

**NATIONAL PARTNERSHIP ON  
YOUTH ATTAINMENT AND  
TRANSITIONS**

**South Australia**

**ANNUAL REPORT  
MAY 2013**

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

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

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

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

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

## PART A: Outcomes and Performance Indicators, South Australia

Outcome	Performance Indicator	Source	2010	2011	2012
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12	National Schools Statistics Collection (ABS)	38,887	39,538	40,294
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		1,030	1,075	1,230
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		1,429	1,436	1,487
	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)	5,171	6,122	5,224
	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		247	304	308
	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		229	198	70
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	81.8%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	50.7%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	4,574	7,717	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		152	226	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	69.5%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools Statistics Collection (ABS)	99.2%	102.0%	101.1%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)		62.1%	68.4%	69.4%

### 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)**

The Youth Attainment and Transitions National Partnership (YAT NP) is well aligned to both state and education sectors' existing strategic directions and targets. The state has a commitment to achievement of outcomes which are consistent with the YAT NP objectives:

- Increased participation of young people in education and training
- Young people make a successful transition from school to further education, training or full-time employment
- Increased attainment of young people aged 15-24, including Indigenous youth

The SA Strategic Plan (2011-2014) which is the blueprint for its future identifies the following visions and goals:

- Our strong economy creates opportunities for an increasing number of South Australians to enter the workforce.
- We actively support the development of skills through apprenticeships and training and want all South Australians to have the opportunity to learn a lifelong skill or trade.
- In a globalised world we equip more young people with skills that ensure they can confidently pursue their goals.
- Every member of the community can equally participate in learning opportunities.
- We train, attract and retain a diverse workforce which attracts industry.
- We have a zest for lifelong learning.

The Strategic Plan 2012-2016 for South Australian Public Education and Care identifies three major purposes of education which benefit individuals and the community including:

- To provide opportunities for all children and young people to develop skills and understandings and to pursue interests that will enable them to lead rich, fulfilling and productive lives
- To make an important contribution to the Australian economy by preparing people for work in the many occupations that comprise the modern labour market, and
- To prepare young people as citizens who are able to play an active constructive role in democratic life.

Education within SA is shaped by both Commonwealth and State legislation and policies.

At the Commonwealth level, the *Melbourne Declaration on Educational Goals for Young Australians (2008)*, provides the foundation for commitments by each of the three schooling sectors which “value the central role of education in building a democratic, equitable and just society” and in particular “supporting senior years of schooling and youth transitions”.

“Australian governments commit to working with all school sectors to support the senior years of schooling and the provision of high-quality pathways to facilitate effective transitions between further study, training and employment.”

All three schooling sectors uphold these principles which are inherent in the Commonwealth, State and individual sector policies.

State legislation which impacts upon the work of schools and achievement of the YAT NP objectives includes the *Education Act 1972* which made attendance at school compulsory for all young people up to the age of 15 years, and the *Education (Compulsory Education Age) Amendment Act 2007*, which made it compulsory for young people until age 17 years to be enrolled in a school or approved

learning program (including training) until such time as they had “achieved a qualification under an approved learning program”.

Compliance with this legislation and implementation of the stated policies is supported by a range of structures, strategies and initiatives which expand pathway options, encourage young people to participate in education and training and support transitions from education to paid employment or appropriate alternative pathways. These include

- The South Australian Certificate of Education (SACE) structure, the flexibility of which provides a range of options for recognition of learning and training including a combination of academic and vocational education and training (VET) qualifications.
- A mandatory Personal Learning Plan (PLP) component within the SACE, this plan providing opportunities for students to explore a range of options and relevant activities in planning future pathways.
- A comprehensive and widely accessed VET suite of programs/qualifications in addition to school-based Apprenticeships and/or Traineeships.
- Coordinated programs and services, at a local level, which provide early intervention and support for students at risk of not engaging or completing education and/or training.

It is worth noting that in 2012 of the 12,000 plus students in South Australia completing their SACE 38% included VET competencies within the award.

## **Broad education reform directions**

In October 2011 the Department for Education and Child Development (DECD) was created which integrated particular functions and services from the former Department of Families and Communities, Department of Health and the former Department of Education and Children’s Services.

The new department is reforming the way education and services are delivered. The *Every Chance for Every Child, No Wrong Door* approach takes collective responsibility for all children and young people, providing opportunity for stronger integration and working partnerships, internally and across government with partners in the community to allow families and carers to access easily the range and intensity of services they need for the health, development, education and safety of their children.

In January 2012 the new ministerial portfolio, *Education and Child Development*, was created to oversee and manage this new department.

This integration will be in place from January 2014 but during 2012 a period of intense discussion, consultation and organisational change took place and significant policy, structural and operational functions were reviewed to develop a blueprint for the future.

In terms of delivery of improved educational outcomes, the government sector in SA has developed the Teaching for Effective Learning (TeFL) framework which will support teachers to embrace more effective pedagogical approaches to learning. To assist teachers to be more intentional and focused on the engagement and challenge of learners, the concept of Learning Design has been introduced. The focus is not only on content but also on improved pedagogy to meet the needs of individual students. To support this, during 2012 Secondary Implementation Officers have worked with leadership at every school site to plan and manage implementation of this strategy. In addition the Leadership and Learning team worked in regional clusters with school leaders for implementation of TeFL in every classroom.

In South Australia the three schooling sectors have been actively involved in the shaping, writing and implementation of the Australian Curriculum. Consultants and/or Implementation Officers have been engaged to support school staff in professional learning and familiarisation for delivery of the Australian Curriculum, specifically for English, Science, Mathematics and History components, in preparation for implementation at Year 8 level in 2013.

In 2011 the Science, Technology, Engineering and Mathematics (STEM) strategy was announced and in May 2012 the *Health of Australian Science and Maths, Engineering and Science in the National Interest* reports were published. These reports influenced the development of national

projects and have guided the work in schooling and education/training sectors. The South Australian STEM Skills Strategy was implemented with personnel assigned to manage this strategy through the SA Department of Further Education, Employment, Science and Technology (DFEEST).

The objective of this strategy is to promote STEM as a priority, reach a wider audience and emphasise STEM as critical elements of students' learning. The goal is that STEM is incorporated as an integral part of education and career development planning, and has increased focus in the work of schools. A DECD STEM Skills Strategy was approved for development with a position created which is dedicated to leading, supporting and informing educators in this state in relation to STEM initiatives.

Catholic Education in South Australia operates within the Archdiocese of Adelaide and the Diocese of Port Pirie to meet the needs of families who choose an education based on Christian principles in the Catholic tradition. Founded in the tradition, and strengthened by their ethos Catholic schools in South Australia are committed to providing excellent education for students from a broad cross-section of communities. Across South Australia there are over 48,000 students enrolled in 103 Catholic schools.

The Association of Independent Schools represents and promotes the diverse interests of non-government independent schools in South Australia, and supports choice, diversity, innovation and excellence in education. There are 95 member schools with a total enrolment in excess of 45,000 students. The AISSA is not a central office with directing authority. It has a unique collegial relationship to its member schools and school authorities within the sector where schools, their staff and school authorities, work in partnership to achieve agreed outcomes. It also acknowledges the diversity of beliefs that guide the governance, management and educational programs of member schools.

The South Australian Implementation Plan for the YAT NP was developed collaboratively by representatives of the three education sectors and the training sector, and is focused on increasing the attainment and engagement of young people in education, training and successful post-school pathway transitions.

The strategies contained in the SA Implementation Plan are strategically aligned with effort in other reforms, national agreements and partnerships to provide a cohesive and comprehensive suite of activities which provide opportunities for all young people to reach their potential, for example, in DECD the Smarter Schools National Partnership – Low Socio-Economic (SES) School Communities is supporting access to nationally accredited training for young people in disadvantaged communities. In addition, the Commonwealth funded infrastructure Trade Training Centre in Schools Program (TTCs) has had engagement by all three schooling sectors in SA and to date a total of 39 TTCs have been approved since the commencement of the program in July 2008.

Special Purpose Payments (SPP) made available through the National Agreement for Skills and Workforce Development has continued to support VET in Schools (VETiS) programs and School-based Apprenticeships (ASbAs) pathways available to students in South Australian non-government schools.

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

Each of the schooling sectors and the training sector commits effort and resources, above and beyond the YAT NP funding, to improving attainment and transitions for young people. Reforms and programs include:

- **Skills for All** is a South Australian government initiative that is designed to change the way vocational education and training is funded in South Australia in order to meet the skills challenge facing the state. Through *Skills for All* the South Australian government has committed \$194 million additional funding to help support an additional 100,000 training places from July 2010/11. The initiative will give South Australians the opportunity to undertake subsidised training, at low or no cost, to gain more qualifications particularly at higher Australian Qualifications Framework (AQF) levels, with an approved training provider of their choice *Skills for All* has been formally endorsed by the Commonwealth in a bilateral



agreement that recognises South Australia as a 'reform state'. This means that Diploma and Advanced Diploma students will be able to defer payment of their upfront fees through VET FEE-HELP arrangements. *Skills for All* will guarantee students over the age of 16 a government funded training place, provide support for the disadvantaged, make the VET system more transparent and improve quality and choice.

In the schooling sector, *Skills for All* supports students who are enrolled in school in the following ways: Training Guarantee for SACE Students (TGSS) scheme; school based apprenticeships; students participating in Innovative Community Action Networks/Flexible Learning Options (ICAN/FLO) programs.

The TGSS scheme enables selected students to undertake subsidised training as part of their senior secondary school program. Students commence vocational studies (at certificate II and/or certificate III level) with an approved *Skills for All* training provider and are guaranteed a training place with the same provider once they have completed secondary school to complete at least a certificate III qualification. TGSS students count their vocational studies towards the completion requirements of the SACE. TGSS students also undertake work placement as a TGSS requirement. At 31 January 2013 there were 1066 school students enrolled in TGSS approved courses with 40 different training providers in 57 different certificate II/III qualifications. The most popular qualifications were in the construction, engineering, automotive and child care/aged care industries.

School students who want a more intensive on-the-job experience, particularly in trade related areas, may undertake a school based apprenticeships/traineeships (SBAT) as part of their SACE with a view to the arrangement being converted to a full time apprenticeship/traineeship post-school. For eligible courses, the cost of the training is subsidised by *Skills for All*.

Some students who are at risk of disengaging from school may be counselled to participate in the ICAN/FLO initiative. A learning plan is negotiated for eligible students that may include a VET course. For eligible courses, the cost of the training can be subsidised by *Skills for All*.

Schools provide substantial implementation support for these programs.

