and formal launch of Work Inspiration in Australia in August 2013.

Priorities for Partnership Development

In February 2013, 66 per cent of Partnership Brokers reported they were 'very effective' or 'extremely effective' in addressing their regional priorities for 2012; an increase from 55 per cent in 2011⁷. Among the most commonly reported priorities for partnership development were:

- Addressing the needs of at-risk young people (Mental Health, Low SES and Disability were the primary risk factors targeted)

- Supporting the transition of young people from secondary schooling to further education, training or employment

- Increasing Indigenous engagement and attainment

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 2012, 60 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 region⁸ (up from 55 per cent in 2011). 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.

⁷ Data sourced from the 2012 Annual Partnership Broker Provider Survey.

⁸ Data sourced from the 2012 Annual Partnership Broker Provider Survey.

Western Australia Summary

Context

Western Australia's (WA) strong economic position is largely driven by resources projects and sound global commodity prices and although commodity prices have dipped recently and companies such as Fortescue Metals Group have retrenched a number of employees, commodity prices have stabilised and the economy is still performing strongly. In February 2013, the unemployment rate was 4.5% compared to the national rate of 5.45, while the participation rate in WA was 69.3% compared to 65.3% for Australia. WA does have a patchwork or two speed economy. Industries and people associated with the resources industry are in a much stronger economic position than those in other industries such as residential construction, retail and agriculture which have seen declines in employment levels in the last 12 months.

The WA Department of Education (DoE) has continued to implement two significant reforms. The first is a continued push for Independent Public Schools, whereby WA public schools can obtain greater autonomy from DoE with a view to fostering greater parent and community involvement. The other major change has been the dismantling of the District Office structure. Many positions in District Offices have been redeployed to schools. The 14 Districts have formed into eight Education Regional Offices, each with a single Regional Executive Director (RED). The RED sits on the DoE Corporate Executive and provides broad direction for public schools. The school principals within each region are expected to work collaboratively with each other in network formations. These changes have had some impact on the deployment of District Office based positions that particularly impact on youth attainment and transition outcomes, such as Enterprise and Vocational Education Coordinators and Participation Managers and Coordinators.

Program Status

As at April 2013, there were approximately 202 active and self-sustaining partnerships associated with Partnership Brokers in Western Australia involving approximately 670 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 27 per cent of these partnerships have an Indigenous focus. There have been approximately 1740 Outcomes Framework Key Performance Measure (KPM) evaluations with around 650 (37%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

Partnership Broker Snapshots have provided some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. A selection of WA Snapshots is included at the end of this report.

Challenges

While the information above indicates significant progress, individual providers and the Partnership Brokers program have also faced many of the challenges outlined in the National Summary above. In addition, the two speed economy in WA has seen towns central to the resources growth experiencing residential property shortages. The Partnership Broker providers who work in these regions are not-for-profit organisations and the impact of these conditions is that the providers are unable to compete with the resources sector for skilled staff. Wages are far lower than those offered to people in resource-associated industries and housing/rental affordability combined with relatively poor physical and social infrastructure hinders providers employing experienced staff. The impact of having less skilled or experienced staff in these roles means a reduced level of strategic planning and partnership development, whilst the staff are passionate and committed to their roles, this inexperience means slower than expected program outcomes.

Another side of this two speed economy is that there is a drain of skilled workers from other rural WA areas such as the Wheatbelt where wages are far lower than in the resources sector. A consequence of this and other factors such as drought in previous years has presented another set of challenges for Partnership Brokers working in such regions. For example, there is often a reduction in community infrastructure accompanied by a lessening of community confidence, and then a reluctance to become involved, including on the part of key stakeholders Partnership Brokers would hope to be working with.

The level of collaboration between Partnership Brokers and Youth Connections providers in WA is higher than the national average based on 2012 Annual Provider Survey results. The State Partnership Broker Network is operating in an inclusive way and is now working more constructively with the State Youth Connections Network at a strategic level.

