

**NATIONAL PARTNERSHIP ON
YOUTH ATTAINMENT AND
TRANSITIONS**

VICTORIA

**ANNUAL REPORT
MAY 2013**

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

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

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

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

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

PART A: Outcomes and Performance Indicators, Victoria

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)	117,514	118,293	118,470
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		781	909	955
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		1,441	1,571	1,661
	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)	30,677	33,651	33,999
	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		828	776	861
	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		91	147	238
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	88.0%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	61.5%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	28,844	35,142	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		216	336	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	75.7%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools Statistics Collection (ABS)	90.7%	95.0%	100.2%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)		41.8%	46.9%	51.1%

Notes on the data

- a) 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.
- b) 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.
- c) 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.
- d) 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.

PART B:

Current Landscape in Victoria

Historically, Victoria has been an acknowledged leader of other Australian jurisdictions in developing and implementing policies and programs aimed at enhancing attainment and successful transitions by young people. In particular, a source of pride for Government and for the system has been the range of offerings for students and young people across Victoria, with opportunities to pursue one of three accredited senior secondary certificates: the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and the International Baccalaureate (IB). Victoria pioneered the introduction of applied learning curriculum by developing and implementing the VCAL; today, thousands of students completing the VCAL choose to transfer to the VCE certificate, enrol in vocational training, or commence an apprenticeship, traineeship, or start a job.

Irrespective of where a student lives or where they learn, the qualifications students can attain in Victoria are available to all. Victorians can study a senior secondary certificate at Victorian schools, and a range of non-school registered senior secondary providers including TAFEs and many Learn Local providers across the state. Of the 90 subject areas available to students within the VCE, 30 are Vocational Education and Training (VET) programs that provide participating students the opportunity to obtain their VCE and a nationally recognised industry qualification. VET qualification at Certificate II or above can also provide credit towards attainment of the VCE. Students interested in commencing on a trade pathway early can also choose to do a School Based Apprenticeship or Traineeship (SBAT in Victoria or Australian School based Apprenticeship – ASbA nationally).

The establishment of a demand driven vocational training system, incorporating an entitlement to study at any provider delivering training outsourced by the Victorian Government supports student options. While adjustments to policy settings over time are anticipated, the Victorian Training Guarantee (VTG) continues to be a key feature of the vocational training system.

More than simply establishing the right environment for individual success, Victoria has also led the way on many program-based responses. Initiatives similar to those established Australia-wide under the *National Partnership on Youth Attainment and Transitions* – namely, the School Business Community Partnership Brokers – were established in Victoria in 2001 and 2002. Through support for local partnerships and brokerage, the Local Learning and Employment Networks (LLENs) constitute a unique place within the education and training system.

It is important that we continue to build on the positive outcomes achieved through the NPYAT and ensure that there is ongoing support for youth attainment and transitions in Victoria. To do this we must apply a systematic approach to the adoption and implementation of coherent initiatives and programs, rather than ones that might be fragmented or overlap. This will ensure that future services focus on the ‘client’ to meet the needs, interest and choices of young people who engage with them. Funding arrangements will also need to recognise that better outcomes occur when providers have the flexibility to develop innovative solutions to meet local challenges.

The overview of current activities contained in this report attest to the high value of YAT NP programs and investment in supporting educational outcomes for all young Victorians. This is particularly so for young people who are not fully engaged in education, training or employment. These young people often face

multiple disadvantages, and may require access to comprehensive individual support services that complement education and training options tailored to their individual needs and circumstances.

Victoria is aware of these challenges, and continues to pursue reforms that address them.

Strategic reform: Victorian Government policy commitments

School education

Released on 15 November 2012, the *Towards Victoria as a Learning Community* (TVLC) position paper sets out a range of strategic, school-based reforms that will be pursued to support achievement of the Victorian Government's policy objectives. These reforms include new expectations for professional practice, increased autonomy for schools, rigorous accountability arrangements, enhanced support for schools, and a commitment to strengthening partnerships. These align with the intent of the YAT NP to increase participation of young people in education and training, increase attainment levels, improve successful transitions from school and increase school autonomy through curriculum reform.

To create an effective environment for the teaching profession to drive individual and system improvement, the Department of Education and Early Childhood Development (DEECD) is facilitating curriculum reform. To build on the strengths of Victoria's curriculum, a more diverse range of programs will be offered at the senior secondary level. These programs include a Victorian Baccalaureate, Industry Pathways Program and Specialist Senior Secondary Programs.

The Victorian Baccalaureate will provide a pathway for students that recognises excellence across a broad program of study.

The Industry Pathways Programs (IPPs) will be developed in consultation with selected industry groups and will enable students to undertake relevant Vocational Education and Training competencies at Certificate III level and selected VCE and/or VCAL subjects. Students will be able to gain credit toward trade apprenticeships through the IPPs, while developing their literacy, numeracy and interpersonal skills to ensure they are well equipped to enter the workforce. These programs will provide excellent opportunities for partnerships between industry, schools and the community. The IPPs will build upon a number of existing pilot programs in industry areas including building and construction, manufacturing and engineering and community services and health.

Specialisation is an increasingly important option for Victorian schools looking to develop their own identity, foster knowledge and expertise, and increase student engagement. As the breadth and complexity of student demands increase, it will become even more important for students to access high-quality learning from specialised providers. Increasingly, information and communication technology will support collaboration across providers and present students with enhanced learning opportunities. School specialisation will be fostered, promoted and supported, with a focus on:

- exploring options for specific curriculum areas, such as vocational education, to be more effectively delivered by schools through specialisation; and
- developing a stronger partnership model, allowing students in all schools to access different subjects across different school and non-school providers.

Vocational Education and Training

Victoria's training market is continuing to mature, providing more opportunities for Victorians to develop skills that lead to meaningful employment. It remains the most responsive system to the changing needs of

the labour market across Australia, driven by strong growth in the sector of providers delivering training subsidised by the Victorian Government.

While the growth in government-funded training activity has been welcome, it continues at unsustainable levels. Moreover, while most training has been delivered in areas of employment growth, there have also been some examples of training in excess of levels required by some sectors or in areas with lower vocational benefits.

Through a suite of reforms delivered by the 2012/13 Victorian State Budget, the Victorian Government announced *Refocusing Vocational Training in Victoria* in September 2012. These reforms are aimed at building a modern vocational training system that supports more Victorians to build skills that lead to better jobs.

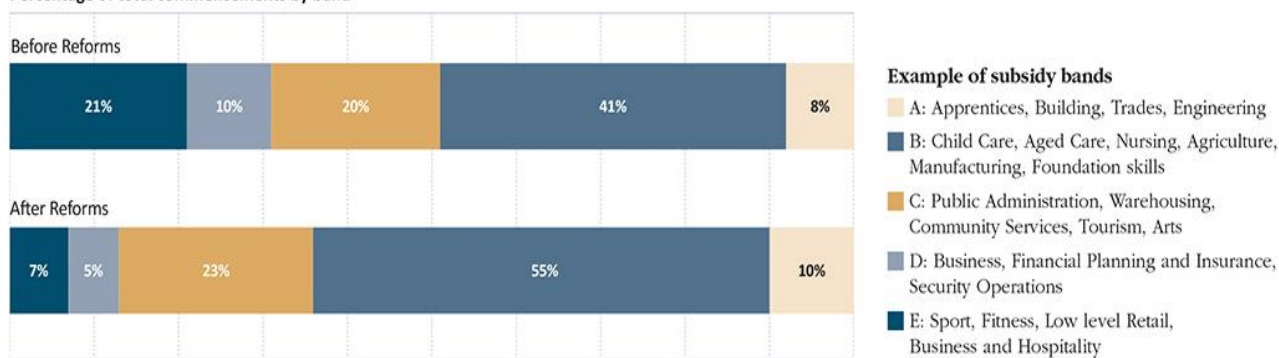
With the budget for training delivery at its highest point ever – at \$1.2 billion per year – it remains important that government subsidises are targeted in a manner that benefits not only individuals, but the economy. These include industries experiencing skills shortages (for example, carpentry) and specialised occupations (for example, electrotechnology) that require an ongoing supply of technicians undertaking the training required to work in these occupations.

To achieve this, Victoria introduced a new set of subsidy rates from 1 July 2012 for all training providers to better reflect the relative public value of particular courses. Training courses that hold little prospect of a job at completion are both an inefficient use of public money, and little benefit to Victorians seeking to enter the workforce. Encouraging training in the highest value courses, while maintaining a market driven approach, preserves the benefits of a more competitive vocational education and training sector, while ensuring government spending is sustainable and well-targeted.

Diagram A: The impact of Refocusing Vocational Training in Victoria on commencing enrolments

Impact of refocusing vocational training on commencing enrolments

Percentage of total commencements by band



Example of subsidy bands

- A: Apprentices, Building, Trades, Engineering
- B: Child Care, Aged Care, Nursing, Agriculture, Manufacturing, Foundation skills
- C: Public Administration, Warehousing, Community Services, Tourism, Arts
- D: Business, Financial Planning and Insurance, Security Operations
- E: Sport, Fitness, Low level Retail, Business and Hospitality

Represents commencing enrolments in 2012 and as reported at 31 March 2013. 'Before reforms' relates to January-June 2012, 'After reforms' relates to July 2012-March 2013.

Sources: Department of Treasury and Finance, Department of Education and Early Childhood Development

Diagram A above demonstrates that Victoria is already beginning to see the impact of these reforms, as the supply of training is directed away from courses with less need for government investment (Bands D and E) to industry areas of higher public value (Bands A and B).

Adjustments to funding and fee settings also reflected support for those most in need to take up opportunities to engage in training through targeted loadings, concessions and fee waivers, namely:

- a new five per cent loading applied to training delivered by government subsidised training providers in regional areas;
- effective from 1 January 2013, improved targeting of the loading applied to training delivered by government subsidised training providers to young people aged 15 to 19 years, to support those from low socioeconomic status background, who have not completed VCE, VCAL or a Certificate II level qualification; and
- effective from 1 January 2013, implementation of 'zero fee' training places for any Victorians aged 21 or under who have recently transitioned from out-of-home care, or have previously been under the custody or guardianship of the State.

Also as part of the *Refocusing Vocational Training in Victoria* reforms, the Government established an independent TAFE Reform Panel to advise on ways to foster a strong, sustainable TAFE sector in an open and competitive training market. The Government will be responding to the recommendations of the TAFE Reform Panel throughout the course of 2013.

Review of Vocational Training in Senior Secondary Years

The Victorian Government is also considering how to improve linkages between the vocational education and school sectors. Vocational education in the secondary school system has a key role in ensuring young people are ready for further education or training and employment. The Review of Vocational Pathways in Senior Secondary Education commenced in October 2012. The Victorian Department of Education and Early Childhood Development (DEECD) is working with schools, training providers, industry and other stakeholders to:

- examine how effectively vocational education is being delivered in senior secondary schools;
- examine how well government investment is being used to achieve results for students;
- examine how well the current system is placed to transition students into jobs or training; and
- develop more efficient and effective funding models comparable across sectors.

Recommendations from this review will be considered mid-2013.

Youth attainment and/or transitions reforms and programs not funded under the YAT NP

In the 2012 *On Track* survey of early leavers, young people were asked to cite the reasons why they would have stayed at school. Of those surveyed, 55.5 per cent of females and 47.6 per cent of males indicated that they would have stayed at school if there were vocational or VET subjects that interested them.

A number of initiatives in Victoria seek to improve the rates of VET participation by certain population groups experiencing socio-economic and employment disadvantage. These initiatives focus on improving options choices and outcomes for young Victorians.

Re-engagement Programs

In Victoria, re-engagement programs operate outside mainstream school settings and provide tailored education and support for children and young people who are disengaged or at risk of disengaging from mainstream school. In July 2012, the DEECD released comprehensive online guidance that supports the establishment, operation and referral of young people into quality re-engagement programs. The online guidance provides schools and re-engagement program providers with evidence-based best practice approaches to re-engagement, whilst encouraging local solutions and innovation in the way the re-engagement programs operate.

Following an Expression of Interest process conducted with schools in 2012, DEECD selected five sites involving twenty Victorian Government schools to pilot and assess effective programs for disengaged students. These pilots commenced in Term 1 2013 and will run through the 2013 school year, with outcomes intended to inform future policy directions and strengthen education provision for disengaged children and young people in Victoria.

Out-of-Home Care Partnering Agreement

The *Out-of-Home Care Education Commitment: A Partnering Agreement* is a commitment across the Victorian Government, Catholic and Independent school sectors and the Victorian Department of Human Services to provide increased levels of support and responsiveness to the educational needs of children and young people in out-of-home care. An Education Support Guarantee for children and young people in out-of-home care has been established to commit schools and education-related health and wellbeing services and programs to provide increased levels of support for children and young people in out-of-home care. This includes a commitment that every school student who has been living in out-of-home care for a period of three months or longer will receive an educational needs assessment. These assessments identify the student's individual learning needs and inform Individual Education Plans that describe a set of strategies to address the particular educational needs of the young person.

The Student Mapping Tool

The Student Mapping Tool is an important early intervention tool available to Victorian Government schools which assists schools to identify those students who are at risk of disengaging or not making a successful transition to further education, training or employment, and to monitor, track and evaluate the interventions being used. It highlights factors that have been shown to increase the risk of student disengagement and early leaving.

Victorian Education Strategy for Koorie Students

The Wannik Education Strategy has aimed to deliver the best possible education to Victoria's Koorie students. The strategy has sought to:

- reform the government school system's education of Koorie students;
- support greater student engagement;
- provide more literacy and numeracy support;
- provide support and encouragement for high-achieving students;
- expand and develop the Koorie support workforce;
- renew the focus on parental engagement; and
- share responsibility appropriately across Government.

Victoria's Koorie Strategy Unit is now leading the development of a new, portfolio-wide Koorie Strategy as a 12-18 month priority that will link with various other strategies already in place or in development across Victoria.

The Program for Students with Disabilities

The Program for Students with Disabilities aims to maximise student potential growth in education and learning, ensures students with disabilities can participate in all aspects of school life, and provides capacity for them to pursue their individual aspirations. There are three specific objectives which together will achieve this goal for the Program for Students with Disabilities:

- *Student learning* – Student potential for growth and development in (academic) discipline-based, personal and interpersonal learning, and independence in learning is maximised and is consistent with their goals and aspirations;
- *Student engagement and wellbeing* – Students are motivated and are able to participate fully in their education and wider school life; and
- *Student pathways and transitions* – Students successfully transition to, throughout and from school, and the pathways selected maximise their potential for growth and development while they attend school and after they leave school.

School University Liaison Officers (SULO)

School University Liaison Officers (SULO) are located across the four DEECD regions to support successful Victorian school-university partnership activities funded through the competitive grants process (partnerships component) of the Commonwealth Government's Higher Education Participation and Partnerships Program (HEPPP). In particular, this is the *Learn, Experience, Access Professions (LEAP)* program, hosted by Monash University and involving all Victorian universities (and Victorian campuses of the Australian Catholic University).

The SULO's work:

- improves the quality and quantum of school-university partnership activity;
- increases the number of students from low SES schools aspiring to, and participating in higher education;
- builds the capacity of schools, teachers and parents/carers to engage with school-university partnership activities; and
- engages with universities to improve their capacity to engage with schools.

The SULO support low SES schools to work with students, teachers, careers practitioners and parents/carers to raise aspirations. In 2013, they will conduct information sessions on topics such as Special Entry Access Schemes (SEAS), financial assistance and scholarships, and with the support of schools work directly with students and parents.

The School Focused Youth Service

Over the past twelve months, a new set of guidelines have been developed to deliver a reframed School Focused Youth Service. Providers of the reframed School Focused Youth Service program now use a range of approaches that include short and long-term responses to address identified needs, and the coordination of community based responses to support young people identified as at risk.

Key features of the School Focused Youth Service now include:

- provision of a service that complements the provision of Student Support Services, through preventative and early targeted interventions;
- alignment with an area based governance model linked to Student Support Services networks;
- a rigorous approach to identifying needs which are evidence based;
- establishing and strengthening partnerships with local agencies so that coordinated responses can be delivered in a timely manner;

- programs and interventions which deliver measureable outcomes; and
- provision of advice and linkage to local services through case co-ordination, rather than individualised case management.

Through the School Focused Youth Service, schools and community organisations support at risk young people who require prevention or early intervention strategies to assist their learning, development, health and wellbeing.

The objective of the School Focused Youth Service is to ensure that at risk young people are well supported in their communities, risk factors are addressed or mitigated, and they continue to be engaged and connected to education. This is achieved by:

- creating partnerships and pathways between schools and community organisations to support at risk young people; and
- coordinating the provision of community based services in partnership with schools and community agencies to support schools to address the needs of at risk young people.

Regional Youth Affairs Networks

Regional Youth Affairs Networks (RYANs) bring together community members, youth service providers, young people and all levels of government with an interest in improving the lives of young Victorians.

Youth Partnerships Initiative

Youth Partnerships is a whole of Government initiative that is testing new locally driven responses to vulnerable young people through seven demonstration sites in metropolitan and regional Victoria. The outcome of the Youth Partnerships initiative is to provide advice to Government on system reforms that will improve responses to vulnerable young people that have disengaged or are at risk of disengaging from learning.