- The two **Catholic Technical Colleges** provide a SACE pathway program for 600+ students in Years 11 and 12. These students aspire to complete their SACE and gain an apprentice and then move into fulltime employment. The Technical Colleges specialise in trade and vocational pathways including Automotive, Building and Construction, Commercial Cooking, Electro-technology, Metal Engineering, Hairdressing and Animal Studies.
- **Industry Pathways Program (IPP)** which integrates the State Government's Trade Schools for the Future (TSfF) strategy with the Australian Governments Trade Training Centres in Schools program to support sustainable vocational programs for young people, engaging students in vocational courses leading to Certificate III competencies specifically in area of industry skills needs. The IPP has career development strategies which support students' career development skills and knowledge and engage parents/caregivers in the career pathways planning process. During 2012, students from 110 schools participated in IPPs in one of the following industry areas:

Automotive	Digital Media	Food preparation
Civil Construction	Engineering	and processing
Primary Industries	Manufacturing	Health
Business Services	Technologies	Seafood
Community Services	Construction	
Electro-technology	Plumbing	

2,869 students undertook Certificate III, Diploma or Advanced Diploma courses while at school which is an increase of almost 150% over the last five years. Training hours at Certificate III increased by over 200% over the same period.

- **Trade Schools for the Future (TSfF)** is a DECD initiative which provides a range of resources for schools, including Apprenticeship Brokers appointed in 10 identified TSfF clusters, to assist students wishing to enter into school-based apprenticeships/ traineeships (ASbAs). In 2012 there was an increase from 892 to 942 in the number of young people who commenced an ASbA.
- **Advanced Technology Program** is a National Partnership project funded by the Commonwealth Government through the Defence Material Organisation. Implementation is supported by government and non-government schooling sectors and aims to increase the number of young people in science, mathematics and technology and courses that may lead to pathways in defence related industries. Implementation is supported by three South Australian secondary schools chosen to lead the program in partnership with 15 other schools. The lead schools have developed specialised curriculum for Year 6 to 12 students around maths, science and technology, with a particular focus on industry vocational curriculum, higher education pathways and career development for students. St Patrick's Technical College Northern Adelaide and the Australian Science and Mathematics School are focus curriculum schools within the program. Industry partnerships have been established with: Lockheed Martin, Hendon Semi-conductors, Australian Maritime College, Australian Maritime and Fisheries Academy, Raytheon, and BAE Systems. In addition Middle School Inquiry professional development program by the Australian Science and Mathematics School with a focus on STEM was established in 2010 and is ongoing.
- **Student Pathways – new directions** During 2012 the public schooling sector developed refocused and redesigned the work done to support schools and young people to strengthen their active involvement in planning and implementing their learning, career and vocational decisions.
- **Career Development** The key goals of the new careers strategy are to:
  - strengthen young people's active involvement in planning and implementing their learning, career and vocational decisions,
  - increased student access to support for career management skills development, and
  - strengthened school and community capacity to providing career development services and programs.

One component of the Careers Strategy is the development of a Graduate Qualities and Skills Framework (GQSF) and in 2012, four DECD schools were involved in its trialling and appraisal across learning areas and year levels, using the Australian Curriculum, to inform an extended pilot in 2013.

- **Innovative Community Action Networks (ICANs), Student Mentoring and Youth Development through Transitions programs** are strategies implemented to improve youth student wellbeing and engagement for disengaged students. Students taking part include those at risk of not remaining engaged and achieving at school, through to those young people who have completely disengaged from school, including the most vulnerable young people with multiple complexities such as those involved with the juvenile justice system, students with significant mental health issues, young parents and students under the Guardianship of the Minister. The initiatives are funded to enable school and local community partners to provide individual student case management and Flexible Learning

Options (FLO) programs, one to one mentoring, professional learning for teachers and school based student support staff to build their capacity to strengthen social and emotional wellbeing for all students and to develop and maintain strong partnerships with volunteers and the broader community.

- **E-Mentoring** was developed to enable provision of 1:1 support by trained mentors to young people in rural and remote locations. During 2012 1405 students across Years 8-12 received support from trained learning mentors. Of the 185 senior secondary students identified as at risk, who were provided with mentoring support in 2011, 87.5% successfully completed their SACE. The E-Mentoring project will be part of the broader E-Mentoring program run in partnership with DECD and Flinders University. It is planned for 250 university students to work with 250 year 5-9 students to increase student aspirations and connections with tertiary pathways.

## Progress/ impact as a result of the YAT NP

(See Cumulative Progress section under following MEAST Report)

## Maximising Engagement, Attainment and Successful Transitions – Funded initiatives

SA 2012 expenditure for Multiple Learning Pathways, Mentoring and Career Development.

Year	Multiple Learning Pathways	Mentoring	Career Development
2012	\$1,704,112	\$68,327	\$211,794

Sector	Multiple Learning Pathways	Mentoring	Career Development
DECD	\$1,108,000	-	-
AISSA	\$287,405	\$68,327	\$111,794
CESA	\$308,707	-	\$100,000

*Note: Some activities were funded partially with carryover of YAT NP funds from 2011.*

The three schooling sectors agreed to pursue their own initiatives under the MEAST element as per the SA Implementation Plan and, where appropriate, resources were combined. These initiatives were driven by the mutual intent to improve outcomes in engagement in learning and educational attainment of young people to achieve a successful transition into post school education, training and/or employment. The actions and strategies implemented by the three schooling sectors reflect the stated objectives and outcomes of this national partnership often combining aspects of all three reform areas within an individual initiative. In funding the three reform areas, additional funds to the YAT NP (MEAST) were used to supplement a number of initiatives, including funding provided by other national partnerships, schooling sector and/or individual school resources.

### Multiple Learning Pathways:

Initiative	<b>Improving student progression to higher skill and qualifications levels</b>
Purpose and target cohort	Access to high-level VET qualifications for students who are disadvantaged but not enrolled in low SES schools - achieved through provision of additional places in Industry Pathways Programs (IPPs).
Action & Timing	During 2012 funding provided (VET Scholarships) to schools to purchase training in higher level VET, largely Certificate III.

Outcomes	<p>1700 students identified as disadvantaged, but not able to access support through the Low SES Schools National Partnership Agreement, were supported to participate in higher-level VET training while also gaining credit towards achievement of the SACE.</p> <p>The SACE Board has reported that a significant number of all SACE completers included VET as part of their SACE in 2012 and would not have achieved this without the inclusion of VET. MEAST funds have contributed to these outcomes.</p>
Initiative	<b>On-The-Job Workplace Learning Program</b>
Purpose and target cohort	<ul style="list-style-type: none"> <li>To support students to complete meaningful work placements aligned to their VET program.</li> <li>To build capacity in schools to more effectively support students who are at an increased risk of disengaging from learning.</li> </ul> <p><i>Indigenous, New arrivals / refugees, rural and remote students, students with disabilities and/or identified special learning needs.</i></p>
Action & Timing	<ul style="list-style-type: none"> <li>Consultant engaged to work with schools to mentor staff to meet objectives of program.</li> <li>Funding to schools to enable engagement of a mentor to work directly with the students to successfully achieve identified goals.</li> <li>Funding to enable mentors to be released from schools for professional development.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Development of mentoring skills by staff.</li> <li>Consultant engagement with mentoring staff from each participating school.</li> <li>Development of on-going school partnerships with Business and Community.</li> <li>Opportunity to build and enhance employability skills by students.</li> <li>Subsequent pathway confirmation, employment and apprenticeships secured by students (contributing to the achievement of the SACE).</li> </ul>
Cumulative Progress	<ul style="list-style-type: none"> <li>An increased depth of engagement by students in program resulting in a more informed transitional and pathway decision making process.</li> <li>An increased application of mentoring programs to support transition pathways for students.</li> <li>A growing appreciation and acceptance within schools of the validity of workplace learning to SACE achievement.</li> </ul>
Initiative	<b>VET in Schools Program</b>
Purpose and target cohort	<ul style="list-style-type: none"> <li>Support schools and their students in the understanding and accessing of VET in Schools programs in particular the Training Guarantee for SACE Students (TGSS) scheme.</li> <li>Secondary schools engaged in the TGSS scheme.</li> </ul>
Action & Timing	<ul style="list-style-type: none"> <li>Collaboration between the 3 schooling sectors and the Department of Further Education, Employment, Science and Technology (DFEEST) in the pilot phase and the full implementation of the TGSS scheme.</li> <li>Support the implementation of the TGSS scheme through: <ul style="list-style-type: none"> <li>Information sessions, regular updates and ongoing advice and guidance to schools.</li> <li>Provide financial support to schools to administer, manage and coordinate the requirements of the TGSS scheme.</li> </ul> </li> </ul>
Outcome	<ul style="list-style-type: none"> <li>Increased understanding of the TGSS scheme.</li> <li>Development of school practices for the successful implementation of the TGSS scheme.</li> </ul>

Cumulative Progress

- Increased uptake of *targeted* VET in Schools programs.

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Initiative

**Successful transitions for young people with a disability**

Purpose and target cohort

To support the achievement of the SACE and a successful transition from secondary schooling for students with disabilities and/or special learning needs.

*Students, Special Education Teachers, Careers/Vocational Education Teachers*

Action & Timing

- Student workshops were held to assist students with a range of intellectual disabilities and learning needs to understand the skills required to transition successfully through their senior secondary schooling and into a meaningful post school pathway.
- Special Education Teachers and/or Vocational Education Adviser workshops focussed on curriculum writing at SACE Stage 1 and at Stage 2.
- Special Education Teachers and/or Vocational Education Adviser workshops aimed at the available resources and agencies that support the learning and transition of students with disabilities and special learning needs.
- Special Education Teachers and Vocational Education Coordinators workshops were held to build the capacity and strengthen networks between schools and agencies who assist students with a disability to gain a successful post school pathway.
- The establishment of a Post-school Transition Network for Students model to support students with a disability, their families and school staff to navigate and negotiate the services available to assist students with their transition from senior secondary school into further education, training, community engagement, and supported and/or open employment. This involved the establishment of partnerships with employment agencies, service providers, tertiary education systems, community groups and local government.

Outcomes

- Professional learning of staff working with students with disabilities.
- Capacity building of Special Education Teachers and Vocational education Coordinators (key teachers) when working with students with a disability.
- SACE aligned curriculum developed to support students' learning with appropriate methodologies. This allows for a three year cycle catering for the needs of Year 10, 11 and 12 students.
- The strengthening of partnerships between schools and work placement providers.
- Students with disabilities provided with opportunities to be
  - better informed of transitional and career pathways
  - well prepared for work placements, and supported to ensure meaningful work placement experiences
  - aware of the broad array of post school opportunities
- Parents of children with a disability built greater capacity in the understanding of the services provided by external agencies to assist people with a disability.
- Development of networks for shared learning.

Cumulative Progress

- SACE aligned curriculum partially developed to support students with a disability (undertaking work experience), with a strong focus on ensuring a child safe environment.
- Increased understanding of the parental role in successful student transition.
- An increased awareness of the role key teachers have in assisting students to successfully transition into meaningful post school pathways.

