

**NATIONAL PARTNERSHIP ON
YOUTH ATTAINMENT AND
TRANSITIONS**

TASMANIA

Annual Report for 2012

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, Tasmania

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)	11,157	11,679	11,749
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		514	617	674
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		1,011	974	931
	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)	4,492	4,068	3,493
	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		278	279	304
	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		32	32	29
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	77.2%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	57.9%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	2,131	2,432	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		83	103	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	66.6%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools Statistics Collection (ABS)	110.8%	115.2%	101.1%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)		43.4%	44.7%	45.7%

Notes on the data

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

PART B:

Current Landscape (Jurisdictional Context)

Broad education reform directions and why?

In 2012, a major focus for the Department of Education (DoE) was the implementation of the department's *Strategic Plan 2012–2015 Learners first, connected and inspired*. With responsibility for education from birth and through adulthood, the department's scope includes child and family centres, primary, secondary and combined schools, senior secondary colleges, the Tasmanian Polytechnic, LINC Tasmania and Government Education and Training International. This responsibility includes providing first class education and training services to Tasmanian and international students within school, college and the polytechnic environments and providing equitable access to the world of information, resources and adult learning services to the Tasmanian community through the LINC Tasmania network.

Department of Education Strategic Plan 2012-2015 Learners first, connected and inspired

The Strategic Plan clearly articulates the department's vision for '*successful, skilled and innovative Tasmanians*' and seeks '*to provide every Tasmanian with the opportunity to continue to learn and reach their potential to lead fulfilling and productive lives and to contribute positively to the community*'. This vision is supported by a belief that all learners have a right to participate in challenging and engaging learning opportunities, a commitment to excellence and equitable access to learning, the right to be treated with respect and a desire to work collaboratively with learners and their communities to ensure Tasmania's public education system continues to strive to be world-class. Key priority areas are early years, school education, and further education, adult learning and skills. Underpinning these priority areas are the department's key drivers which collectively support a strong, robust and sustainable educational system. The department's strategies, policies and initiatives are aligned to the key drivers which strive to improve educational outcomes for Tasmanian learners.

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

1. *The Executive Leadership Development Program to be conducted by the Centre for Strategic Education (CSE)*. In 2012, the CSE facilitated the Executive Leadership Program which included participation from the department's senior management group.
2. *The appointment of Principal Network Leaders* to support and develop leadership through a mentor/coach model. From 2012, four Learning Services were reduced to three, and eleven networks of schools established. The network structure supports school and system improvement, improved student learning outcomes and reform into the future. Eleven Principal Network Leaders across the state are accountable for approximately twenty schools each.
3. *The Teaching and Learning Improvement Framework of the Australian Council for Educational Research (ACER)*. In 2012, all schools implemented the Teaching and Learning Improvement Framework under the leadership of the Principal Network Leaders (PNLs).
4. *The establishment of the Professional Learning Institute (PLI)* to deliver and broker high quality professional learning for all DoE staff. In 2012, the newly established PLI provided programs that support aspiring, newly appointed and experienced leaders as well as programs that equip leaders with the skills to manage and encourage innovation and continuous improvement promoting a strong leadership culture. Through cross-sectoral partnerships with the Catholic and independent sectors, colleague principals and teachers in all sectors have opportunities to participate.

Review of the Role and Function of Tasmania's Public Vocational Education and Training Providers

In December 2011, the Tasmanian Minister for Education and Skills announced an independent and forward looking review of the role and function of public providers of vocational education and training (VET) in Tasmania. Following an extensive consultation process, the report on the Review, known as the Simmons Report, was received by the Tasmanian Government in April 2012. The first phase of the implementation process to give effect to the government's response to the review was undertaken throughout the remainder of 2012. Significant changes being implemented as a result of the review include:

- The establishment of a new public registered training organisation (RTO), TasTAFE, which will be the sole public RTO in Tasmania. TasTAFE will be established using the combined resources of the Tasmanian Polytechnic and Tasmanian Skills Institute. Subject to the passage of legislation through the Tasmanian Parliament, the new arrangements are due to commence from 1 July 2013.
- Skills Tasmania, the State Training authority, becoming a business unit of the Department of Education to take effect from 1 July 2013.

Skills for Work Reform Program

Changes are being introduced in the Tasmanian training system under the banner of *Skills for Work* to make it more transparent, easier to access, quality driven and efficient. The *Skills for Work* Program is a Tasmanian Government initiative which sits behind the reforms to TasTAFE. It is informed by the Simmons' Report and the Council of Australian Governments (COAG) National Partnership Agreement on Skills Reform (NPSR) signed in April 2012. Developed and implemented by Skills Tasmania, Tasmania's State Training Authority, *Skills for Work* integrates Tasmanian policy objectives and special features of the state's Vocational Education and Training (VET) system to ensure that reforms are specifically tailored to the needs of the Tasmanian training environment.

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

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

Key initiatives and approaches are exemplified by:

Future provision of Years 11 and 12 education in regional Tasmania - discussion paper: A discussion paper was released by the Tasmanian Minister for Education and Skills in October 2012 on the future provision of Years 11 and 12 education in regional Tasmania. The consultation process offered the Tasmanian community the opportunity to discuss any issues associated with Years 11 and 12 in regional Tasmania and provide feedback on what works well in their local community. It also provided the opportunity for suggestions to be made on how the delivery of Years 11 and 12 in regional Tasmania can be improved. As part of the aim of increasing educational levels in Tasmania, this paper also looked at the issue of extending the school leaving age to 18. Submissions closed late December 2012 and the Minister's response to the discussion paper will be released early in 2013 following consideration and analysis of the submissions.

ARC Linkage Project: Beyond Year 10: This three-year (2012-2014) Australian Research Council (ARC) Linkage project between the University of Tasmania and the Tasmanian Department of Education investigates factors that influence student retention beyond the compulsory years of schooling in rural, regional and disadvantaged areas of Tasmania. This collaborative project will inform the department's work on developing and implementing effective interventions in Tasmania to enhance student retention,

attainment and completion. Students in Years 5, 7, 9, 10 and 11 from over 75 Tasmanian schools are being targeted for this longitudinal study, along with school and college principals, teachers, parents and members of the community. In 2012, data was collected via surveys of students, principals, teachers and school leaders. These data will be analysed with a view to dissemination of information later in 2013.

Guaranteeing Futures Initiatives: Guaranteeing Futures initiatives continue to support the work of DoE secondary schools and senior secondary colleges (Years 11 and 12) through a range of programs, activities and support to assist young people make successful transitions from schooling to further education, training or employment. Under these initiatives, Year 10 students are provided with pathway planning support; students at-risk of not transitioning from Year 10 into further education and training are provided with case-management support; and schools are supported with vocational education programs. From the beginning of 2012, the Guaranteeing Futures program came under the auspices of the Further Education and Training Division of the DoE to further align and strengthen transition support programs.

Pathways and Participation Unit: This unit was established by the DoE at the beginning of 2012 to provide strategic policy direction, programs and initiatives to help young people complete Year 12 or equivalent and make a successful transition to further education, training or employment. The work of the unit encompasses *Guaranteeing Futures*, transition support and re-engagement services, school-based apprenticeships, VET in Schools and Trade Training Centres.

Student Engagement and Retention Policy: Developed during 2012, the *Student Engagement and Retention Policy* clarifies the expectation that all DoE staff working with students from the early years to Year 12 take responsibility for ensuring optimal levels of student engagement, retention and educational attainment; and to support staff enact appropriate structures, programs and processes to facilitate this. One of the strategies aligned with this policy is the **Retention and Attainment Strategy Years 10-12**. The strategy was implemented in 2012 to guide the work of the DoE in improving the transitions of students from Year 10 to Year 12 and engaging students so they stay in education and training and gain a meaningful Year 12 or equivalent qualification. The strategy focuses on three key themes: successful transition from Year 10 to Year 11; purposeful engagement in Years 11 and 12; and meaningful qualifications. This strategy aligns well with the aims and objectives of the YAT NP and is implemented as part of the DoE's *Strategic Plan 2012-2015*.

Flexible Learning Provision: A range of flexible learning strategies, approaches and options aimed at improving the engagement and attainment of young Tasmanians are implemented through a variety of targeted initiatives exemplified by the following:

- **The Flexible Learning Tasmania Strategy** is a strategy designed to develop more flexible education opportunities for Tasmanian government school students. Over the past two years the strategy has focussed on the following two initiatives: resource and consultancy support to DoE Learning Services and schools to assist in the direct development and extension of localised flexible learning opportunities; and amalgamation of the Online Learning Network and Distance Education Tasmania into a new Tasmanian eSchool. Building on the successful outcomes of these two initiatives, in 2012 Flexible Learning Tasmania continued to develop elearning skills and curriculum to support flexible delivery. In addition, a significant initiative was the development of a system-wide strategy to foster greater and more effective use of elearning in all Tasmanian schools and senior secondary colleges. A draft document has been developed and key actions will be implemented 2013-2015. The strategy is funded by the Smarter Schools Low SES School Communities Partnerships resource.

- **The Innovative Flexible Education Grants Program:** The Tasmanian Government has provided over \$3 million over three years (2011-2013) to support fifteen partnership programs between government schools and non-government organisations to encourage, facilitate and enhance innovative flexible delivery approaches to improve attendance and retention in Tasmanian schools.
- **Notschool Pilot:** The DoE continued to implement the Notschool Pilot in south of the state in 2012 in partnership with Education Services Australia. The Pilot is modelled on the Notschool program in the UK, Europe and USA as an alternative access to education for young people aged 14- 17 at the extreme end of disengagement from classroom learning. When the Pilot finishes at the end of 2012, the DoE will continue to implement a similar online intervention program to be known as EdZoneOnline.
- **Taste of the Polytechnic (TOP) Program:** This program operates across the state and offers Year 10 students opportunities to explore their future training pathways by participating in a 'taster' of industry-specific programs with the Tasmanian Polytechnic. Organised through the Department of Education's Pathways and Participation unit, in partnership with the Tasmanian Polytechnic and schools, TOP programs are conducted at various Polytechnic campuses throughout the year and enable students to learn new skills and gain hands on experience outside of the school environment. The program is partially funded through participating schools and the Low SES School Communities National Partnership resource with institutions delivering the programs contributing in kind.
- **National Broadband Network (NBN) E-learning Projects:** Through the National VET E-learning Strategy 2012–2015, a number of Tasmania projects were awarded NBN funding for 2012. The projects that target young adult learners include: expanding the mode of training options for trade apprentices in remote locations; the delivery of VET horticulture programs to geographically dispersed learners (15-19 year olds) throughout Tasmania; and the delivery of hospitality related skills-based training to VET trainees, VET in Schools students and community members in a range of regional and metropolitan areas utilising recorded live video streaming. These projects provide young people with opportunities to gain access to pre-vocational training, training for critical skills needs and pathways to higher qualifications leading to increased workforce participation. The Skills Tasmania E-Learning Unit manages these projects along with projects in Victoria, South Australia and Western Australia funded under the National VET E-Learning Strategy.

National Partnership Agreement for More Support for Students with Disabilities - Transition Strategy: One of the strategies Tasmania implements through this National Partnership is the provision of additional support for students with disabilities to transition effectively between stages of schooling including Year 10 to Years 11 and 12 and from school into further education, training or employment. In 2012, this strategy was progressed through the following three initiatives: appointment of a Transition Project Officer to work in partnership with the non-government organisation TASCARE and their CEO on the development of a set of resource materials for families and schools to support the transition of students with disability between stages of schooling and to post school options; professional learning for education staff and community leaders on exploring effective partnerships and processes between families, schools and agencies for the benefit of students with disability; and allocations to school resource packages to support individual and small group transition plans for students with high transition support needs from 2012 to 2013.

Smarter Schools National Partnerships (SSNP): Through the three SSNPs, Tasmania is implementing systemic and sustainable education reform. While raising educational achievement in the early years and improving leadership and teaching quality throughout schooling will have pay-off for improved educational attainment, strategies implemented through the Low SES School Communities National Partnership in Tasmania directly support several YAT NP reforms. Of particular relevance are the transition initiatives

implemented through strategy 7 (SES7) and the previously mentioned Flexible Learning Tasmania Strategy implemented through strategy 4 (SES4).

- **The Post Year 10 Transition Initiative** (SES7): Implemented from the beginning of 2012, this initiative was delivered in every low SES National Partnership high school, focusing on building cooperation, collaboration, professional learning teams and relationships among schools. This work supports post-Year 10 providers to improve student transition from Year 10 into Year 11. The strategy requires schools and senior secondary colleges to work together assessing the current situation and transition challenges for their students while planning for improvement. The SES7 Post Year 10 Transition Initiative strategically aligns with the YAT NP and Tasmania's Implementation Plan for this National Partnership.

Key achievements of this initiative include:

- the development and implementation of a student tracking system and student at risk predictor tool
- professional learning in the *How Language Works* program for senior secondary college staff (train the trainer model)
- a personalised intervention program for rural and regional students to ensure a smooth transition into Year 11 or Year 12
- *Reach your Potential* a multifaceted advertising campaign to raise community awareness of changed skill needs and the importance of gaining a Year 12 qualification or equivalent.

Trade Training Centres: Tasmanian government and non-government education sectors have accessed the Australian Government's Trade Training Centre (TTC) in Schools program as part of their strategy to increase the number of young people completing Year 12 or equivalent qualifications by providing increased vocational training opportunities through industry standard Vocational Education and Training (VET) facilities. The program establishes skill hubs in regional areas and joint facilities in urban areas involving as many schools in the area as possible. By the end of 2012, there were seven operational Public Sector TTCs in Tasmania (with a further centre due for completion by late July 2013); three operational TTCs managed by Catholic Education; and one operational TCC managed by Independent Schools Tasmania. The centres are designed to deliver a number of trade competencies generally up to Certificate II level qualifications which will articulate to Certificate III (not all at each site) covering auto electric, electro-technology, bricklaying and plastering, roofing and general plumbing, metals, carpentry and joinery, welding, floor tiling, horticulture, hospitality and aged care.

The Tasmanian Skills Strategy 2008-2015: The Tasmanian Skills Strategy is one the four strategies, along with the Economic Development Plan, the Fiscal Strategy and the Infrastructure Strategy, that support Tasmania's social and economic prosperity. The Tasmanian Skills Strategy addresses three major YAT NP outcomes through the following targets and actions:

- The *Better System for Clients* theme of the Tasmanian Skills Strategy addresses the National Partnership outcome *Increase participation of young people in education and training*. Actions underpinning this theme include creating a seamless pathway between VET and Higher Education and improving the quality of the training system.
- The *Increasing Opportunity* theme of the Tasmanian Skills Strategy addresses the National Partnership outcomes *Young people make a successful transition from school to further education, training or full-time employment* and *Increased attainment of young people aged 15-24, including Indigenous youth*. Actions underpinning this theme include targeting specific groups of people for government funded training, building the literacy skills of Tasmanian adults and families and encouraging more people to continue their education and gain a meaningful qualification.

- The 2012 targets set under the Strategy for Year 12 or equivalent attainment of 15-19 year olds, and the proportion of Tasmanians 15-64 year olds with Certificate III or above qualification, have continued to show upward trends.

Board of Studies 2012 Data (TQA): Information provided by the Tasmanian Qualifications Authority (TQA) shows a significant upward trend in the proportion of 15-19 year olds attaining a Tasmanian Certificate of Education (TCE), the proportion undertaking some Vocational Education and Training (VET) units as part of their study in Years 11 and 12 in 2012 and the proportion completing the equivalent of at least two years full-time education and training. Direct continuation rates (Year 10 to Year 11 and Year 11 to Year 12) have continued to increase. More comprehensive data collection (including VET data from private training organisations) contributes in part to increases in recorded attainment and in total numbers of Year 12/13 students.

Progress/ impact as a result of the YAT NP

The Youth Attainment and Transitions National Partnership (YAT NP), along with other NP activity, complements and contributes to the significant effort, resources and reform initiatives that Tasmania directs towards increasing the educational engagement and attainment of its young people and to improve their transition to post school education, training and employment. In implementing the YAT NP, Tasmania recognises the need to strategically align effort with other jurisdictional reforms and national agreements and partnerships in order to maximise educational outcomes for young Tasmanians. The aims and objectives of the YAT NP strongly align with the state's vision for 'successful, skilled and innovative Tasmanians'. The implementation of the NP is a key strategy in the DoE's *Strategic Plan 2012-2015 Learners first, connected and inspired* and is a key focus for action in the *Tasmania Skills Strategy 2008-2015*. Maximising opportunities for Aboriginal young people under the Partnership Brokers (PB) program and Youth Connections (YC) program are key school and systemic actions in *Closing the Gap in Aboriginal Educational Outcomes 2010-2014 Strategy*, Tasmania's strategy for Aboriginal student success through school improvement.

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

- Tasmania continues to participate in, and contribute to, the workings of the Multilateral Working Group, the Data and Reporting Working Group and the National Career Development Working Group and implements jurisdictional and program governance through the YAT NP State Governance Committee and Regional Advisory Committees.
- From the commencement of the National Partnership, Tasmania has employed a project officer to manage aspects of the National Partnership Agreement including developing and managing Tasmania's Implementation Plan, providing leadership and strategic direction to the Commonwealth on behalf of the DoE and representing the state on various national and local working groups and committees.
- The DoE keeps stakeholders informed of NP initiatives through a variety of communication mediums that include Learning Service newsletters, Principal Forums, departmental senior management meetings and YAT NP regional advisory committee networks.
- Tasmania works with the Commonwealth in the development and implementation of a national evaluation of the NP and contributes to this evaluation. As with the first stage of the evaluation in 2011, Tasmanian government and non-government education sectors contributed to the second

year evaluation in 2012. Information from the evaluation reports informs our ongoing understanding of youth attainment and transitions.

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

Under the NP, Tasmania has had greater input into the implementation of the Youth Connections (YC) and Partnership Brokers (PB) programs than in similar programs prior to the NP. This has enabled the programs to be more strategically targeted to areas of regional need and for close relationships to be formed between program providers and education and training sectors.