A range of activities to support vulnerable young people aged 10-18 years are being undertaken at the Youth Partnerships Demonstration Sites, including:

- delivery of outreach models of education delivery for children and young people living in out-of-home care or transitional housing arrangements who are at risk of not attending, or currently not attending, school;
- a coordinated process to identify and successfully engage with young people at risk of not completing an education and training pathway;
- a referral and transition process to enable the identification and transition of at-risk young people into a personalised learning program;
- development of place-based governance models to improve the delivery of education and support to vulnerable young people; and
- consistent methods for sharing personal information between services working with young people.

The Youth Partnerships initiative has been extended to the end of June 2014. This extension will allow the Secretariat to provide more comprehensive and robust advice to government on system reform that will improve responses to vulnerable young people.

Local Solutions Year 12 Retention Fund

The Local Solutions Year 12 Retention Fund is an innovative Victorian initiative that supports Victorian secondary, P–12 colleges and special schools to address retention rates in regional and rural communities.

Rural and regional student retention rates are significantly lower compared with metropolitan schools due to a range of factors including access, demographics, and family and student aspirations. The Fund is supporting individual schools and clusters of schools in these regions to design and deliver programs and initiatives that improve school retention rates and expand on the range of pathway options for senior students through locally driven, flexible responses.

Victoria has provided \$5 million over four years from the beginning of 2012 for the Fund to support two rounds of two-year grants to Government, Catholic and Independent, P-12 and secondary schools (including specialist schools) in regional and rural Victoria.

Round one applications were encouraged from schools across sectors within the same community. There were 37 schools granted funding from round one that supported projects across a broad range of areas including:

- targeted projects to engage at-risk students within both mainstream and alternative settings;
- expansion of vocational provision in both mainstream and alternative settings;
- academic/pathways enrichment; and
- expansion of curriculum provision.

An analysis of the progress reports in 2012 from the participating schools has indicated that all projects are progressing well toward their project outcomes. Schools from round one will be submitting their final report in November 2013. Evaluation of all round one projects will be conducted by the University of Melbourne.

Applications for projects to be supported by round two funding will open in September 2013.

Youth Foyers

The Victorian Government has invested \$29.1 million for three 40 bed Youth Foyers in Melbourne and regional Victoria. A highly successful support model for homeless youth internationally, the Youth Foyers are supervised by staff 24 hours a day.

They provide education, training and general support to young people aged between 16 and 25 who are homeless or at risk of homelessness to help them participate in education, employment and training, with medium-term accommodation in a safe and supportive environment for up to two years, both on-site and in-community support.

The Foyers will be supported by a consortium of support agencies, including homelessness services, education providers, and housing managers with links to health and welfare services. Holmesglen Youth Foyer commences operation in mid-2013. Construction of a purpose built Foyer at Broadmeadows has commenced and is expected to be completed late 2013. A third Youth Foyer will be built in rural Victoria.

Springboard

The Victorian Government has invested \$16.9 million in the Springboard program to help young people leaving residential out-of-home care to access education and employment.

Springboard provides one-on-one support to develop young people's skills through education, training and work experience so they may gain secure, long-term employment. Springboard assists over 250 young people per year.

Progress/ impact as a result of the YAT NP

Maximising Engagement, Attainment and Successful Transitions

Table 1: Overall 2012 Funding Allocations to YAT NP initiatives

Year	Multiple Learning Pathways	Mentoring	Career Development
2012	\$8,948,000	\$364,961	\$3,215,540

NPYAT funding for Maximising Engagement, Attainment and Successful Transitions (MEAST) in Victoria was allocated across four initiatives. In the table above, Workplace Learning Coordinators and Apprenticeship Support Officer initiatives are stated in the 'Multiple Learning Pathways' category. The Careers Mentoring Network initiative is stated in the 'Mentoring' category, and all other Victorian MEAST programs are placed under 'Career Development'. Funding for Koorie Transition Officers is stated in the 'Career Development' category.

1. Workplace Learning Coordinators (WLCs)

Purpose of initiative:

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

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

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

- providing a contact point for employers and an information dissemination role;
- expansion of the range of placements to better cater for diverse needs; and
- capacity building.

Funding:

\$19.961 million for the period 2010-2013.

Timing:

2 July 2010 – 31 December 2013.

Action to date:

WLC Providers were recontracted in 2012 with greater definition provided around reporting of outcomes for non-school providers and targeted cohorts.

WLC providers attended a joint planning forum with Local Learning and Employment Networks in February to strengthen their relationships and work on shared objectives. A key outcome was the development of joint plans around work placements and pathways into business and industry, particularly around skills shortage.

Outcomes to date:

The WLC 2012 Annual Reports demonstrated the work placement outcomes represented in the tables below. While overall placements fell short of the goals established, 29 of the 31 providers achieved 100 per cent or more of their overall targets, and there were positive results in relation to disadvantaged cohorts. Tables 2 and 3 provide evidence that Workplace Learning Coordinators have exceeded their targets in generating workplace learning opportunities for young people from disadvantaged groups (30.3 per cent higher) together with significant attainment above targets for Structured Workplace Learning (5.2 per cent higher) and School Based Apprenticeships and Traineeships (42.6 per cent higher)

Table 2: WLC overall placement outcomes by type of placement, 2012

Work Placement	Structured Workplace Learning (SWL)	School-Based Apprenticeship and Traineeship (SBAT)	Work Experience (WE)	Non-school placements (ACE, TAFE & other RTOs)	Total
Outcomes achieved	7503	1811	5259	1448	14883
Targets	7128	1270	6291	1634	15608

Table 3: WLC placement outcomes for targeted sub-groups, 2012

	Koorie placements	Newly arrived/Refugees	Disability	At risk of early school leaving	CALD	Total
Total placement outcomes achieved	469	814	893	1654	138	3968
Targets	465	558	661	1255	106	3045

2. Apprenticeship Support Officers

Purpose of initiative:

The Apprenticeship Support Officer (ASO) program aims to increase the proportion of young people aged 15 – 24 years who successfully complete their apprenticeships by providing them with pastoral care during the first 12 months of their apprenticeship.

Funding:

\$14.428 million for the period 2010-2013.

Timing:

The program will conclude on 31 December 2013 with a final evaluation on the success of the program to be conducted in the second half of 2013.

Action to date

- In 2012, approximately 83% or more than 12,300 eligible apprentices participated in the Apprenticeship Support Officer Program compared with 90% of 14,500 eligible apprentices in 2011. The lower

participation rate in the ASO Program can be attributed in part to the commencement of the Commonwealth mentoring programs (4%) during the year.

- The 27 Apprenticeship Support Officers (ASOs) collectively undertook more than 32,000 phone calls and over 7,800 visits across Victoria.
- Adopting the Allens Consulting Group recommendation to better focus resources by only visiting apprentices at medium or high risk (which accounts for the lower number of visits when the data is compared to 2011).
- Targeted support was provided to apprentices rated at medium or high risk. This change in approach gave ASOs greater flexibility in providing more tailored services to apprentices in need. It also allowed ASOs the time to work with apprentices with multiple issues, while apprentices were referred to specialist service providers for more complex issues.
- Apprentices who commenced in 2011 and 2012 received a contact between the 9-12 month point of their apprenticeship in 2012. Many apprentices at this stage of their first year did not require further support, however a small percentage were identified as requiring support due to new issues that had emerged at this stage of their apprenticeship.
- The rapport established between apprentices and ASOs saw many apprentices make contact with the ASO after the 12 month point of their apprenticeship for assistance.

Outcomes to date

- The economic downturn has meant lower apprentice commencement figures in comparison to 2011. Anecdotal feedback from ASOs is that the wind-down in work is impacting on apprentice attrition rates.
- The introduction of the Commonwealth funded Mentoring and Careers Advisors Program in 2012 has required collaboration with the ASO Program Managers to maximise the range of support options available to apprentices and to mitigate any potential confusion by employers and apprentices in relation to the role of service providers.
- The main issues raised by apprentices towards the end of their first year and post program were similar. Health Care Cards, RTO enrolment and wage entitlements were major issues.

Planned adjustments (if any)

The 2013 Program will continue retention contacts for the 2012 cohort and commencements to March 2013. Commencements after March will be provided with a Transition Document outlining relevant support services for apprenticeships and personal support after the program finishes on 31 December 2013.

The successful modification of the 2012 program to reduce the number of visits based on apprentice risk will remain in 2013, providing focus on those most at need.

3. Career Development Services

Purpose of initiative:

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

- development of a Careers Curriculum Framework (CCF) (Years 7 to 12) to introduce a clear and comprehensive careers education pathway for all young people from Years 7-12 in schools and for young learners with VET providers and Learn Local organisations;

- Professional Development for Career Practitioners – increase the number of careers practitioners with relevant careers qualifications through the provision of Study Grants;
- Regional Career Development Officers located across the state to support education and training providers in all sectors to work towards continuous improvement in career development services available to students, and families of students; and
- Careers Mentoring Network Initiative – improve the lifelong learning and employment prospects of current students from three targeted groups: Koorie students, English as an Additional Language (EAL) and Culturally and Linguistically Diverse students including refugees, and students from low SES families experiencing intergenerational poverty and unemployment.

Funding:

\$9.862 million for the period 2010-2013

Timing:

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

- The Careers Curriculum Framework was launched online in March 2011.
- Intakes for the Study Grants for Careers Practitioners commenced in mid-2010. There have been five intakes in total (one in 2010, two in 2011, one in 2012 and one in 2013).
- There was a delay in the initial roll-out of the Careers Mentoring Network Initiative (CMNI) from January 2011 until October 2011 as the governance arrangements were finalised. However, mentoring is now happening in all identified schools across all three identified cohorts - Koorie, refugee/EAL and low SES students.
- DEECD engaged Synergistiq Pty Ltd in February 2013 to conduct the impact evaluation of Improved Career Development Services (ICDS). The final report is due at the end of June 2013.

Action to date

- The final intake for the Study Grants initiative was conducted, with a total of 101 offers made for completion of a Graduate Certificate in Career Development in 2013.
- The CMNI has consolidated in 2012-13. The structure of the various programs has been refined in order to better meet the developmental needs of Year 7 and 8 students and the socio-cultural considerations of the three target groups. It has also focused more heavily on broader recruitment models for mentors and on parental engagement.
- The CMNI program has incorporated matching of students with mentors, trade expos, industry talks, relationship building with local businesses, and the familiarisation of students with interactive career web tools, a speaker program and the development of resource guides. Parent focus groups have also been incorporated to improve parental engagement in the program.
- RCDOs have continued to support schools and organisations to benchmark their careers practice and delivered professional learning to enhance the capacity of career practitioners to improve their delivery of career development services to young people.
- A number of case studies have been developed and located on the DEECD website showcasing different elements of work undertaken by the RCDOs to improve the delivery of career development services to young people in Victoria.

- As a result of the RCDOs work with careers practitioners, regional careers groups, and feedback from other stakeholders, both the Career Action Plan templates and guidelines for implementing the CCF for targeted cohorts were further enhanced.
- A set of CCF learning outcome mapping documents have been developed to provide teachers, trainers, careers practitioners and RCDOs with an overview of sample activities and resources to assist them with curriculum mapping and documenting strategies for achieving the CCF learning outcomes.
- The ICDS impact evaluation is reviewing the effectiveness, appropriateness and sustainability of the four Career Development Initiatives. In May 2013, Synergistiq commenced extensive site visits in six areas of Victoria (rural and metropolitan), as part of the consultation process to gain the views of a wide range of stakeholders who have been participating in and implementing the careers initiatives. The evaluation process also includes an online careers survey to all practitioners seeking their feedback on the CCF, RCDOs and Study Grant initiatives.

Outcomes to date

- Under the NPYAT, DEECD committed to offering 96 Study Grants per year across the four years 2010-2013 representing 384 for the whole period. DEECD has exceeded this target, offering a total of 411 Study Grants. Of these 388 were accepted.
- To date, 144 young people have been involved in the CMNI, 85 mentors have been recruited and 28 businesses are actively engaged in the program. The CMNI providers have met their annual targets or in one instance have had them adjusted to reflect difficulties in recruitment.
- The evaluation framework, project plan and site visit schedule for the impact evaluation of Improved Career Development Services were endorsed by the National Partnership on Youth Attainment and Transitions (NPYAT) implementation sub-committee at its meeting on 16 April 2013.
- The annual Regional Career Development Officers' Business Plans outline the objectives, performance indicators and strategies over the calendar year. Quarterly reports are submitted based on the Business Plans. Regional Career Development Officers have been:
 - working with schools (Government, Catholic and Independent), VET providers and the Learn Local adult community education sector to implement the Careers Curriculum Framework;
 - benchmarking career development programs in schools/organisations (targets comprise six Government schools, two Catholic schools, two Independent schools, two VET or Learn Local providers per region for the year);
 - facilitating professional learning for careers practitioners and regional stakeholders, including in the implementation of the Careers Curriculum Framework and Career Action Planning and *Myfuture*;
 - implementing customised Careers Curriculum and Career Action Plans;
 - facilitating parental engagement in career development workshops; and
 - advocating for support for a whole school approach to career development from senior leadership.
- The Engaging Parents in Career Conversations (EPiCC) Framework professional development forum on 26 April 2013 provided an opportunity for RCDOs to deliver or chair workshops on the use of the EPiCC framework with four specific cohorts – Koorie students, students from low SES backgrounds, students

with a disability and students with English as an Additional Language. Feedback from the Forum will be used to finalise the Framework which will be available online for Semester Two, 2013.

- RCDOS have trialled the EPiCC resources in a number of schools and will continue to be involved in customising the final product and helping career practitioners in schools/organisations to use it with parent groups.

Planned adjustments

One of the providers of the CMNI program, Berry Street, was given approval by the NPYAT Victorian Implementation Subcommittee to adjust its CMNI targets and broaden the eligibility criteria in recognition of difficulties in recruiting Koori participants from the area in the relevant year levels.

DEECD will seek to further enhance the Careers Curriculum Framework by developing resources for use with Prep to Year 6 and mature age cohorts. This aligns with the lifelong learning approach to career development.

4. Koorie Transition Officers (KTOs)

Purpose of initiative

The initiative will enhance the effectiveness of services and support for all Koorie students. Koorie Transitions Officers will develop relationships with Koorie young people and their families to increase the number who remain in education or training, improve aspirations to succeed at school, and support post-school pathways.

Funding

\$3.511 million for the period 2010-2013

Timing

The program became operational from February 2011 and is expected to conclude on 30 December 2013. An evaluation of the program is underway with the final report due in July 2013.

Action to date

An over-arching KTO Business Plan was developed in July 2011, which has driven regional action planning across the life of the program.

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

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

Outcomes to date

Work has continued in career development, frequently in close collaboration with Regional Career Development Officers. Recent activities include:

- facilitation of a state-wide workshop, *Engaging Parents in Careers Conversations*, attended by careers practitioners and other stakeholders;
- assisting with mapping the Careers Curriculum Framework to initiatives targeted to young Koorie people;

- development of *Spirit Trax*, a program delivered by TAFE that provides young Koorie people at risk of/or disengaged from school with cultural support to help them re-engage with learning;
- some of our schools refer students to the course on a part-time basis for one term to help in the re-engagement process. Since this time we have had some positive outcomes, particularly around social skills and two students in 2012 were re-engaged in school;
- supporting the *Career Mentoring Network Initiative*, mapping the activities through the Career Curriculum Framework to the VELS outcomes of self-development, self-exploration and career exploration;
- collaboration with the LLEN's and Koorie Engagement Support Officers to deliver the *Inspiring Young Koorie People* project;
- development and delivery of a pilot *Koorie Industry Visits* program;
- facilitating career pathways in the health sector for Koorie secondary students through a health-specific *Koorie Industry Visits* program, and partnerships with the Department of Health;
- facilitation of *Lasting Gifts* program sessions;
- delivery of a *Koorie Career Action Plan Workshop* as a student/family engagement activity, incorporating local Koorie role models and delivered in partnership with government and Catholic secondary colleges;
- Regional analysis of school exit data to better understand reasons for Koorie students leaving school early and their destinations, and to inform priorities and targets for school improvement plans; and
- Supporting the development of School and Community Partnerships.
- Continuation of networks to support pathways and transitions for young Koorie people across the State including the Koorie Education and Transition Pathways Network, East and West Grampians KTO steering groups, Gippsland Youth Commitment and Hume Region Koorie Pathways Reference Group.

Networks involve close collaboration with the Local Learning and Employment Networks, schools and employers to support career pathway planning for young Koorie people. In the Hume region, for example, a recent Koorie Careers Expo resulted in part-time employment for ten Koorie students at Coles.

Planned adjustments

No planned adjustments have been made at this time.

Indigenous Reporting

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

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

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

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

States and Territories will also monitor and report on: school level strategies; leading indicators

(participation, attendance and retention); and Year 12 attainment; initially for schools with 30 or more Indigenous students where this equates to 10 per cent or more of total enrolments, to be expanded over time as agreed through State and Territory implementation plans, to schools with 10 per cent or more Indigenous enrolments or more than 30 Indigenous students.