Initiative	<b>Increasing engagement and attainment by Aboriginal young people</b>
Purpose and target cohort	<ul style="list-style-type: none"> <li>• To identify curriculum and programs aimed at supporting cultural identity, engagement in learning, educational attainment and post school transition of Aboriginal students.</li> <li>• To support the development of cultural intelligence and proficiency amongst those teaching and supporting Aboriginal students.</li> <li>• The provision of information and advice regarding flexible learning options available through the SACE and school-to-work transition planning.</li> <li>• To encourage family and community involvement in education and transition pathway decision-making.</li> </ul> <p><i>Aboriginal students, parents/caregivers and schools working with Aboriginal students.</i></p>
Action & Timing	<ul style="list-style-type: none"> <li>• Post-Secondary Transition Programs for Aboriginal and Torres Strait Islander Students – scoping project was facilitated to identify strengths and gaps in current transition programs in schools. This has informed future planning in this area.</li> <li>• Workshops were facilitated for Aboriginal students, parents/caregivers, Vocational Education Coordinators (including Careers Advisers, Flexible Learning Coordinators, Transition Pathways Coordinators) and school based Aboriginal student Focus Teachers.</li> <li>• Mentored visits to, and engagement with Aboriginal faculties at universities, TAFE and other further education and training providers for Year 10, 11 and 12 students.</li> <li>• The development of a Parents As Career Partners (PACP) program appropriate for parent/caregivers of Indigenous children.</li> <li>• The development of relevant SACE Stage 1 and Stage 2 curriculum documents as well as resources to support the learning and transition of Aboriginal young people.</li> <li>• Development of Aboriginal Role-Model networks to support goal setting, learning engagement, education attainment and seamless transition into post school pathways.</li> <li>• Support for attendance at Cultural Events.</li> <li>• Support for students and families to attend state and national Aboriginal student conferences.</li> <li>• Professional learning workshops for teaching and support staff to develop their cultural intelligence and proficiency to more effectively work with Aboriginal students.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Aboriginal students and families provided with opportunities to be better informed of SACE requirements, employment opportunities and meaningful post school pathways.</li> <li>• Partial development of SACE Learning and Assessment (L&amp;A) plans for both Stage 1 and Stage 2 students.</li> <li>• Opportunities for increased engagement of parents/caregivers of Aboriginal students and community involvement in educational decision-making.</li> </ul>
Cumulative Progress	<ul style="list-style-type: none"> <li>• A growing cultural proficiency and professional learning for those working with Aboriginal students, their families and community.</li> <li>• Increased understanding of the parental role in successful student transition</li> <li>• An increased awareness of the role key teachers has in assisted students to successfully transition into meaningful post school pathways.</li> </ul>

Purpose and target cohort	Improving Transitions – obtaining quantitative and qualitative data about factors which impact upon student participation, attainment and transitions which can be used by schools in planning curriculum, programs and services.
Action & Timing	<ul style="list-style-type: none"> <li>In collaboration with two professional research companies, schools interviewed a sample of 2215 young people from 29 schools, from the southern, eastern and western suburbs of Adelaide, in the year after they left school, using a computer-assisted telephone interview (CATI) system.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Reports were provided on a regional as well as a school by school basis. Reports are being used by participating schools to evaluate their work and build upon their curriculum, programs and services to improve outcomes for their students.</li> </ul>
Adjustments	<ul style="list-style-type: none"> <li>SA Implementation Plan was amended, to allow for expansion of the project in 2012 to incorporate the Eastern and Western suburbs of Adelaide in order to gather data from a broader demographic.</li> </ul>
<hr/>	
Initiative	<b>Review and Update of SA Workplace Learning Guidelines</b>
Purpose and target cohort	<ul style="list-style-type: none"> <li>Cross-sectoral review and update of the SA Workplace Learning Guidelines to ensure currency</li> <li>To support schools in the development and delivery of their Work Place programs (inclusive of work Experience and Structured Workplace Learning)</li> </ul> <p><i>School personnel responsible for Work Placement in schools</i></p>
Action & Timing	Cross-sectoral review and update of the SA Workplace Learning Guidelines to meet current changes to SA Workplace Health and Safety legislation.
Outcomes	<ul style="list-style-type: none"> <li>SA Workplace Learning Guidelines update, partially completed.</li> </ul>
Cumulative Progress	<ul style="list-style-type: none"> <li>The update and review of the SA Workplace Learning Guidelines has strengthened the framework for all students undertaking workplace learning activities. It builds capacity in schools to support students to understand their roles, rights and responsibilities in engaging in work placement, preparing them for future employment.</li> </ul>
<hr/>	
Initiative	<b>Trade Training Centre Training Resource Development Grants</b>
Purpose and target cohort	To support schools to establish trade training resources which meet current industry standards and practices.
	<i>Schools with Trade Training Centres</i>
Action & Timing	<ul style="list-style-type: none"> <li>Funding and advisory support to schools to access the Commonwealth's Trade Training Centre program and implement appropriate programs.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Training resources that align to current industry standards have been developed. These are being used to support professional development of personnel involved and to enhance delivery of programs for young people.</li> </ul>
Cumulative Progress	<ul style="list-style-type: none"> <li>Links and partnerships between Trade Training Centres and Industry has been strengthened.</li> <li>Demand for access to the accredited training aligned to current industry standards has grown.</li> <li>Those providing training in Trade Training Centre programs are doing so with current and enhanced professional learning, knowledge and skill.</li> </ul>
<hr/>	
Initiative	<b>School To Work Transition Student Mentoring Program</b>
Purpose and target cohort	To support students with low level literacy and / or numeracy skills, through a

target cohort	student mentoring vocational preparation program. <i>Students aged 16+ years, exhibiting signs of disengagement from learning and school.</i>
Action & Timing	<ul style="list-style-type: none"> <li>Funding to enable a mentored program which segued into other programs with a career development focus including 'On-the-Job' Workplace Learning program.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Opportunities to engage in contextual workplace literacy and numeracy.</li> <li>Participating students achieved recognition of learning for SACE accreditation.</li> </ul>
Cumulative Progress	<ul style="list-style-type: none"> <li>Participants' improved attendance at school and subsequent completion of the SACE</li> <li>Increased appreciation by schools and young people of the need for strong literacy and numeracy as key employability skills</li> <li>A greater capacity amongst students who felt empowered to make key transition pathway decisions.</li> </ul>

Initiative	<b>School Based Apprenticeship/Traineeship – Capacity building</b>
Purpose and target cohort	<ul style="list-style-type: none"> <li>To support the establishment, management and inclusion of school-based apprenticeship/traineeship (SBAT) arrangements into recognised school curriculum options for students.</li> <li>To build capacity within schools to support students' decision making in entering sustainable SBATs that also encourage achievement of their SACE</li> </ul> <p><i>School personnel responsible for SBATs in schools</i></p>
Action & Timing	Creation of a SBAT resource through ongoing cross-sectoral collaboration. During 2012: <ul style="list-style-type: none"> <li>Ongoing consultancy for the development of the SBAT resource</li> <li>Establishment of a reference group to review and provide feedback of the SBAT resource</li> <li>Funding to schools to enable teacher release for professional development</li> <li>SBAT resource finalised, produced and distributed in 2013</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Development and production of framework and draft SBAT resource ready for wider consultation with schools in 2013</li> <li>Expanded capacity within schools to more effectively support student career pathway decisions</li> </ul>
Cumulative Progress	Initial consultation has shown great support for the resource providing valuable comment for consideration.

### Career Development:

Initiative	<b>Professional Learning in Career Development</b>
Purpose and target cohort	Improving quality of careers counselling consistent with current industry practice in Career Development  <i>School Leadership, Careers advisers, teachers who hold a role in providing career guidance to students</i>
Action & Timing	<ul style="list-style-type: none"> <li>Establishment of partnership service agreements to facilitate and fund the delivery of: <ul style="list-style-type: none"> <li>a three-day course in Career Counselling, Coaching and Assessment</li> <li>the Postgraduate Certificate in Education (Career Development)</li> </ul> </li> <li>Facilitation and funding of staff professional development including <ul style="list-style-type: none"> <li>the Postgraduate Certificate in Education (Career Development) through Australian Catholic University (ACU)</li> <li>Certificate IV in Career Development through TAFE SA and</li> </ul> </li> </ul>



- Career Counselling, Coaching and Assessment (3 day course) through Bright & Associates
- Funding support to enable teacher study release
- Teacher Work-placement in Industry Program
- Facilitation of workshops on career exploration tools; eg: *Myfuture*
- Workshops that incorporate career development into SACE subjects; eg *Personal Learning Plan*
- Exploration of the logistics of facilitating training workshops in *The Real Game Digital Edition* for relevant teaching staff

Outcomes	<ul style="list-style-type: none"> <li>• Increased awareness within schools of the importance of accurate, current, and the timely delivery and sourcing of career guidance information</li> <li>• Accreditation of school-based personnel in nationally recognised qualifications</li> <li>• An improvement in the provision of career development and guidance services within schools</li> <li>• Opportunity for teachers in school to become immersed in industry, enhancing the connections between curriculum and career pathways.</li> <li>• Professional learning opportunities were accessed by SA individuals working with students/clients in the area of career development. These included:             <ul style="list-style-type: none"> <li>◦ Private practitioners</li> <li>◦ Personnel working in SA Career Development centres</li> <li>◦ Youth Connection and School Business Community Partnership Brokers</li> <li>◦ Personnel in career service divisions of tertiary institutes</li> </ul> </li> <li>• Strengthened partnerships between school and industry, including the development of industry/mentor relationships</li> <li>• Development of networks for shared learning and professional development</li> </ul>
Cumulative Progress	<ul style="list-style-type: none"> <li>• An increasing demand by schools for opportunities to access accredited training in career development for target cohort</li> <li>• A growth in the capacity of schools to provide credible transition support for students</li> <li>• Ongoing strengthening and expansion of Industry / School partnerships and an appreciation of their contribution to students' learning and transition pathways into further education, training and / or employment</li> </ul>

## Mentoring:

Initiative	<p><b>Building Effective Mentoring Programs</b></p> <ul style="list-style-type: none"> <li>• To build awareness and capacity within schools to develop and effectively manage transition pathway mentoring programs, for students including those at risk of not completing SACE or making a successful transition</li> <li>• To provide knowledge and to develop understanding and skills among Mentors and support mentoring programs for students.</li> </ul> <p><i>Schools offering mentoring programs, Mentors</i></p>
Purpose and target cohort	<ul style="list-style-type: none"> <li>• To build awareness and capacity within schools to develop and effectively manage transition pathway mentoring programs, for students including those at risk of not completing SACE or making a successful transition</li> <li>• To provide knowledge and to develop understanding and skills among Mentors and support mentoring programs for students.</li> </ul>
Action & Timing	<ul style="list-style-type: none"> <li>• A series of workshops to inform, develop, share, review and evaluate mentoring programs and practices aligned to national benchmarks             <ul style="list-style-type: none"> <li>◦ Schools providing mentoring programs</li> <li>◦ Mentors engaged in programs</li> </ul> </li> <li>• Consultancy to provide in-school support for schools and mentors</li> <li>• Support for attending local and national conferences (Australian Youth Mentoring Network)</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Strong attendance and engagement in workshops by Mentors</li> <li>• Increased levels of effective engagement by students involved in initiatives supported by mentoring</li> </ul>

Initiative	<b>Teacher in Training Mentoring Program (Getting Started)</b>
Purpose and target cohort	<ul style="list-style-type: none"> <li>To provide mentoring support for Aboriginal and Torres Strait Islander teachers in training, to enhance teaching capacity to respond to needs of Aboriginal school students</li> </ul>
Action & Timing	<ul style="list-style-type: none"> <li>Information sessions for teacher training organisations</li> <li>Development of promotional material</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Established partnership links with teacher training organisations</li> <li>Secured registration of interest from schools with Aboriginal students to provide mentor opportunities for teachers in training.</li> </ul>
Cumulative progress	<ul style="list-style-type: none"> <li>Those who commenced the program continue to be engaged and are becoming role models for other Aboriginal and Torres Strait Islander teachers in training.</li> </ul>

## Indigenous Reporting

South Australian schooling and training sectors are committed to improving attainment and transitions for Aboriginal young people. Their policies and strategies complement the national *Aboriginal and Torres Strait Islander Education Action Plan, 2010-2014* and address the range of structures required to engage with the Aboriginal community and coordinate a cohesive range of services to ensure improved educational outcomes.