- The regional advisory committees established in 2010 to guide the implementation of the PB and YC programs in Tasmania continued to meet in 2012. Each Committee is chaired by a local representative from the Department of Education's Learning Services, nominated by Learning Service General Managers. Membership includes PB and YC providers and local education stakeholders from the Department of Education, Tasmanian Polytechnic, Catholic and independent school sectors and DEEWR representatives. Committees met a number of times between February and December 2012.
- As well as guiding the implementation of the PB and YC programs in Tasmania, regional advisory committees, and associated networks, have been an excellent forum for sharing information and facilitating discussion about other elements of the NP and youth attainment and transitions issues more broadly.
- YC services in Tasmania continue to be targeted at young people aged 11-17 with service delivery primarily focused on early intervention particularly at transition points of Year 6 to Year 7 and, to a lesser extent, Year 10 to Year 11. The program complements the work of Tasmanian education sectors to provide personal support for young people at risk of disengaging from school.
- A continued priority requirement for all PBs in Tasmania is to support identified low socio-economic schools to develop sustainable partnerships in line with the National Partnership on Low Socio-Economic Status School Communities.
- PBs in Tasmania have brokered a number of partnerships between schools, community and industry which have won National Australia Bank (NAB) Schools First Program awards. One such partnership is the Flinders Island District High School Transition Partnership which was the state winner of the NAB Schools First program in 2012. This is an excellent example of how schools and their local communities can work together to create improved and dynamic learning outcomes for their students and how the PB program can complement and support the work of schools to partner with the community and industry.
- Both YC and PB programs contribute to the significant effort Tasmania directs to improving educational outcomes for Aboriginal young people.

The flexibility around MEAST funding arrangements has been an important aspect of the NP. It enables Tasmania to implement strategies and actions to address local needs, to complement existing initiatives and

other NP effort, and to align activity with current and emerging state policies and strategies (as described in other parts of this report). Through the Multilateral Working Group and the work of the National Career Development Working Group, Tasmania has had the opportunity to contribute to the review and development of national career development resources and initiatives under the NP Agreement including the development of the National Career Development Strategy due for release in 2013. The NP, through its working groups, has provided opportunities for Tasmania to strategically connect and network with other jurisdictions and the Commonwealth not only in relation to NP activity but in relation to youth attainment and transitions more broadly.

YAT NP 2010 Participation Target and Reward Payment: Tasmania achieved (and exceeded) its 2010 participation target and in June 2012 received the full amount of reward funding (\$1,158,073) available for achievement of the target. The funding was shared amongst government and non-government education providers in receipt of MEAST funding, in accordance with a model for the distribution of the reward payment that was agreed by the sectors.

YAT NP 2012 Attainment Target: Tasmania, along with other jurisdictions and the Commonwealth, participates in ongoing discussions to determine an appropriate methodology for assessing achievement of attainment reward targets for *Year 12 or Certificate II or above* attainment set under the NP for each state and territory to achieve by 2012.

Maximising Engagement, Attainment and Successful Transitions

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

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

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

MEAST funding supports the implementation of strategies 1 and 3.

Strategy one, improved monitoring of young people's participation in education and training and achievement, continued to be implemented in 2012 through an annual Early Leavers Survey and a Post Year 12 Destination Survey undertaken by the Tasmanian Qualifications Authority (TQA). Information gathered through the surveys and reported on annually, provides an information base for all education sectors to support policy development and actions needed to help young people engage and remain engaged in education and training.

The focus of the Early Leavers Survey is young people who appeared not to have transitioned from Year 10 into Year 11 or from Year 11 into Year 12 the previous year. The survey aims to improve our understanding of why young people leave school early so we can better engage students in learning, and strengthen sectors' tracking, monitoring and re-engagement practices. The survey provides each education sector with a list of early leavers who indicated through the telephone survey that they would like someone to contact them in relation to future education and training option. The sectors are then responsible for following up with the young people to provide guidance and advice on education and training options to improve their transition outcomes. The Post Year 12 Destination Survey aims to contact, where possible, students who finished two years of education and training after completing Year 10. The survey, and a series of annual reports, will provide Tasmania with more comprehensive data about where young Tasmanians go after finishing Year 12. This survey has been fully implemented since 2011.

MEAST funding contributed \$20,240 towards the implementation of the 2012 surveys with the DoE contributing \$66,560 towards the total cost of \$86,800.

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

In 2012, \$522,375 MEAST funding was directed toward the implementation of strategy three with funding allocated to DoE senior secondary colleges, the DoE Pathways and Participation Unit, the Tasmanian Polytechnic, the Tasmanian Skills Institute, Independent Schools Tasmania and the Tasmanian Catholic Education Office. A number of providers directed MEAST funding to support the continuation of their 2011 MEAST funded initiatives, others targeted funding to extend the scope of existing initiatives or implement and trial new approaches. Some initiatives were fully funded through MEAST, other reflected provider co-investment. Initiatives were evaluated through a range of quantitative methods (e.g. tracking attendance, retention and attainment data; student and staff surveys) and qualitative techniques (e.g. student reflections; teacher observations) with often a combination of both methods used to evaluate the programs.

Each of the eight senior secondary colleges implemented a range of targeted interventions and strategies including schoolwide and student-focused interventions. MEAST funding contributed \$322,185 towards the implementation of 19 locally determined strategies.

Strategies included:

Youth Attendance & Retention Support Counsellor: The purpose of this initiative is to provide a holistic youth support service to students who are at risk in their engagement with education. The

role provides individual mentoring with students who have been identified as having attendance issues before enrolling into college and during Years 11 and 12. The counsellor identifies barriers to attendance for each individual and works with the student in partnership with parents, teachers and youth providers to address these barriers. Building on the success of a 2010 MEAST funded initiative, the college created this position in 2011 and continued to invest MEAST funding to partially fund this initiative in 2012.

- **Flexible Learning Provision:** Some senior secondary colleges directed MEAST funding to implement a range of flexible learning opportunities for young people re-engaging with education or students at risk of disengaging from school.
 - **The Hub:** Through this initiative, an off-site learning program was established for long-term disengaged 16-19 year old students in partnership with a local youth services organisation. Students were identified by the regional Transition and Retention Project Officer through interview. Once accepted, students enrolled in literacy and numeracy programs and worked with a Careers' Counsellor to plan a re-entry to full education in 2013. MEAST funding covered the partial cost of a teacher for three days per week with the college providing additional costs for the teacher salary shortfall and the partner organisation providing the teaching space free of charge. The Hub is a short term, second chance learning opportunity but only a U-turn from mainstream education. Students value the additional support provided and the expectation is for them to re-connect to further education and training in 2013. The program is evaluated through students' personal reflection on the programs; the number of students who enrol in the program and the qualifications they gain; and the number who return to full-time education/training in 2013.
 - **On-campus Flexible Learning Program:** Through this program students identified as at risk of disengaging from education participated in a range of practical projects to allow more opportunities for applied learning. With a focus on improving students' literacy, numeracy and social skills, the class was double staffed by maths and English specialist teachers working together in a team teaching situation. The program provided flexible entry and exit points to allow for re-engagement of young people.
 - **Community Access Special Engagement Program:** This program provided a flexible learning option for students at risk of disengaging from college and for students reengaging with education through access to an individualised and supported program. The program operated one day per week involving two staff members, a dedicated facility and access to bus transport and an operating budget. The program provided a mix of mentoring (community sporting mentors and teachers), literacy development, pastoral care, physical and outdoor education and was evaluated through tracking the school retention, attendance and achievement of the students involved in the program. Seventy eight per cent of students involved in the program completed the year at college. This initiative was fully funded through MEAST funding.

- **Mentoring Programs:** A number of targeted mentoring programs were implemented as a student-focussed intervention to provide students at risk of disengaging from education with information, motivation and support in clarifying work and education pathways. The following programs exemplify the variety of approaches implemented:
 - **Girls Mentor Program:** This program aims to raise the aspirations and awareness of life and career choices of a group of girls at risk of disengaging from education. The program provides the students with personal development opportunities, problem solving techniques, life skills and an increase in confidence, self-esteem, motivation and

commitment to stay connected to college until the end of Year 12. Participants are paired up with a female mentor who agreed to make weekly contact with the student as well as attend workshops held at the college covering goal setting, healthy life style, time management, job search skills, resume writing and interview skills. Girls also visited their mentors in the workplace. Fourteen girls completed the program with ten continuing to Year 12 and four indicated their intention to enrol at university. MEAST funding provided for the line release of one teacher from April to November 2012 to implement the program.

- **'Get a lift' mentoring program:** This program focuses on assisting students who are on the fringe of disengaging from college. Students are supported to establish a course of action that will benefit them in realising their future aspirations, and on behalf of the students, assisting them with work experience programs, further training and employment whilst endeavouring to emphasise the importance of maintaining college contact. MEAST funding provides for the employment of a Youth Officer to organise the program and provide one-to-one support to participants. The program ran on average ten hours per week. Work experience programs and short courses were put in place and students undertook a range of activities to prepare and reflect on their pathway experiences. Building relations with employers was an important element to establishing ongoing support for the program. Student feedback has been positive and has contributed to successful outcomes.
 - **Student Mentor School Based Apprenticeships (SBATs):** Through this program, a mentor works with students experiencing difficulties transitioning into and from college. The mentor works with students exploring future goals and aspirations and sources opportunities for SBATs for these young people. Ongoing support is provided for students throughout the year including monitoring and encouraging students in the workplace and at school. MEAST funding provides half of the funds for this program.
 - **Pathway Experiences for Disengaging Students:** Through this program a teacher was employed to mentor and source work experiences for students identified as being at risk of dropping out of college. The program involved engaging students in activities that prepared them for their work experiences; supporting students during their work experience; and opportunities to reflect on their experiences to inform future directions. MEAST funding covered half the cost of 0.2 of the teacher's salary.
- **Vocational Education and Training (VET) Career Development & Pathways Planning:** This initiative provided a targeted effort to assist VET students in making successful transitions from their current course to employment, further education or training. A careers specialist teacher was employed to focus on support for VET students by providing group and individual career development services. The initiative also aimed to increase the knowledge and skills of VET teachers to support students in transition processes. This initiative will continue in 2013 attesting to the value and success of the strategy. MEAST funding provided half of the funds for this program.
 - **Promoting Years 11 and 12:** One senior secondary college directed a proportion of their MEAST funding to develop a DVD and associated subject banners to increase student and parent understanding of Years 11 and 12 pathways and the opportunities these years present. Developed by the college students for Year 9-10 students and their parents, the production was ready for viewing at the college's first parent evening of the year. Associated banners also stream on the college's internet page.

- **Extension Programs:** Two senior secondary colleges invested a percentage of their MEAST funding to provide increased opportunities for extending and assisting students with commitments to higher achievement in pre-tertiary subjects.
 - **High Achievers Extension Programs:** This program provided a range of highly achieving students with increased opportunities. As part of the program, a number of past college students at the University of Tasmania (UTAS) returned to college to talk about their study tips for success, how they chose their area of study and their transition to UTAS; a group of students visited UTAS to undertake tours of the campus and attend a variety of lectures; students participated in the UCANDO study skills workshops; and essay writing support was provided for Art students. Over the range of offerings, 197 students participated. Student feedback was very positive and will inform the 2013 program.
 - **Building Aspirations:** A pilot project was introduced at one college as a way of extending and assisting students with commitments to higher achievement in pre-tertiary subjects. The project was aimed at providing one-to-one assistance to those students who were recommended by their teachers for assistance with folio preparations, exam preparation and the development of confidence to attain their goal rating against the Board of Studies (TQA) driven criteria for assessment. Around 20 students were assisted in the project alongside meetings with teachers to establish parameters and effective requirements. The project was successful at another level where teachers were also supported at a highly demanding time of the year to prepare students adequately for folio submission. Teachers involved in the program commented that the program was incredibly helpful in discerning the academic tone, style, evaluation and standards required of pre-tertiary contributions.
- **Manager Transition:** MEAST funding contributed to the employment of a Manager Transition to work with all feeder schools to develop appropriate transition programs to meet their students' needs. The program operated throughout the school year and involved a number of activities including bringing students into the college during 2012 to prepare for 2013 enrolment and running taster and shadowing programs. In Term 3, the Transition Manager worked closely with Year 10 students at risk of not transitioning into Year 11 by developing a transition process for them with on-campus time. The initiative sought to better the understanding of college offerings by Year 10 students which then leads to more informed course selection and improved qualification outcomes. The college reports that even with an increase in student numbers this year, there has been a reduction in the number of leavers for this year to-date by nearly half. \$14,055 includes part contribution to employing Manager Transition and program support.
- **Engagement and Attainment Network:** This network, managed by the DoE Pathways and Participation Unit, brings together representatives from each of the eight senior secondary colleges and the Polytechnic, regional Guaranteeing Futures Managers and Youth Learning Officers to share information, resources and ideas to promote engagement and attainment. The focus for the network in 2012 was the tracking of Year 10 students into Year 11; linking transition and tracking processes; addressing barriers to engagement; and the mid-year re-engagement of students. The network operated at a statewide and regional level.
- **Partnership with District and Regional Schools Initiative:** Through this initiative, the Tasmanian Polytechnic provided additional support and resources to schools by linking key people in the Polytechnic with VET teachers in regional and district schools. MEAST funding contributed \$75,000 towards the overall cost of \$100,000 to employ a Regional School Liaison Officer, a Quality Officer

(Partnering Agreements) and administrative support to co-ordinate and facilitate training and Registered Training Organisation (RTO) requirements. Reports indicate that there is clear evidence that there has been a considerable increase in Polytechnic enrolments and outcomes in regional areas either facilitated and delivered by the Tasmanian Polytechnic or through auspice arrangements. The initiative will continue in 2013.

- **Skills for Life Student Support Program:** Improving completions of trainees and apprentices through the provision of the “Skills for Life Student Support” program continued to be a key strategy for the Tasmanian Skills Institute in 2012. The program, which is delivered by a specialist agency, provides trainees and apprentices enrolled at the Skills Institute with support services and Skills for Life training from their first day of training through to completion of their apprenticeship. In 2012, the following two new initiatives were introduced to support the program aims of improving retention and attainment: training on preventing and stopping bullying and harassment in the workplace, and the development an android phone based application to enable student to stay connected to support and information when convenient and needed. Anecdotal and statistical data indicates that the program is making a difference to the ability of individuals to gain a level of support that enable them to continue in their employment and training whilst managing through sometimes complex issues thus improving retention and attainment outcomes. MEAST funding contributes \$25,000 to the cost of this program, representing 10 per cent of the overall cost.
- **Independent Schools Tasmania (IST)** targeted MEAST funding of \$35,240 to support the development, promotion and implementation of MEAST activities and the long term involvement of IST in YATNP programs and governance through the employment of a consultant to work in this area. In 2012, MEAST funding supported the following three initiatives:
 - **Partnership Development:** Working with schools, industry and community partnerships were developed to facilitate the development of greater pathways opportunities, access to mentors and support for activities. Activity included continued work in the primary industry area by supporting the NBN program involving the Royal Tasmanian Botanical Gardens, GlobalNet RTO and schools; and discussions with AgriTas.
 - **Diversifying and Individualising Opportunities for Students:** Funding was used to develop, promote and run a number of programs for students aimed at catering for small numbers of interested students from across schools. Most of these opportunities were available to all education sectors. ITS involvement included organising the 2012 Growing Your Future event which provided 150 students in southern Tasmania with 18 industry experiences based on the environment and outdoors themes; and co-facilitating a Robogals seminar and workshop working with the University of Tasmania and Marika Chen, Young Australian of the Year.
 - **Teacher Learning Opportunities:** Funding supported a series of opportunities for teachers to broaden their personal professional understandings of career development, transition issues and the benefits of individualised pathways. Opportunities included bringing together Catholic and IST pathways and VET teachers into a statewide network; Green PD Day looking at the growth in green industries and the new careers opportunities opening up; and WorkSkills professional learning in association with VETnetwork.
- **The Tasmanian Catholic Education Office (TCEO)** directed MEAST funding (\$54,950) to part-fund a Transition and Engagement Officer to implement the following three initiatives. The Transition and Engagement Officer position will continue in 2013.

- **Engagement and Transition Post-Year 10:** This initiative aimed to re-engage students who left at the end of Year 10 or Year 11 in 2011. Data on student re-engagement in school, training or work provided the basis for program evaluation, together with ongoing monitoring of student progress through monthly reporting.
- **Engagement of At-Risk Students:** This initiative targeted students who were long-term absentees and/or at risk of leaving school before completing Year 10. Strategies included mentoring students and working with parents on strategies for long-term success. Analysis of annual system and school attendance data and ongoing monitoring of student progress through monthly reporting informed the evaluation of this initiative.
- **Co-ordinate and Support Pathways Program:** The Transition and Engagement Officer worked with college Pathways Co-ordinators to develop a consistent and quality Pathways Program in all colleges. The program will be evaluated through a review conducted at the end of 2012.

Year	Multiple Learning Pathways	Mentoring	Career Development
2012	\$246,359	\$151,270	\$144,986

Indigenous Reporting

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

As noted in the Tasmanian Implementation Plan (p. 12), the school enrolment specifications that apply to the monitoring and reporting on school level strategies for the National Partnership Annual Report (leading indicators: participation, attendance and retention and Year 12 attainment) will have limited applicability. For the 2012 reporting period, the nominated school enrolment specifications were applicable to one senior secondary college only.

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

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

Closing the Gap in Aboriginal Educational Outcomes 2010-2014: a Tasmanian strategy for Aboriginal student success through school improvement sets out a range of actions aimed at 'Closing the Gap' in the educational achievement of Tasmanian Aboriginal students. Consistent with priority actions established in the National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014, the strategy focuses on readiness for school, engagement and connections, attendance, literacy and numeracy, leadership, quality teaching and workforce development, Year 12 or equivalent attainment and pathways to post-school options. The strategy includes initiatives aimed at building the capacity of the Tasmanian education system

to deliver quality, inclusive teaching and leadership that are necessary to achieve the targets for improvement in Aboriginal student outcomes.