A continuing trend in WA is the low level of unemployment meaning there are increased opportunities for young people to obtain employment without completing Year 12 and/or its vocational equivalent, contrary to the goals of

Youth Attainment and Transitions National Partnership. While this presents a challenge for the Partnership Brokers program, there are also opportunities to engage industry in partnerships that improve the capacity of young people to undertake employment in areas of skills shortage.

Organisations

Table A – Number of Organisations in Partnerships by Stakeholder Group

This table shows the stakeholder groups represented in partnerships.

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

Stakeholder Group	Total number of organisations in partnerships (WA)	Percentage of organisations in partnerships (WA)	Total number of organisations in partnerships (Nationally)	Percentage of organisations in partnerships (Nationally)
Business & Industry	198	29%	1508	29%
Community	226	33%	1645	31%
Education	219	32%	1968	37%
Parents and Families	35	5%	167	3%
Total	678	100%	5288	100%

Table B – Number of Organisations in Partnerships by ANZSIC Division

This table shows the ANZSIC divisions represented in partnerships.

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

ANZSIC Division	Total (WA)	Percentage of Total (WA)	Total (National)	Percentage of Total (National)
Accommodation and Food Services	9	1%	121	2%
Administrative and Support Services	31	5%	208	4%
Agriculture, Forestry and Fishing	15	2%	101	2%
Arts and Recreation Services	15	2%	190	4%
Construction	7	1%	81	2%
Education and Training	298	44%	2409	45%
Electricity, Gas, Water and Waste Services	2	0%	23	0%
Financial and Insurance Services	7	1%	55	1%
Health Care and Social Assistance	115	17%	703	13%
Information Media and Telecommunications	3	0%	65	1%
Manufacturing	5	1%	77	1%
Mining	16	2%	60	1%
Other Services	77	11%	724	14%
Professional, Scientific and Technical Services	9	1%	67	1%
Public Administration and Safety	29	4%	232	4%
Rental, Hiring and Real Estate Services	3	0%	10	0%
Retail Trade	24	4%	113	2%
Transport, Postal and Warehousing	12	2%	65	1%
Wholesale Trade	0	0%	4	0%
Total	677	100%	5308	100%

Table C – Number of Schools in Partnerships by Education Level

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

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

Education Level	Number of schools in partnerships (WA)	Percentage of schools in partnerships (WA)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in WA
Primary	23	21%	220	20%	62%
Secondary	47	43%	587	53%	12%
Combined	39	36%	291	27%	26%
TOTAL	109	100%	1098	100%	100%

Table D – Number of Schools in Partnerships by Sector

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

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

Education Sector	Number of schools in partnerships (WA)	Percentage of schools in partnerships (WA)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in WA
Government	85	78%	858	78%	70%
Independent	16	15%	120	11%	15%
Catholic	8	7%	120	11%	15%
TOTAL	109	100%	1098	100%	100%