The data presented in Section A of this report indicates improvement in Victoria over the last year across a range of performance indicators for Indigenous young people.

These include increased full-time enrolments in schools in Years 11 and 12, and Years 9 and 10, as well as vocational education and training (VET) enrolments for 15-19 year olds. The gap in apparent retention from years 7 to 10 has closed, increasing from 81.7% in 2008 to 100 % in 2012. There has also been an increase in apparent retention from years 7 to year 12 (46.4% in 2008 to 51.1 % in 2012).

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

Participation of Indigenous students

Tables 4 and 5 below provide detail on the consistently increasing school enrolments for Indigenous students recorded in Victoria, with comparisons given from 2008 to 2012.

It should be noted that the Department of Education and Early Childhood Development undertakes data improvement strategies to improve the quality of government school student background information such as the student's Indigenous status. This approach commenced in 2010 and has seen changes to the school administration system (CASES21) to improve the capture of such data items. The Department also follows up with government schools that have a high proportion of students with an "Unknown/Not Stated" value for selected items. The increase in the number of Indigenous students from 2010 is due in part to the success of these improvements to data management.

Table 4: Full time equivalent school enrolments by Indigenous students, Years 11 and 12, 2008-2012

		Aug 2008	Aug 2009	Aug 2010	Aug 2011	Aug 2012
Government	Year 11	334.2	356.2	406.3	469.9	451.3
	Year 12	202.3	205.6	237.4	271.7	298.0
	Total	536.5	561.8	643.7	741.6	749.3
Non-Government	Year 11	56.0	83.0	78.6	95.0	110.0
	Year 12	51.0	47.0	51.0	67.0	82.7
	Total	107.0	130.0	129.6	162.0	192.7
TOTAL		643.5	691.8	773.3	903.6	942.0

Source: DEECD August School Census (unpublished)

Table 5: Full time equivalent school enrolments by Indigenous students, Years 9 and 10, 2008-2012

		Aug 2008	Aug 2009	Aug 2010	Aug 2011	Aug 2012
Government	Year 9	585.3	609.9	634.5	731.0	690.0
	Year 10	459.8	483.4	569.7	544.6	643.0
	Total	1045.1	1093.3	1204.2	1275.6	1333.0
Non-Government	Year 9	113.0	104.0	124.0	126.4	136.0
	Year 10	98.0	93.0	101.8	131.0	143.0
	Total	211.0	197.0	225.8	257.4	279.0
TOTAL		1256.1	1290.3	1430.0	1533.0	1612.0

Source: DEECD August School Census (unpublished)

Table 6 below shows that the number of enrolled indigenous students increased from 2008 to 2012. Over this period, 15-19 year old indigenous students commencing government funded vocational education and training, who had not previously completed Year 12 or certificate II or above, rose from 863 in 2008 to 1156 in 2012, a 34 per cent increase. In 2010, there was a significant single-year increase, up 11 per cent from 2009.

Table 6: Government funded Indigenous students aged 15-19, 2008-2011

Indigenous 15-19	2008	2009	2010	2011	2012
Certificate I	227	213	186	242	328
Certificate II and above	636	666	790	739	828
TOTAL	863	879	976	981	1,156

SVTS data: Students aged 15-19 at 30 June each year; not enrolled in School; no Year 12 completion; no prior qualification at Cert II AQF Level or above.

Table 7 below indicates that overall VET certificate enrolments of 15-19 Indigenous students increased from 2008 to 2012 by 13 per cent. In addition, more 15-19 year old indigenous students enrolled in Certificate II and above qualifications, rather than lower level qualifications. Certificate II qualifications were alone the most common, with course enrolments increasing by 13 per cent in this period with a significant single-year increase of 21 per cent from 2009 to 2010.

Table 7: Government funded enrolments in VET courses by Indigenous students aged 15-19 2008-2011

Indigenous 15-19	2008	2009	2010	2011	2012
Certificate I	362	279	244	315	372
Certificate II and above	753	795	943	876	884
TOTAL	1,115	1,074	1,187	1,191	1,256

SVTS data: Students aged 15-19 at 30 June each year; not enrolled in School; no Year 12 completion; no prior qualification at Cert II AQF Level or above.

Koorie Engagement Support Officers were appointed by the Victorian Government at the end of 2009. The appointments support an increase in enrolments. This initiative successfully re-engages Koorie students back into education, many of which are through enrolments in VET certificates at level II or higher.

Other leading indicators

Student retention Years 7-10 and 7-12

Table 8 below provides a detailed breakdown of trends in apparent retention of Indigenous students, compared to the total student cohort, drawn from the Victorian August School Census in 2012. It indicates improvements for retention of Indigenous students across both Year 7-10 and Year 10-12.

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

Table 8: Apparent Retention Rates, by Indigenous Status, Victoria, 2008-2012

			2008	2009	2010	2011	2012
Indigenous	Government	Year 7-10	76.6	80.3	86	85.5	93.8
		Year 7-12	41	38.4	39	44.8	44.9
	Non-Government	Year 7-10	119.8	81	127.7	165.1	135.2
		Year 7-12	94.4	97.9	63	57.8	100
	TOTAL	Year 7-10	81.7	80.4	90.7	95	100.2
		Year 7-12	46.4	43.4	41.8	46.9	51.1
All Students	Government	Year 7-10	97.3	99.4	101.9	101.9	103.4
		Year 7-12	71.9	73.2	74.7	76.6	77.2
	Non-Government	Year 7-10	101	100.9	100.2	99.1	98.4
		Year 7-12	90.9	90.6	90.6	90	89.3
	TOTAL	Year 7-10	98.8	100	101.2	100.7	101.3
		Year 7-12	79.4	80.2	81.1	82	82.2

Source: ABS, 4221.0 Schools, Australia 2012, NSSC Table 64.a

Note: Table 8 now uses ABS ARR, which employs a different methodology to previously reported figures that used DEECD August Census. The ABS methodology uses FTE student counts and differs in the allocation of students attending multiple schools.

Student attendance

Attendance at school of Indigenous students in early and middle secondary years has remained relatively steady over the last few years but with an increase seen in Years 7-10 for 2012 (see note below). Attendance of Indigenous students, in comparison to non-Indigenous students, falls off more rapidly from Years 7-10 and, by Year 10 is nine percentage points lower (Table 9).

Table 9: Per cent attendance for FTE students, Indigenous and non-Indigenous, in Victorian Government Schools, 2008-2012, Years 7-10 (Preliminary)

Cohort		2008	2009	2010	2011	2012
Indigenous	Year 7	86	86	87	87	89
	Year 8	85	82	82	82	85
	Year 9	82	81	81	80	84
	Year 10	82	81	80	79	83
Non-Indigenous	Year 7	94	93	93	93	94
	Year 8	91	91	92	91	92
	Year 9	90	90	90	90	91
	Year 10	90	90	90	90	92

Source: Cases21 (unpublished) - Non-Indigenous includes Unknown.

Note that the 2012 data has been calculated from the student unit level for the first time.

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

Tables 10, 11 and 12 below show total enrolments and Indigenous enrolments in Victorian secondary or P-12 schools that have thirty or more Indigenous students comprising 10 per cent or more of the school's population.

Overall there has been a significant increase in the number of Indigenous enrolments in the target school cohort from Year 9 to Year 12. Note that due to changing school enrolment patterns the targeted schools in 2011 differ from the targeted schools in 2012.

Table 10: Target schools Full-Time Equivalent Enrolments, all Year 11 and 12 students, 2011-2012

Sector		Aug-2011	Aug 2012
Government	Year 11	94.8	350.6
	Year 12	79.8	233.4
	Total	174.6	584.0

Source: DEECD August School Census (unpublished)

Table 11: Target schools, Full-Time Equivalent Enrolments, Year 11 and 12 Indigenous students, 2011-2012

Sector		Aug-2011	Aug 2012
Government	Year 11	13.8	53.1
	Year 12	4.8	24.9
	Total	18.6	78.0

Source: DEECD August School Census (unpublished)

Table 12: Target schools, Full-Time Equivalent Enrolments, Year 9 and 10 Indigenous students, 2011-2012

Sector		Aug-2011	Aug 2012
Government	Year 9	36.0	68.0
	Year 10	28.6	82.4
	Total	64.6	150.4

Source: DEECD August School Census (unpublished)

Apparent retention of students within the target schools is represented in Table 13 below.

Table 13: Target schools, Apparent Retention Rates (percentage), by Indigenous Status, 2011-12

Sector			Aug-2011	Aug 2012
Indigenous	Government	Year 7-10	89.8	139.7
		Year 7-12	28.8	40.8
Non-Indigenous	Government	Year 7-10	112.5	149.9
		Year 7-12	35.5	51.1
All Students	Government	Year 7-10	112.6	148.5
		Year 7-12	33.2	49.8

Source: DEECD August School Census (unpublished)

Attendance rates for students in Years 7-10 for schools with thirty or more Indigenous students comprising 10 per cent or more of the school's population are shown in Table 14 below.

Table 14: Target schools, percentage attendance of Indigenous and Non-Indigenous students, Years 7-10 2012 (Preliminary)

Background	Year 7	Year 8	Year 9	Year 10
Indigenous	86	78	76	72
Non-Indigenous	91	88	84	83
Total	90	87	83	82

Source: Cases21 (unpublished) – Non Indigenous includes Unknown.

Note that the 2012 data has been calculated from the student unit level for the first time.

School level strategies to support Indigenous young people

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

- All schools had targets to improve Koorie student outcomes in the Annual Implementation Plan;
- Four of the five schools had targets to improve Koorie student outcomes in the Principal’s Performance Plan, and where this wasn’t the case the Principal undertook professional development training through *Dare to Lead*;
- All schools had engaged with the national programs *What Works* or *Dare to Lead*;
- On hundred per cent used the Victorian Student Mapping Tool to determine intervention and support requirements for Koorie students;
- All schools had Individual Education Plans for all Koorie students; and
- Four of the five schools utilised a Koorie specific version of the *It’s Not OK to Be Away* attendance strategy to support Koorie students.

The Compact with Young Australians

Education or Training Entitlement

At the July 2012 out-of-session meeting of Council of Australian Governments it was agreed that the education or training entitlement under the YAT NP would not be extended past the end date of 31 December 2011 in recognition that State and Territory governments have embedded the entitlement in their policies.

National Youth Participation requirement

A driver of the Victorian training system is the Victorian Training Guarantee, which provides an entitlement to government subsidised training place in any area of study, subject to eligibility criteria. This means:

- For Victorians aged under 20 years, they can access training at any level, regardless of any qualifications already held;
- For those aged 20 years and over, they can access training for any qualification higher than that they already hold;
- All Victorians can access training in foundation level skills, regardless of age or qualifications already held; and

- All Victorians can access training in an apprenticeship qualification, regardless of age or previous qualifications.

The Victorian Training Guarantee extends beyond requirements under the YAT NP 'Compact with Young Australians,' and offers young people in Victoria increased access to qualifications that will improve their existing skills.

Since 1 July 2012, the Victorian Training Guarantee has been extended to ensure Victorians of any age whose highest qualification is VCE or VCAL were also eligible to enrol in a government-subsidised training place at Certificate II level.

Challenges experienced in 2012 (if any)

It will always be a challenge to ensure that all students under 17 years are participating in some form of education, employment or training. At this stage the mechanisms for surveying what proportion of young people under 17 years that are no longer in education, employment or training are not robust enough to provide a reasonable assessment for reporting purposes.

Exemptions to the participation requirement

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

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

For those not exempted from school attendance (either through the above process or under Ministerial Order 294), the Victorian Government has committed to ensuring that all school aged children are engaged in approved education and that those enrolled in a registered school attend school at all times that the school is open for instruction. The *Education and Training Reform Amendment (School Attendance) Bill 2013*, which has now passed through the Legislative Assembly, proposes amendments to the *Education and Training Reform Act 2006* to this effect. The aim of the Bill is to improve school attendance, not to penalise parents who want to do the right thing. Infringement notices will only be issued as a last resort. To support the reforms, the Department is currently developing and updating a package of support materials to assist schools and parents to improve attendance. This includes revision of the Attendance Guidelines and Enrolment Guidelines in direct response to public consultation.

School Business Community Partnership Brokers

Context

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

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

LLEN Funding Agreements continue to be managed by DEECD and build upon the 11 year relationship between LLEN and DEECD.

In Victoria, each LLEN provides comprehensive twice yearly reports to DEECD on progress against the goals and targets in individually negotiated and agreed LLEN Strategic Plans. The information in this report is based upon LLEN 2012 Annual Reports to DEECD submitted in March 2013.

Program Status

There were 5,592 LLEN member organisations that contributed to 1,004 active partnerships in Victoria in 2012 with a primary focus on the brokerage and development of strategic partnerships and relationships that respond to locally identified needs and priorities. These partnerships address objectives, outcomes and targets agreed to by key local stakeholders and demonstrate improved education and training outcomes for young people in their community. It should be recognised that using the number of partnerships as a mechanism for evaluating progress has limitations. Given the place-based nature of the initiative, there remains an ongoing challenge in aggregating outcomes across the state.

In July 2012, a Partner Survey was administered in Victoria using a similar tool to that used with Partnership Brokers across all jurisdictions. The survey reported partner organisations' views on the quality of the partnership in which they are involved and the effectiveness of the LLEN role. Thirty-one LLENs were asked to provide survey information to the participating partners in each of 10 separate partnerships facilitated/brokered by the LLEN. The total number of survey responses was 964. The Victorian survey findings were extremely positive.

In Victoria, the majority of partnership organisations felt that the LLEN provides valuable support (92%) was instrumental in establishing the partnership (84%), supported the partnership to achieve its goals (90%), and has appropriate mechanisms in place to monitor and review outcomes and progress (75%).

Overwhelmingly supportive comments were received, for example:

- "This is a great program and gives us as a business an opportunity to give something back to the community."
- "Each partner understands the other's operating environment, its strengths and limitations and respects the way work is done. Very encouraging interaction 100% of the time, I have rarely encountered such a positive and engaging dynamic which is a credit to staff involved at the LLEN."
- The role of the LLEN in coordinating and energising the partnership is essential."

Stakeholder membership of Local Learning and Employment Networks

A feature of the LLEN model of partnership support is its governance arrangements which seek to ensure broad based support and representation from key community stakeholder groups on Boards and Committees of Management. In 2012, 81 Schools (Catholic, Government and Independent) and 102 Registered Training Organisations and other education institutions such as Universities were represented on LLEN Boards/Committees of Management. This number is less than 2011 (99 Schools and 118 Registered Training Organisations) which is due to a number of LLENs seeking greater balance in the stakeholder categories represented including participation in 2012 by business and industry (67), Local Government (61) and Community (51) stakeholders. The number of members continues to be high with 5,592 organisations and individuals involved in 2012 compared with 5,369 in 2011. LLEN Committee/Board and membership details are listed in Table 15.

Performance of Partnership Brokers (LLENs) in Victoria

The following section provides information relating to partnerships facilitated by LLENs, relevant to each outcome area. Outcomes 1-4 relate to the key stakeholder groups of the Partnership Brokers initiative.

OUTCOME 1: *Education and training providers partnering with stakeholders in their community to ensure all young people participate in challenging, relevant and engaging learning that broadens personal aspirations and improves education and transition outcomes.*

LLEN strategies in relation to this outcome centre on:

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

Examples of specific partnerships related to this outcome include:

- The Wynbay LLEN worked with the Melbourne City Mission, the Heathdale and Neighbours Community Shed in Werribee and the Gordon Institute of TAFE to offer the Certificate II in Building and Construction Carpentry pre-apprenticeship. The partnership led to the first local provision of the qualification in Wyndham and has greatly benefitted young people seeking careers in the building and construction industry. The program commenced with 51 enrolments in 2011 and in 2012 an additional 39 enrolments from five schools in the Wyndham Cluster area. The initiative has made a positive contribution to increasing real retention rates in state secondary schools in the Wyndham area. Students will continue to enrol in the certificate delivered from the community shed facilities in 2013 and 2014 until the new Wyndham Trade Training Centre Hub for carpentry is completed and operational.
- The Maribyrnong and Moonee Valley LLEN facilitated a partnership between the Kensington Community College and Melbourne City Mission to establish a community VCAL program for young people with a high level of disadvantage. The partnership has resulted in the registration of the Melbourne City Mission as a Non-School Provider of Senior Education and 20 vulnerable young people have enrolled in the VCAL program to commence delivery in 2013.
- Outer Eastern LLEN brokered a partnership to commence the *ADD Me program for students 'at risk'*, a pilot for a group of ten Year 10 'at risk' students at Croydon Community School. The partnership

includes Victoria Police, Eastern Access Community Health and Swinburne University. The partnership aims to keep students engaged in education, to help them build a sense of their community and introduce work related skills. Two students will be taking up apprenticeships and a further three have attained ongoing part-time employment.