School-base initiatives include:

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

System-wide initiatives include:

- early identification of at-risk Aboriginal students
- supporting school engagement with Aboriginal Communities
- incorporating Aboriginal perspectives in the curriculum, exemplified in 2012 by:
 - staff from a number of government schools completing a three-day program in relation to Aboriginal Perspectives across the Curriculum and the Australian Professional Standards for Teachers 1.4 (strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians)
- building leadership in Aboriginal education for principals and building cultural competency of teaching staff, exemplified by:
 - principals from all Focus Schools participating in leadership programs such as Dare to Lead or the Stronger, Smarter Leadership Program
 - Aboriginal education priorities included in leadership training for all principals
 - Principals' Australia Dare to Lead consultants contracted to work in conjunction with the Tasmanian Aboriginal Community and the DoE's Professional Learning Institute (PLI) staff to further develop the Professional Cultural Leadership programs with specific focus on Tasmanian Aboriginal culture and history
 - the Aboriginal Cultural Understandings Training program delivered to teachers and leaders in 23 schools across the state by the end of 2012
 - DoE Aboriginal Education Services (AES), in conjunction with the PLI, developing a professional learning program for teachers, to be implemented in 2013, to address the Australian Professional Standards for Teachers 1.4 and 2.4.
- provision of specialist Aboriginal Education staff and cultural resources (through the work of the AES) to assist schools to more effectively meet the educational needs of Aboriginal students and their families:
 - **Aboriginal Education Workers** (primary schools), **Aboriginal Early Years Liaison Officers** and **Aboriginal Education Officers** (AEOs), a school-based network, support Aboriginal student and community engagement, learning and pathways. **Aboriginal Education Officers** have a specific role in actively promoting Aboriginal student engagement, attainment and successful transitions in Years 9 to 12. AEOs support students to attend and engage in their schooling and assist with transition to further education, training and employment.
 - **Closing the Gap Strategy Coordinator** supports the development, coordination and implementation of initiatives that lead to improved educational outcomes for Aboriginal students and increased Tasmanian Aboriginal cultural understanding across the department.

- **Senior Curriculum Officer Aboriginal Education** provides advice, leadership and support to classroom teachers, senior staff and principals in the interpretation and implementation of DoE policies and guidelines on implementing the Closing the Gap strategy in Aboriginal education and cultural inclusion as they apply to teaching and learning and curriculum provision in schools.
- **Project Officer Culture & Curriculum** works with the manager and staff of AES to develop and coordinate Aboriginal cultural education programs for schools and senior secondary colleges throughout Tasmania. The officer provides advice and support to schools around embedding Aboriginal perspectives into the curriculum. The Project Officer Culture & Curriculum and the Senior Curriculum Officer Aboriginal Education work closely with the DoE Curriculum Team to ensure that the cross-curriculum priority, Aboriginal and Torres Strait Islander Histories and Cultures, are implemented in all schools.

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

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

Raising the Bar Closing the Gap Indigenous Initiative: This initiative is funded under the Australian Government's expansion of literacy and numeracy programs for underachieving Aboriginal students and is in its second year of implementation. The initiative helps to accelerate literacy and numeracy achievement of participating Aboriginal students across five Tasmanian government NATSIEAP Focus Schools. Further funding in late 2011 of \$1 million over two years through the *Next Steps* program has enabled another five focus schools to support their Aboriginal students. In June 2012, a new partnership agreement titled *Investing in Focus Schools* was signed which will see another eight focus schools receive funds totalling \$1.2 million to support.

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

The Lucy Beeton Aboriginal Teacher Scholarship was launched in 2012 and was established in recognition of Tasmania's first Aboriginal teacher. Through establishing the Lucy Beeton Aboriginal Teacher Scholarships, the DoE aims to increase the number of Aboriginal and Torres Strait Islander teachers in Tasmania. The scholarship is intended to increase the number of Aboriginal teachers in Tasmania by annually awarding three Aboriginal students enrolled in a teaching qualification at the University of Tasmania, a bursary of \$6,000 each.

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

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

The Bunguna (Leaders) Pathways Program, an initiative of the Riawunna Centre in partnership with the University of Tasmania and the Department of Education, aims at engaging Aboriginal high school students in Years 9 and 10 to consider university as a future pathway. The program offers students a variety of information to demonstrate that university can be achievable. In 2012, the program was delivered to students on the North West Coast of the state. There are plans to deliver the program in the south of the state in 2013.

Junior Ranger Program: The Aboriginal Junior Ranger Program is funded by the Australian Government through the Working on Country (WoC) Aboriginal Trainee Ranger funding agreement between Tasmanian Parks and Wildlife Service (PWS) and the Department of Sustainability, Environment, Water, Population and Communities (DSEWPC). The first pilot Junior Ranger Program (2012) provided an opportunity for sixteen Year 10 Aboriginal students from around the state to visit Aboriginal heritage sites and participate in discussions with a variety of land managers. The aim of the program is to learn about the pathway into becoming a Parks Ranger (and other careers in the Tasmanian Parks and Wildlife Service) working with an Aboriginal community organisation or other workplace within the land and sea management and conservation 'space'. A new approach will be trialled in 2013 through a pilot of the Mount William Junior Ranger Program with a focus primarily on Year 10 students.

School-based Apprenticeships and Traineeships: As part of their senior secondary studies in 2012, a number of Aboriginal students undertook school-based apprenticeships and traineeships in a range of industry areas including business, community services, hospitality and agriculture. Some students undertook their school-based traineeship through the Aboriginal School Based Traineeship Program.

Herbs for Culture Project: Winner of a National Australia Bank (NAB) Seed Funding Award, this project saw Parklands High School in Burnie partnering with Romaine Primary School, Burnie LINC, Royal Tasmanian Botanical Gardens and the Tasmanian Polytechnic to establish an Indigenous herb garden. The project involved Aboriginal students and their parents undertaking the research, designing, planning and development of the herb garden with community partners providing library resource, support staff, career planning and horticultural advice. Aimed at increasing student engagement and improving educational outcomes for Aboriginal students, the partnership was brokered by Tasmanian Life Long Learning, the Partnership Broker in the north-west of Tasmania.

Smarter Schools National Partnerships (SSNP): Through Tasmania's SSNP Implementation Plan, government and non-government schooling sectors commit to addressing the learning needs and improving educational outcomes of Aboriginal students. The range of activities and intervention strategies highlighted in Tasmania's SSNP 2012 Annual Report, illustrates the diverse ways in which SSNP action is addressing educational outcomes for Tasmanian Aboriginal students. Activities and strategies include:

- All Tasmanian Smarter Schools National Partnership (SSNP) school implementation plans are required to address the learning needs of Aboriginal students.
- Improved attendance and retention strategies in schools have targeted at-risk students including Aboriginal students across the three schooling sectors.

- Work to increase the degree to which an Aboriginal perspective has been embedded into the curriculum of all schools has commenced. This work was significantly progressed in 2012.
- Aboriginal students 'at risk' and/or below the National Minimum Standard are supported with targeted literacy and numeracy intervention, 1:1 or small group work. Data is better informing intervention.
- All school networks monitor the progress of their Aboriginal students, analysing the data and responding to individual needs by providing additional support through Aboriginal Education teachers.
- Schools are developing and trialling new approaches to working with Aboriginal families and students. Significant work developing personalised learning plans for Aboriginal students occurred in schools in 2012.
- A number of SSNP National Partnership schools (government and Catholic) have engaged in Dare to Lead professional learning for leadership teams.
- In 2012, three pilot programs were developed as extension programs for high achieving Aboriginal students in Year 9 and Year 10 to promote and support Year 12 or equivalent attainment. The pilots were based around three clusters of focus senior secondary colleges that have large numbers of Aboriginal students. The programs ran as a joint initiative between the colleges and their feeder high schools and so promoted linkages between these schools. A teacher was employed as a coordinator in each setting to work with the students and their families to help link families with colleges and to assist students to finish Year 12. The program involves students in four targeted activities: meeting each other, supporting each other and working together to understand the requirements and advantages of further education/training; the Duke of Edinburgh program to develop leadership skills and community service activities; a research project on Aboriginal identity and culture; and access to careers tasters and subsequent industry mentoring.

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 National Partnership on Youth Attainment and Transitions would not be extended past the end date of 31 December 2011 in recognition that State and Territory policies have embedded the entitlement.

National Youth Participation requirement

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

Exemptions to the participation requirement

Under the *Youth Participation in Education and Training (Guaranteeing Futures) Act 2005*, a person in the required participation phase is automatically exempt from the requirement to participate in an eligible option if the person is in employment for 25 hours or more each week. Employment of less than 25 hours

each week is not recognised as an automatic exemption but it could be included as part of a mix of employment and education or training to make up a full-time load.

In circumstances where the young person is not able to participate in an eligible option, (such as injury, disability, ill-health or incapacity), a young person, or a parent of a young person, may apply to the Secretary of Education for a dispensation from participation in an eligible option.

Compliance and enforcement/monitoring

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

Examples of key strategy, policy and resource approaches:

- Under the *Youth Participation in Education and Training (Guaranteeing Future) Act 2005*, a participation record is opened for each young person that identifies the young person's participation or intended participation in eligible options during the required participation phase. A participation record is opened by giving notice to the Tasmanian Qualifications Authority (TQA). Responsibility to lodge a participation record for Year 10 students enrolled with a government school or registered school lies with the school principal; for young people undertaking home education, it is the responsibility of the parent of the young person; and in any other case, responsibility lies with the Secretary of the Department of Education. Further information can be viewed at:
- To support young people to comply with the *Guaranteeing Futures Act 2005*, initiatives were introduced at the time through the implementation of *Tasmania: A State of Learning*, Tasmania's first strategy for post-Year 10 education and training. A number of Guaranteeing Futures initiatives continue to be implemented including the delivery of pathway planning and transition support for students in Year 10 and into Year 11; vocational learning programs focusing on community partnerships; and the development of resources to support the delivery of pathway planning and vocational learning in schools.
- Additional support is provided to students at risk of not continuing into an eligible option following Year 10. Department of Education (DoE) officers are employed to work with these young people with a view to re-engaging them in a suitable program within the further education and training environment. From the beginning of 2013, Youth Transition Officers will be employed to increase the level of support to this cohort of young people. Both the Catholic and independent school sectors have similar processes and practices in place. The tracking of young people for re-engagement purposes across all education sectors is further strengthened through the Early Leavers Survey where young people are provided with the opportunity for follow-up contact about future education and training options. Tracking and re-engagement practices, along with the Early Leavers Survey and the Post Year 12 Destination Surveys, also provide sectors with information to monitor trends and inform policy directions.
- To strengthen the work of these officers, and to build the capacity of education providers, in 2012 the DoE trialled a tracking system with all senior secondary colleges (Years 11 and 12) and the Tasmanian Polytechnic tracking Year 11 student enrolments and contacting those who disengage from education and training for the purpose of re-engagement support.

- The Retention and Attainment Strategy Years 10-12 was implemented in 2012. The strategy guides the work of the DoE in improving the transitions of students from Year 10 to Year 12 and engaging students so they stay in education and training and gain a meaningful Year 12 or equivalent qualification. The strategy focuses on three key themes: successful transition from Year 10 to Year 11; purposeful engagement in Years 11 and 12; and meaningful qualifications.
- Developed in 2012, the Student Engagement and Retention Policy clarifies the expectation that all DoE department staff working with students from the early years to Year 12 take responsibility for ensuring optimal levels of student engagement, retention and educational attainment; and to support staff enact appropriate structures, programs and processes to facilitate this.
- The Enrolment, Attendance and Participation Policy (and related procedures and guidelines) has been developed to guide enrolment, attendance and participation in Tasmanian government schools, senior secondary colleges and Years 11 and 12 in the Tasmanian Polytechnic. The Policy applies to school-aged children and young persons living in Tasmania who are required by law to be enrolled in school, college or to be participating in an eligible post-Year 10 option.
- A variety of approaches are implemented to raise awareness of the participation requirement with students, parents and the community. For example, information is included in the student's pathway planning process which facilitates discussions between the student and their Pathway Planning Officer; information is provided on the DoE's website; and advertising material has been developed and distributed through schools to the wider school community as part of the DoE's '*Reach your potential*' campaign.

ANNEXURE 1 A - Youth Connections – National Summary

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

Some key achievements over the past three years:

- The evaluation findings of the Youth Attainment and Transitions National Partnership (undertaken by dandolopartners) are positive. The evaluation has confirmed that Youth Connections is continuing to achieve positive outcomes for young people and is strongly supported by the education and training sector, and the community and youth sector.
- Youth Connections providers are engaging young people from disadvantaged backgrounds. 39% of Individual Support Services participants are in the most disadvantaged Socio-Economic Indexes for Areas quintile compared to 13% of the total population (identified in the 2011 dandolopartners evaluation report).
- The subjective wellbeing of young people receiving Individual Support Services improved during their time in the program.
- The flexibility of the model and the focus on disadvantaged groups has attracted additional funding to assist identified target groups in the program:
 - an additional \$1.4 million for Youth Connections in the 2011-12 Budget as part of the Building Australia's Future Workforce measures to better support teenage parents in 10 locations for two years (2012-2013);
 - three Youth Connections providers were contracted to deliver the \$3.5 million Youth Connections/Reducing Substance Abuse Pilot Projects for two years (2011-2012); and
 - the network of Youth Connections providers in Victoria is being used for Springboard, a Victorian Government program to support young people in residential out-of-home care (\$16.9 million over four years).

Individual Support Services

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

Since the program commenced in 2010, Youth Connections provided Individual Support Services to 58,408 young people. 34,793 (60%) young people achieved a final outcome in the program, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 10,398 (18%) were assessed as making significant progress in addressing their barriers to full engagement in education.

Youth Connections service providers apply the *Personal Wellbeing Index (School Children)* to assess the Subjective Wellbeing of Individual Support Service recipients. The survey is completed at entry and exit. 18,085 participants completed the survey. A significant 6.09 percentage point increase in Subjective Wellbeing was observed from when the participant entered the program compared to when they exited the 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.

Tasmania Summary

Context

In Tasmania, Youth Connections' services are targeted at young people aged 11 to 17. Transition points - between grades 6 and 7 and, to a lesser extent, grade 10 to grade 11 - are currently the focus of service delivery. Specific schools or clusters of schools were again nominated by the Department of Education's Learning Services Management Teams in each region as focus areas for Youth Connections activity in 2012. Referral mechanisms differ between regions, while within regions each school receives a different level of support in responding to the needs of students in accordance with priorities nominated by education sector representatives. The role of Youth Connections' providers has varied to meet the needs of the region and the schools with which they are working.

Program Status

In the first three years of operation in Tasmania, Youth Connections provided Individual Support Services to 1,640 young people. 834 (51%) young people achieved a final outcome, which represents their re-engagement in education, or a sustained improvement in their engagement with education, training or employment. A further 356 (22%) were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 334 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, providers linking with 14,304 young people through these activities.

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

In 2012, Tasmanian providers made significant progress in addressing the barriers faced by Indigenous and humanitarian refugee young people. The percentage of Indigenous young people on the caseload increased from 6% 2010 to 12% in 2012. The percentage of humanitarian refugee young people on the caseload increased to 2% in 2012 from a zero base in 2010.

In Tasmania 196 (12%) young people in the program were identified as Indigenous Australians. 95 (48%) Indigenous young people achieved a final outcome, and a further 53 (27%) were assessed as making significant progress in addressing their barriers.

Challenges

While Youth Connections has achieved results delivering flexible and individualised services to young people at risk in 2012, the elements of the program relating to Outreach and Re-engagement activities, and activities to strengthen services in the region, have been slower to be embedded in service delivery in Tasmania.

While there has been significant Outreach and Re-engagement activity, not all of this activity has been well targeted or outcome focussed, particularly in the early stages of the program. Some of the Strengthening

Services activities reported by providers have been directed towards awareness raising, promotional activities or attendance at stakeholder group meetings, but in 2012 those activities were better targeted to capacity-building among other youth service providers in the Youth Connections regions.

Strengthening Services in the Region activities should be closely linked with the Partnership Brokers program. Providers are expected to work together, where appropriate, to address the needs of their region. There has been considerable improvement in the level of collaboration between Youth Connections and Partnership Brokers to progress partnership arrangements over the life of the program. There remains more to be done to improve relationships in order to translate these partnership arrangements into outcomes for young people at risk of losing their way in their education.

Successes

On the whole, Youth Connections providers in Tasmania are making a significant difference in many young peoples' lives. Like many other Youth Connections providers, there are many more young people with whom they cannot work and the level of need cannot be adequately met with the limited resources available to the program.