Graph A – Number of Schools in Partnerships by ICSEA

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

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

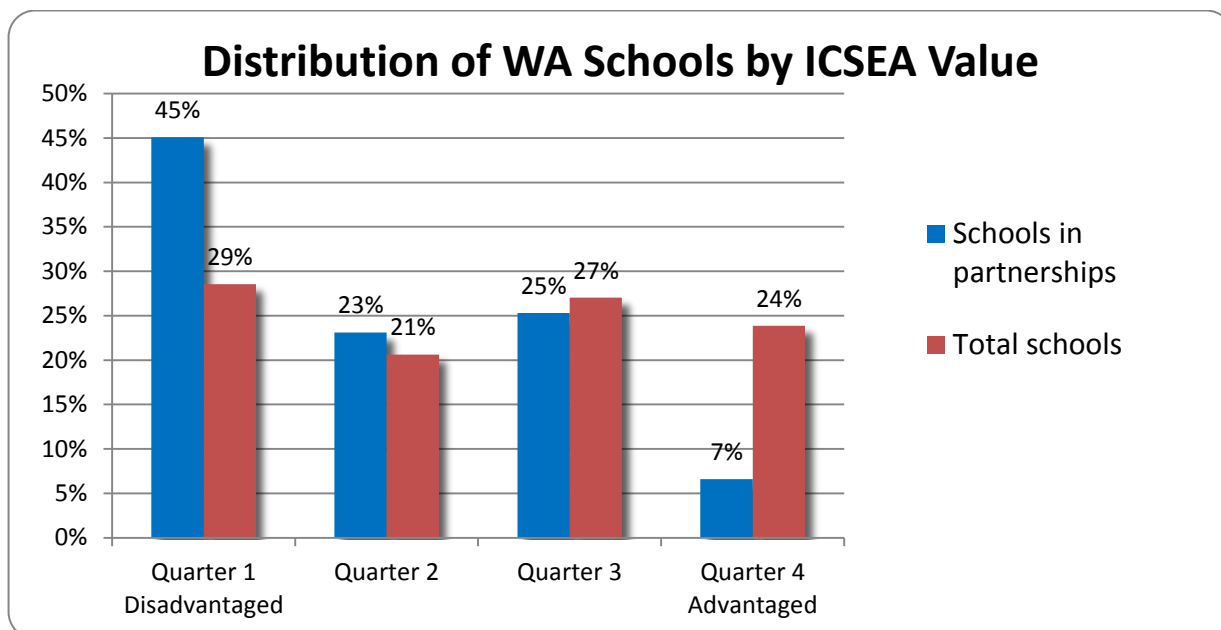


Table E – Number of Schools in Partnerships by ARIA Code

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

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

Regions	Number of Schools in partnerships (WA)	Percentage of schools in partnerships (WA)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in WA
Major Cities of Australia	32	29%	517	47%	56%
Inner Regional Australia	30	28%	292	27%	12%
Outer Regional Australia	30	28%	188	17%	14%
Remote Australia	11	10%	54	5%	10%
Very Remote Australia	6	6%	47	4%	8%
TOTAL	109	100%	1098	100%	100%

Partnerships

Table F1 and F2 – Number of Partnerships Created by Status

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

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

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

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

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

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

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

Table F1 – Number of State Partnerships Created by Status for WA

Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of State partnerships (%)
134 (32%)	68 (16%)	202 (49%)	213 (51%)	415 (100%)

Table F1 – Number of State Partnerships Created by Status with Indigenous focus for WA

Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of State partnerships (%)
38 (28%)	17 (25%)	55 (27%)	68 (32%)	123 (30%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 28% of the total active partnerships in WA are Indigenous.

Table F2 - Number of National Partnerships Created by Status

Note: National figures do not include Victoria.

Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of National partnerships (%)
1052 (32%)	549 (17%)	1601 (49%)	1666 (51%)	3267 (100%)

Table F2 - Number of National Partnerships Created by Status with an Indigenous focus

Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of National partnerships (%)
229 (22%)	94 (17%)	323 (20%)	332 (20%)	655 (20%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 22% of the total active partnerships are Indigenous.

Table G – Active vs. Self-Sustaining Partnerships (WA)

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

Year (Month)	Active	Self-sustaining
2011 (April)	85%	15%
2011 (September)	80%	20%
2012 (April)	76%	24%
2012 (September)	77%	23%
2013 (April)	66%	34%

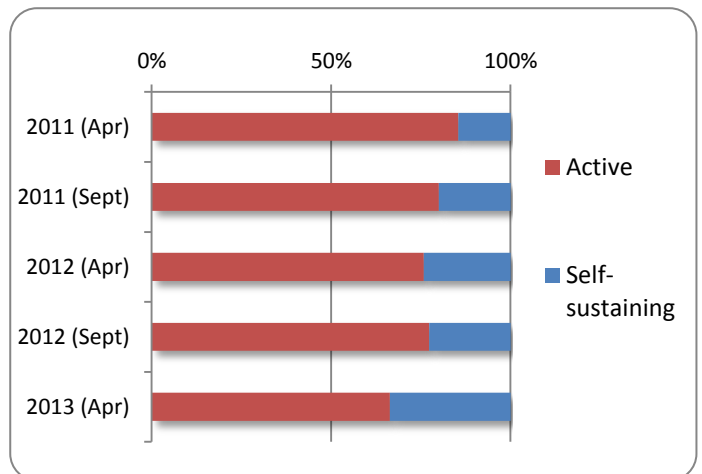


Table H – Number of Partnerships by Partnership Category

This table shows the category of partnerships.