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

LLEN strategies in relation to this outcome centre on:

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

Examples of specific partnerships related to this outcome include:

- The South West LLEN brokered a partnership with WestVic Dairy and regional schools to develop pathways from school to the dairy industry in response to identified skill shortages. The project titled *"From little things big things grow"* aimed to develop the capacity of the dairy industry to engage with its future workforce, that is, those who are currently at school. A workshop was arranged by the LLEN to discuss the challenges facing the industry, review the current activity being undertaken in the region to promote dairy as a career and attract and retain staff, assess opportunities to better coordinate that activity, and identify gaps and ways to fill them. A number of key stakeholders were involved in the workshop, including milk processors, farmers, group training organisations, schools, Dairy Australia, Department of Primary Industries, United Dairy Farmers of Victoria, Melbourne University, South West TAFE, National Centre of Dairy Education and WestVic Dairy. Outcomes to date include the appointment of a Dairy Careers Advisor and the introduction of dairy and agriculture-related subjects in regional schools.
- Highlands LLEN brokered a partnership between the VETiS Cluster, City of Ballarat, RTO NatAssess and the Ballarat Aero Club to facilitate the development of the Certificate III in Aviation. Twelve students enrolled in 2012. This is in response to the upgrade of the Ballarat aerodrome to situate Ballarat as a freight hub for Western Victoria - linked to City of Ballarat plans for the Ballarat West Employment Zone.
- The Geelong Region LLEN has initiated the "Careers in Health & Community Services" project designed to develop education and training pathways for young people, including Indigenous young people, to address skill shortages in the Health & Community Services (H&CS) industry in the Geelong area. The project is aligned to the Health & Wellbeing Workforce Strategy and Plan and has linked employers in the H&CS industry, schools, training providers, government departments and Indigenous representatives to focus on an agreed Action Plan. Achievements to date include: a

coordinated program of awareness raising activities for students, parents and teachers from Year 5 to 12; nine schools are involved in delivering two new VET pathways with 12 senior secondary students enrolled in Certificate III in Allied Health Assistance and seven students enrolled in Certificate III in Community Services Work.

OUTCOME 3: *Partnerships that support parents and families to provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning; and improve their education and transition outcomes.*

LLEN strategies in relation to this outcome centre on:

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

Examples of specific partnerships related to this outcome include:

- Campaspe Cohuna LLEN facilitated the development of *The School Friendly Business* initiative to increase and improve parent and family engagement, especially at Years 7, 8, and 9 with education, training and pathways planning. The initiative was seeking ways, with the support of business and industry, for working parents, carers and guardians to be more engaged with their children's education. The first roll out of the initiative was in Echuca Moama in early 2012 and three of the largest employers in the LLEN region, The Shire of Campaspe, Echuca Regional Health and Kagome Australia, are some of the strongest partners in the initiative. The initiative was extended to Kyabram and in 2013 also to Rochester, Rushworth, and their surrounding communities. Eighty businesses have so far signed up to the program and 29 have engaged in activities with the schools.
- Inner Northern LLEN facilitated a partnership with the East Preston Islamic College and Independent Schools Victoria to establish effective ways of increasing parental engagement in education and training. A key achievement was the increased participation of 47 families and 130 parents attending this event. Parents were given information about the curriculum options available at the school and listened to presentations from a guest speaker and teachers. The event was an opportunity for parents and teachers to meet and get to know each other. Through its *Careers Week*, the school also engaged with external education and training providers, alumni, employers, and community agencies.

OUTCOME 4: *Community groups participating in partnerships that harness resources and build social capital to support young people to identify and achieve their goals and improve their education and transition outcomes.*

LLEN strategies in relation to this outcome centre on:

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

Examples of specific partnerships related to this outcome include:

- Hume Whittlesea LLEN led the Hume under-16 research project to identify how many young people under 16 years of age in the City of Hume are disengaged from school, education and training, assess what forms of support were available to these young people, and develop recommendations for a strategy to help re-engage them. The finding will enable the LLEN, City of Hume and youth service agencies to develop strategic responses to services gaps.
- South Gippsland Bass Coast LLEN initiated the Youth Kitchen project to engage young people in a practical program that included life skills, mentor support, accredited training and pathways to further education and employment. The target group of disengaged youth were referred by schools and community organisations. The LLEN, School Focussed Youth Services, Chisholm TAFE and the Bass Coast Shire sought community partners to deliver the program which commenced in 2012 with nine enrolments in the Certificate 1 in Hospitality. Five students completed the certificate, all students completed their work placements and four students have gone on to enrol in a TAFE tourism course, two students found employment or further studies.

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

LLEN strategies in relation to this outcome centre on working with specific groups of young people in their areas that they identify as most at risk, based on environmental scans and other available local data.

Examples of specific partnerships related to this outcome include:

- Inner Easter LLEN, Bayside, Glen Eira and Kingston LLEN established the *Ticket to Work* initiative in 2012 with 13 schools and agencies involved in the Youth Disabilities Pathways Network. The purpose of the partnership was to expand education and training pathways for young people with disabilities. A significant outcome achieved in 2012 was the enrolment of 15 young people with disabilities in an Apprenticeship/Traineeship (SBAT) pilot program across a range of industry areas including Health and Community Services with 12 students completing the first year. The cross regional *Ticket to Work* pilot was a finalist in the 2012 Victorian Education Excellence Awards. The initiative is set to expand into other LLEN areas in 2013 following establishment of an accreditation process to deliver the program.
- Capital City LLEN brokered the “Evolution” partnership with local government, community agencies and education and training providers to reengage homeless and highly ‘at risk’ young people in education and training pathways. In 2012, eleven participants enrolled in the program and all successfully completed the course. The partnership formed a steering group to design and implement an engaging curriculum to effectively support students who had previously experienced significant barriers to participation. An important outcome is the transition of 10 students to further education, training or sustainable employment. The program has achieved sustainability and no longer needs the support of the steering group.

Challenges

- For over eleven years, The LLEN initiative has operated and established strong partnerships with stakeholders and recognises the importance of the evidence based process used by each LLEN to identify and respond to critical issues. The ongoing challenge for LLEN Committees of Management/Boards is the need to focus effort and available grant funds on those strategic priorities that will deliver measurable outcomes in the face of many issues.

Organisations

An overview of LLEN membership, including organisations represented (where applicable), is provided in Table 15 and Figures 1-2 below.

Table 15: LLEN Membership by Category (as at 31 December 2012)

Membership Category	Total number
Schools	759
TAFE / RTO	120
Adult Community Education (ACE) provider	236
Other education / training providers	370
Unions	52
Employers	754
Local Government	106
Other community agencies	605
Koorie	101
Community Members	2436
Co-optees	53
TOTAL	5592

Figure 1: LLEN Members (by Stakeholder Category)

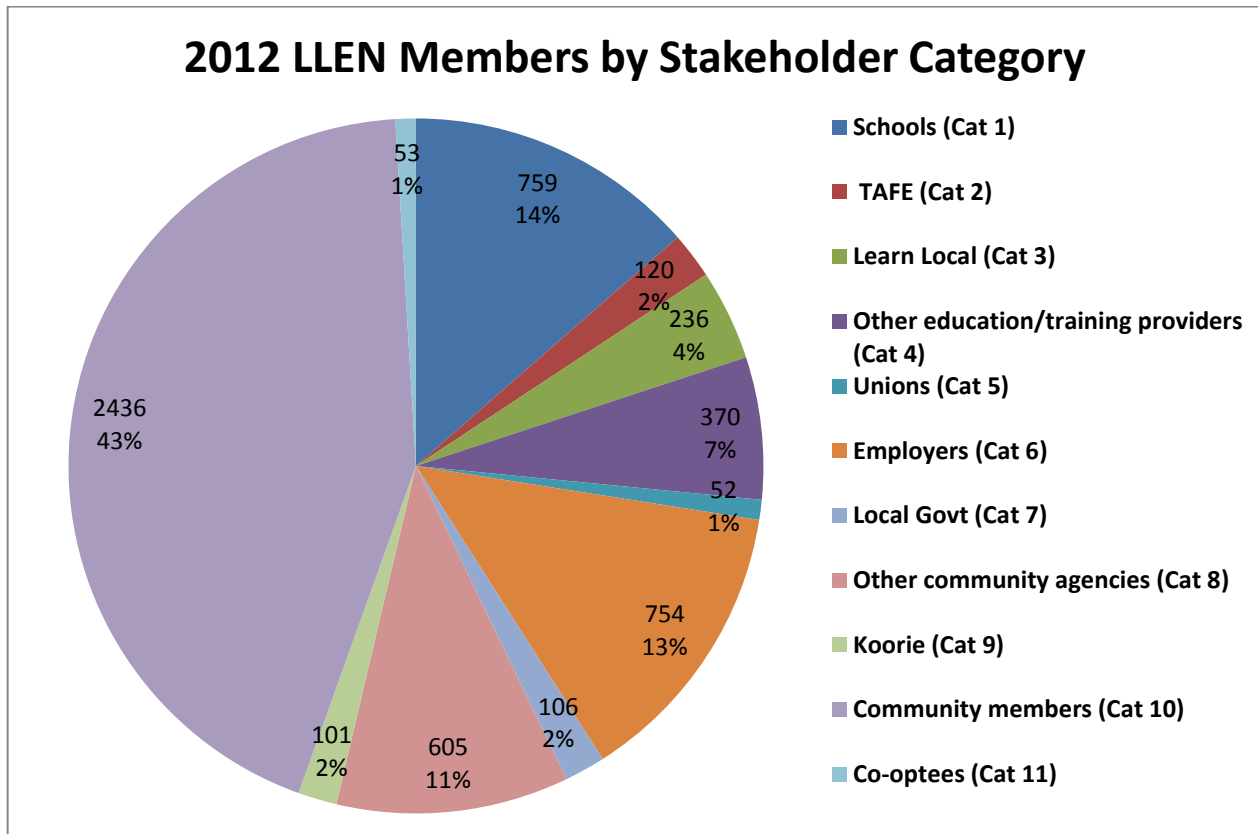
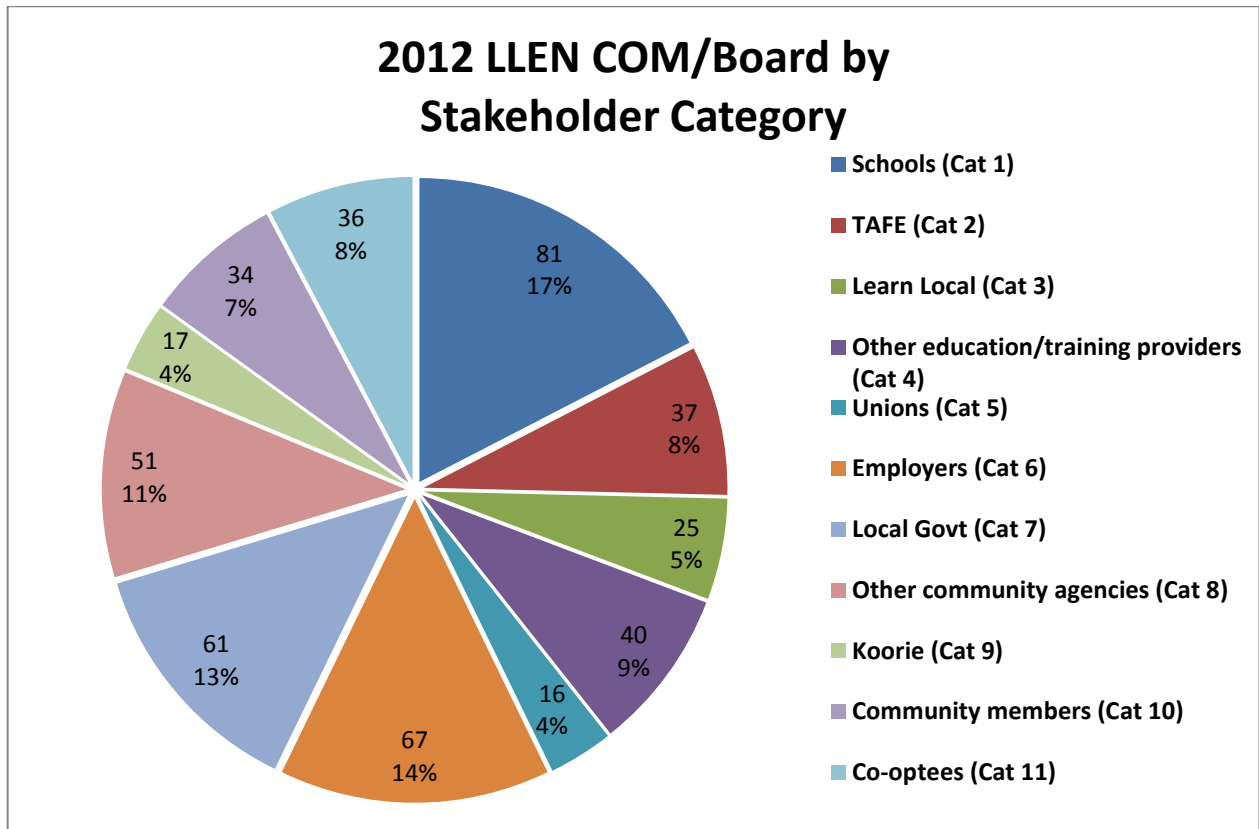


Figure 2: No. LLEN Board/Committee of Management members by Stakeholder Category



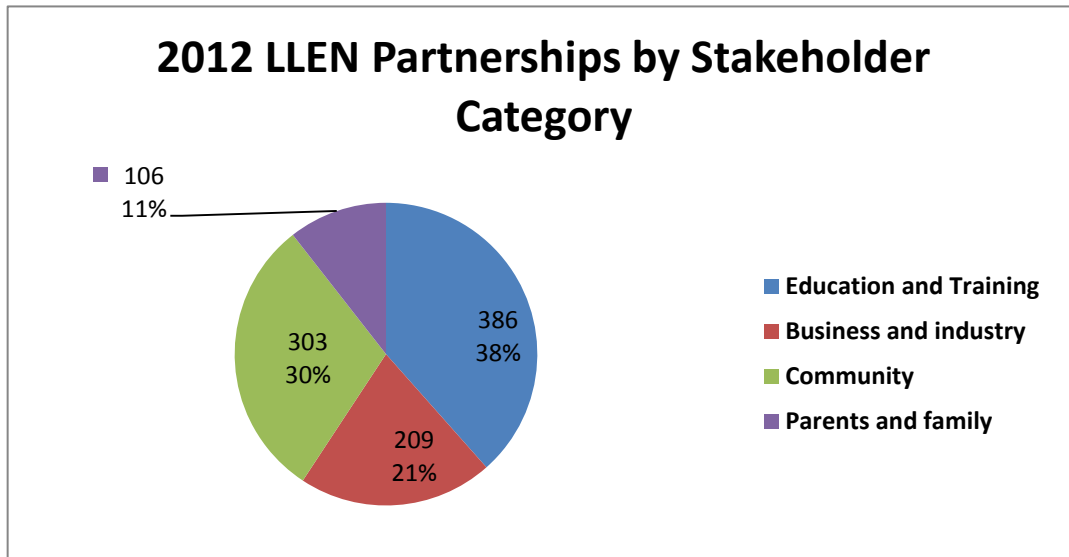
Partnerships

An overview of partnerships brokered by LLENs in relation to each of the outcome areas is provided in table 16 and figure 3.

Table 16: Number of Partnerships by Partnership category

Outcome area	Education and Training	Business and Industry	Parents and Families	Community	All
Total partnerships	386	209	106	303	1004

Figure 3: Number of Partnerships by Partnership Category



ANNEXURES

Australian Government's Commonwealth Own Purpose Expenses elements of the YAT NP

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 9,806 (17%) 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 program¹. 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.

¹ Survey results are analysed by RMIT University.

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

Outreach and Re-engagement activities

Under '*Outreach and Re-engagement*' activities, Youth Connections providers offer proactive, youth focused re-engagement activities and outreach services. Outreach and Re-engagement activities aim to find severely disengaged young people, and to connect these young people with activities to support their re-engagement with learning, family and community. 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.

Victoria Summary

Context

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

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

Program Status

In the first three years of operation in Victoria, Youth Connections provided Individual Support Services to 13,068 young people. Of these, 7,983 (60%) young people achieved an outcome which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 2098 (16%) were assessed as making significant progress in addressing their barriers to full engagement in education. In addition, 2,327 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 45,959 young people through these activities, and of these 328 enrolled in the program. In this period, providers undertook a range of initiatives to strengthen services in the region, with 1,804 engagements being held.

In Victoria 745 (6%) of young people in the program were identified as Indigenous Australians. 368 (49%) Indigenous young people achieved a final outcome.

Youth Connections providers in Victoria also assisted 382 Humanitarian Refugee young people that represented 3 per cent of the total caseload. 257 (67%) Humanitarian Refugee young people achieved a final outcome.

Challenges

Over the past 2 years, Youth Connection providers have consolidated their service models and strengthened referrals processes with key agencies in their regions. The majority of Youth Connections providers are tracking very well in terms of their Individual support services. Youth Connections data reflects that approximately half of those participants have barriers associated with literacy and numeracy, low self-esteem and behavioural problems. The increase in complex barriers faced by young people and subsequent higher referrals has presented new challenges in relation to Youth Connections providers' ability to manage corresponding waiting lists and unmet demand. In Victoria, Youth Connections data on unmet demand reflects that 1,147 young people were eligible for Youth Connections who were not enrolled due to the relevant service being at maximum capacity.