The SA Aboriginal Education and Training Consultative Body, with representation from the tertiary education and training sectors, secondary education sectors, parents and community, was established to enable the voices of Aboriginal parents and community to be heard in the planning and delivery of policy and development of culturally appropriate curriculum and practices.

The newly formed education portfolio, which incorporates the Department of Family and Community Services supports the alignment and coordination of services to foster greater engagement and attainment by Aboriginal young people taking account of their individual circumstances.

In addition to the DECD Keeping Them on Track initiative which monitors and supports participation and engagement, school level strategies include:

- Ensuring that each young person has an individual learning plan developed following consultation with family, Aboriginal Education Teachers and, where available, Aboriginal Secondary Education and Transitions Officer. This plan is focused on achieving the best possible health, wellbeing and learning outcomes.
- Flexible timetables to enable a range of accredited and modified programs
- Aboriginal mentoring programs which provide support, in school and out of hours, to encourage student attendance, learning and feelings of belonging and identity, including the Aboriginal Program Assistance Scheme (APAS) which provides funding to schools to support ATSI academic achievement and which funds provision of tutors, mentoring, coaching, counselling and support for Aboriginal student wellbeing
- Next Steps Plans which enable delivery of responsive learning approaches and greater engagement with ATSI community
- Close links with Aboriginal health and support organizations such as Nukuwarrin Yunti, Shine, Kumangka and Second Story
- Specialized Aboriginal sports programs delivered with outside providers eg Aboriginal Power cup, SA Aboriginal Sports Training Academy (SAASTA) and SANFL/AFL Program
- Training for all staff focusing on Aboriginal cultural competency

- Indigenous Ranger Cadetship program supporting Aboriginal young people to complete school and train for careers in land, sea and natural resource management
- Awards available to support Aboriginal participation and attainment including: Just Too Deadly Learning Achievement Awards recognizing completion of Year 7 and Year 12/13 milestones, Dame Roma Mitchell Scholarship providing financial support for SACE completion, Walpaara Anpa Award (a laptop computer) to selected Aboriginal student completing Year 10, enrolled to complete SACE, attending school regularly and achieving consistent satisfactory results
- Support for post-school transitions to work, training or tertiary education via: Aboriginal Workabout Centres which provide a broad range of industry-based learning with the aim of improving school retention, SACE completion and provision of work readiness programs, Industry Pathways Programs tailored for Aboriginal students aimed at apprenticeships/traineeships or training pathways, Goal Setting and Pathways Workshops delivered by ATSI role models, University and TAFE Open Days and speakers focusing on Aboriginal pathways and support, First Generation Program aimed to help young ATSI students become the first in their family to go to University – delivered in partnership with University of Adelaide, Wilto Yerlo and DECD, partnerships with local agencies focused on Aboriginal recruitment and delivery of nationally accredited training.

### Aboriginal enrolment, retention and attainment data:

**Table 4:** DECD total enrolment of Aboriginal student enrolments in Years 11 and 12

2012	Year 11	Year 12	Total
FTE	631.2	450.2	1081.4
Full Time	616	439	1055

Source: 2012 Term 3 DECD School Enrolment Census

**Table 5:** DECD total enrolment of Aboriginal student enrolments in Years 9 and 10

2012	Year 9	Year 10	Total
FTE	660.9	637.2	1298.1
Full Time	660	637	1297

Source: 2012 Term 3 DECD School Enrolment Census

**Table 6:** SA Government schools apparent retention for Aboriginal students (2012)

Years 7/8 to Year 10	Years 7/8 to Year 12
100.8%	67.4%

Source: National Schools Statistics Collection (ABS) table 64a March 2012

**Table 7:** SA SACE Completion rate for Aboriginal Students

Student type	2008	2009	2010	2011	2012
Aboriginal Students	76.8%	81.3%	78.4%	83.2%	85.3
All Students	89.5%	90.7%	89.8%	91.7%	92.4

Source: SACE Board of South Australia

(Note: This data cannot be used for National / cross-state comparability as the measures are defined by the SACE Board.)

**Table 8:** DECD Schools with Aboriginal secondary enrolments greater than 30 Aboriginal students enrolled and above 10% of total enrolments

School	ATSI FTE	All FTE	% ATSI
Amata Anangu School	40	41	97.56%
Ceduna Area School	71	223.4	31.78%
Coober Pedy Area School	31.8	82.4	38.59%
Edward John Eyre High School	45	406.2	11.08%
Ernabella Anangu School	37	37	100.00%
Kurna Plains School	31	31	100.00%
Le Fevre High School	87.8	609.5	14.41%
Port Augusta Secondary School	186.6	539.4	34.59%
Port Lincoln High School	103.2	720.5	14.32%
Stuart High School	36	255	14.12%
Warriappendi School	45.4	45.4	100.00%
Windsor Gardens Vocational College	75	538.3	13.93%
Woodville High School	122.8	984	12.48%

Source: Term 3 DECD School Enrolment Census

**Table 9:** Semester 1 Attendance rates for DECD Schools with Aboriginal secondary enrolments greater than 30 Aboriginal students enrolled and above 10% of total enrolments

Year Level	Aboriginal Students	Non-Aboriginal Students
Year 1	63.8%	89.5%
Year 2	63.4%	88.6%
Year 3	63.3%	91.9%
Year 4	61.6%	90.2%
Year 5	64.7%	92.1%
Year 6	60.8%	87.1%
Year 7	64.4%	89.4%
Year 8	72.1%	87.2%
Year 9	66.2%	84.9%
Year 10	65.0%	83.0%
<b>Total Year 1 to 10</b>	<b>66.2%</b>	<b>85.6%</b>

Source: Semester 1 absence date collected in term 3 DECD school enrolment census

**Table 10:** Apparent Retention Rates for DECD Schools with Aboriginal secondary enrolments greater than 30 Aboriginal students enrolled and above 10% of total enrolments

2012	Aboriginal Students	Non-Aboriginal Students
Year 8 to 12	58.7%	82.4%
Year 8 to 10	92.3%	103.8%

Source: Term 3 DECD School Enrolment Census

Note: The retention rates include Stuart HS which has no Year 12 enrolments.

In relation to the following data provided by the SA Department for Further Education, Employment, Science and Technology, please note that the following caveat applies: "Calculations are based on 2012 VET SA submitted collections and do not include all fee for service activity for Private

Providers and activity resulted with 'credit transfer' . Data is not confirmed by NCVET publications therefore should be considered preliminary."

**Table 11:** Enrolments of 'not at school' indigenous and non-indigenous 15-19 year olds in AQF level 2-7 VET courses.

Total Aboriginal students enrolled students in 2012 collection

Collection	Aboriginal Students	All Students	Aboriginal students %
Non-TAFE	2167	52,585	4.12%
TAFE	4118	87,335	4.72%
	6285	139,920	4.49%

Source: SA Department for Further Education, Employment, Science and Technology, 2013

**Table 12:** Levels of AQF qualifications undertaken by indigenous 15-19 year olds

Collection	Students 15-19	All Aboriginal Students in that age group	Aboriginal Students , not At School	Aboriginal Students, not at school and no Year 12 cert	Certificates I and II	Certificates III and IV	Diploma and Above	Total studying Cert I and Higher
TAFE	17 442	907	560	492	396	92		460
Non-TAFE	7 298	532	303	227	123	69	5	187
Totals	24 740	1439	863	719	519	161	5	647

Source: SA Department for Further Education, Employment, Science and Technology, 2013

## The Compact with Young Australians

Education or Training Entitlement (for information only – no reporting required)

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

### Challenges experienced in 2012

- The full implementation of the South Australian *Skills for All* initiative in July 2012 provided schools with a number of challenges as the increased access to subsidised training for all 16 year olds has impacted on operations of the training providers and accessibility of some training courses.
- Restructuring of TAFE SA, the largest training provider in SA as a separate legal entity has resulted in a change of operational procedures and as such impacted schools which traditionally accessed training through TAFE.
- Sourcing suitable personnel with appropriate skills and knowledge, and who were available to accept a consultancy, has meant scheduled timelines for some programs have been 'blown out', eg the School-based Apprenticeship/Traineeship Resource.

## Exemptions and Compliance and enforcement/monitoring

Engaging all young people in education, training or employment is an ongoing challenge for the agencies working in those areas, across the various sectors. Young people who disengage from

education, training or employment do so for a variety of reasons and in various ways which makes it difficult to categorise and therefore precise figures are not available but Australian Bureau of Statistics figures are used as estimates for planning purposes.

*“Care should be taken in interpreting ... rates as the calculation does not take into account a range of factors such as overseas migration, repeating students, mature-age students, changes in study patterns from full-time to part-time or part-time to full-time and other net changes ...”*

(ABS Year Book Australia, 2012 24 May, 2012)

Within South Australia addressing the challenge of engaging with those identified as “at risk” or having already disengaged is being approached with a number of strategies at school level, within the local community and at systemic level (see Part B “Youth attainment and/or transitions reforms and programs not funded under the YAT NP”)

Youth participation in education and/or training is governed, in South Australia, by legislation which places obligations on young people, their parents/caregivers and all schools. The South Australian *Education Act 1972* requires children up to the age of 16 to be enrolled at a school, including engagement and attendance as required by their education program. The *Education (Compulsory Education Age) Amendment Act 2007*, implemented at the beginning of 2009, requires all young people between the ages of 16 and 17 to participate in a full-time approved learning program which is education or training delivered through a school, university or registered training organisation, an apprenticeship or traineeship, or a combination of these. This obligation ceases once the young person has reached the age of 17 or has achieved a qualification under an approved learning program.

Compliance and enforcement within the schooling sectors is managed by internal mechanisms. These include the DECD Attendance Policy which provides clear expectations about the role and responsibilities of all DECD staff in relation to attendance. Schools must monitor education program participation and record failure by a learner to participate, using the department’s central data management system. Each school develops their own guidelines and processes framed within DECD policy for monitoring and investigating unsatisfactory participation or unexplained absences and including the requirement to obtain a written lawful explanation from the parent/caregiver. Regional and interagency support services are available to support school implementation of this policy using DECD referral processes.