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

Brokered Partnership: A brokered partnership is any 'new' partnership that is established or created with support from the Partnership Broker.

Pre-existing Partnership: A pre-existing partnership is a previously established partnership that is being enhanced with the support of the Partnership Broker.

Note: this data includes partnerships with status active, self-sustaining, draft, inactive and terminated. National figures do not include Victoria.

Table H – Number of Partnerships by Partnership Category (WA)

Number of Pre-Existing Partnerships (WA)	Percentage of Pre-Existing Partnerships (WA)	Number of Brokered Partnerships (WA)	Percentage of Brokered Partnerships (WA)	Total Number of Partnerships (WA)	Total Percentage of Partnerships (WA)
68	(16%)	347	(84%)	415	(100%)

Table H – Number of Partnerships by Partnership Category Nationally

Number of Pre-Existing Partnerships Nationally	Percentage of Pre-Existing Partnerships Nationally	Number of Brokered Partnerships Nationally	Percentage of Brokered Partnerships Nationally	Total Number of Partnerships Nationally	Total Percentage of Partnerships Nationally
465	(14%)	2802	(86%)	3267	(100%)

Table I – Key Performance Measure (KPM) Evaluation Ratings (data as at 2 April)

These tables show the number of times each KPM evaluation value (e.g. 1, 2, 3, 4, 5) have been selected, based on the latest evaluation rating recorded in the system (YATMIS). Each evaluation value maps to a descriptor of the progress a partnership has made against a particular KPM. The values and their corresponding descriptors are outlined below:

1 = Limited 2 = Some Progress 3 = Satisfactory 4 = Considerable Progress 5 = Achieved

*Note: Regional Solution KPMs and KPM category ‘Other’ are not reflected. In many cases, progress against Parent and Family KPMs has been achieved through partnerships that do not include parent or family groups as members. While there are some partnerships that do involve parent and family groups, these groups represent only three per cent of the total number of organisations in partnerships.

Table I1 – Outcome – Partnership Characteristics	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
High quality partnerships are established that link key stakeholders together with shared commitment, goals and outcomes to improve young people’s education and transition outcomes.	1565	189 (12%)	215 (14%)	369 (24%)	382 (24%)	410 (26%)

Table I1 continued – Outcome – Partnership Characteristics (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Shared Goal - Partners have a clear, shared, realistic goal.	327	9%	13%	20%	29%	30%
Shared Decision Making -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	322	12%	14%	25%	25%	25%
Communication - There is effective communication between partners.	327	9%	12%	28%	24%	27%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	323	9%	17%	22%	23%	29%
Review - Partners monitor and review their partnership and progress towards goals.	266	23%	13%	24%	20%	19%

The data above shows that:

- Providers reported 50% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 26% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 327 partnerships (79% of the total number of partnerships in WA) that have demonstrated to some extent that ‘*partners have a clear, shared, realistic goal*’. Providers reported that 59% of these partnerships have achieved or made considerable progress against this partnership characteristic.

Table I2 – Outcome – Education & Training	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Education and training providers partnering with stakeholders in their community to ensure all young people participate in challenging, relevant and engaging learning that broadens personal aspirations and improves education and transition outcomes.	439	76 (17%)	76 (17%)	95 (22%)	98 (22%)	94 (21%)

Table I2 continued – Outcome – Education & Training (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of education and training providers who accredit community-based learning	39	33%	18%	21%	15%	13%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	83	25%	18%	22%	18%	17%
An increase in the number of education and training providers who have increased their career practitioner capacity	56	14%	14%	32%	23%	16%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	261	13%	18%	20%	25%	25%

The data above shows that

- Providers reported 43% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 34% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 261 partnerships (63% of the total number of partnerships in WA) that have made progress towards providing '*opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders*'. Providers reported that 50% of these partnerships have achieved or made considerable progress against this KPM