Although providers are performing well across the board in relation to individual case management, there is still room for improvement in relation to outreach and re-engagement and strengthening services activities. Outreach services and re-engagement activities are youth focused activities that need to be proactive, with

the aim of connecting severely disengaged young people with the individual support services offered by Youth Connections. A balance between both types of activities needs to be struck that reflects the needs of the region.

The focus in 2012 was to monitor and assess the provision of outreach and re-engagement activities delivered by all Youth Connections providers. Overall, providers ran activities that reflected the needs of young people in the region. Some providers were running some of these activities in schools or blended these with re-engagement activities in some regions. Providers will need to re-focus their outreach activities to target severely disengaged young people in 2013.

DEEWR recognises that outreach and re-engagement activities assist with keeping young people engaged in an activity whilst ultimately waiting for an education or training placement, strategies need to be examined between Youth Connections providers to encourage an increase of referrals to the program.

Similarly, in some regions, strengthening services activities will need to be re-targeted to ensure that they are being delivered in line with the objectives of the Youth Connections program. Strengthening services should encompass Youth Connections providers assisting with the development, as well as participating in, a regional approach for working with at risk young people. Youth Connections providers must build strong collaborative relationships with other providers of services to “at risk young people”, such as Government providers and LLEN/Partnership Brokers.

Whilst 2012 saw an increase in Youth Connections collaborative work being undertaken with the LLEN network, further work needs to be undertaken to strengthen the relationship between the two programs.

Youth Connections program data

Connection Level definitions

- Connection Level 1: young people who are attached to/attending school/education on a regular basis but who are the most at risk of disengaging from learning and/or disconnecting from school/education
- Connection Level 2a: young people whose attendance record at school/education is poor
- Connection Level 2b: young people who have been continuously disconnected from school/education for longer than three months

Table 1: Participant Status

Participant Status	VIC	National
Receiving Individual Support Services	1634	6217
Receiving Individual Support Services previously and exited	11,434	52,191
Registered but not yet enrolled for Individual Support Services	1477	3563
Total	14,545	61,971

Table 2: VIC Contract Levels

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

Table 3: Comparison between VIC and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
VIC (No.)	3004	4466	6088
VIC (%)	22%	33%	45%
National (No.)	15,825	21,124	23,491
National (%)	26%	35%	39%

Table 4: Comparison between VIC and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
VIC (No.)	2472	3544	4682
VIC (%)	23%	33%	44%
National (No.)	13,053	16,958	17,620
National (%)	27%	36%	37%

Figure 1: VIC – Age of Participants

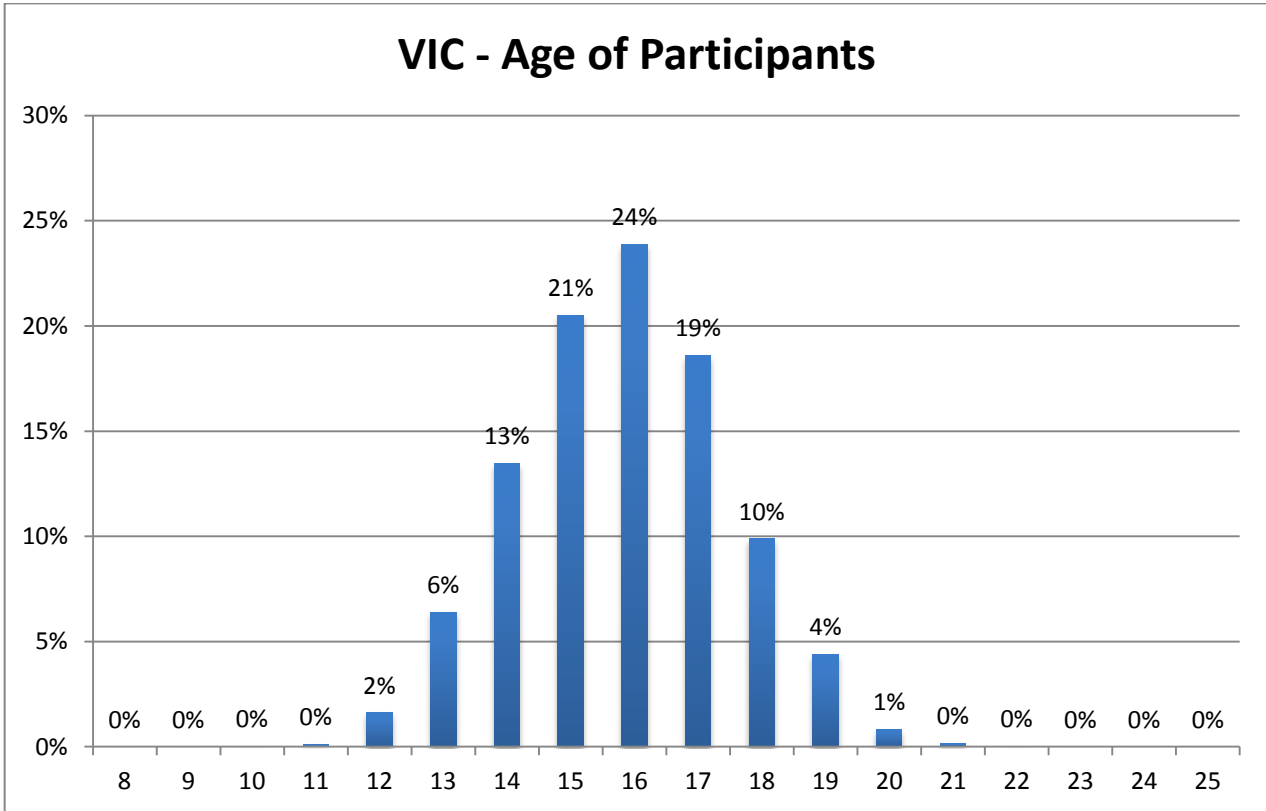


Figure 2: National – Age of Participants

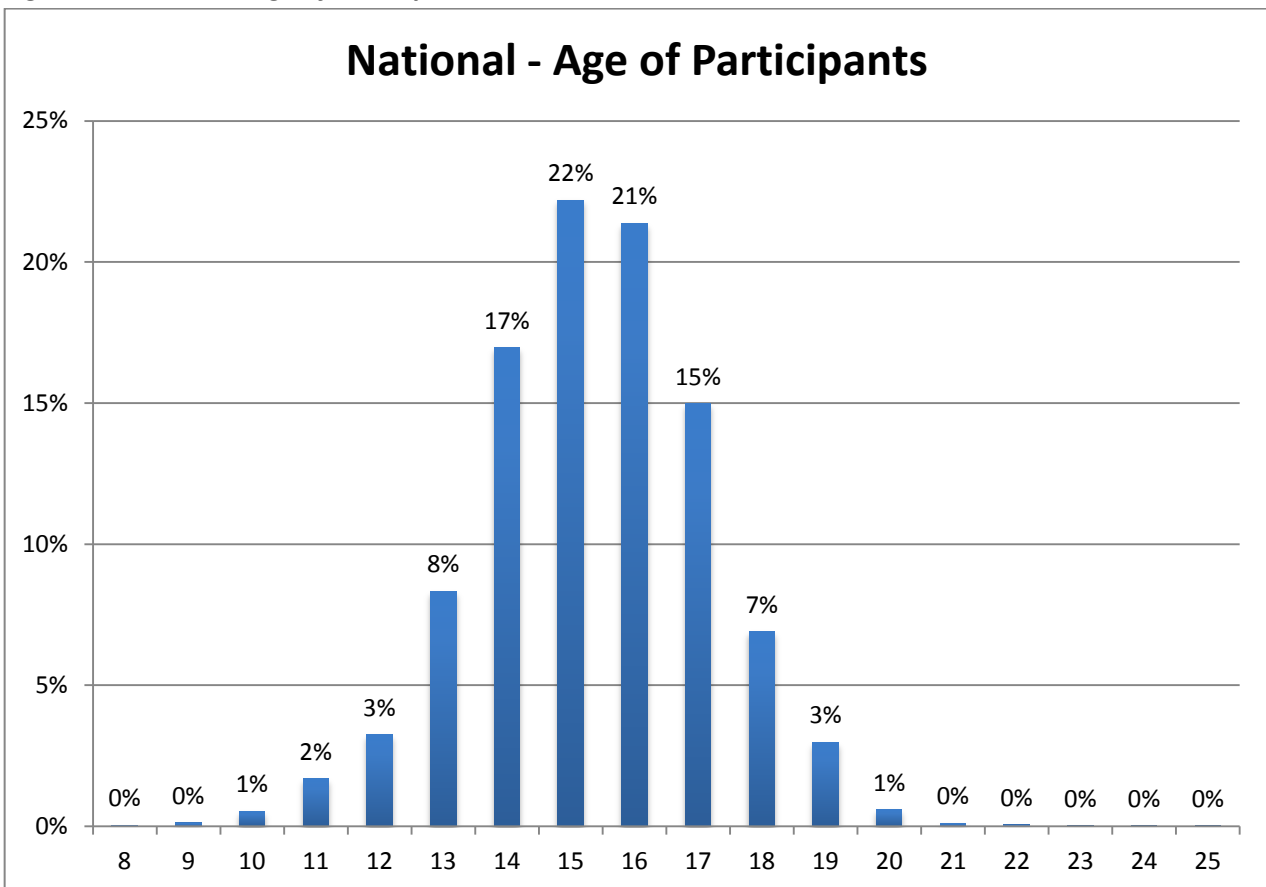


Table 5: VIC - Age of Participants

Age	Level 1	Level 2a	Level 2b	Total	% Total
8	0	0	0	0	0%
9	0	0	0	0	0%
10	1	2	2	5	0%
11	6	4	4	14	0%
12	97	72	61	212	2%
13	345	337	209	836	6%
14	651	787	465	1762	13%
15	836	1110	910	2682	21%
16	592	1109	1519	3120	24%
17	332	700	1431	2431	19%
18	112	255	903	1293	10%
19	23	68	479	576	4%
20	8	14	85	107	1%
21	0	7	16	23	0%
22	1	0	3	5	0%
23	0	1	0	1	0%
24	0	0	0	0	0%
25	0	0	1	1	0%

Table 6: National – Age of Participant

	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	12958	22%
16	2149	4408	6164	12478	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: VIC Age profile by Connection Level

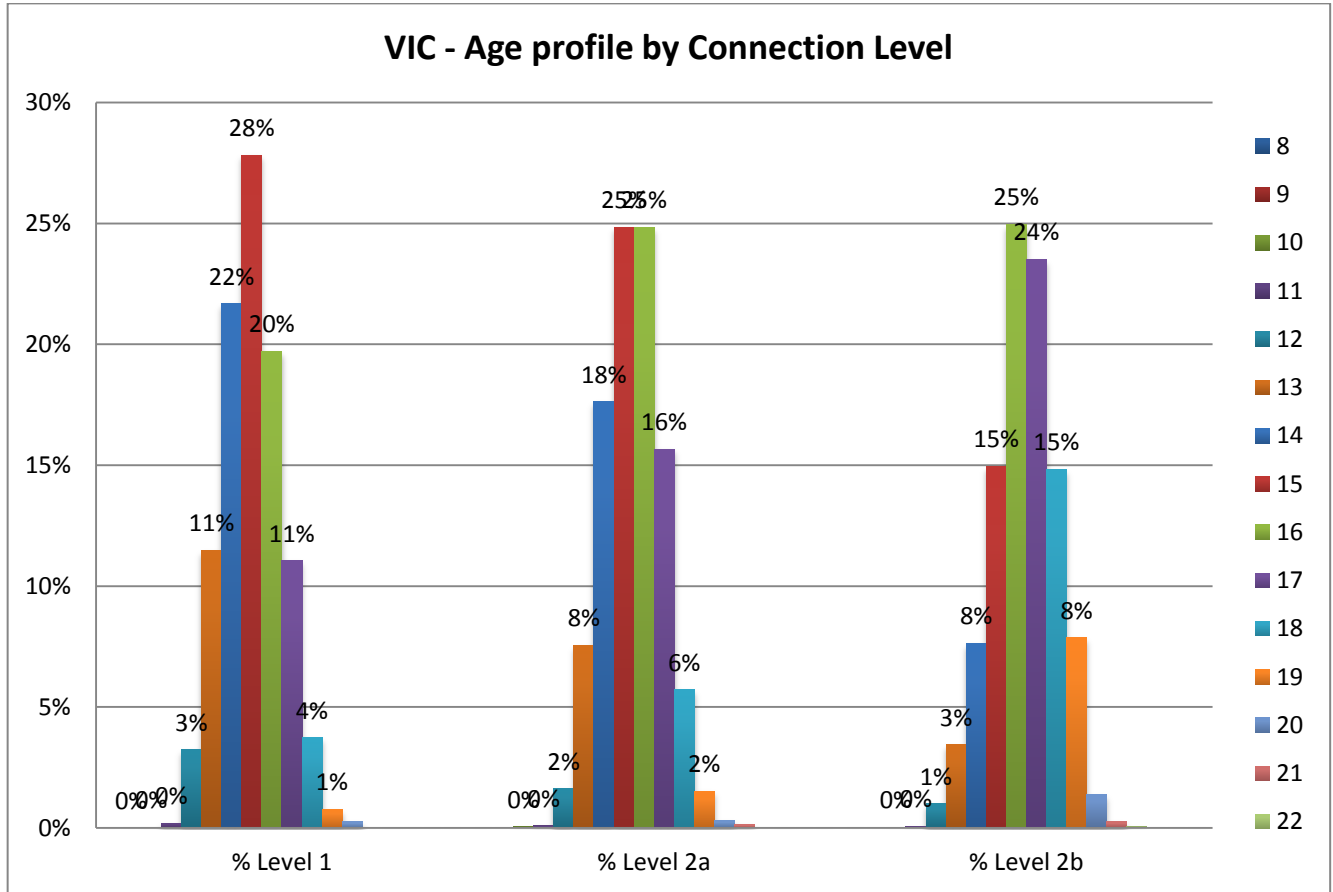


Figure 4: National Age profile by Connection Level

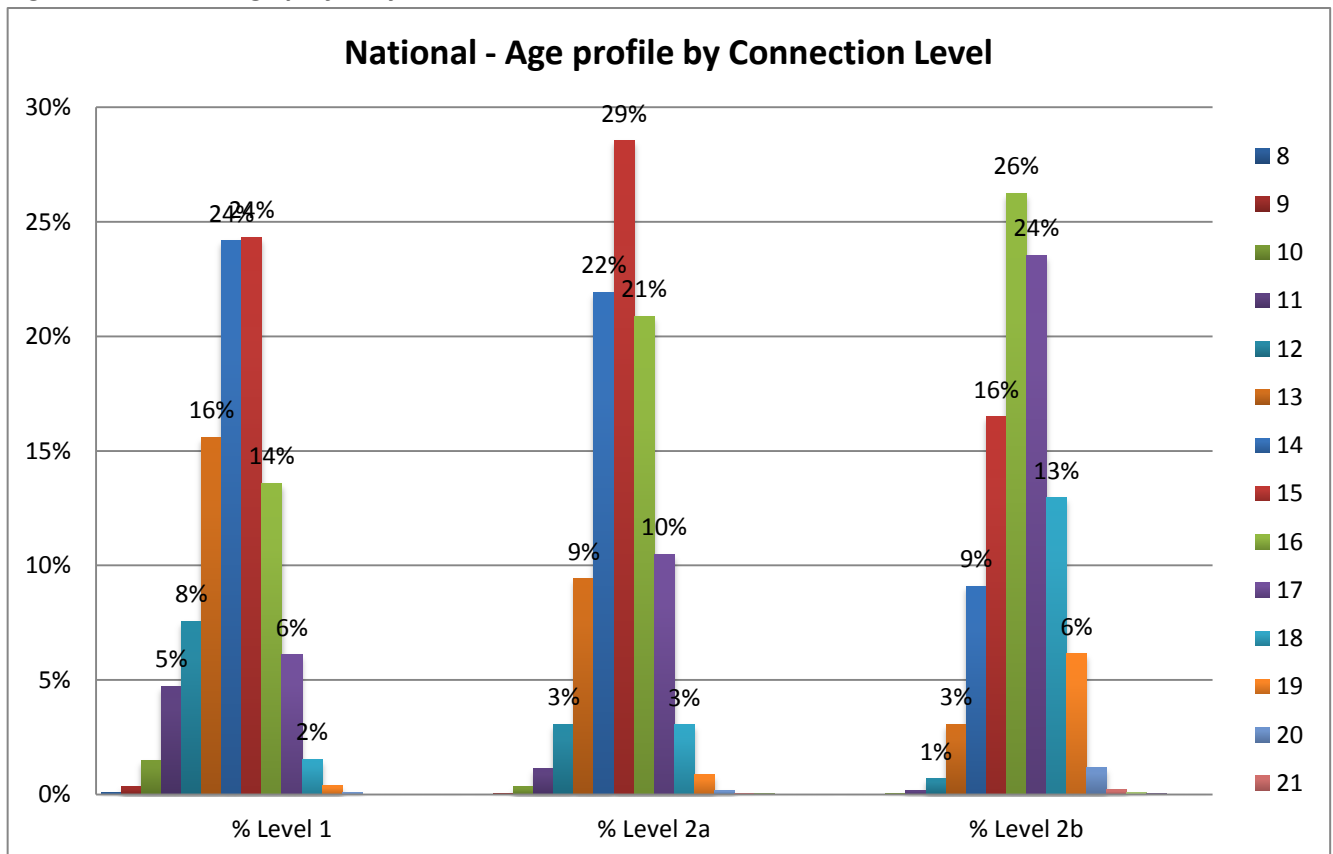


Figure 5: Percentage of Participants who have been identified as having a characteristic