The non-government schooling sector have developed similar processes with exemptions of more than one month and up to twelve months needing approval by the Director of Catholic Education SA or the Central Delegate (Association of Independent Schools of SA) as the Minister’s delegates. Applications for exemption need to be supported with evidence of the young person’s approved learning program and/or evidence providing the legal basis for exemption.

In the *Children’s Protection Act 1993*, persistent non-attendance at school is identified within the interpretation of ‘at risk’ – “the child is of compulsory school age but has been persistently absent from school without satisfactory explanation of the absence” – and this requires action on behalf of the school to follow up with appropriate department referrals.

## **ANNEXURES**

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

## ANNEXURE 1 A - Youth Connections – National Summary

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

Some key achievements over the past three years:

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

### Individual Support Services

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

Since the program commenced in 2010, Youth Connections provided Individual Support Services to 58,408 young people. 34,793 (60%) young people achieved a final outcome in the program, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 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 program<sup>1</sup>. 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.

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<sup>1</sup> 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](http://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.

## South Australia Summary

### Context

The program is delivered across 12 regions and is focused on young people aged 13 to 19 years. Youth Connections providers work closely with a number of Commonwealth and SA government programs to target young people disengaged from education.

In South Australia the Innovative Community Action Networks (ICANs), a Department for Education and Child Development (DECD) program, was progressively implemented across the state and is now established in all regions, with the exception of the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands. The ICAN and Youth Connections programs complement each other through ensuring that the most appropriate program is utilised based on the individual young person's requirements. DECD employees in the schools and the Youth Connections case workers have formed collaborative relationships. As the DECD enrolment point for ICAN/Flexible Learning Options (FLO) referral is early in the school year the young person who is not FLO enrolled at this time is referred to Youth Connections if they present with at risk or disengagement issues during the year. In the following year the young person is usually then FLO enrolled and exited from Youth Connections. This creates a seamless approach and ensures that the young person has continuous case management support. The Department is represented at the ICAN East and Hills Strategic Management Group meetings, which are held quarterly.

The SA State Reference Group is represented by the SA and National Office, **Department of Further Education, Employment, Science and Technology (DFEEST)**, DECD, Catholic Education Office, **Association of Independent Schools of South Australia (AISSA)** and Office for Youth, **Department for Communities and Social Inclusion (DCSI)**. This is an information sharing forum about new and existing initiatives and the DECD ICAN representative is an integral member of the group where any challenges and successes are discussed. Meetings are held quarterly.

The Youth Connections SA State Network meets up to eight times a year, including a number of joint meetings with the Partnership Brokers network. Working groups have been formed to address emerging issues and these in the main align with the National Network priorities and actions.

## **Program Status**

In the first three years of operation in South Australia, Youth Connections provided Individual Support Services to 3,390 young people 1,676 (49%) young people in the program achieved a final outcome, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 734 (21%) were assessed as making significant progress in addressing their barriers to engagement in education.

In SA 488 (14%) of young people in the program were identified as Indigenous Australians. 227 (47%) Indigenous young people achieved a final outcome, and a further 120 (25%) were assessed as achieving a progressive outcome.

In addition, 947 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 25,684 young people through these activities. Four Youth Connections providers opened dedicated Youth Spaces in seven locations and one provider opened an Alternative Learning Facility in July 2011.

In the 1 January 2010 to 31 December 2012 period, providers undertook a range of initiatives to strengthen services in the region, with 698 activities being held. There were 62 activities identified as having a humanitarian refugee focus.

A key success has been the role the Youth Connections - Specialised Services program played in co-ordinating cross-state assistance to young people who are in or exiting the Juvenile Justice system, including in the Far North and APY Lands. Under the program, 105 young people received support services under the Specialised Service, 69 of whom achieved a final outcome. In addition, the Specialised Service delivered 168 Outreach and Re-engagement activities to connect with severely disconnected young people, linking with 1,160 people, and 56 Strengthening Services in the region activities.

Personal factors, such as alcohol and/or drug misuse continue to be a barrier for 45 per cent of young people in this cohort, and this can limit their opportunities to participate in education and training.

There has been:

- A reduction in the duplication of community resources which support at risk young people;
- An increase in the number of schools that strengthened their procedures to support young people at risk of disengaging;
- An increase or improvement in the available services for families of at risk young people; and
- Young people disengaging less frequently from school or education providers.

## **Challenges**

The lack of mental health facilities, transport, accommodation for homeless youth and alternate education opportunities is a challenge for providers. Most providers are working with a number of agencies including the Partnership Brokers to overcome these barriers and strengthen the region for a long term solution.

## 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	SA	National
Receiving Individual Support Services	467	6217
Receiving Individual Support Services previously and exited	2923	52,191
Registered but not yet enrolled for Individual Support Services	210	3563
<b>Total</b>	<b>3600</b>	<b>61,971</b>

**Table 2: SA Contract Levels**

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
<b>SA (%)</b>	10%	20%	70%

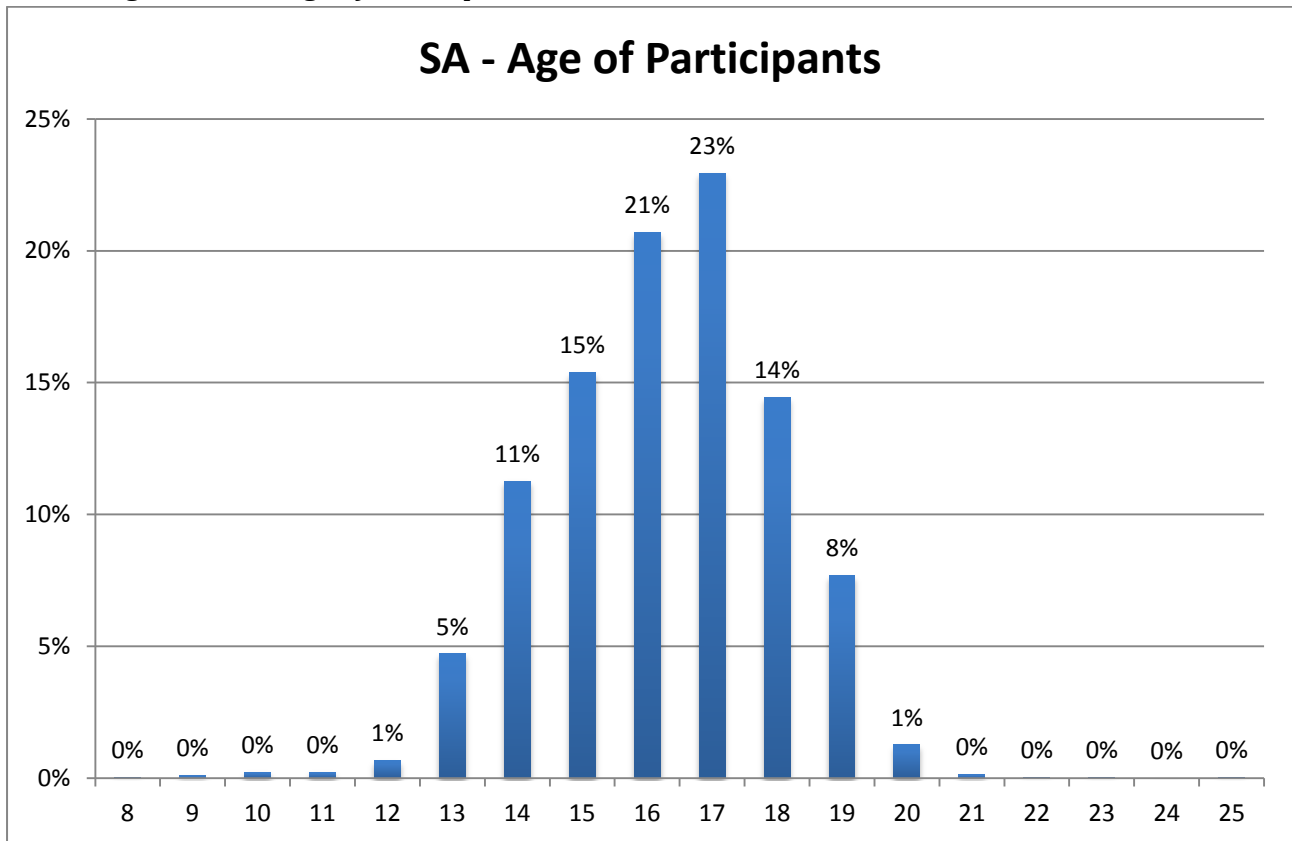
**Table 3: Comparison between SA and National Participant Numbers**

	Participants Level 1	Participants Level 2a	Participants Level 2b
<b>SA (No.)</b>	487	1128	1803
<b>SA (%)</b>	14%	33%	53%
<b>National (No.)</b>	15,034	20,222	22,176
<b>National (%)</b>	26%	35%	39%

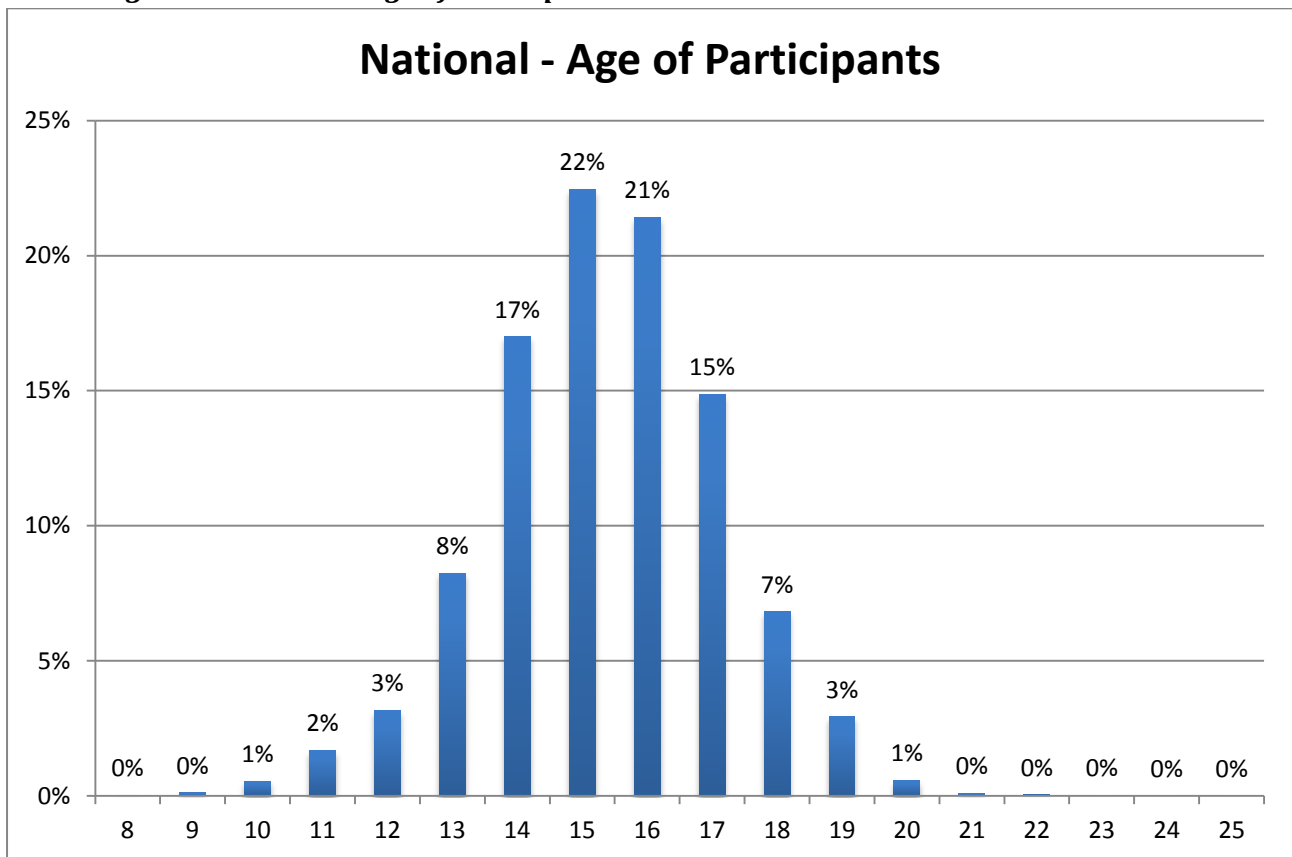
**Table 4: Comparison between SA and National Participant Outcomes**