Youth Connections program data

Connection Level definitions

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

Table 1: Participant Status

Participant Status	TAS	National
Receiving Individual Support Services	215	6217
Receiving Individual Support Services previously and exited	1425	52,191
Registered but not yet enrolled for Individual Support Services	78	3563
Total	1718	61,971

Table 2: TAS Contract Levels

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

Table 3: Comparison between TAS and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
TAS (No.)	1101	354	238
TAS (%)	65%	21%	14%
National (No.)	15,825	21,124	23,491
National (%)	26%	35%	39%

Table 4: Comparison between TAS and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
TAS (No.)	879	256	170
TAS (%)	67%	20%	13%
National (No.)	130,53	16,958	17,620
National (%)	27%	36%	37%

Figure 1: TAS – Age of Participants

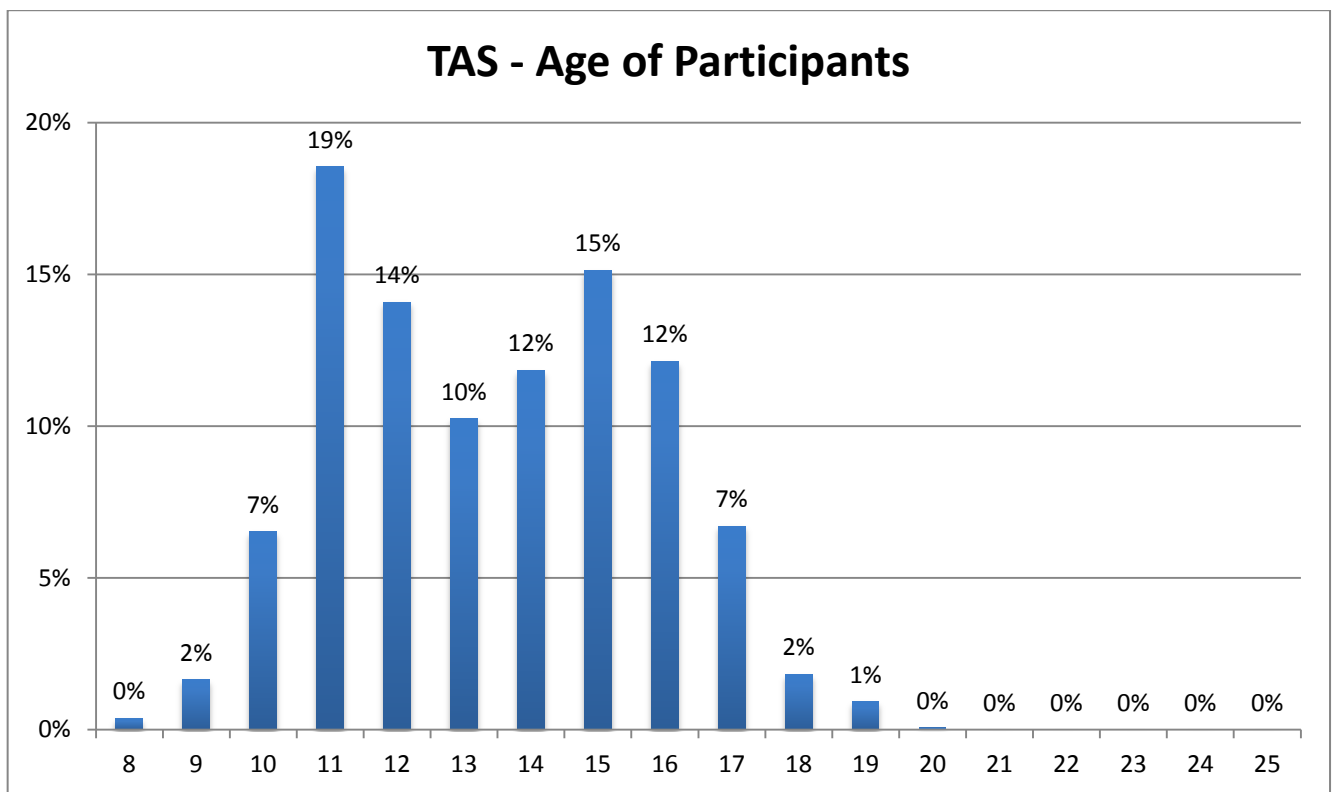


Figure 2: National – Age of Participants

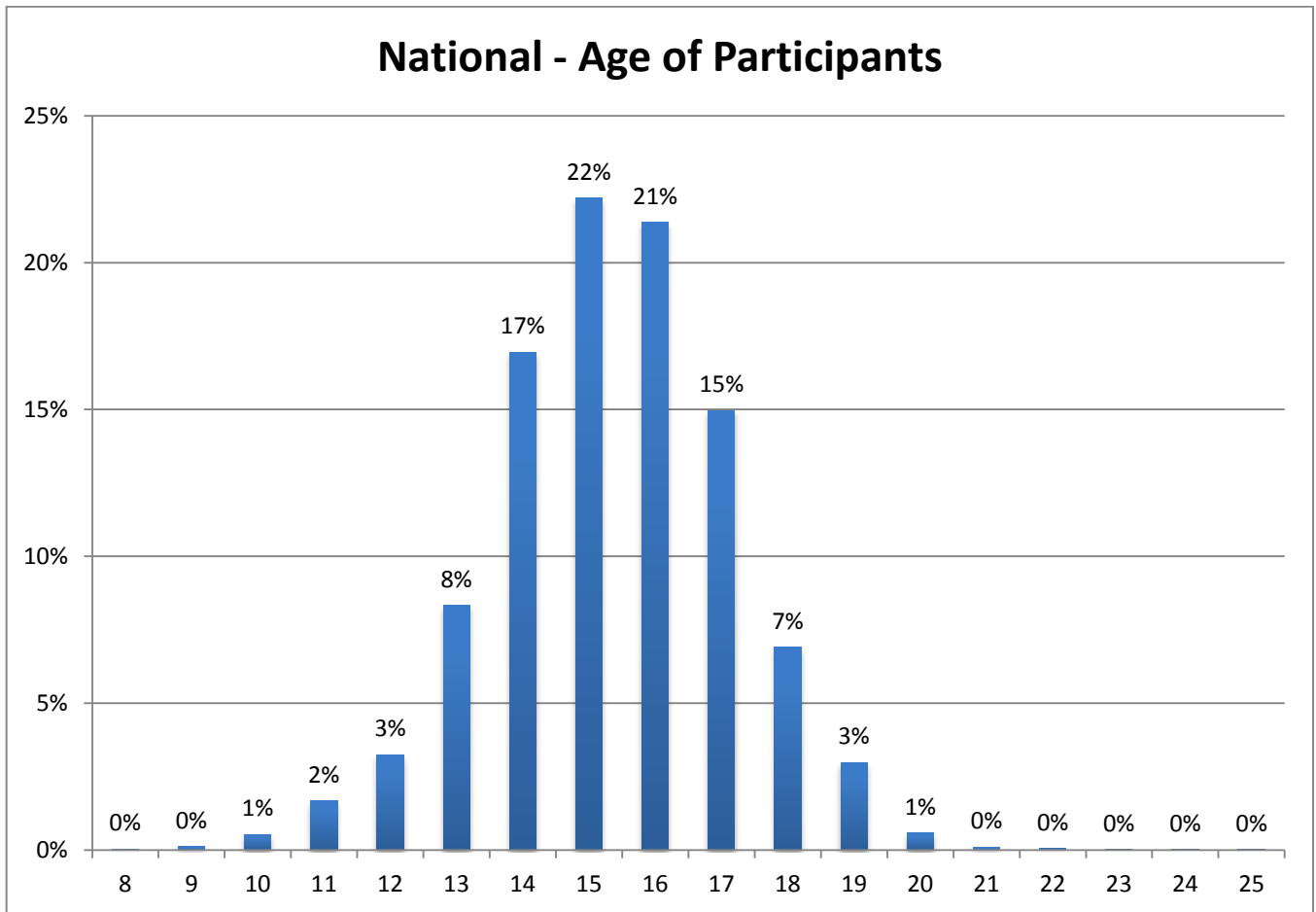


Table 5: TAS - Age of Participants

	Level 1	Level 2a	Level 2b	Total	% Total
8	6	0	0	6	0%
9	24	1	2	27	2%
10	98	7	1	107	7%
11	269	39	7	304	19%
12	189	38	8	231	14%
13	108	45	20	168	10%
14	131	43	33	194	12%
15	180	63	36	248	15%
16	78	63	58	199	12%
17	16	41	45	110	7%
18	1	10	16	30	2%
19	1	4	11	15	1%
20	0	0	1	1	0%
21	0	0	0	0	0%
22	0	0	0	0	0%
23	0	0	0	0	0%
24	0	0	0	0	0%
25	0	0	0	0	0%

Table 6: National – Age of Participants

	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: TAS Age profile by Connection Level

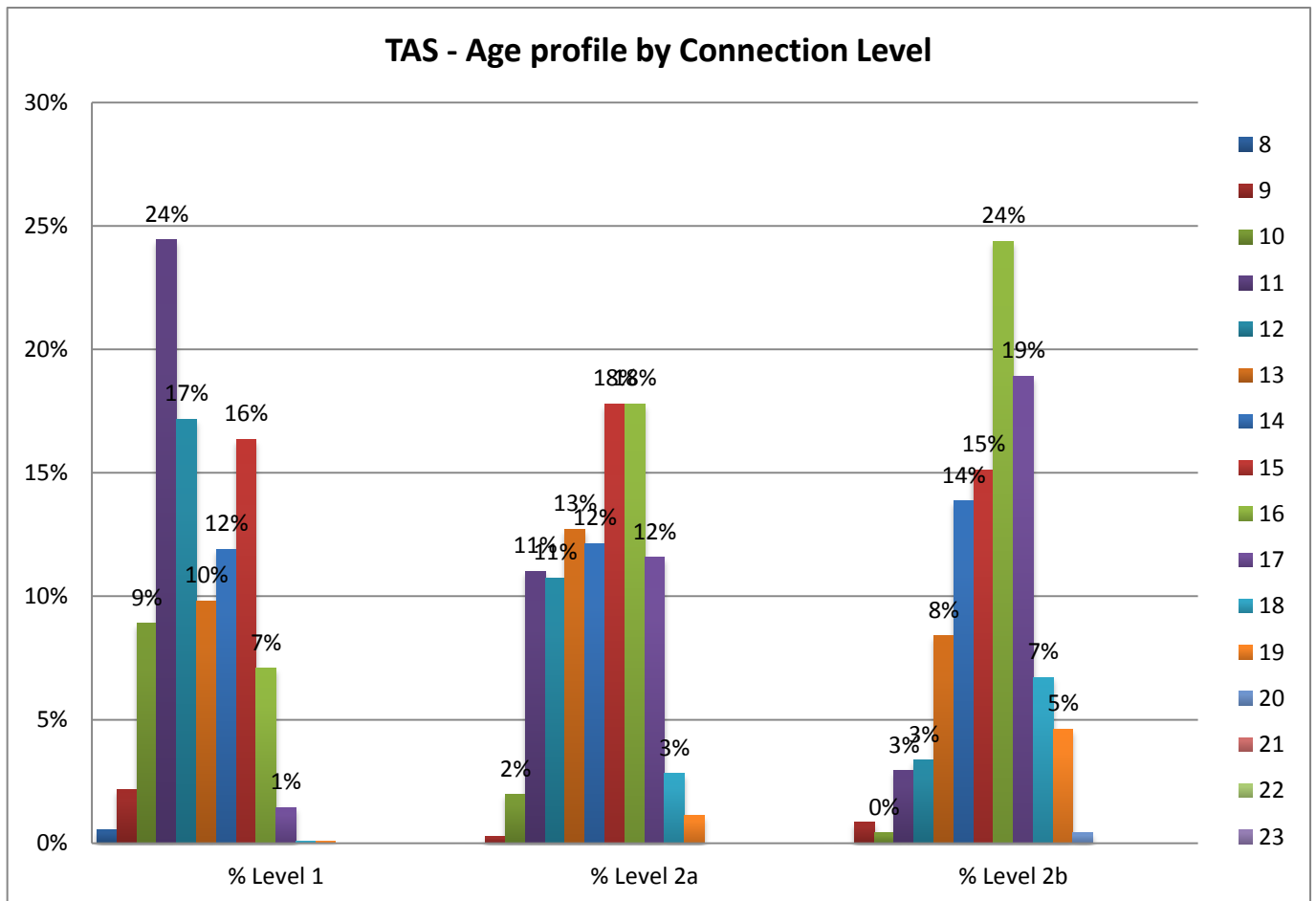


Figure 4: National Age profile by Connection Level

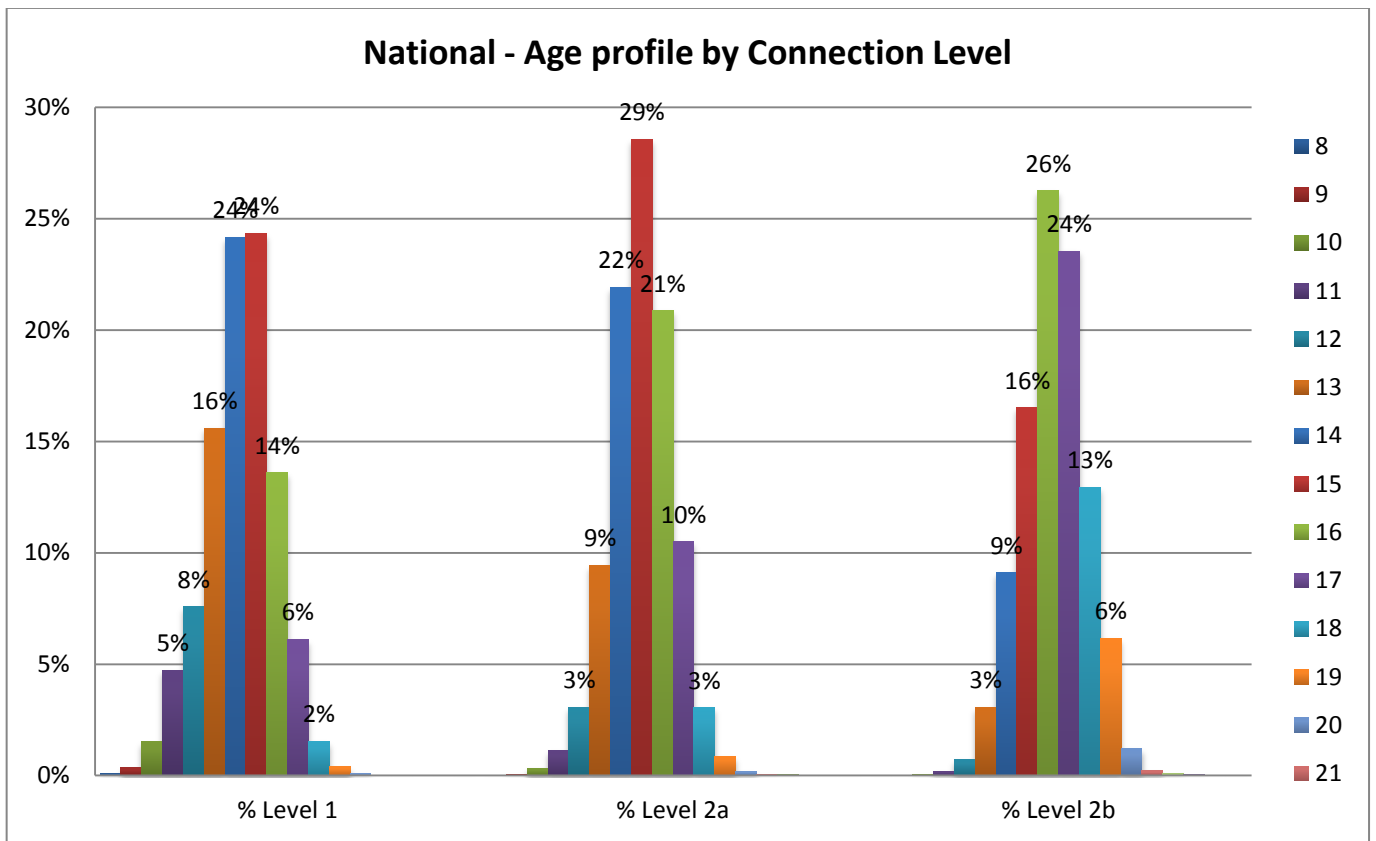


Figure 5: Percentage of Participants who have been identified as having a characteristic

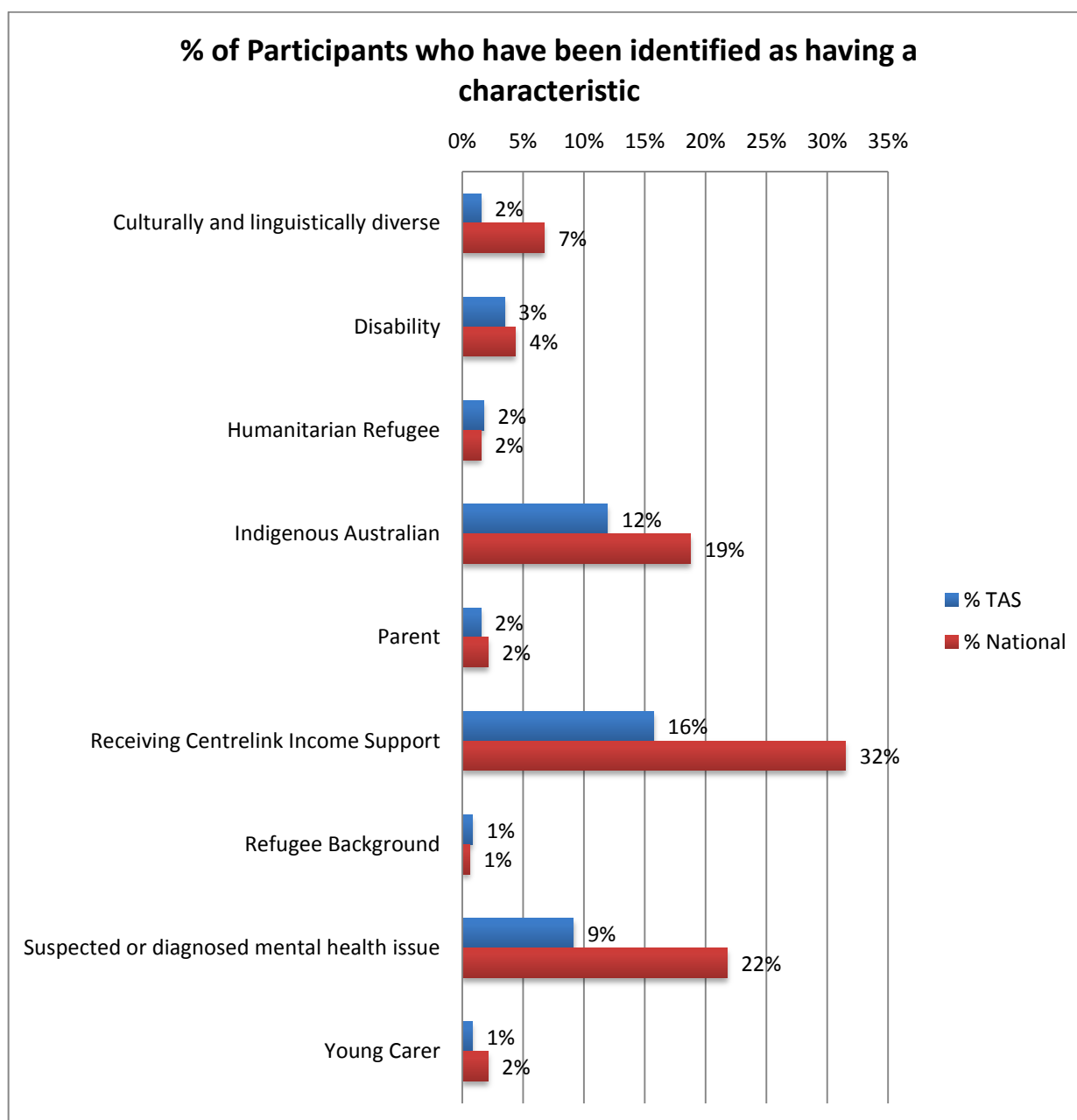


Table 7: Percentage of Participants who have been identified as having a characteristic