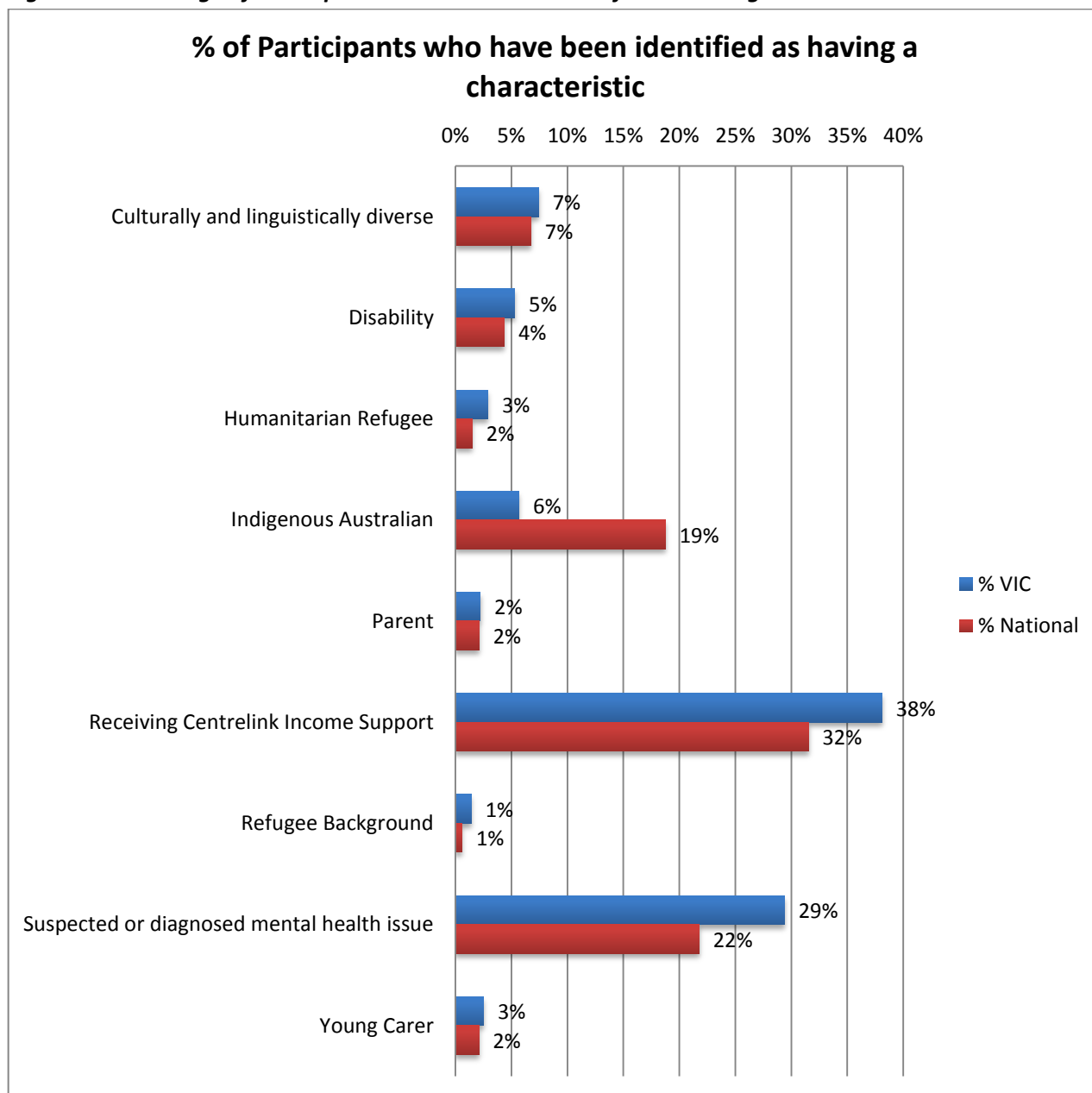


Table 7: Percentage of Participants who have been identified as having a characteristic

	VIC	% VIC	National	% National
Culturally and linguistically diverse	971	7%	3948	7%
Disability	695	5%	2563	4%
Humanitarian Refugee	382	3%	892	2%
Indigenous Australian	745	6%	10,955	19%
Parent	293	2%	1245	2%
Receiving Centrelink Income Support	4976	38%	18,409	32%
Refugee background	187	1%	354	1%
Suspected or diagnosed mental health issue	3841	29%	12,712	22%
Young Carer	331	3%	1232	2%

Figure 6: Percentage of Participants identified as having a barrier

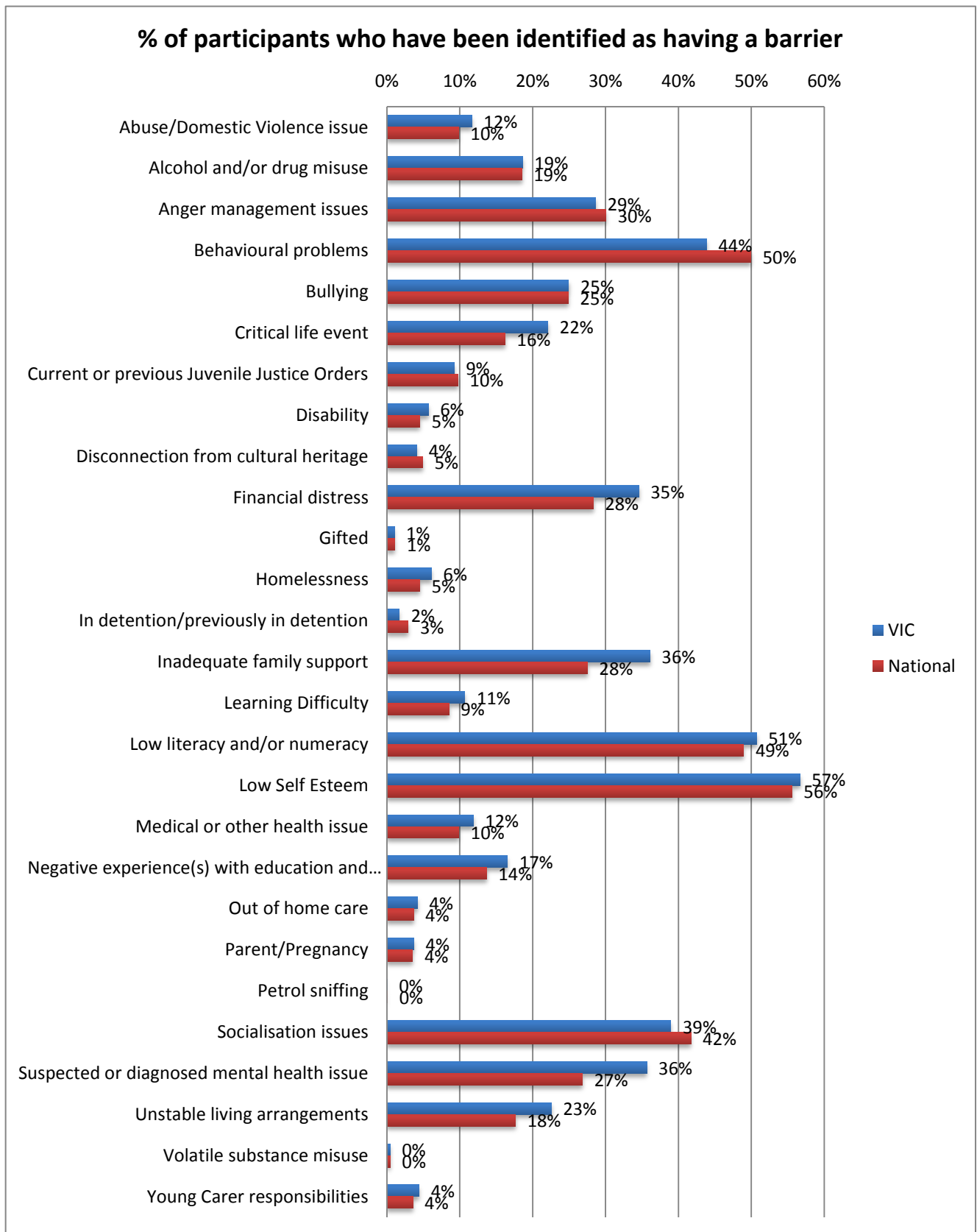


Table 8: Percentage of Participants identified as having a barrier

Barrier	VIC	National
Abuse/Domestic Violence issue	12%	10%
Alcohol and/or drug misuse	19%	19%
Anger management issues	29%	30%
Behavioural problems	44%	50%
Bullying	25%	25%
Critical life event	22%	16%
Current or previous Juvenile Justice Orders	9%	10%
Disability	6%	5%
Disconnection from cultural heritage	4%	5%
Financial distress	35%	28%
Gifted	1%	1%
Homelessness	6%	5%
In detention/previously in detention	2%	3%
Inadequate family support	36%	28%
Learning Difficulty	11%	9%
Low literacy and/or numeracy	51%	49%
Low Self Esteem	57%	56%
Medical or other health issue	12%	10%
Negative experience(s) with education and training	17%	14%
Out of home care	4%	4%
Parent/Pregnancy	4%	4%
Petrol sniffing	0%	0%
Socialisation issues	39%	42%
Suspected or diagnosed mental health issue	36%	27%
Unstable living arrangements	23%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	4%	4%

Figure 7: VIC Participant Barriers by Connection Level

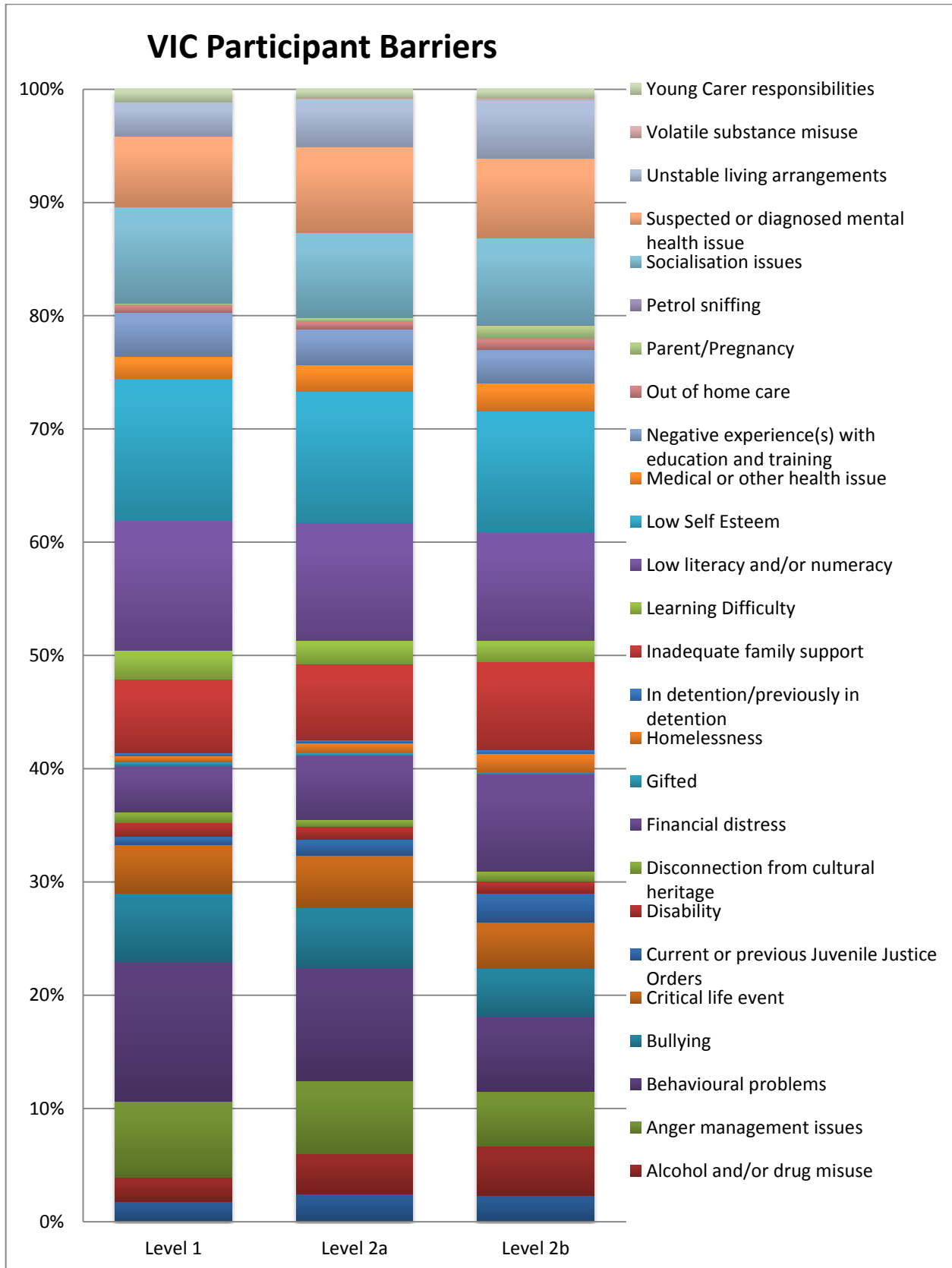


Table 9: VIC - Percentage of participants identified as having barrier, by Connection Level

Barrier	VIC Level 1	VIC Level 2a	VIC Level 2b
Abuse/Domestic Violence issue	7%	12%	13%
Alcohol and/or drug misuse	9%	18%	24%
Anger management issues	28%	32%	26%
Behavioural problems	52%	50%	36%
Bullying	26%	26%	23%
Critical life event	18%	23%	23%
Current or previous Juvenile Justice Orders	3%	7%	14%
Disability	5%	6%	6%
Disconnection from cultural heritage	4%	3%	5%
Financial distress	17%	28%	47%
Gifted	2%	1%	1%
Homelessness	2%	5%	9%
In detention/previously in detention	1%	1%	2%
Inadequate family support	27%	33%	42%
Learning Difficulty	11%	10%	11%
Low literacy and/or numeracy	49%	52%	52%
Low Self Esteem	53%	58%	59%
Medical or other health issue	8%	12%	13%
Negative experience(s) with education and training	16%	16%	16%
Out of home care	3%	3%	6%
Parent/Pregnancy	1%	2%	6%
Petrol sniffing	0%	0%	0%
Socialisation issues	36%	37%	42%
Suspected or diagnosed mental health issue	27%	38%	39%
Unstable living arrangements	13%	21%	28%
Volatile substance misuse	0%	0%	1%
Young Carer responsibilities	5%	4%	5%