Table I3 – Outcome – Business & Industry	Total KPM Evaluations	1	2	3	4	5
Business and industry actively engaged in sustainable partnerships that support the development of young people, contribute to the skills and knowledge of the future workforce and improve young people's education and transition outcomes.	271	68 (25%)	54 (20%)	56 (21%)	55 (20%)	38 (14%)

Table I3 continued – Outcome – Business & Industry (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of businesses providing mentoring/coaching opportunities for young people	91	29%	14%	24%	22%	11%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	33	42%	21%	15%	12%	9%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	147	19%	23%	20%	21%	17%

The data above shows that:

- Providers reported 34% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 45% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 147 partnerships (35% of the total number of partnerships in WA) that have made progress towards increasing '*the number of businesses providing quality workplace and community learning opportunities for young people*'. Providers reported that 38% of these partnerships have achieved or made considerable progress against this KPM.

Table I4 – Outcome – Parents & Families	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Partnerships that support parents and families to provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning, and improve their education and transition outcomes.	360	88 (24%)	87 (24%)	80 (22%)	67 (19%)	38 (11%)

Table I4 continued – Outcome – Parents & Families (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom	71	25%	24%	21%	20%	10%
An increase in the number of parents and families that are actively involved in career transition planning for their children	44	25%	23%	30%	11%	11%
An increase in the number of parents and families that are better informed about learning and career options	88	22%	25%	26%	20%	7%
An increase in the number of parents and families that are confident to interact with education and training providers, employers and community groups to support participation and engagement of their children	91	27%	24%	18%	16%	14%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	66	23%	24%	20%	23%	11%

The data above shows that:

- Providers reported 30% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 48% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 91 partnerships (22% of the total number of partnerships in WA) that have made progress towards providing ‘an increase in the number of parents and families that are confident to interact with education and training providers, employers and community groups to support participation and engagement of their children’. Providers reported that 30% of these partnerships have achieved or made considerable progress against this KPM.

Table 15 – Outcome – Community Groups	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Community groups participating in partnerships that harness resources and build social capital to support young people to identify and achieve their goals and improve their education and transition outcomes.	670	116 (17%)	140 (21%)	154 (23%)	168 (25%)	92 (14%)

Table 15 continued – Outcome – Community Groups (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of community groups that partner with stakeholders to align services for young people and reduce service duplication and resource wastage	58	21%	19%	17%	29%	14%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	157	15%	17%	21%	29%	18%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	97	16%	14%	29%	26%	14%
An increase in the number of community groups that partner with stakeholders to identify and respond to emerging trends and skill needs with reference to young people	74	20%	18%	27%	24%	11%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	126	19%	22%	19%	25%	15%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	68	16%	34%	28%	16%	6%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	90	17%	27%	22%	22%	12%

The data above shows that:

- Providers reported 39% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 38% of partnerships have made limited or some progress against this outcome.
- There are 157 partnerships (38% of the total number of partnerships in WA) that have made progress towards providing ‘an increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people’. Providers reported that 47% of these partnerships have achieved or made considerable progress against this KPM.

PARTNERSHIP BROKERS

SCHOOL + BUSINESS + COMMUNITY

IMPROVING INDIGENOUS ATTENDANCE AND ACHIEVEMENT

Purpose:

To improve the attendance rates and educational outcomes for young Indigenous women.

Partnership Members:

- Kununurra District High School
- Kimberley District Education Office
- Gelganyem Trust
- Miriuwung Gajerrong Ord Enhancement

Context and Goals

About half of the 300 students at Kununurra District High School are Indigenous and their attendance rates and achievement levels are lower than those of the non-Indigenous students. Many of the Indigenous female students are disengaging from school and in danger of not continuing with their education.

The Partnership has been established to increase attendance rates and improve educational outcomes for young Indigenous women.

The Partnership's Approach

The Partnership established the *Joodoogeb-be-gerring Werlemen Program* which operates as an off-site class five days a week. An essential ingredient in the program's success is the low student/teacher ratio. Each student has an individual learning plan and there is a strong emphasis placed on engaging the families in their children's education.