	TAS	% TAS	National	% National
Culturally and linguistically diverse	25	2%	3948	7%
Disability	57	3%	2563	4%
Humanitarian Refugee	29	2%	892	2%
Indigenous Australian	196	12%	10,955	19%
Parent	25	2%	1245	2%
Receiving Centrelink Income Support	258	16%	18,409	32%
Refugee background	14	1%	354	1%
Suspected or diagnosed mental health issue	150	9%	12,712	22%
Young Carer	14	1%	1232	2%

Figure 6: Percentage of Participants identified as having a barrier

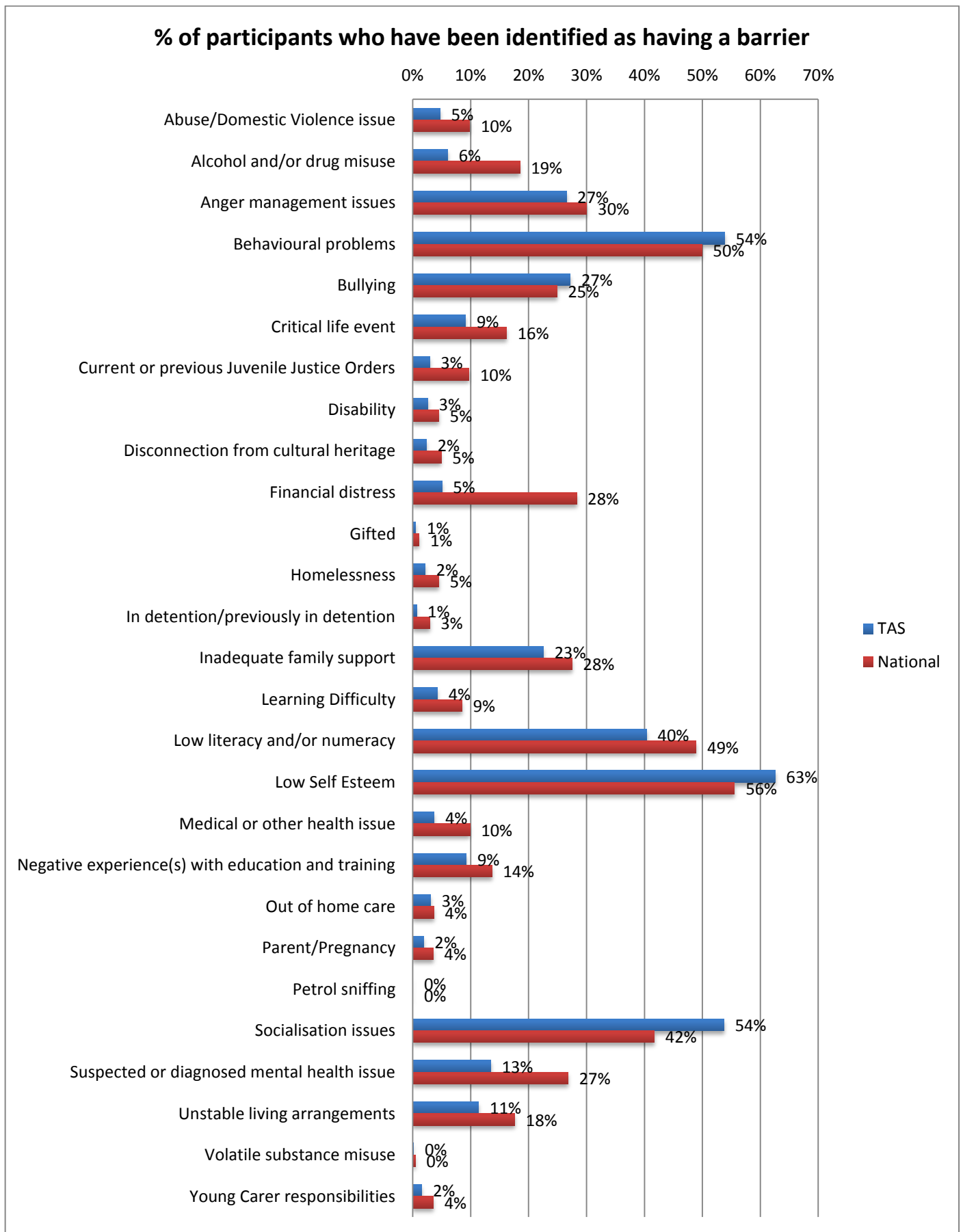


Table 8: Percentage of Participants identified as having a barrier

Barrier	TAS	National
Abuse/Domestic Violence issue	5%	10%
Alcohol and/or drug misuse	6%	19%
Anger management issues	27%	30%
Behavioural problems	54%	50%
Bullying	27%	25%
Critical life event	9%	16%
Current or previous Juvenile Justice Orders	3%	10%
Disability	3%	5%
Disconnection from cultural heritage	2%	5%
Financial distress	5%	28%
Gifted	1%	1%
Homelessness	2%	5%
In detention/previously in detention	1%	3%
Inadequate family support	23%	28%
Learning Difficulty	4%	9%
Low literacy and/or numeracy	40%	49%
Low Self Esteem	63%	56%
Medical or other health issue	4%	10%
Negative experience(s) with education and training	9%	14%
Out of home care	3%	4%
Parent/Pregnancy	2%	4%
Petrol sniffing	0%	0%
Socialisation issues	54%	42%
Suspected or diagnosed mental health issue	13%	27%
Unstable living arrangements	11%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	2%	4%

Figure 7: TAS Participant Barriers by Connection Level

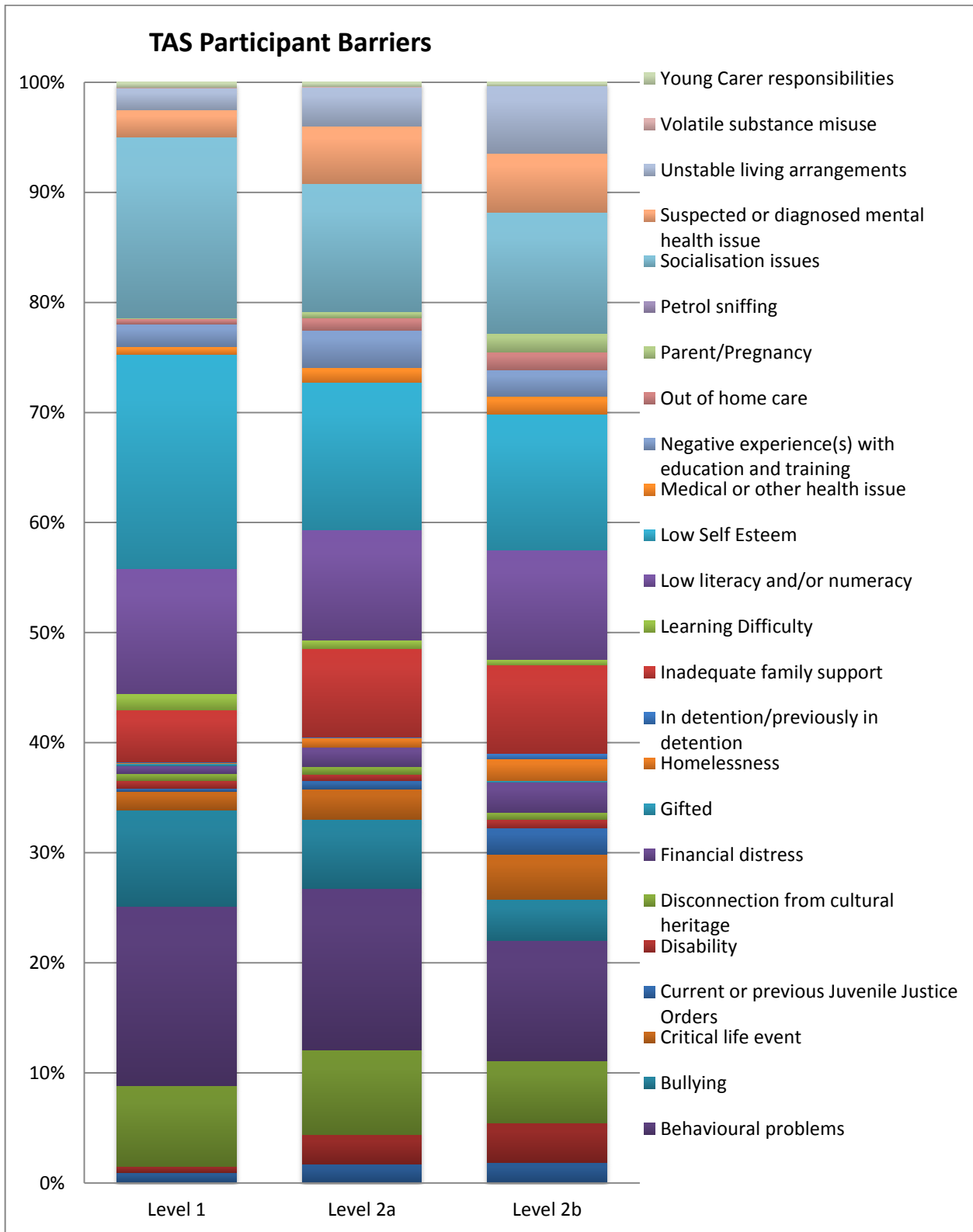


Table 9: TAS - Percentage of participants identified as having barrier, by Connection Level

Barrier	TAS Level 1	TAS Level 2a	TAS Level 2b
Abuse/Domestic Violence issue	3%	7%	9%
Alcohol and/or drug misuse	2%	11%	17%
Anger management issues	24%	32%	27%
Behavioural problems	54%	61%	52%
Bullying	29%	26%	18%
Critical life event	6%	12%	20%
Current or previous Juvenile Justice Orders	1%	3%	11%
Disability	2%	3%	4%
Disconnection from cultural heritage	2%	3%	3%
Financial distress	2%	7%	13%
Gifted	1%	0%	1%
Homelessness	0%	3%	9%
In detention/previously in detention	0%	0%	3%
Inadequate family support	16%	33%	38%
Learning Difficulty	5%	3%	3%
Low literacy and/or numeracy	38%	41%	47%
Low Self Esteem	65%	56%	59%
Medical or other health issue	2%	6%	8%
Negative experience(s) with education and training	7%	14%	11%
Out of home care	1%	5%	8%
Parent/Pregnancy	0%	2%	8%
Petrol sniffing	0%	0%	0%
Socialisation issues	55%	48%	53%
Suspected or diagnosed mental health issue	8%	22%	26%
Unstable living arrangements	7%	14%	29%
Volatile substance misuse	0%	0%	0%
Young Carer responsibilities	2%	2%	2%

Figure 8: National Participant Barriers by Connection Level

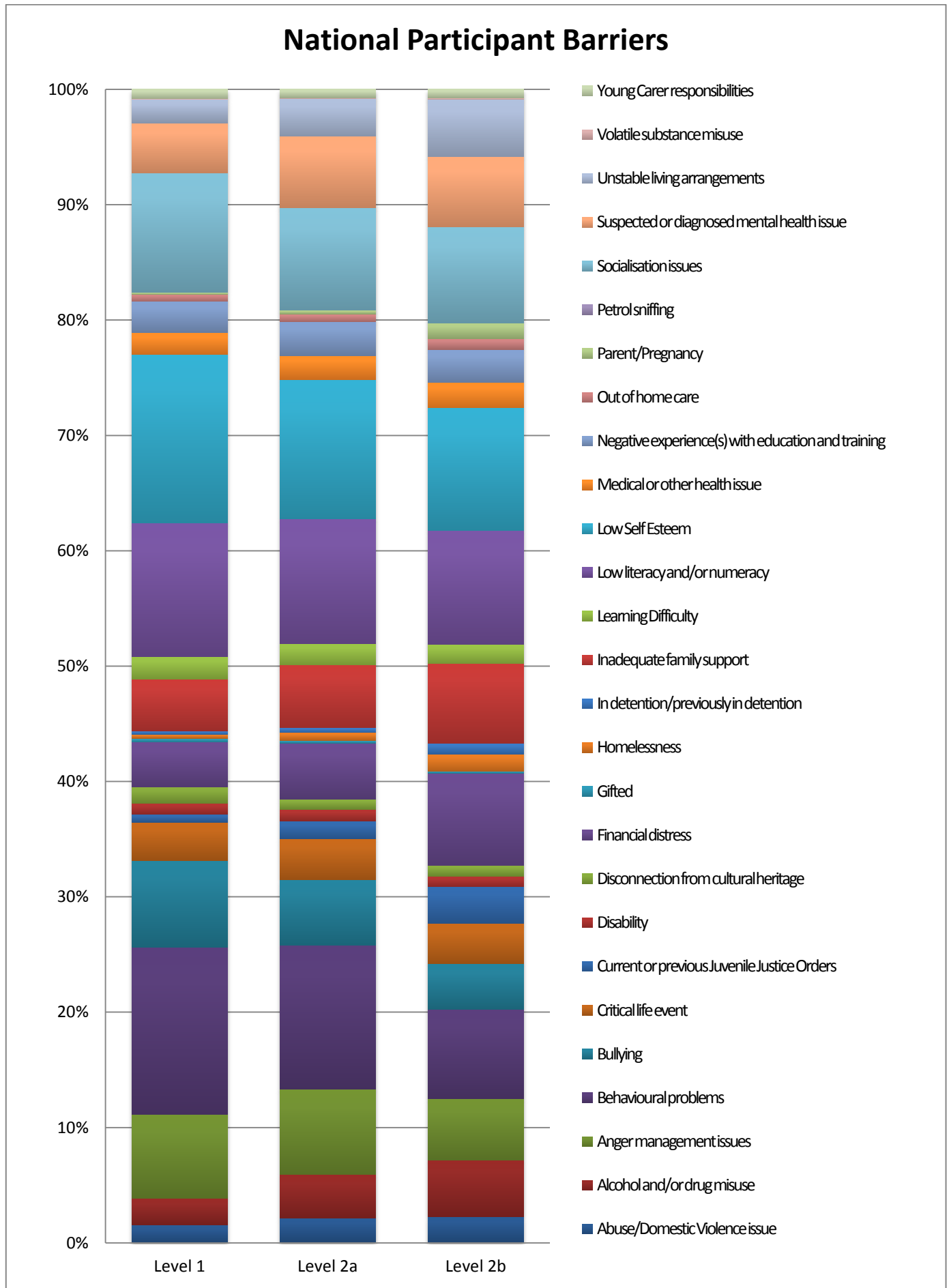


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

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	TAS	TAS %	National	National %
Young people enrolled in individual support services	1640	-	58,408	-
Young people who have achieved a progressive outcome*	1191	73%	42,873	73%
Young people who have achieved a final outcome**	834	51%	34,793	60%

Table 12: Participant Outcomes – exited participants

Participant outcomes	TAS	TAS %	National	National %
Young people enrolled in individual support services	1425	-	52,189	-
Young people who have achieved a progressive outcome	1035	73%	38,928	75%
Young people who have achieved a final outcome	799	56%	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: TAS - Number of young people achieving outcomes

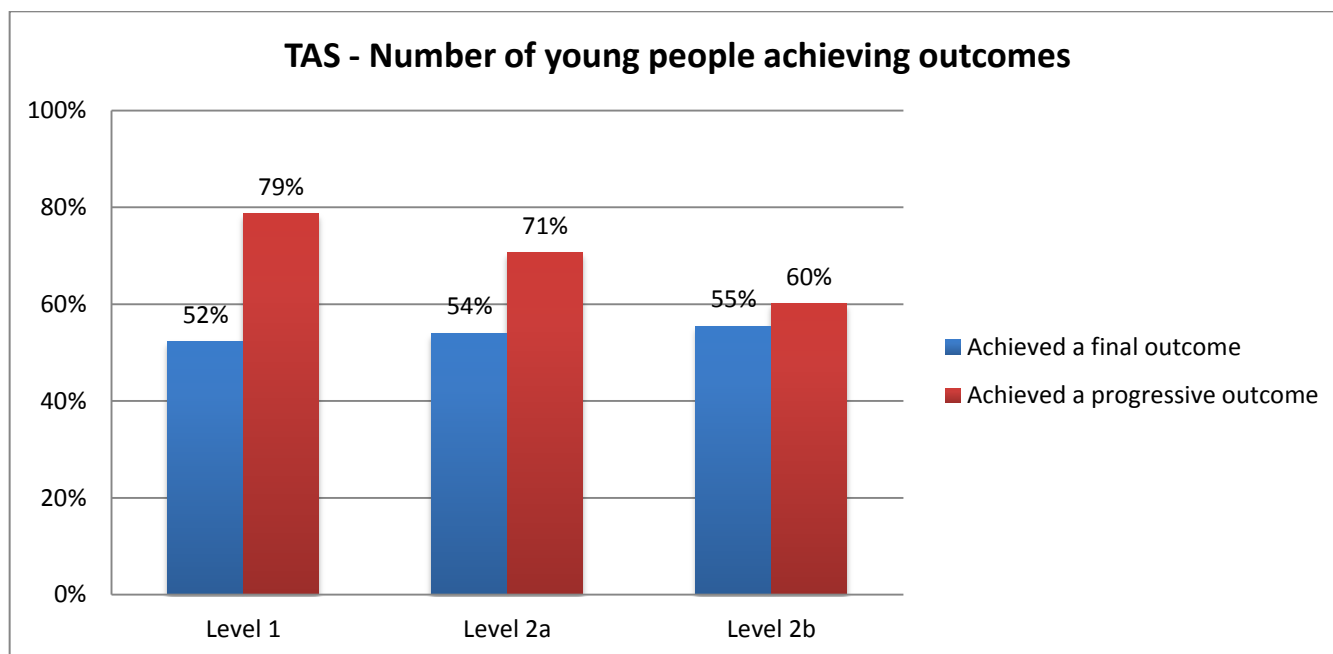


Table 13: TAS - Number of young people achieving outcomes

TAS Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	575	52%	191	54%	132	55%
Achieved a progressive outcome	866	79%	250	71%	143	60%