Figure 8: National Participant Barriers by Connection Level

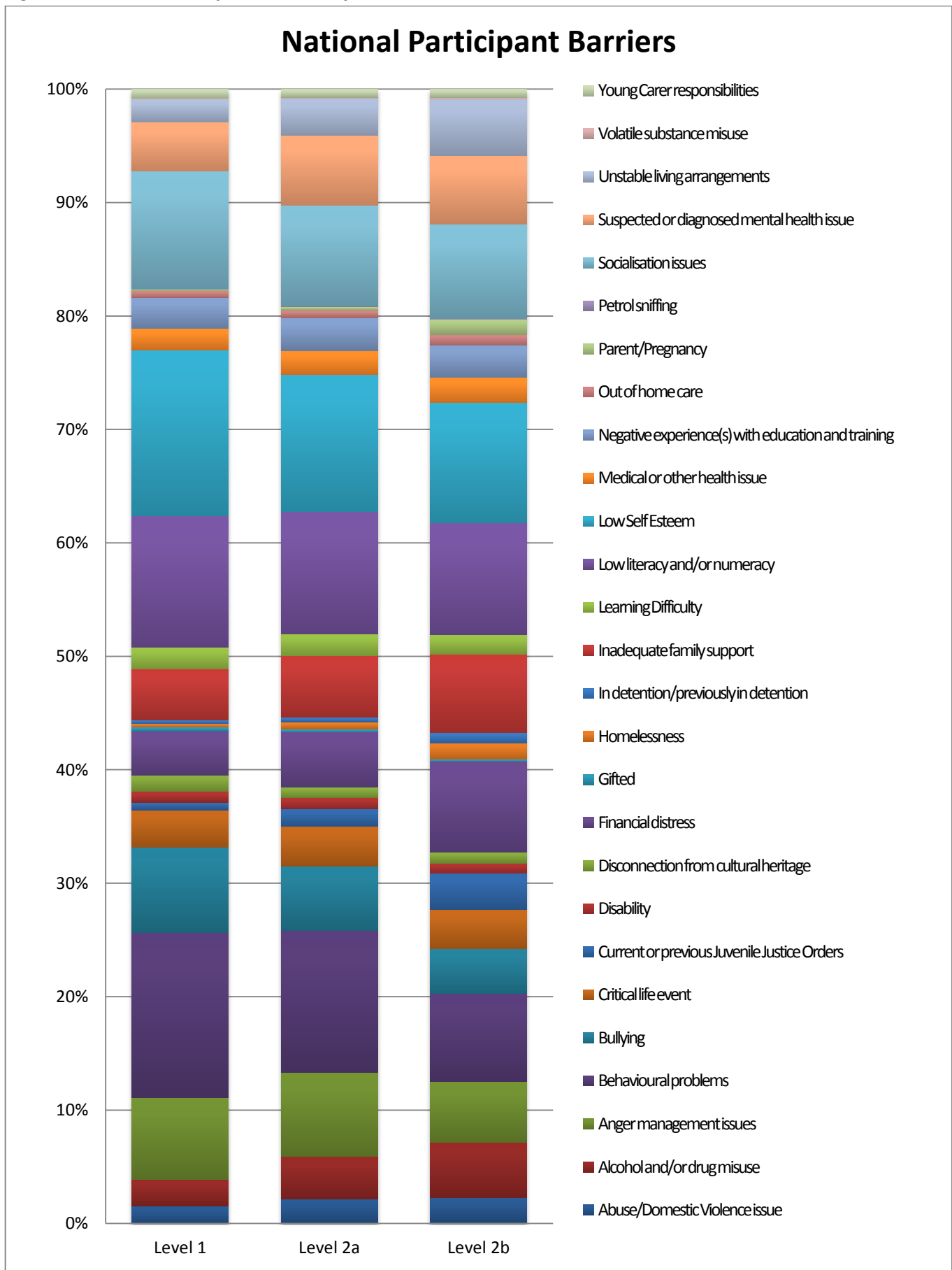


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

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	VIC	VIC %	National	National %
Young people enrolled in individual support services	13,068	-	58,408	-
Young people who have achieved a progressive outcome*	9444	72%	42,873	73%
Young people who have achieved a final outcome**	7844	60%	34,793	60%

Table 12: Participant Outcomes – exited participants

Participant outcomes	VIC	VIC %	National	National %
Young people enrolled in individual support services	11,434	-	52,191	-
Young people who have achieved a progressive outcome	8451	74%	38,928	75%
Young people who have achieved a final outcome	7195	63%	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: VIC - Number of young people achieving outcomes

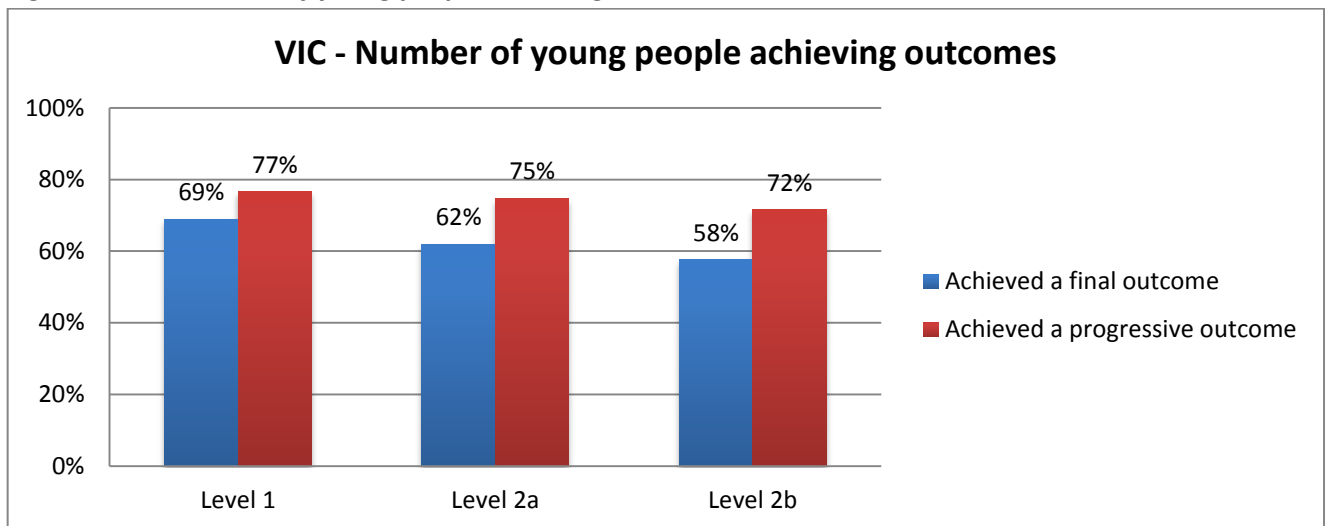


Table 13: VIC - Number of young people achieving outcomes

VIC Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	2072	69%	2765	62%	3514	58%
Achieved a progressive outcome	2301	77%	3342	75%	4356	72%

Figure 10: National - Number of young people achieving outcomes

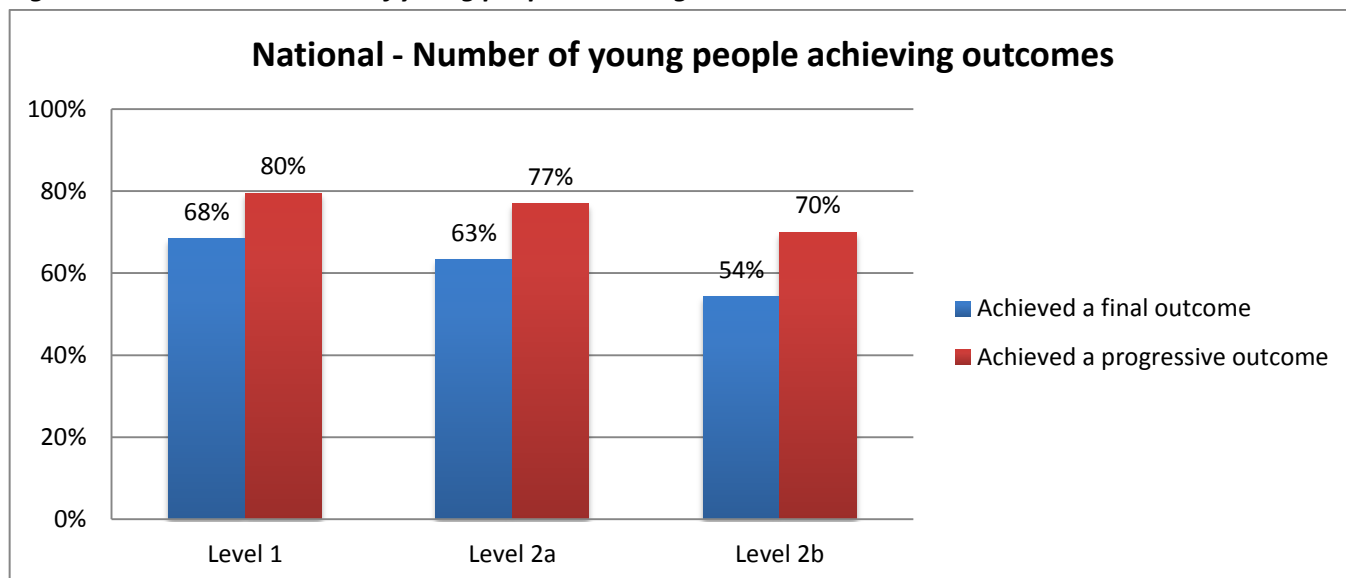


Table 14: National - Number of young people achieving outcomes

National Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	10,833	68%	13,377	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

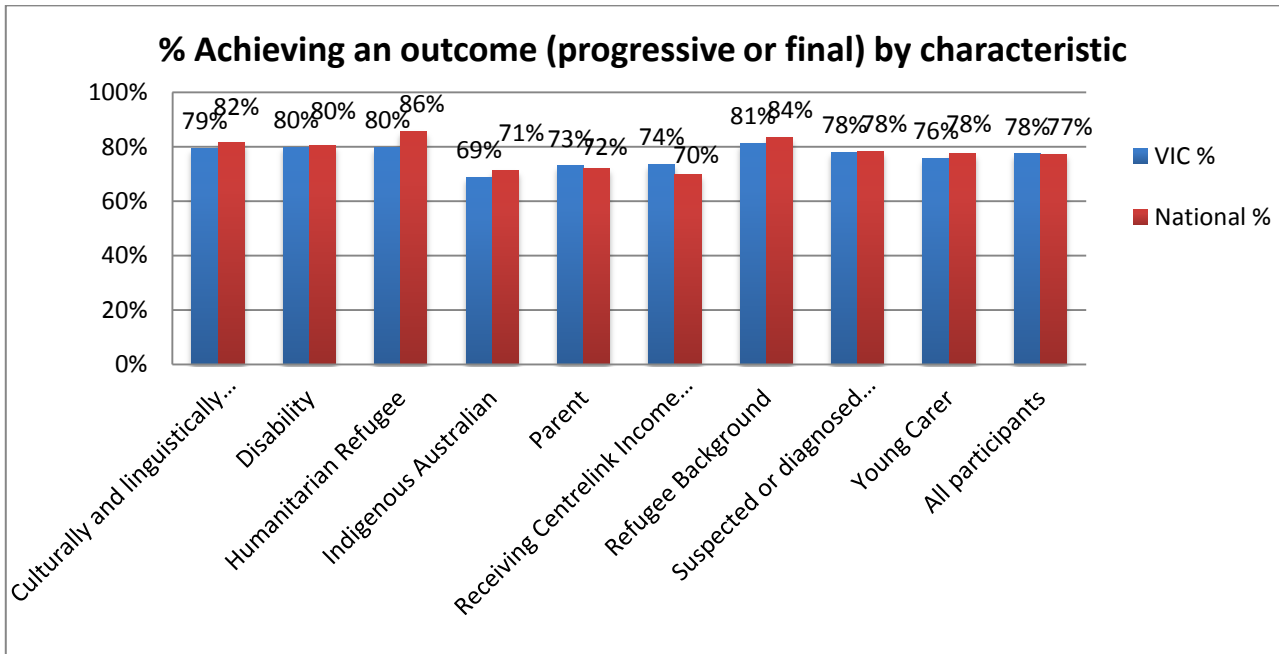


Figure 12: % Achieving a final outcome by characteristic

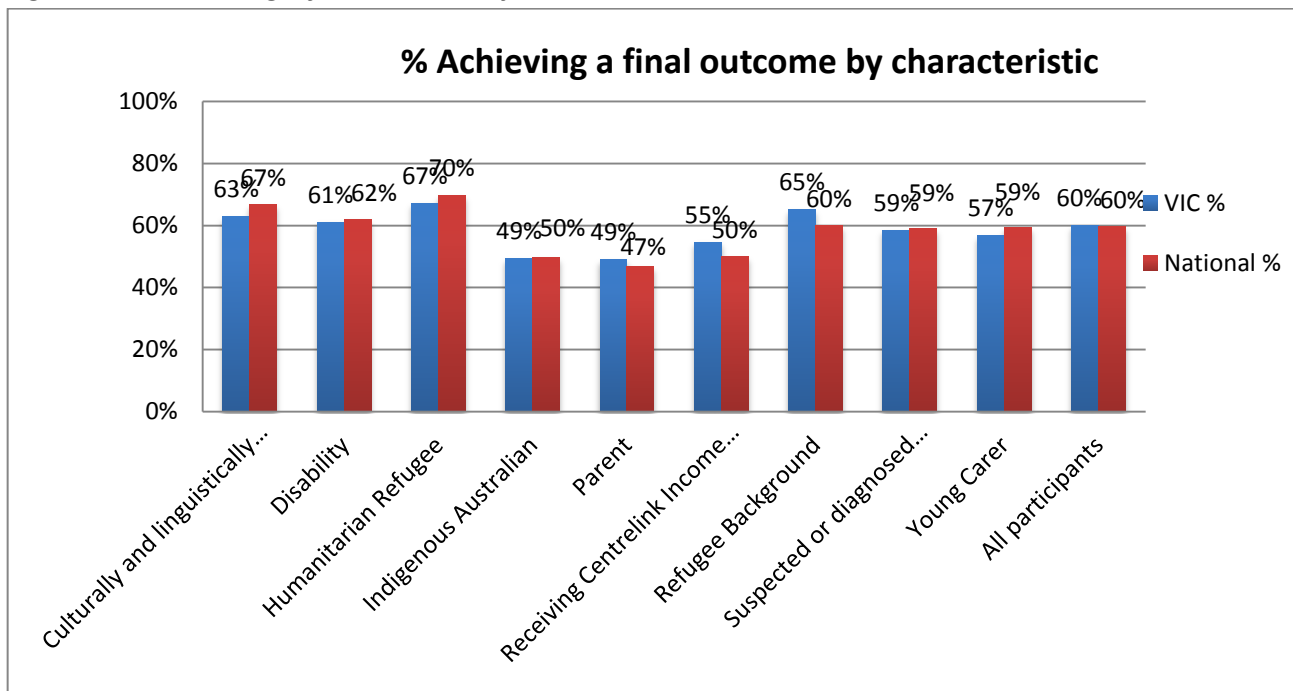


Table 15: VIC- Participant outcome achievement by characteristic

VIC	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	771	611	200	971	79%	63%
Disability	556	425	139	695	80%	61%
Humanitarian Refugee	305	257	77	382	80%	67%
Indigenous Australian	512	368	233	745	69%	49%
Parent	214	144	79	293	73%	49%
Receiving Centrelink Income Support	3661	2721	1315	4976	74%	55%
Refugee background	152	122	35	187	81%	65%
Suspected or diagnosed mental health issue	3000	2249	841	3841	78%	59%
Young Carer	251	188	80	331	76%	57%

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: VIC – Final outcomes achieved