As well as improving educational outcomes, the aim of the program is to improve the emotional and social well-being of students and build a more positive sense of cultural identity. The girls engage in cultural studies through the Miriwoong Language and Art Centre. Although the main focus is literacy and numeracy, the program also includes other life-skills such as art, music and cooking, to help develop emotional intelligence and foster self-esteem.

“ The Miriuwung Gajerrong community can take ownership of the challenges facing disengaged girls and work with the school to develop long term solutions. ”

MG Ord Enhancement Scheme

Benefits

Attendance rates for Indigenous young women have improved by 60%.

A number of the girls have returned to mainstream education, either on-site at the High School or at a boarding facility.

“ The Werlemen program is making a real difference for young Indigenous women who have dropped out of school by providing the support they need to re-engage in education. ”

WUNAN Foundation

Next Steps

There is strong commitment to the program by the partners, all of whom are co-signatories to a Memorandum of Understanding (MOU). The Partnership was a recipient of a Schools First Award in 2010 and this has provided the partners with access to more resources. In building on the success of the program, the Partnership is exploring opportunities to extend the program model to Wyndham and Halls Creek.

Support from the Partnership Broker

The Partnership Broker played a key role in bringing together three Indigenous organisations. In addition, the Partnership Broker facilitated meetings and assisted in establishing an MOU between the partners.

The Partnership Broker also met with ministers and key government departments to advocate for the expansion of the program to other regions.

TOP TIP

It is important to have open communication, trust and a shared understanding between all partners.

HEALTH PATHWAYS PARTNERSHIP

Purpose:

To expand vocational pathways for youth in the region and to support an industry experiencing skill and labour shortages.

Partnership Members:

- Aged Care Employers (10)
- Local High Schools (5)
- Training Council
- Aged & Community Services WA (ACSWA)
- Department of Education

Context and Goals

The health and community services sector is the third largest in the Canning region of Perth WA. The sector employs approximately 31,000 employees and is projected to increase at a rate of 3.3% per year until 2015. The aged care sector in particular is experiencing severe skill shortage exacerbated by an aging population and competition from more lucrative sectors.

The Health Pathways Partnership addresses this skill shortage by promoting career pathways and offering school-based traineeship opportunities in the aged care sector to senior high school students.

“ This is a great opportunity to not only implement training programs that directly reflect the needs of our sector, but to build partnerships and pathways for students wishing to explore career opportunities in the aged care sector ”

Maureen Williams, Braemar Presbyterian

The Partnership's Approach

In 2011, the partners implemented a pilot program that commenced with 5 weeks upfront training for students with a registered training organisation (RTO) to raise awareness of the industry and to prepare students for the sometimes confronting experiences they may have in the aged care facilities.

This was followed by a period of Workplace Learning, after which, employers offered selected students school-based traineeships in the areas of Health Support, Community Services and Business.

Benefits

- Students are supported to undertake five Cert II units up front to prepare them for work in the aged care sector, and complete Workplace Learning which is credited towards their high school certificate.
- Selected students are offered a school-based traineeship. In 2011, 9 students commenced school-based traineeships in Health Support Services as a result of the partnership.
- Employers are working together to shape the training program and attract young people to the sector to meet the needs of their business.

Next Steps

The partnership program will expand and diversify in 2012. Five new partners have joined the partnership and work placements are being offered in new areas such as maintenance and kitchen operations. Feedback from the evaluation undertaken of the pilot program will be fundamental as the partners review the plan for 2012 and look at sustainability of the program into the future.

The Health Pathways program is being replicated in Perth's Northern suburbs by the Department of Education.



Support from the Partnership Broker

The Partnership Broker consulted with schools and identified a gap in vocational pathways available to students. They approached aged care providers and other potential partners to assess their interest in an initiative and facilitated group meetings. Further support included advising partners on funding sources and assisting them to coordinate a structured program including parent information sessions and a launch event.

TOP TIP

It is important to have open communication, trust and a shared understanding between all partners.