Figure 10: National - Number of young people achieving outcomes

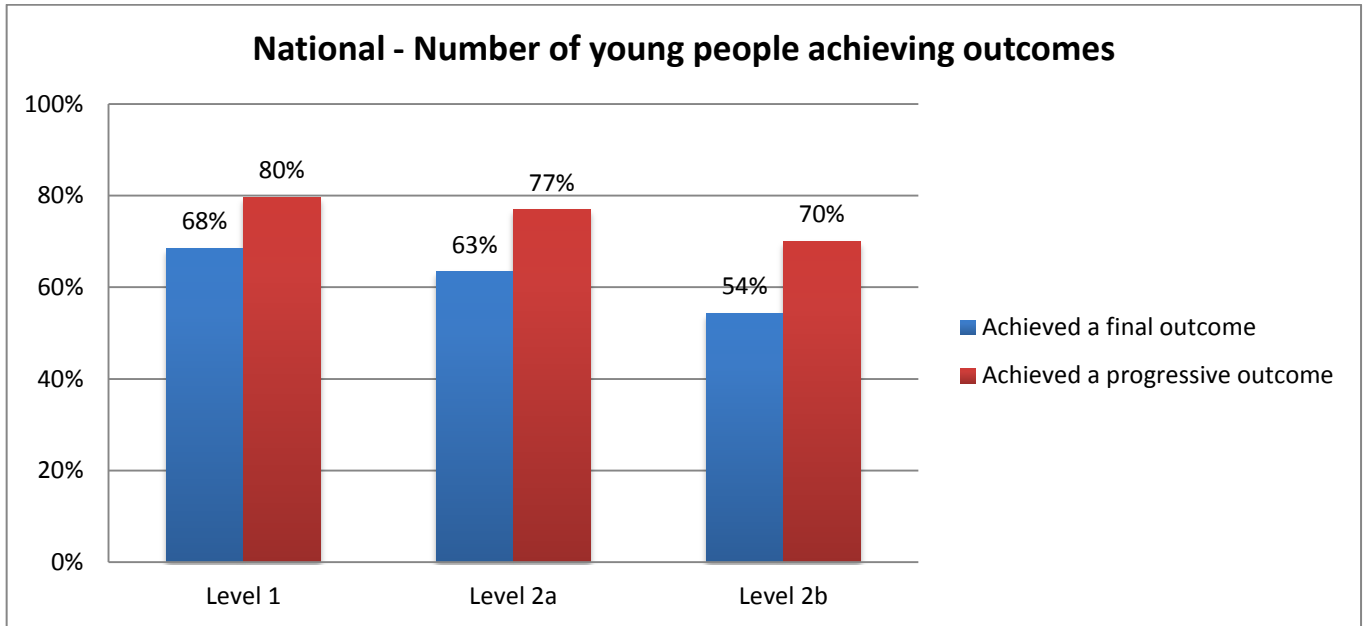


Table 14: National - Number of young people achieving outcomes

National Participant outcome achievement	Level 1	Level 1	Level 2a	Level 2a	Level 2b	Level 2b
	No.	%	No.	%	No.	%
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

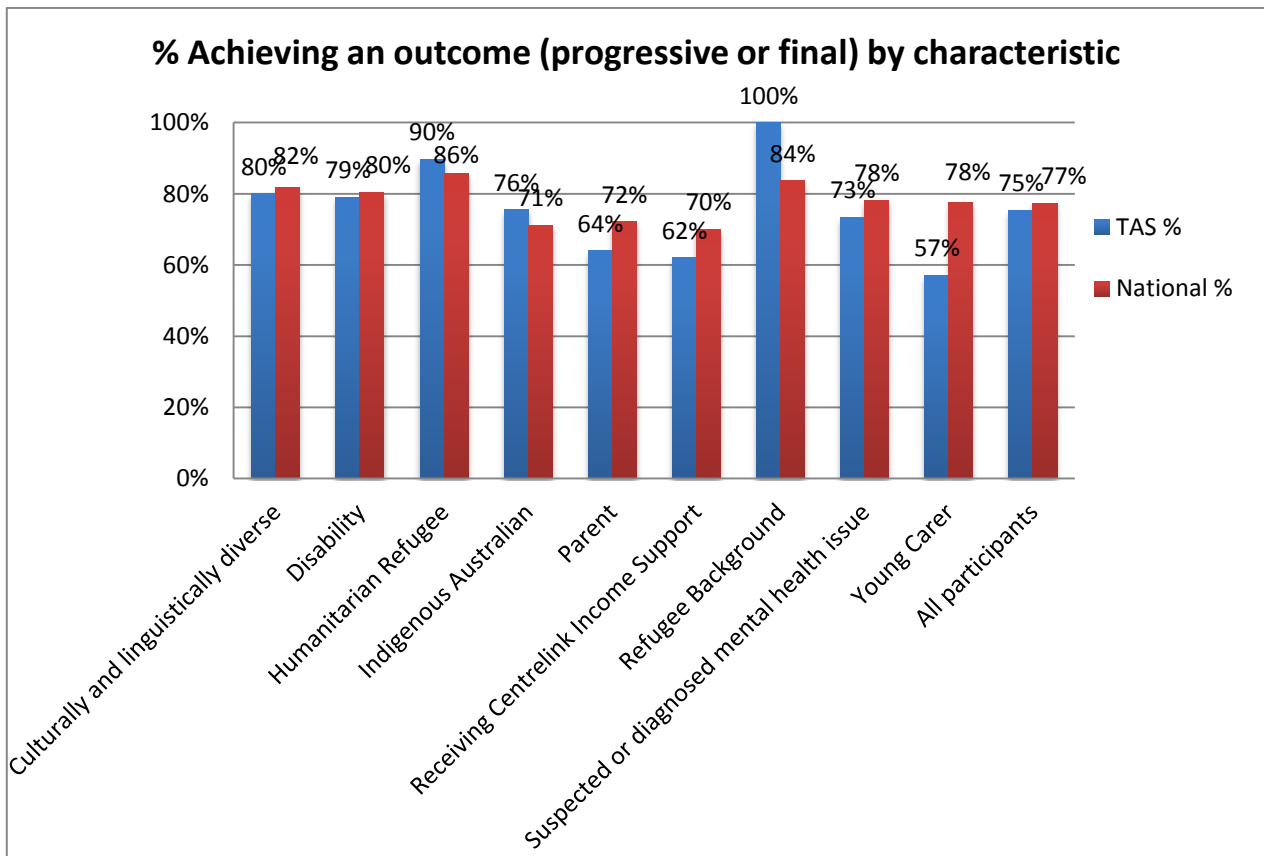


Figure 12: % Achieving a final outcome by characteristic

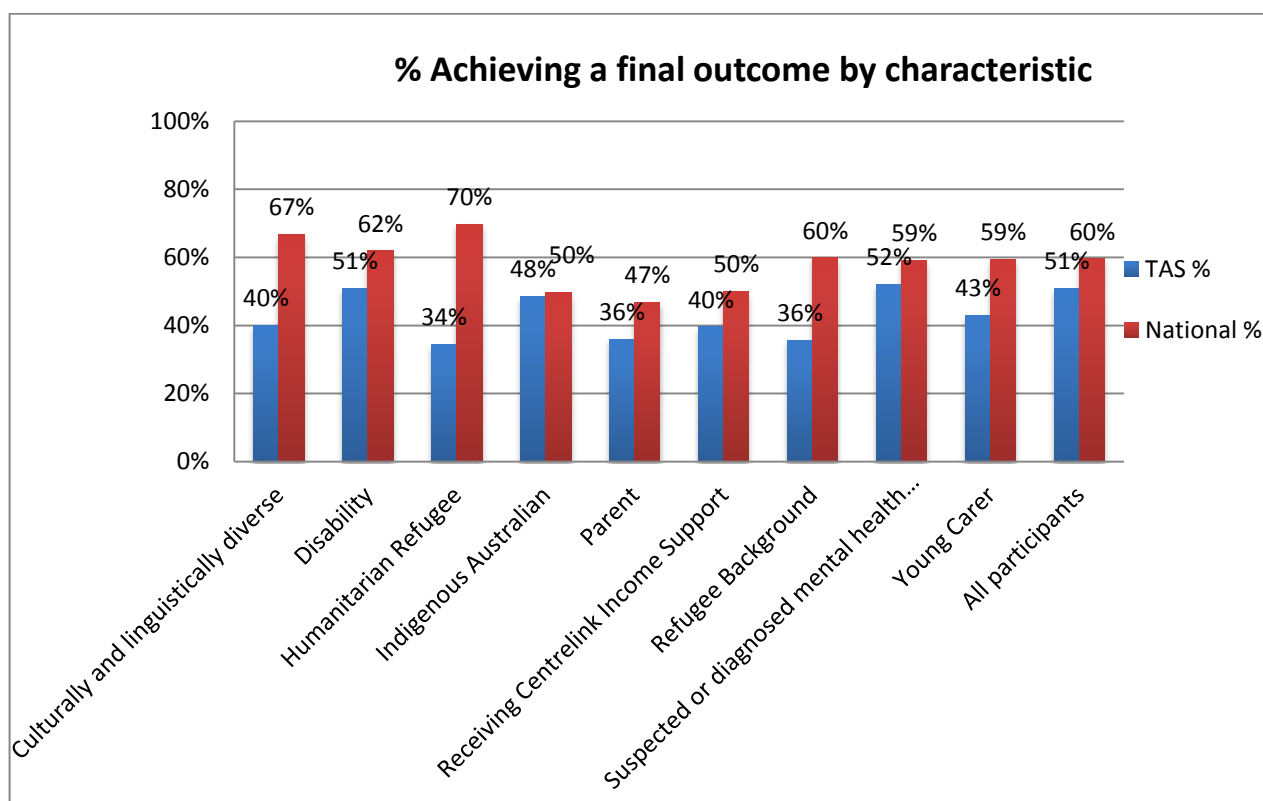


Table 15: TAS- Participant outcome achievement by characteristic

TAS	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Participants	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	20	10	5	25	80%	40%
Disability	45	29	12	57	79%	51%
Humanitarian Refugee	26	10	3	29	90%	34%
Indigenous Australian	148	95	48	196	76%	48%
Parent	16	9	9	25	64%	36%
Receiving Centrelink Income Support	160	102	98	258	62%	40%
Refugee background	14	5	0	14	100%	36%
Suspected or diagnosed mental health issue	110	78	40	150	73%	52%
Young Carer	8	6	6	14	57%	43%

Table 16: National- Participant outcome achievement by characteristic

National	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Participants	% 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: TAS – Final outcomes achieved

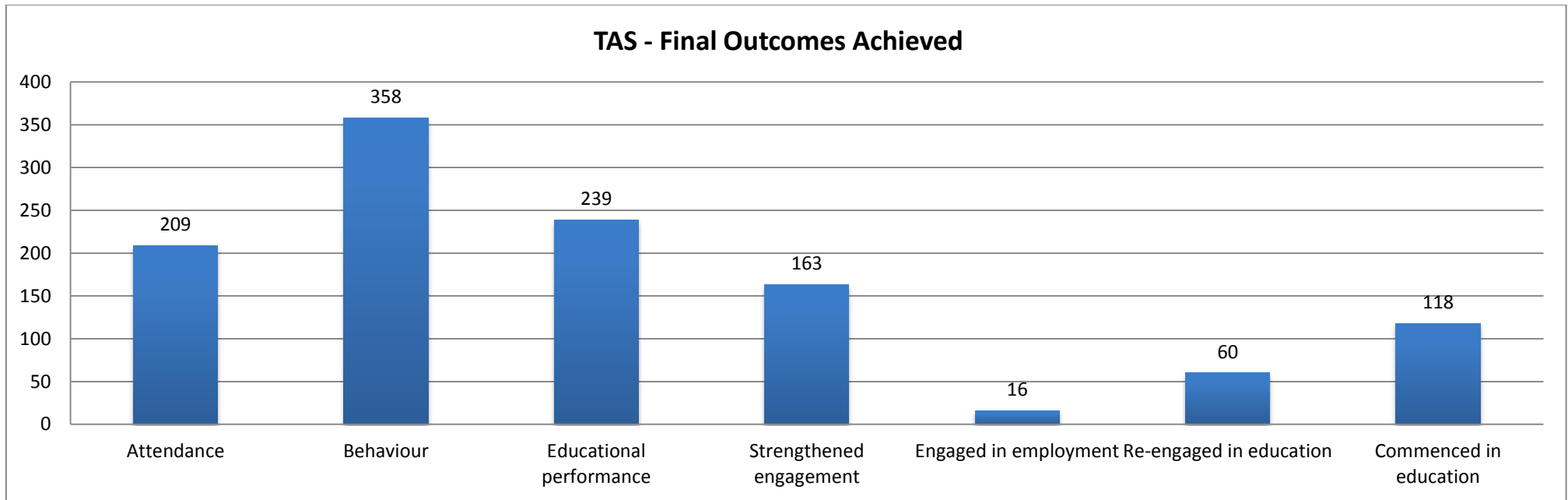


Figure 14: National – Final outcomes achieved

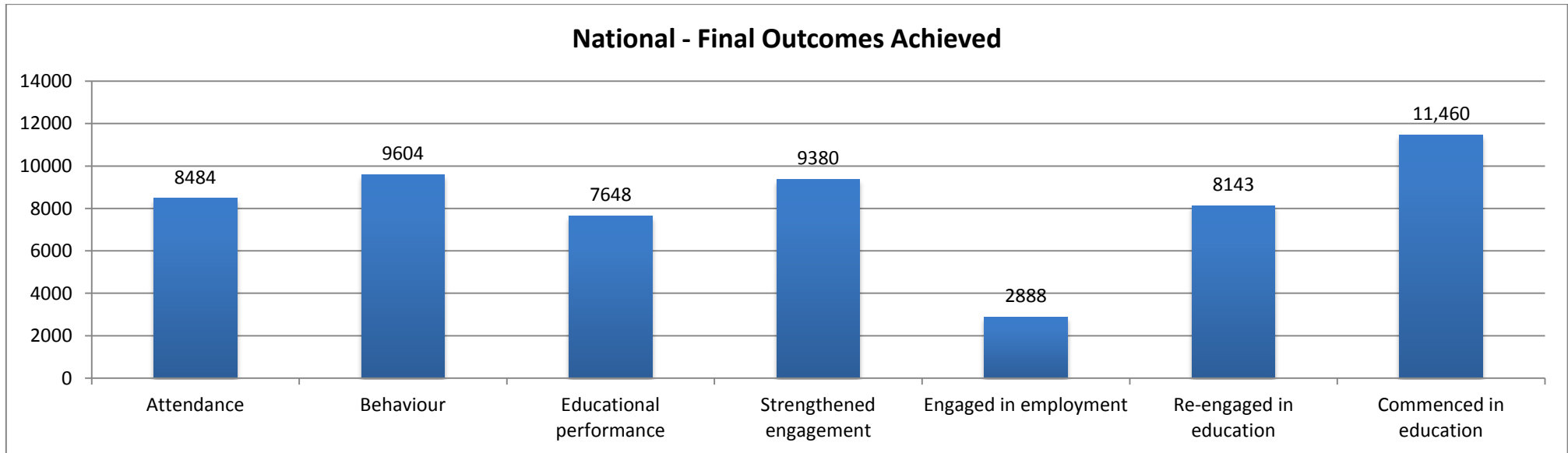


Figure 15: TAS – Final Outcomes Achieved by Connection Level

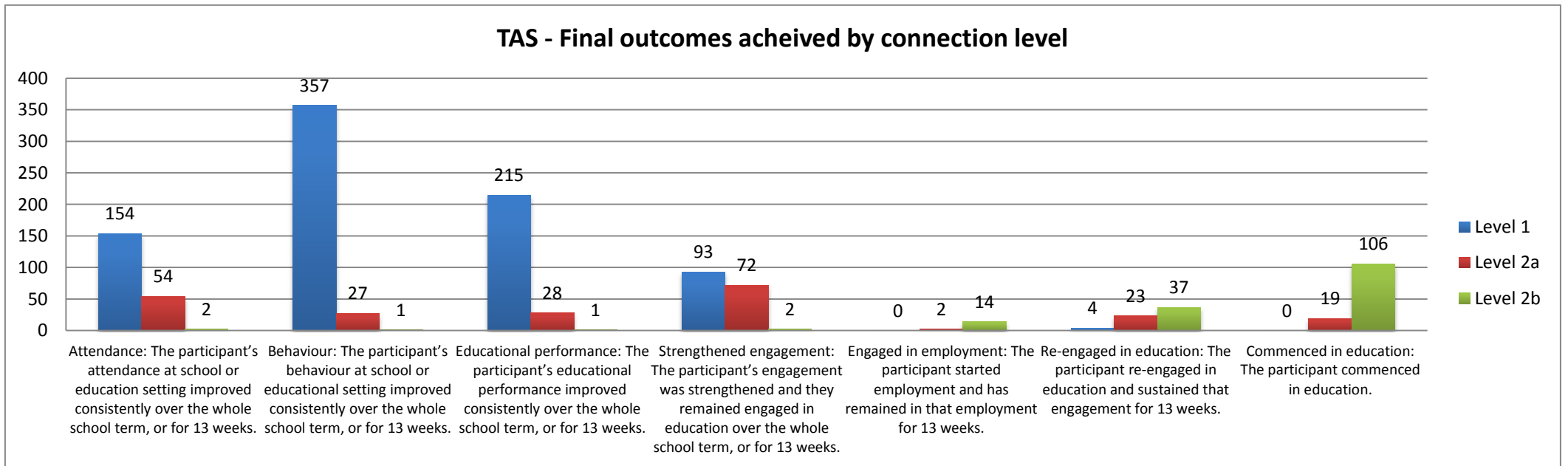


Figure 16: National – Final Outcomes Achieved by Connection Level

National - Final outcomes achieved by Connection Level

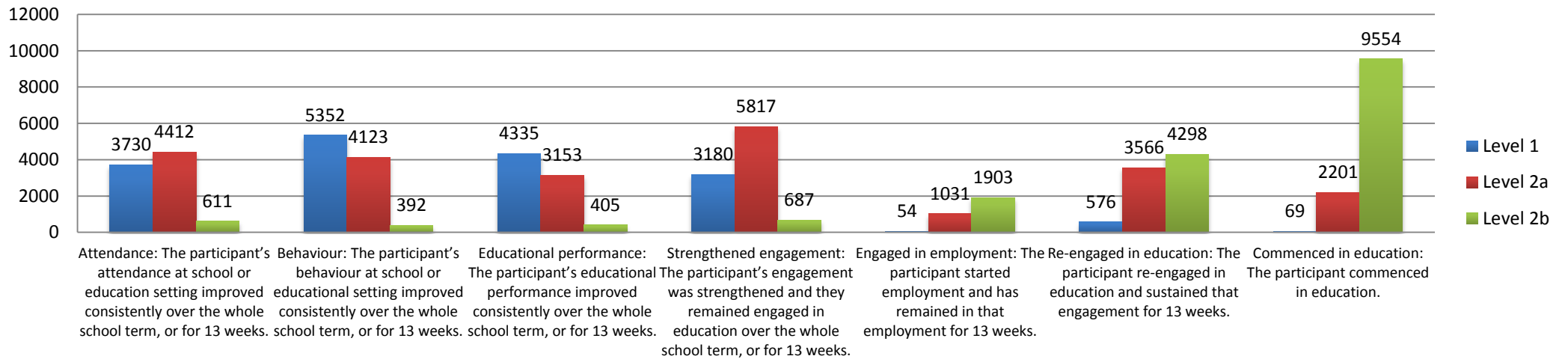


Table 17: TAS- Final Outcomes achieved by Connection Level

Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	154	54	2	209
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	357	27	1	358
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	215	28	1	239
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	93	72	2	163
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	0	2	14	16
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	4	23	37	60
Commenced in education: The participant commenced in education.	0	19	106	118