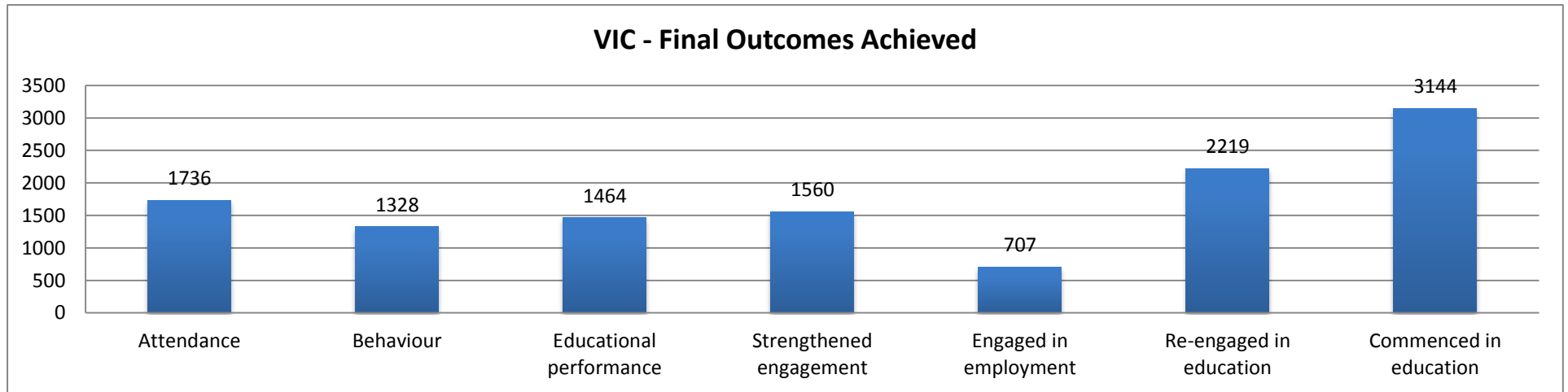


Figure 14: National – Final outcomes achieved

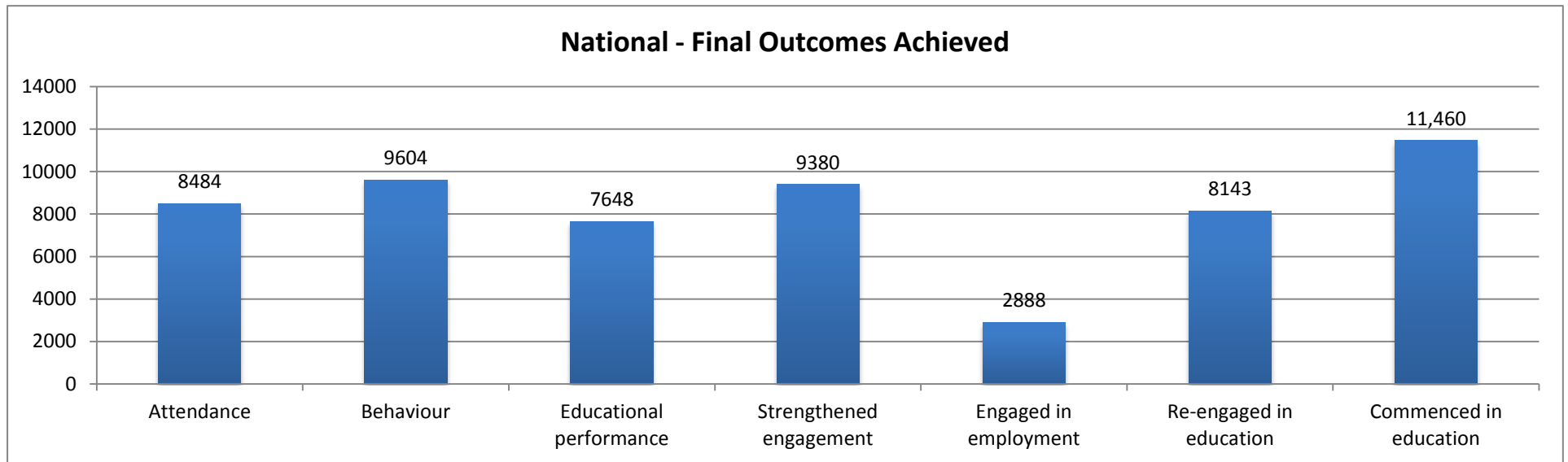


Figure 15: VIC – Final Outcomes Achieved by Connection Level

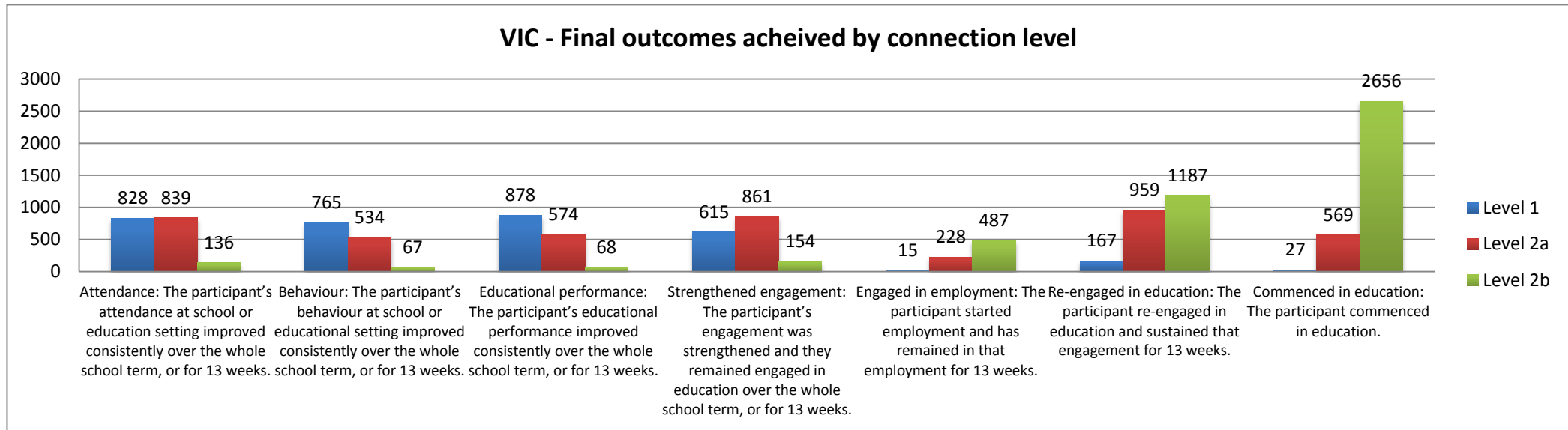


Figure 16: National – Final Outcomes Achieved by Connection Level

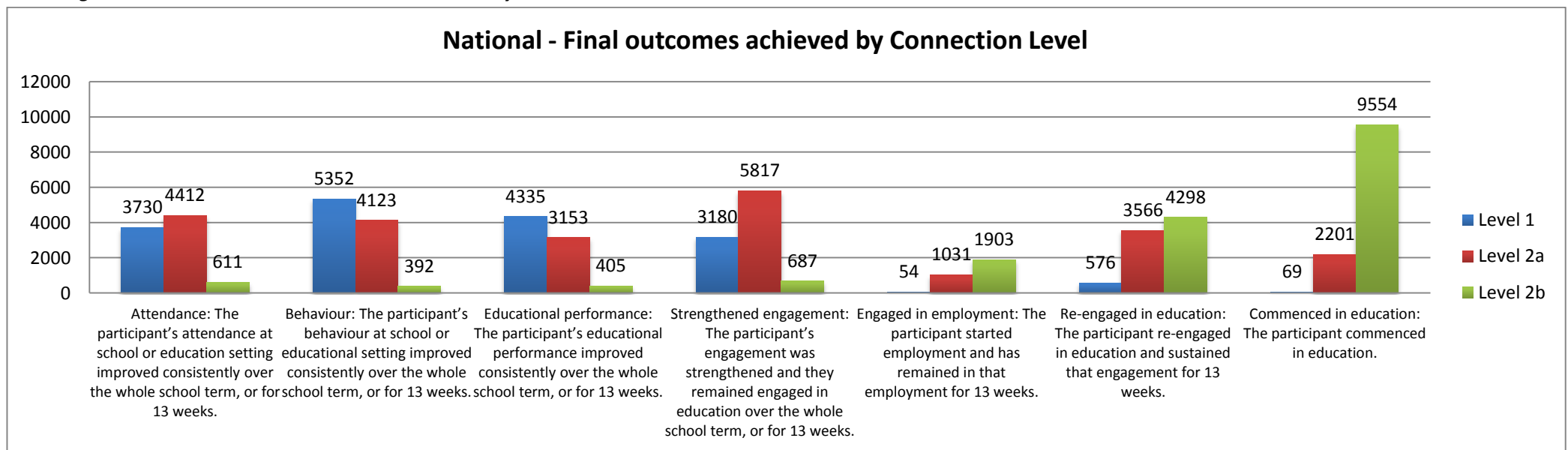


Table 17: VIC- Final Outcomes achieved by Connection Level

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.	828	839	136	1736
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	765	534	67	1328
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	878	574	68	1464
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	615	861	154	1560
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	15	228	487	707
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	167	959	1187	2219
Commenced in education: The participant commenced in education.	27	569	2656	3144

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

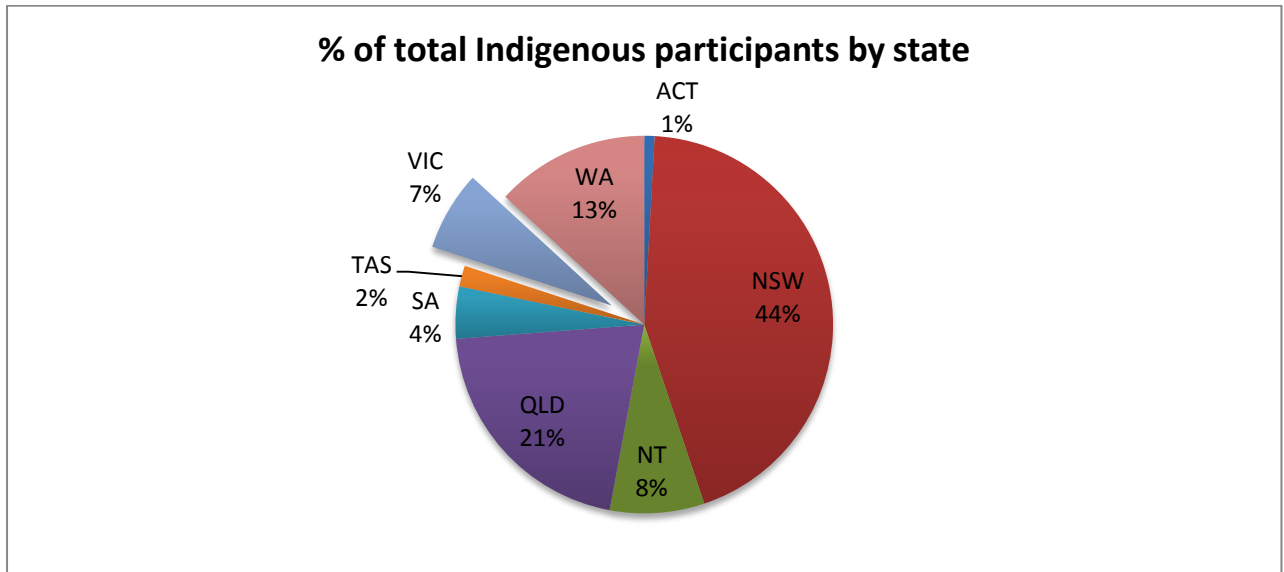


Table 19: % of Total Indigenous participants by State

	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

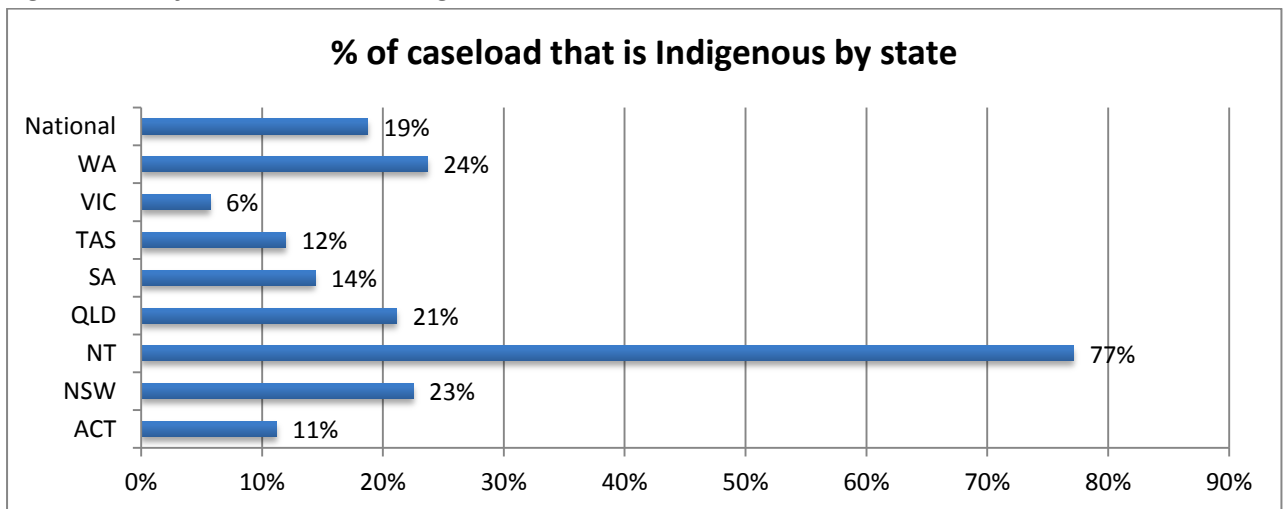


Table 20: % of caseload that is Indigenous in each State

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
% of caseload that is indigenous	11%	22%	77%	21%	14%	12%	6%	24%	19%

Table 21: Indigenous participants – VIC and National

	VIC	National
Indigenous Participants	745	10,955
All Participants	13,068	58,408
% Indigenous	6%	19%

Table 22: VIC and National- Indigenous participant outcomes achievement

	VIC		National	
Indigenous young people enrolled in individual support services	745		10,955	
Indigenous young people who have achieved a progressive outcome	487	65%	7434	68%
Indigenous young people who have achieved a final outcome	368	49%	5436	50%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

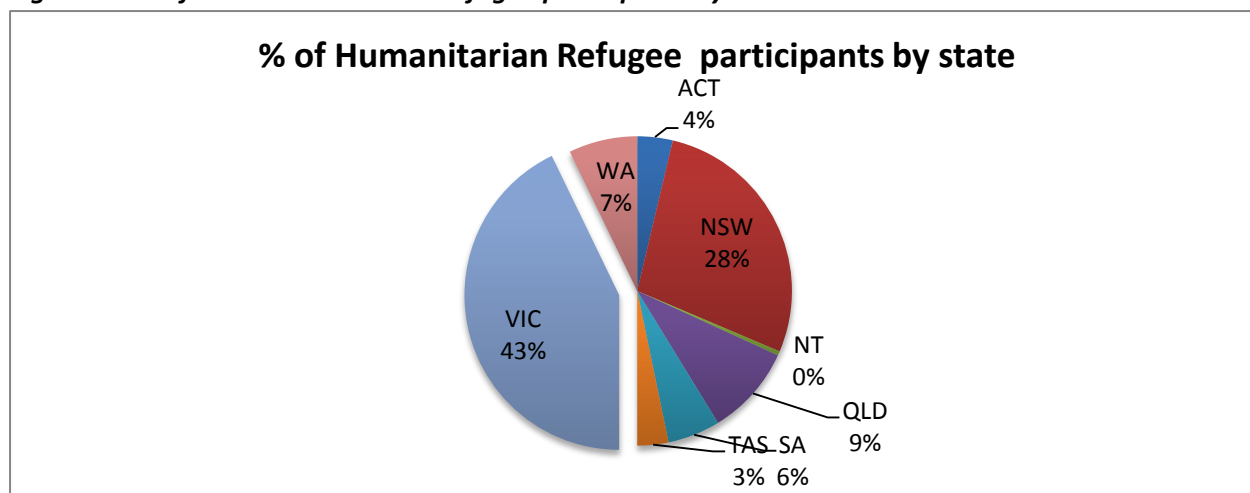


Table 23: % of Total humanitarian refugee participants by State

	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

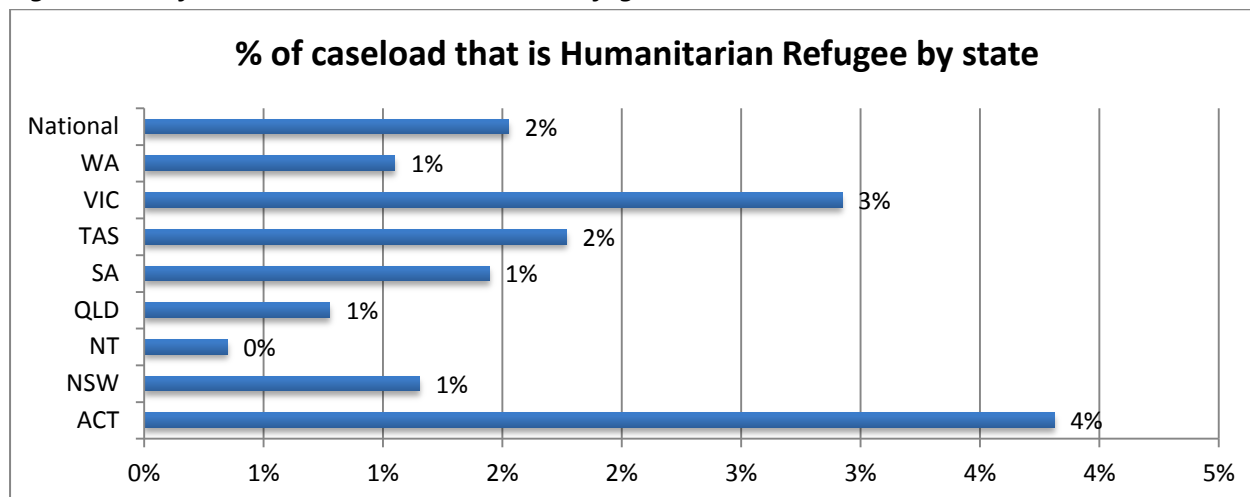


Table 24: % of caseload that is humanitarian refugee in each State

	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 – VIC and National

	VIC	National
Humanitarian Refugee Participants	382	892
All Participants	13,070	58,408
% Humanitarian Refugee	3%	2%

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

	VIC		National	
Humanitarian Refugee young people enrolled in individual support services	382	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	288	75%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	257	67%	622	70%

Outreach and Re-engagement Services

Providers in Victoria have conducted 2327 Outreach and Re-engagement activities (some were held multiple times, resulting in 3677 events). These activities were attended by more than 45,959 people.

Table 27: VIC Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	2532
<20	710
<50	315
<500	120
>500	5

703 of these activities were identified as having an Indigenous focus; 812 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in Victoria have conducted 1804 activities to strengthen services in their region. 283 of these activities were identified as having an Indigenous focus, 196 were identified as having a humanitarian refugee focus.

Table 28: VIC Strengthening Services in the Region activities

Outcome	Number of times outcome selected	Average rating
Communication channels between agencies which support at risk young people were created or strengthened.	1250	3.2
Families and communities are more positively involved in the lives of at risk young people.	230	2.6
Families of at risk young people are more involved in their community.	152	2.5
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	295	2.6
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	311	2.6
Schools and education providers increased their referrals to support at risk young people.	396	2.6
Schools and education providers make referrals earlier to support at risk young people.	325	2.7
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	249	2.6

Outcome	Number of times outcome selected	Average rating
The use of infrastructure in the region to support at risk young people is better coordinated.	700	2.8
There are improved referral channels for community resources which support at risk young people.	813	3.1
There was a reduction in the duplication of community resources which support at risk young people.	417	3.1
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	585	2.2
There was an increase or improvement in the available services for families of at risk young people.	375	2.6
Young people disengage less frequently from school or education providers.	314	2.3

ANNEXURE 1 B – 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.