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
<b>SA (No.)</b>	372	855	1333
<b>SA (%)</b>	15%	33%	52%
<b>National (No.)</b>	11,674	15,439	16,192
<b>National (%)</b>	27%	36%	37%

**Figure 1: SA - Age of Participants**



**Figure 2: National - Age of Participants**



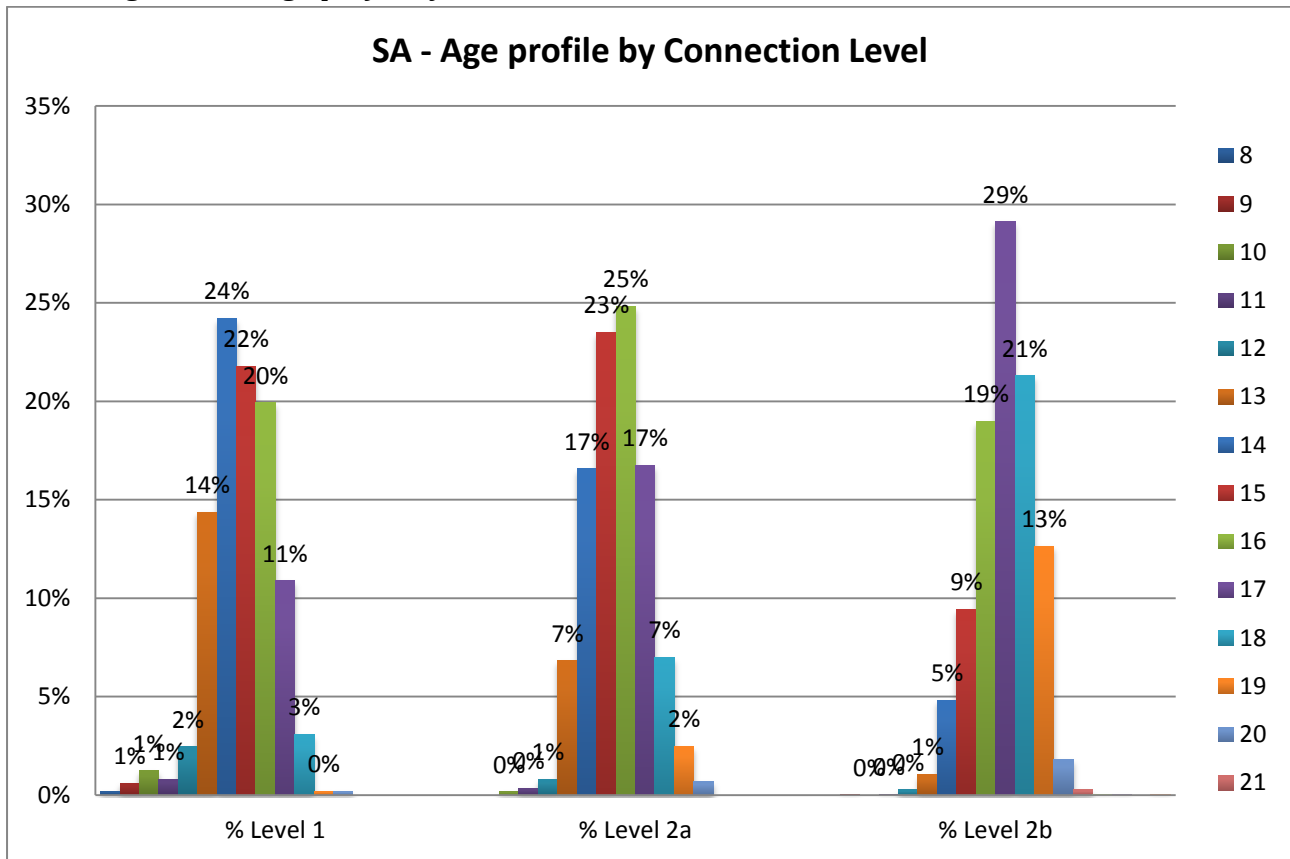
**Table 5: SA - Age of Participants**

	Level 1	Level 2a	Level 2b	Total	% Total
8	1	0	0	1	0%
9	3	0	1	4	0%
10	6	2	0	8	0%
11	4	4	1	8	0%
12	12	9	5	23	1%
13	70	77	19	160	5%
14	118	187	87	382	11%
15	106	265	170	522	15%
16	97	280	342	702	21%
17	53	189	525	778	23%
18	15	79	384	490	14%
19	1	28	228	261	8%
20	1	8	33	43	1%
21	0	0	5	5	0%
22	0	0	1	1	0%
23	0	0	1	1	0%
24	0	0	0	0	0%
25	0	0	1	1	0%

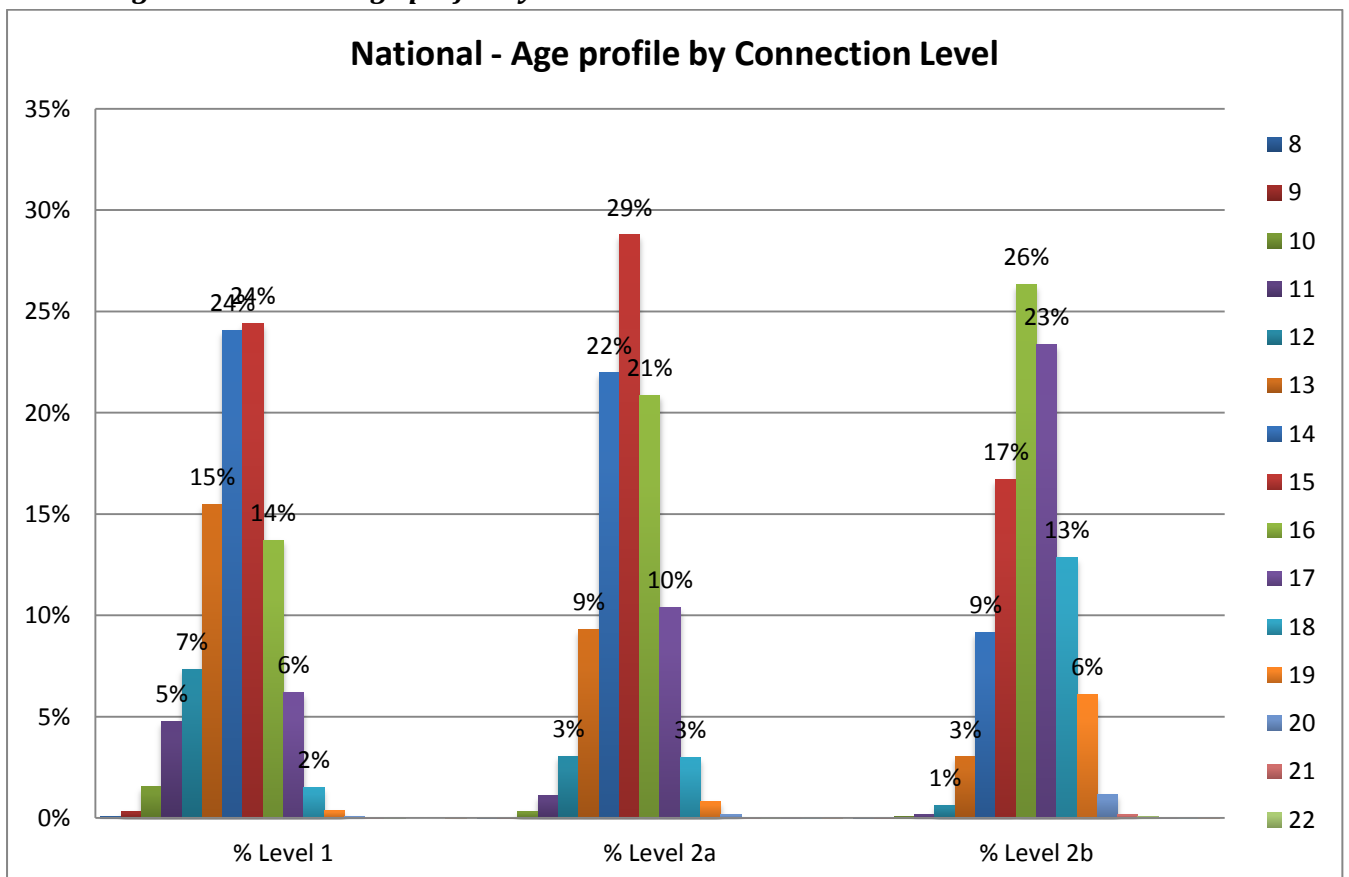
**Table 6: National – Age of Participants**

	Level 1	Level 2a	Level 2b	Total	%
8	13	1	1	16	0%
9	51	9	3	63	0%
10	232	70	13	303	1%
11	718	223	39	935	2%
12	1105	617	142	1757	3%
13	2328	1884	672	4585	8%
14	3619	4444	2035	9449	17%
15	3669	5820	3705	12,482	22%
16	2062	4222	5842	11,905	21%
17	932	2105	5185	8261	15%
18	227	606	2853	3783	7%
19	59	169	1354	1627	3%
20	15	34	263	318	1%
21	2	9	42	55	0%
22	1	6	15	23	0%
23	0	1	7	8	0%
24	0	1	2	4	0%
25	1	1	3	5	0%