ANNEXURE 1 C – National Career Development

National Summary: Activity during the 2012 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. As part of the 2012-2013 Budget, savings of \$17 million over three financial years were identified from uncommitted aspects of the National Career Development element of the National Partnership Agreement on Youth Attainment and Transitions.

National Career Development Strategy research projects

To inform the development of a 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 projects 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 \$1,197,963.72. Reports from the research project are available on the Department of Education's website.

National Career Development Strategy

On 27 June 2012, The Australian Government released the National Career Development Green paper. The paper drew on the results of the National Career Development Research Project and extensive consultation with state and territory governments, universities, the vocational education and training sector and other career development stakeholders.

The Department received 80 submissions to the Green Paper which were used to inform the final National Career Development Strategy.

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 2012, the department moved from a distribution model of one book for every Year 10 student to the provision of class sets, based on Year 10 enrolment numbers provided by State and Territory education authorities. Students were however able to access Job Guide online and through a CD ROM. The department contracted Hobsons Australia to produce Job Guide at a cost of \$720,184.63. There was also a distribution cost to the Job Guide of \$567,150.79. Approximately 134,450 copies were issued across the country. Limited quantities were also provided to universities, TAFEs and Australian Government funded youth programs.

Career Information Products

The department created and distributed a number of products which are used by teachers, career advisers, parents and students to help inform students' career choices. The products include Year 12 What Next, Parents Talking Career Choices, Recap, 'Bullseye' posters, and Career Information Flyers.

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 others 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 2012, the Australian Government undertook a project to enhance the myfuture web service in line with the findings from the National Career Development research projects and extensive focus group testing that commenced in 2012. The planned enhancements were to improve ease of use and reflect the diversity of life stages, skills and lifestyle choices that existed across Australia. The focus group testing was to be conducted over three rounds in metropolitan, regional and remote locations across Australia.

Key elements of myfuture redesign and enhancements include a Parent's Portal, stronger connections with industry, enhanced social networking technology, improved access to information about VET courses and training options and career development information presented in a form relevant to workforce development.

In 2012, the department contracted Education Services Australia for the management and maintenance of the *myfuture* website at a cost to the Australian Government of \$2.96 million (GST incl). This figure includes the Australian Government's contribution to maintenance and management (\$1,569,952) and enhancements (\$1,392,286) over 18 months.

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 generated high quality occupation videos suitable for publication on the myfuture web service. Competition entrants submitted video clips of up to three minutes in length that profile one occupation exploring duties, tasks and working conditions and qualifications. 92 videos (45 entries in the Best School Video category and 47 entries in the Best Youth Video category) were entered into the myfuture 2011 Video Competition. Winners were announced on 30 March 2012 at the Career Development Association of Australia (CDAA) conference in Canberra. Funding for the project ceased in June 2012.

Scholarships for Career Advisers Program

The Australian Government's Scholarships for Career Advisers initiative were provided to support practitioners to enhance their skills, particularly during the transition phase when the Professional Standards for Australian Career Development Practitioners was being introduced. There were two Scholarship categories: a Study Scholarship or an Industry Placement and both were available to advisers in schools, TAFEs and universities. There were 86 Study Scholarship winners and 17 Industry Placement winners in 2012.

The Australian Government ceased the initiative in January 2013 as it had achieved its objective of supporting practitioners during the professional standard transitions phase, and was no longer consistent with the proposed Australian Government areas of responsibility heading into the future.

Australian Career Service (ACS) Judith Leeson Award

In 2012 the award winner was announced at the annual CDAA conference. The Australian Government ceased the supporting this Award in May 2012.

Australian Vocational Student Prize

This initiative represents a \$ 1,040,000 annual commitment and the 2011 AVSP winners' details were released on 24 July 2012.

500 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 programme or Australian School based Apprenticeship, as part of their senior secondary studies during 2011. Winners received \$2000 and a certificate. Of these winners, 20 went on to receive a Prime Minister's Award for Skills Excellence in School and a further \$2000 and certificate of recognition.

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.