Table 18: National- Final Outcomes achieved by Connection Level

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

Indigenous

Figure 17: % of Total Indigenous participants by State

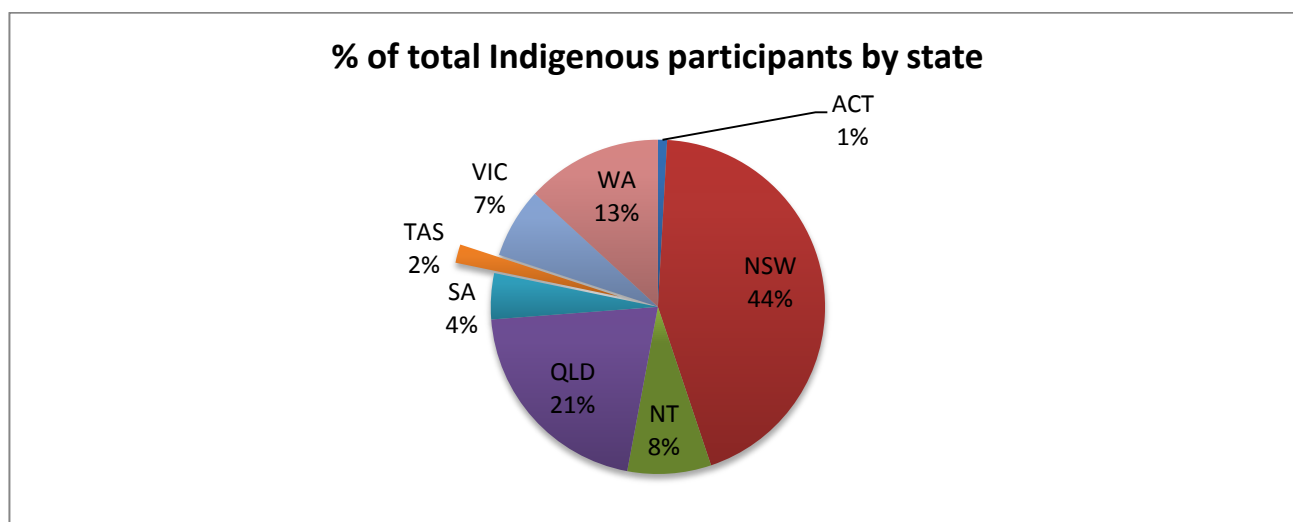


Table 19: % of Total Indigenous participants by State

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

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

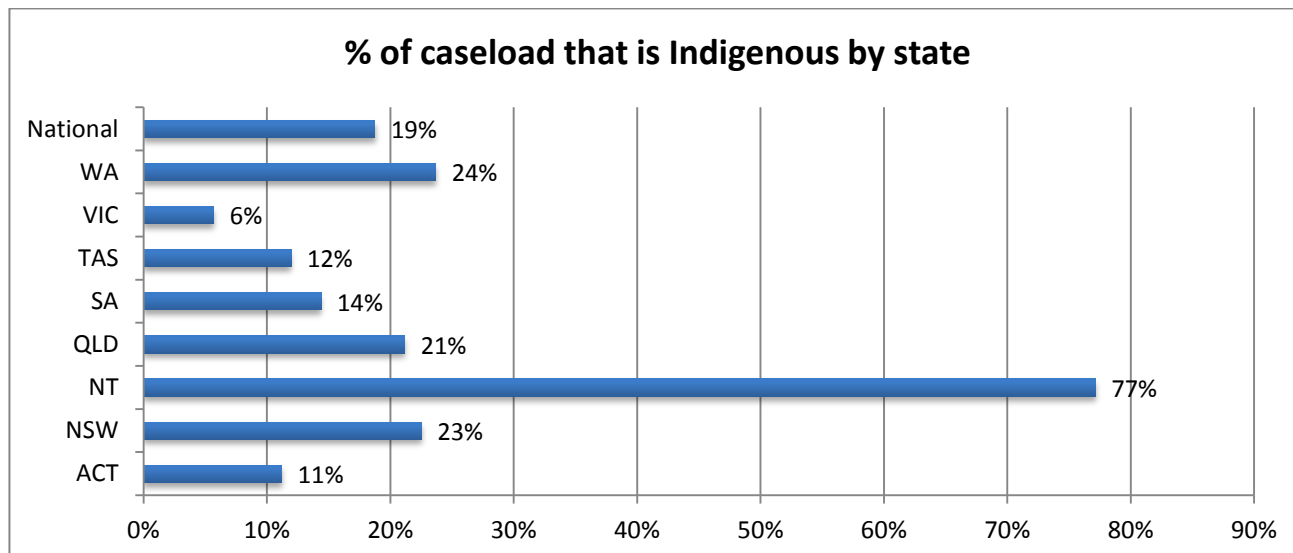


Table 20: % of caseload that is Indigenous in each State

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

Table 21: Indigenous participants – TAS and National

	TAS	National
Indigenous Participants	196	10,955
All Participants	1640	58,408
% Indigenous	12%	19%

Table 22: TAS and National- Indigenous participant outcomes achievement

	TAS	TAS %	National	National %
Indigenous young people enrolled in individual support services	196	-	10,955	-
Indigenous young people who have achieved a progressive outcome	142	72%	7434	68%
Indigenous young people who have achieved a final outcome	95	48%	5436	50%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

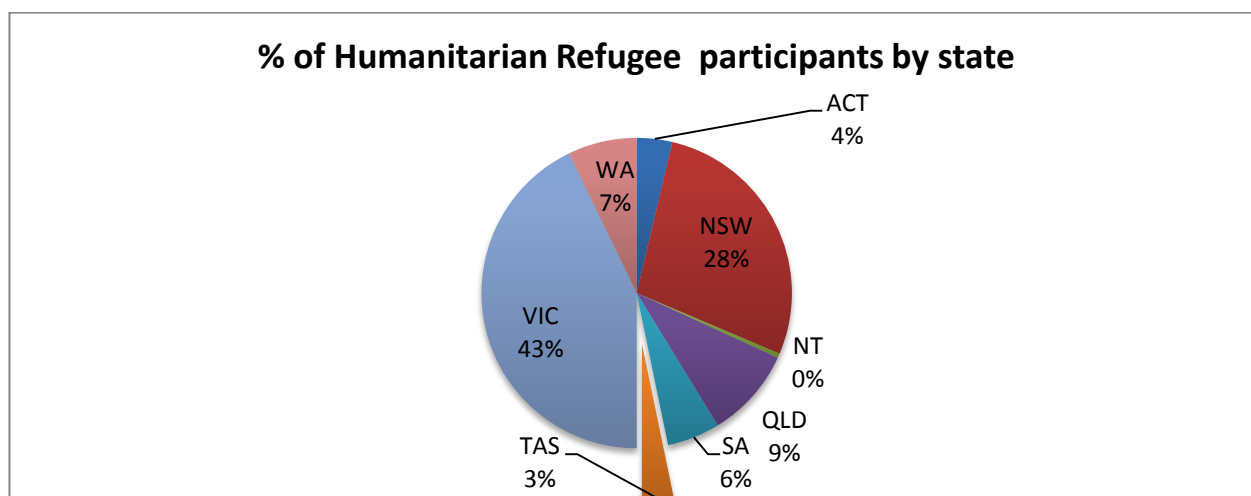


Table 23: % of Total humanitarian refugee participants by State

	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

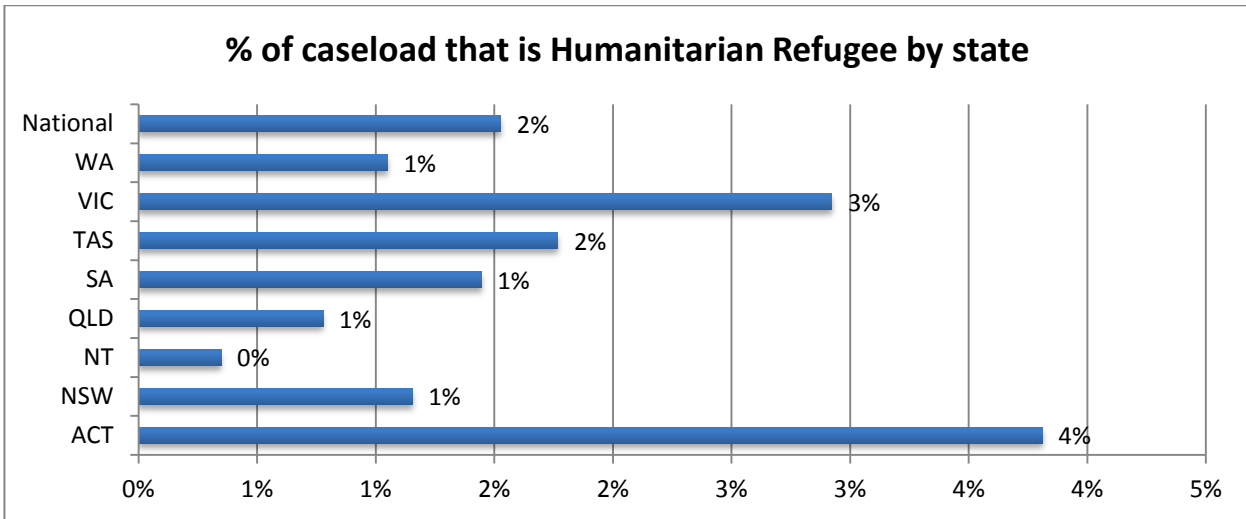


Table 24: % of caseload that is humanitarian refugee in each State

	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 – TAS and National

	TAS	National
Humanitarian Refugee Participants	29	892
All Participants	1640	58,408
% Humanitarian Refugee	2%	2%

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

	TAS	TAS %	National	National %
Humanitarian Refugee young people enrolled in individual support services	29	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	25	86%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	10	34%	622	70%

Outreach and Re-engagement Services

Providers in Tasmania have conducted 334 Outreach and Re-engagement activities (some were held multiple times, resulting in 695 events). These activities were attended by more than 14,304 people.

Table 27: TAS Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	310
<20	156
<50	179
<500	49
>500	1

37 of these events were identified as having an Indigenous focus; 56 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in the Tasmania have conducted 288 activities to strengthen services in their region. 15 of these activities were identified as having an Indigenous focus, 5 were identified as having a humanitarian refugee focus.

Table 28: TAS Strengthening Services in the Region activities

Outcome	Number of times outcome selected	Average rating
Communication channels between agencies which support at risk young people were created or strengthened.	185	1.7
Families and communities are more positively involved in the lives of at risk young people.	29	1.4
Families of at risk young people are more involved in their community.	16	0.8
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	34	2.8
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	38	1.4
Schools and education providers increased their referrals to support at risk young people.	33	1.5
Schools and education providers make referrals earlier to support at risk young people.	29	1.1
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	26	1.9
The use of infrastructure in the region to support at risk young people is better coordinated.	94	1.1
There are improved referral channels for community resources which support at risk young people.	107	1.4
There was a reduction in the duplication of community resources which support at risk young people.	35	1.4
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	104	1.3
There was an increase or improvement in the available services for families of at risk young people.	44	1.1
Young people disengage less frequently from school or education providers.	26	1.9

ANNEXURE 1 B – School Business Community Partnership Brokers - TAS

NATIONAL SUMMARY

Introduction

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

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

The support provided by Partnership Brokers is particularly important for disadvantaged communities, including Indigenous and low SES communities, which lack the networks, connections and/or infrastructure needed to support their young people. Program data shows that approximately 39 per cent of the schools involved in partnerships, supported by Partnership Brokers, are from the most disadvantaged quartile based on their Index of Community Socio-Educational Advantage (ICSEA²) value.

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

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

Program Status

As at April 2013, there were approximately 1600 active and self-sustaining partnerships associated with Partnership Brokers nationally (excludes Victorian data³) involving almost 5300 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 20 per cent of these partnerships have an Indigenous focus. There have been approximately 13 700 Outcomes Framework Key Performance Measure (KPM) evaluations with approximately 5400 (39%) of those evaluations rating the partnership’s progress as ‘Considerable’ or

² ICSEA was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to gain an understanding of the levels of educational advantage or disadvantage that students bring to their academic studies.

³ In Victoria, the Partnership Brokers program is delivered through the Victorian Government’s Local Learning and Employment Network (LLEN) and is managed by the Victorian Department of Education and Early Childhood Development.

‘Achieved’⁴. Approximately 86 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 14 per cent are pre-existing partnerships that are being enhanced with support from the Partnership Brokers.

A number of one page partnership ‘snapshots’ have been developed in order to share good practice across the network, promote the benefits of partnering and highlight the support available through the Partnership Brokers program. Snapshots have provided some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. They include examples of providers leveraging off and adding value to local, state and Commonwealth programs/initiatives, as well as examples of innovative partnership models being established to meet the needs of young people. Snapshots and case studies have also highlighted the complex, multifaceted nature of the Partnership Broker role. A selection of snapshots is attached at the end of this report and can also be located under the ‘Success Stories’ section of the Youth Attainment and Transitions website: www.transitions.youth.gov.au

In March 2012, Partnership Brokers across the country (excluding Victoria⁵) administered a Partner Survey to capture partner organisations’ views on the quality of the partnership they are involved in and the effectiveness of the Partnership Broker role. The survey was administered to a random sample of over 4000 schools, businesses, community groups and parent and family stakeholders involved in partnerships. The survey was designed to complement other program evaluation activities and to validate aspects of provider reporting. The survey results were overwhelmingly positive and showed that the vast majority of partner organisations feel that their partnership possesses the key characteristics for effective partnering and is achieving outcomes that support their community and its young people. The results also indicated that partner organisations are strong believers in the benefits of a partnership approach and highly value the support provided by Partnership Brokers. Approximately 80 per cent of the schools surveyed agreed or strongly agreed that their Partnership Broker had helped them become more engaged with their community. Further information and analysis of survey results are available in the 2012 Partner Survey Report which is available on the Youth Attainment and Transitions website: www.transitions.youth.gov.au

In January 2013, dandolopartners released their second Interim Evaluation Report (Dandolo’s Report) as part of a three-year independent evaluation of the National Partnership (NP) on Youth Attainment and Transitions (YAT). While Dandolo’s Report does not reflect a detailed evaluation of the Partnership Brokers program, it does provide a high level assessment of the status and progress of each element of the NP, including the Partnership Brokers program.

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

Social Return on Investment Evaluation

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

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

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

⁴ Data cited is accurate as at 2 April 2013.

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

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

The reports arising from the evaluation are outlined below:

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

These reports are available on the Department of Education website

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

Challenges

While national program data, evaluation findings, case studies and survey results indicate significant progress, individual providers and the program still face challenges that impact on the achievement of program outcomes. Many of these challenges have been identified in Dandolo’s Report.

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

Dandolo’s Report suggests that there is further scope for jurisdictions to provide encouragement and information to support schools to access the benefits that partnerships, and Partnership Brokers, offer. However, the Report also cites examples of senior managers within the education sector embracing cross-sector collaboration as the way to succeed, and enlisting the support of Partnership Brokers to make it happen. These examples show how the Partnership Brokers network can work alongside education authorities to support a strategic, systemic and coordinated approach to building partnerships that meet identified school needs, with young people at the centre.

Managing expectations and educating stakeholders about the intent of the Partnership Brokers program remains an ongoing challenge for providers. Providers have reported that some school leaders don’t understand the role of the Partnership Broker as a facilitator, rather than service delivery provider. This is consistent with Dandolo’s finding that ‘*The role and value of Partnership Brokers is not well understood or appreciated*’ and the recommendation for continued effort in promoting the Partnership Brokers program to regional education authorities and schools, local government and business. This continues to be an area of focus for DEEWR and the Partnership Broker network for 2013, and will require effective collaboration with education authorities in the different jurisdictions.

It is hoped that improved understanding about the program will encourage more schools to consider how a partnership approach, supported by a Partnership Broker, can assist them to achieve the outcomes required under the Government's broad education reform agenda. Results from the 2011 and 2012 Provider Survey suggest that there is increasing recognition among education stakeholders of the benefits of a partnership approach and growing interest in accessing the support offered by a Partnership Broker.

Provider reporting has shown that the Parents and Families stakeholder group represents just three per cent of the total number of organisations involved in partnerships. This data is reinforced by results from the 2012 provider survey which found that 84 per cent of Partnership Brokers felt that parents and families were the most challenging stakeholder to engage with. Despite the relatively low representation of parents and families as partners, program data indicates that approximately one third of all partnerships are seeking to address parent and family outcomes in some way.

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

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

Variation in performance

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

- Some Partnership Broker organisations were contracted under previous programs in a 'hands-on' service delivery role. Some of these organisations have struggled to make the transition to a strategic, facilitation role.
- The varying nature of infrastructure, culture and capacity across Service Regions. There are different challenges for providers operating in metropolitan, rural and remote areas. Some Service Regions, and some communities within Service Regions, are more conducive to partnership development than others.
- The capacity of personnel undertaking the Partnership Broker role also varies across, and within regions. Some providers, particularly those in remote regions, have had difficulty finding and retaining people with the necessary skill set to deliver program outcomes.