**Figure 3: SA Age profile by Connection Level**

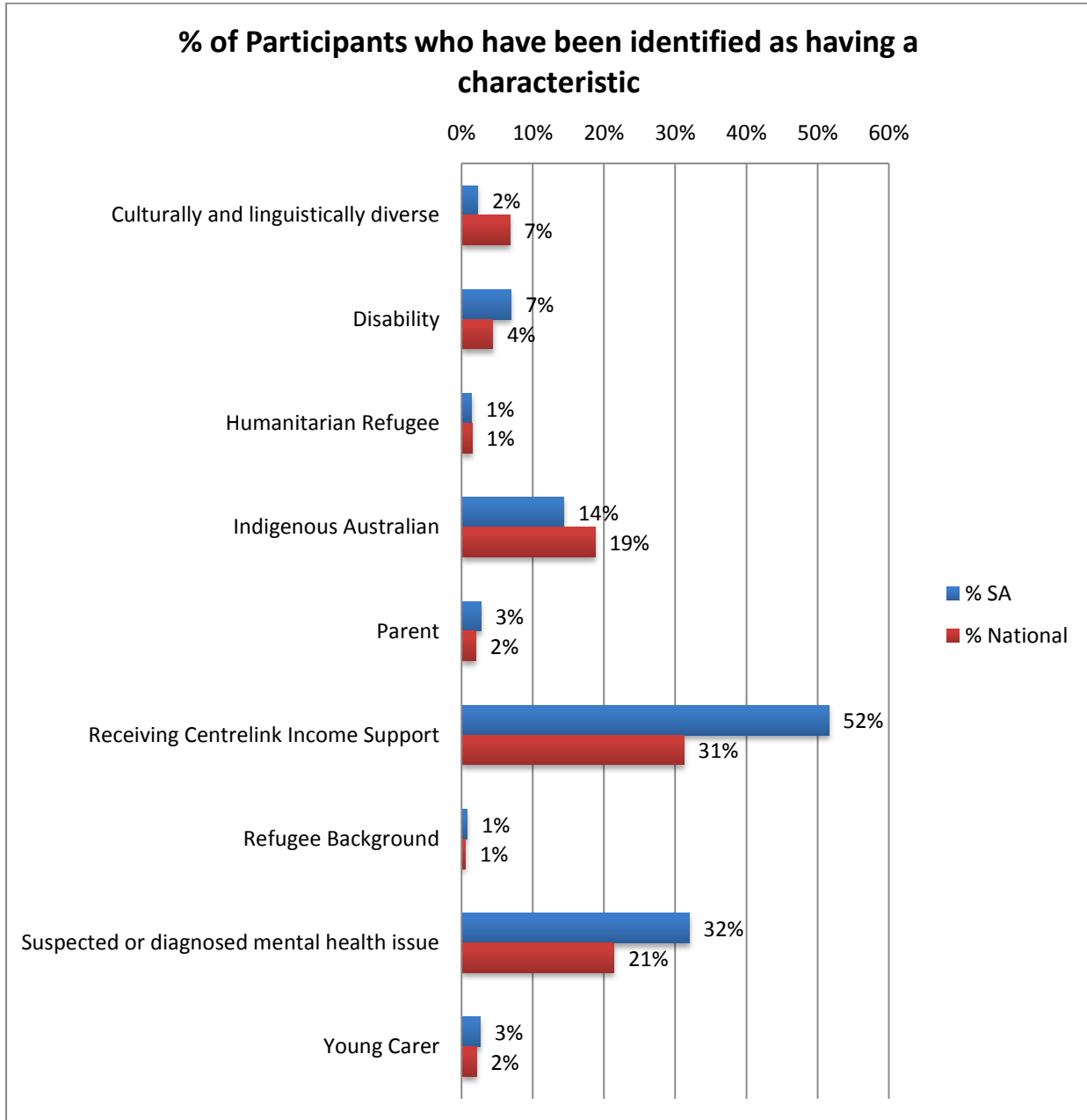


**Figure 4: National Age profile by Connection Level**





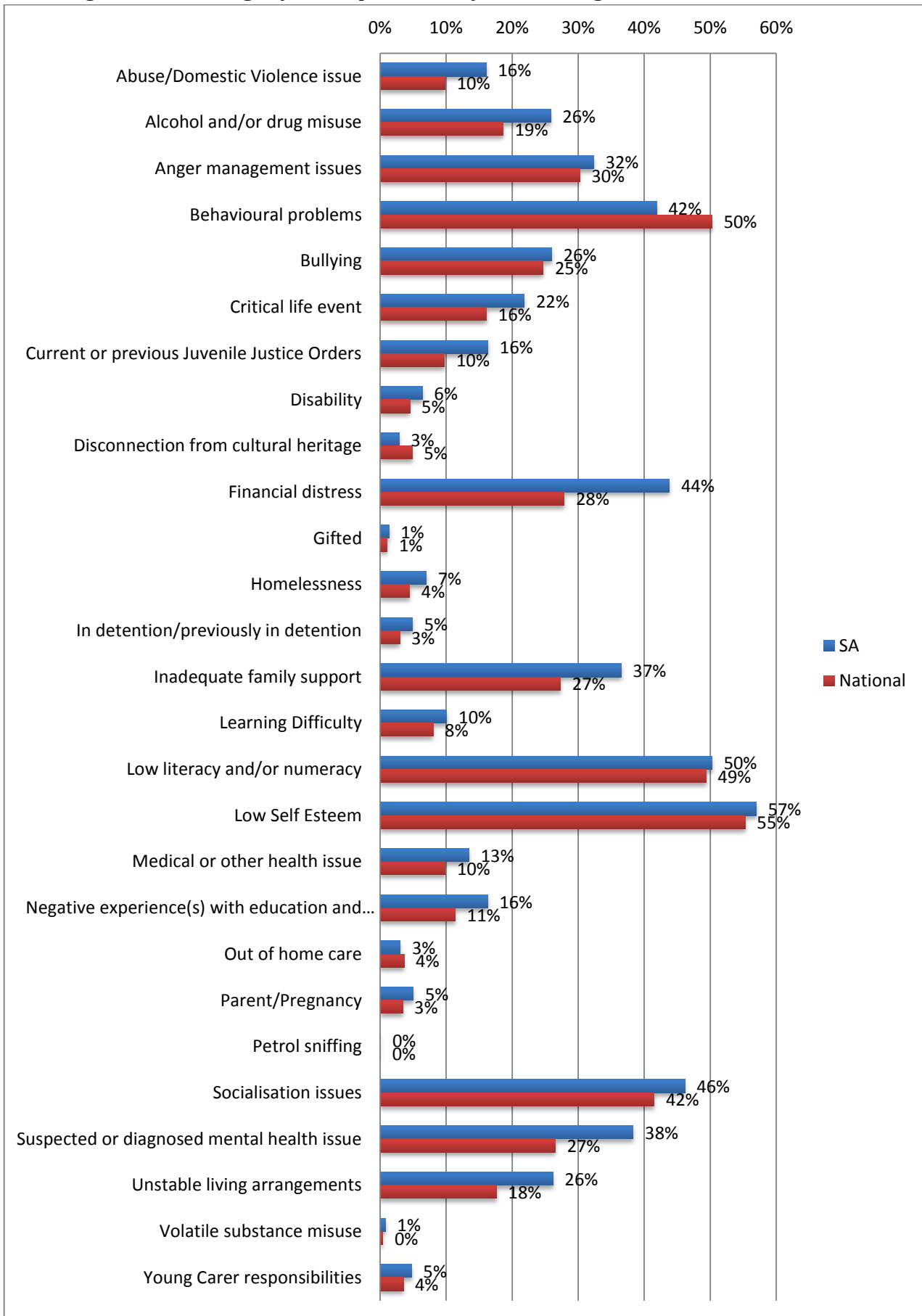
**Figure 5: Percentage of Participants who have been identified as having a characteristic**



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

	SA	% SA	National	% National
Culturally and linguistically diverse	78	2%	3779	7%
Disability	237	7%	2451	4%
Humanitarian Refugee	49	1%	825	1%
Indigenous Australian	488	14%	10,420	19%
Parent	94	3%	1136	2%
Refugee Background	1749	52%	17,359	31%
Receiving Centrelink Income Support	28	1%	319	1%
Suspected or diagnosed mental health issue	1084	32%	11,902	21%
Young Carer	90	3%	1171	2%

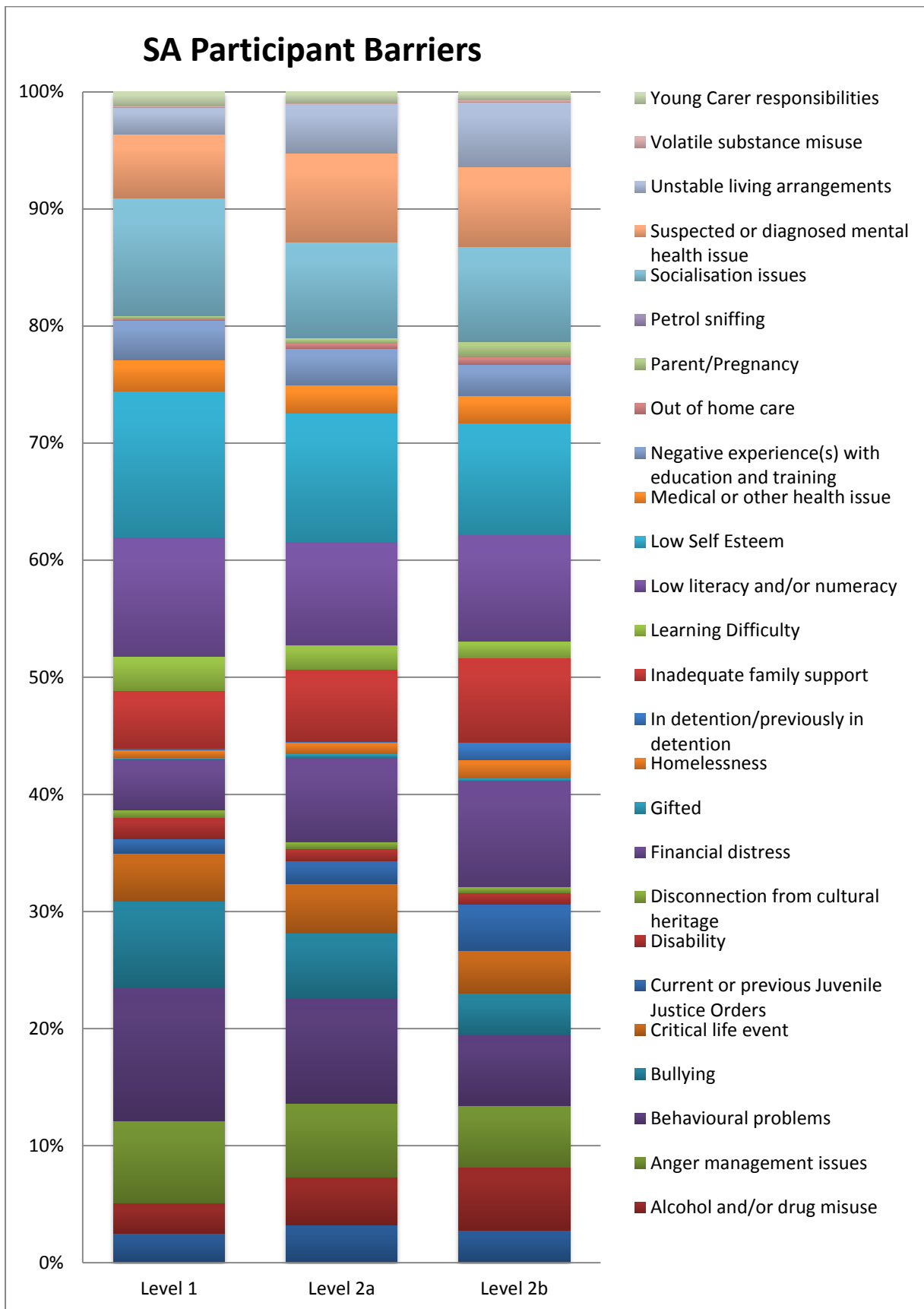
**Figure 6: Percentage of Participants identified as having a barrier**