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

Support from DEEWR

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

State and National Provider Networks

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

For example, the Partnership Brokers National Network has brought together a partnership between The Smith Family, National Australia Bank and the Foundation for Young Australians to drive a Work Inspiration 'campaign' in Australia.

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

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

Priorities for Partnership Development

In February 2013, 66 per cent of Partnership Brokers reported they were 'very effective' or 'extremely effective' in addressing their regional priorities for 2012; an increase from 55 per cent in 2011⁶. Among the most commonly reported priorities for partnership development were:

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

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

- Increasing Indigenous engagement and attainment

Collaboration between Partnership Brokers and Youth Connections providers

An important feature of the Partnership Brokers and Youth Connections programs is the requirement for providers to work together to identify and address the needs of their region. In 2012, 60 per cent of Partnership Brokers indicated they were working closely with Youth Connections providers and supporting new or enhanced partnership arrangements to meet identified needs in their region⁷ (up from 55 per cent in 2011). In regions where collaboration has been limited, Youth Connections providers appear to have concentrated on delivery of case management services and Partnership Brokers have focused on stakeholder engagement and partnership development independently.

⁶ Data sourced from the 2012 Annual Partnership Broker Provider Survey.

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

TASMANIA SUMMARY

Context

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

The maintenance of productive relationships between education authorities and Partnership Brokers has proven difficult in the past six months as a result of further structural changes in post year 10 education within the Department of Education (DoE).

The Department of Education appointment in one of the state's four regions of a person responsible for 'Community Partnerships' is a positive sign of the growing culture of partnering within education circles. Partnership language is becoming normalised: schools are looking outward more than ever before; there is a greater acceptance of the notion that the whole community is responsible for the education of its young people; and the need to work with other agencies to progress the educational agenda is becoming more evident.

Program Status

As at April 2013, there were over 52 active and self-sustaining partnerships associated with Partnership Brokers in Tasmania, involving approximately 185 partner organisations. These partnerships are undertaking a range of activities to support the learning and development of young people in their community. Approximately 13 per cent of these partnerships have an Indigenous focus. There have been approximately 482 Outcomes Framework Key Performance Measure (KPM) evaluations, with around 197 (41%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

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

Challenges

While the information above indicates significant progress, individual providers and the program have also faced many of the challenges outlined in the National Summary. In Tasmania, a key challenge affecting program performance during 2012 was converting stakeholder engagement activities and ideas into partnerships.

Staff turnover continues to impede the achievement of program outcomes, with new staff taking time to train in the complex Partnership Broker model, and few people - when first appointed - having the wide skill set required. DEEWR will continue to work closely with Partnership Brokers to address these factors affecting the program.

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

ORGANISATIONS

Table A – Number of Organisations in Partnerships by Stakeholder Group

This table shows the stakeholder groups represented in partnerships.

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

Stakeholder Group	Total number of organisations in partnerships (TAS)	Percentage of organisations in partnerships (TAS)	Total number of organisations in partnerships (Nationally)	Percentage of organisations in partnerships (Nationally)
Business & Industry	47	25%	1508	29%
Community	70	38%	1645	31%
Education	65	35%	1968	37%
Parents and Families	4	2%	167	3%
Total	186	100%	5288	100%

Table B – Number of Organisations in Partnerships by ANZSIC Division

This table shows the ANZSIC divisions represented in partnerships.

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

ANZSIC Division	Total (TAS)	Percentage of Total (TAS)	Total (National)	Percentage of Total (National)
Accommodation and Food Services	3	2%	121	2%
Administrative and Support Services	7	4%	208	4%
Agriculture, Forestry and Fishing	5	3%	101	2%
Arts and Recreation Services	10	5%	190	4%
Construction	1	1%	81	2%
Education and Training	92	49%	2409	45%
Electricity, Gas, Water and Waste Services	1	1%	23	0%
Financial and Insurance Services	1	1%	55	1%
Health Care and Social Assistance	21	11%	703	13%
Information Media and Telecommunications	0	0%	65	1%
Manufacturing	2	1%	77	1%
Mining	0	0%	60	1%
Other Services	26	14%	724	14%
Professional, Scientific and Technical Services	2	1%	67	1%
Public Administration and Safety	11	6%	232	4%
Rental, Hiring and Real Estate Services	1	1%	10	0%
Retail Trade	2	1%	113	2%
Transport, Postal and Warehousing	1	1%	65	1%
Wholesale Trade	0	0%	4	0%
Total	186	100%	5308	100%

Table C – Number of Schools in Partnerships by Education Level

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

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

Education Level	Number of schools in partnerships (TAS)	Percentage of schools in partnerships (TAS)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in TAS
Primary	6	16%	220	20%	55%
Secondary	20	53%	587	53%	21%
Combined	12	32%	291	27%	24%
TOTAL	38	100%	1098	100%	100%

Table D – Number of Schools in Partnerships by Sector

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

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

Education Sector	Number of schools in partnerships (TAS)	Percentage of schools in partnerships (TAS)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in TAS
Government	29	76%	858	78%	75%
Independent	2	5%	120	11%	13%
Catholic	7	18%	120	11%	12%
TOTAL	38	100%	1098	100%	100%

Graph A – Number of Schools in Partnerships by ICSEA

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

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

Distribution of TAS Schools by ICSEA Value

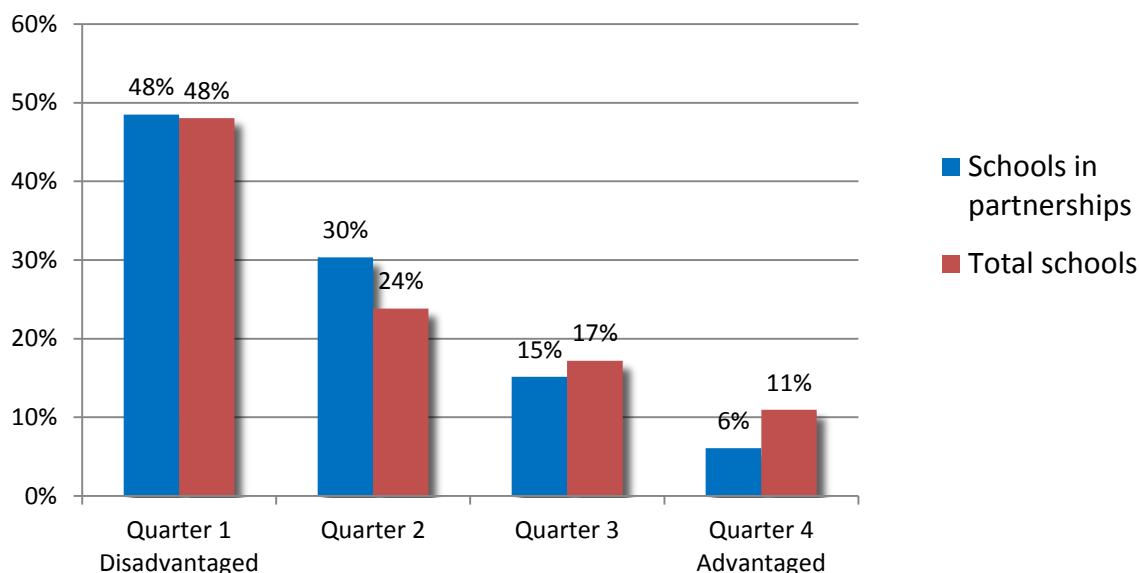


Table E – Number of Schools in Partnerships by ARIA Code

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

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

Regions	Number of Schools in partnerships (TAS)	Percentage of schools in partnerships (TAS)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in TAS
Major Cities of Australia	0	0%	517	47%	0%
Inner Regional Australia	21	55%	292	27%	60%
Outer Regional Australia	15	39%	188	17%	37%
Remote Australia	1	3%	54	5%	2%
Very Remote Australia	1	3%	47	4%	1%
TOTAL	38	100%	1098	100%	100%

PARTNERSHIPS

Table F1 and F2 – Number of Partnerships Created by Status

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

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

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

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

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

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

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

Table F1 – Number of State Partnerships Created by Status

Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of State partnerships (%)
29 (20%)	23 (16%)	52 (35%)	96 (65%)	148 (100%)

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

Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of State partnerships (%)
5 (17%)	2 (9%)	7 (13%)	3 (3%)	10 (7%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 17% of the total active partnerships in TAS are Indigenous.

Table F2 - Number of National Partnerships Created by Status

Note: National figures do not include Victoria.

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

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

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

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

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

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

Year (month)	Active	Self-sustaining
2011 (April)	100%	0%
2011 (September)	88%	12%
2012 (April)	81%	19%
2012 (September)	67%	33%
2013 (April)	56%	44%

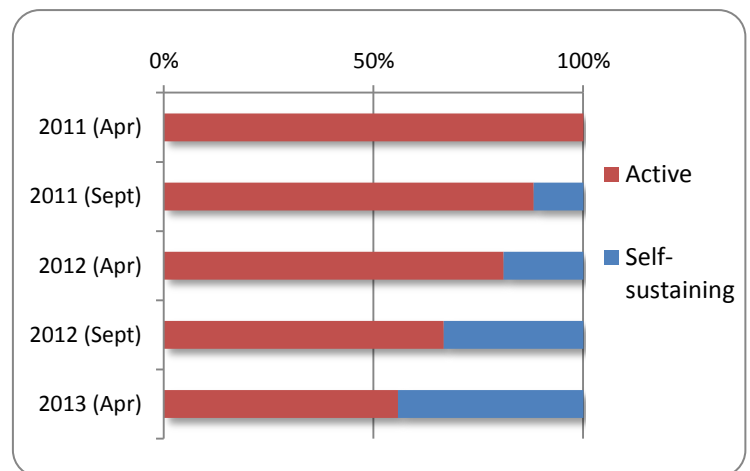


Table H – Number of Partnerships by Partnership Category

This table shows the category of partnerships.

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

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

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

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

Number of Partnerships by Partnership Category (TAS)

Number of Pre-Existing Partnerships (TAS)	Percentage of Pre-Existing Partnerships (TAS)	Number of Brokered Partnerships (TAS)	Percentage of Brokered Partnerships (TAS)	Total Number of Partnerships (TAS)	Total Percentage of Partnerships (TAS)
21	(14%)	127	(86%)	148	(100%)

Number of Partnerships by Partnership Category Nationally

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

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

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

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

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

Table I1 – Outcome – Partnership Characteristics	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
High quality partnerships are established that link key stakeholders together with shared commitment, goals and outcomes to improve young people's education and transition outcomes.	499	126 (25%)	77 (15%)	114 (23%)	96 (19%)	86 (17%)

Table I1 continued – Outcome – Partnership Characteristics (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Shared Goal - Partners have a clear, shared, realistic goal.	104	17%	20%	20%	20%	22%
Shared Decision Making -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	100	26%	15%	24%	15%	20%
Communication - There is effective communication between partners.	101	27%	9%	26%	23%	16%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	102	16%	20%	26%	22%	17%
Review - Partners monitor and review their partnership and progress towards goals.	92	42%	13%	17%	16%	7%

The data above shows that:

- Providers reported 36% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 40% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 104 partnerships (70% of the total number of partnerships in TAS) that have demonstrated to some extent that '*partners have a clear, shared, realistic goal*'. Providers reported that 42% of these partnerships have achieved or made considerable progress against this partnership characteristic.

Table I2 – Outcome – Education & Training	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Education and training providers partnering with stakeholders in their community to ensure all young people participate in challenging, relevant and engaging learning that broadens personal aspirations and improves education and transition outcomes.	123	37 (30%)	18 (15%)	20 (16%)	20 (16%)	28 (23%)

Table I2 continued – Outcome – Education & Training (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of education and training providers who accredit community-based learning	8	38%	13%	13%	0%	38%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	10	40%	10%	30%	0%	20%
An increase in the number of education and training providers who have increased their career practitioner capacity	19	37%	16%	5%	21%	21%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	86	27%	15%	17%	19%	22%

The data above shows that

- Providers reported 39% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 45% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 86 partnerships (58% of the total number of partnerships in TAS) that have made progress towards providing ‘opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders’. Providers reported that 41% of these partnerships have achieved or made considerable progress against this KPM.

Table I3 – Outcome – Business & Industry	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Business and industry actively engaged in sustainable partnerships that support the development of young people, contribute to the skills and knowledge of the future workforce and improve young people’s education and transition outcomes.	75	15 (24%)	11 (15%)	11 (18%)	24 (30%)	14 (12%)

Table I3 continued – Outcome – Business & Industry (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of businesses providing mentoring/coaching opportunities for young people	19	21%	16%	16%	26%	21%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	14	21%	14%	7%	50%	7%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	42	19%	14%	17%	29%	21%

The data above shows that:

- Providers reported 42% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 39% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 42 partnerships (28% of the total number of partnerships in TAS) that have made progress towards increasing *‘the number of businesses providing quality workplace and community learning opportunities for young people’*. Providers reported that 50% of these partnerships have achieved or made considerable progress against this KPM.

Table I4 – Outcome – Parents & Families	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Partnerships that support parents and families to provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning, and improve their education and transition outcomes.*	76	34 (45%)	12 (16%)	14 (18%)	10 (13%)	6 (8%)

Table I4 continued – Outcome – Parents & Families (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom	20	45%	20%	10%	10%	15%
An increase in the number of parents and families that are actively involved in career transition planning for their children	9	44%	11%	33%	11%	0%
An increase in the number of parents and families that are better informed about learning and career options	13	46%	8%	15%	23%	8%
An increase in the number of parents and families that are confident to interact with education and training providers, employers and community groups to support participation and engagement of their children	20	50%	10%	25%	5%	10%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	14	36%	29%	14%	21%	0%

The data above shows that:

- Providers reported 21% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 61% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 20 partnerships (14% of the total number of partnerships in TAS) that have made progress towards providing ‘an increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom’. Providers reported that 25% of these partnerships have achieved or made considerable progress against this KPM.

Table 15 – Outcome – Community Groups	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Community groups participating in partnerships that harness resources and build social capital to support young people to identify and achieve their goals and improve their education and transition outcomes.	208	42 (20%)	37 (18%)	34 (16%)	47 (23%)	48 (23%)

Table 15 continued – Outcome – Community Groups (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of community groups that partner with stakeholders to align services for young people and reduce service duplication and resource wastage	10	0%	30%	20%	50%	0%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	45	18%	22%	13%	20%	27%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	36	17%	17%	17%	25%	25%
An increase in the number of community groups that partner with stakeholders to identify and respond to emerging trends and skill needs with reference to young people	16	13%	6%	6%	44%	31%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	42	26%	21%	10%	17%	26%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	22	27%	5%	41%	14%	14%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	37	24%	19%	16%	19%	22%

The data above shows that:

- Providers reported 46% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 38% of partnerships have made *limited* or *some progress* against this outcome.
- There are 45 partnerships (30% of the total number of partnerships in TAS) that have made progress towards providing '*an increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people*'. Providers reported that 47% of these partnerships have *achieved* or made *considerable progress* against this KPM.

PARTNERSHIP BROKERS

SCHOOL + BUSINESS + COMMUNITY

HANDS-ON LEARNING OPPORTUNITIES FOR YOUNG PEOPLE WITH DISABILITY

Purpose:

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

Partnership Members:

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

Context and Goals

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

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

The Partnership's Approach

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

Partnership Broker services provided by Tasmanian Life Long Learning. For more information visit: www.youth.gov.au/transitions. The Partnership Brokers programme is funded by the Australian Government as represented by the Department of Education.

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

Student

Benefits

The community benefits from a having a better understanding of the students' needs.

Students benefit by gaining experience in a real working environment and through greater community participation.

Parents and families are able to have more meaningful conversations about the future transition prospects of the students involved.

Next Steps

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

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

Teacher – Northern Support School

Support from the Partnership Broker

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

TOP TIP

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

ANNEXURE 1 C – National Career Development

National Summary: Activity during the 2012 calendar year

Background

Under the National Career Development element of the National Partnership Agreement on Youth Attainment and Transitions, \$47 million was committed through COAG over four years from January 2010 to December 2013 to fund a range of career development initiatives. As part of the 2012-2013 Budget, savings of \$17 million over three financial years were identified from uncommitted aspects of the National Career Development element of the National Partnership Agreement on Youth Attainment and Transitions.

National Career Development Strategy research projects

To inform the development of a National Career Development Strategy, the department commissioned a multi-stage research project. The research project comprised five discrete but interrelated elements including a literature review, a market research study with stakeholders including young people, parents, employers and career practitioners, options for implementation, a cost-benefit analysis and an exploration of cognitive neuroscience and its effect on career decisions.

The outcomes of the research projects were presented at the Career Development Association of Australia national conference on 30 March 2012. The department engaged external consultants to conduct the research at a combined total cost of \$1,197,963.72. Reports from the research project are available on the Department of Education's website.

National Career Development Strategy

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

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

Job Guide

Job Guide assists young people to explore career, education and training options and make subject choices. It includes information on over 500 occupations. In 2012, the department moved from a distribution model of one book for every Year 10 student to the provision of class sets, based on Year 10 enrolment numbers provided by State and Territory education authorities. Students were however able to access Job Guide online and through a CD ROM. The department contracted Hobsons Australia to produce Job Guide at a cost of \$720,184.63. There was also a distribution cost to the Job Guide of \$567,150.79. Approximately 134, 450 copies were issued across the country. Limited quantities were also provided to universities, TAFEs and Australian Government funded youth programs.

Career Information Products

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

myfuture website

myfuture, Australia's national career information and exploration service, is an interactive, user-driven website that contains a personalised career exploration and decision making tool, comprehensive career information, and help for those assisting others making career decisions. The myfuture website is managed by the Department on behalf of all governments. The Australian Government contributes 50 percent of total funding for core services, with the remainder paid by states and territories under the Standing Council on School Education and Early Childhood (SCSEEC), using the former MCEECDYA National Projects Fund funding formula.

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

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

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

myfuture video competition

The department engaged Education Services Australia to conduct the 2011 myfuture video competition at a cost of \$216,260 (GST inclusive). This competition generated high quality occupation videos suitable for publication on the myfuture web service. Competition entrants submitted video clips of up to three minutes in length that profile one occupation exploring duties, tasks and working conditions and qualifications. 92 videos (45 entries in the Best School Video category and 47 entries in the Best Youth Video category) were entered into the myfuture 2011 Video Competition. Winners were announced on 30 March 2012 at the Career Development Association of Australia (CDA) 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.