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

<b>Barrier</b>	<b>SA</b>	<b>National</b>
Abuse/Domestic Violence issue	16%	10%
Alcohol and/or drug misuse	26%	19%
Anger management issues	32%	30%
Behavioural problems	42%	50%
Bullying	26%	25%
Critical life event	22%	16%
Current or previous Juvenile Justice Orders	16%	10%
Disability	6%	5%
Disconnection from cultural heritage	3%	5%
Financial distress	44%	28%
Gifted	1%	1%
Homelessness	7%	4%
In detention/previously in detention	5%	3%
Inadequate family support	37%	27%
Learning Difficulty	10%	8%
Low literacy and/or numeracy	50%	49%
Low Self Esteem	57%	55%
Medical or other health issue	13%	10%
Negative experience(s) with education and training	16%	11%
Out of home care	3%	4%
Parent/Pregnancy	5%	3%
Petrol sniffing	0%	0%
Socialisation issues	46%	42%
Suspected or diagnosed mental health issue	38%	27%
Unstable living arrangements	26%	18%
Volatile substance misuse	1%	0%
Young Carer responsibilities	5%	4%

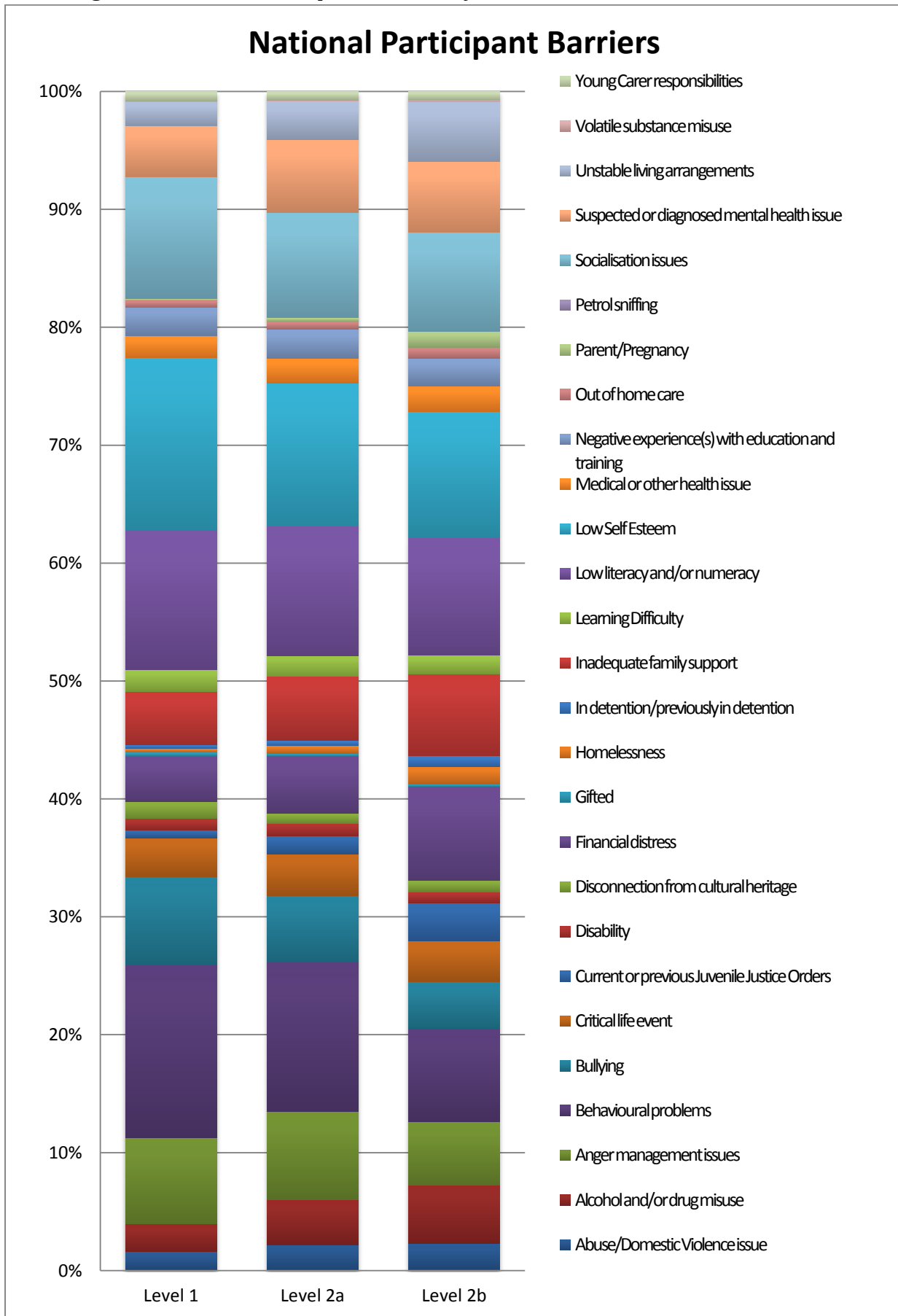
Figure 7: SA Participant Barriers by Connection Level



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

Barrier	SA Level 1	SA Level 2a	SA Level 2b
Abuse/Domestic Violence issue	12%	18%	16%
Alcohol and/or drug misuse	12%	23%	32%
Anger management issues	34%	35%	31%
Behavioural problems	54%	50%	36%
Bullying	35%	31%	21%
Critical life event	20%	24%	22%
Current or previous Juvenile Justice Orders	6%	11%	24%
Disability	9%	6%	6%
Disconnection from cultural heritage	3%	3%	3%
Financial distress	21%	40%	54%
Gifted	1%	2%	1%
Homelessness	3%	5%	9%
In detention/previously in detention	1%	1%	9%
Inadequate family support	24%	34%	43%
Learning Difficulty	14%	12%	8%
Low literacy and/or numeracy	49%	49%	54%
Low Self Esteem	60%	61%	57%
Medical or other health issue	13%	13%	14%
Negative experience(s) with education and training	16%	17%	16%
Out of home care	1%	3%	4%
Parent/Pregnancy	1%	3%	8%
Petrol sniffing	0%	0%	0%
Socialisation issues	48%	45%	48%
Suspected or diagnosed mental health issue	26%	42%	40%
Unstable living arrangements	11%	23%	33%
Volatile substance misuse	0%	1%	1%
Young Carer responsibilities	6%	5%	4%

Figure 8: National Participant Barriers by Connection Level



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

Barrier	National Level 1	National Level 2a	National Level 2b
Abuse/Domestic Violence issue	6%	10%	12%
Alcohol and/or drug misuse	9%	18%	26%
Anger management issues	27%	35%	28%
Behavioural problems	54%	59%	41%
Bullying	27%	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%	25%	36%
Learning Difficulty	7%	8%	8%
Low literacy and/or numeracy	44%	51%	52%
Low Self Esteem	54%	57%	56%
Medical or other health issue	7%	10%	12%
Negative experience(s) with education and training	9%	12%	12%
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	7%	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	SA	SA %	National	National %
Young people enrolled in individual support services	3390	-	58,408	-
Young people who have achieved a progressive outcome*	2269	67%	42,873	73%
Young people who have achieved a final outcome**	1676	49%	34,793	60%

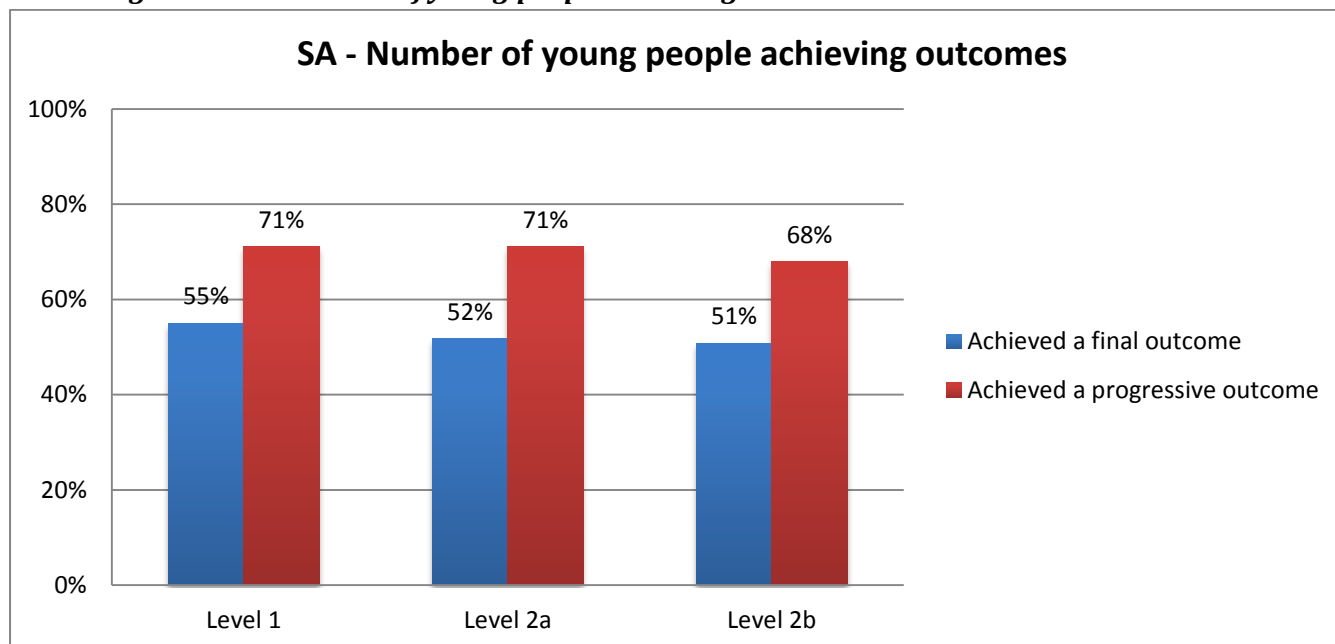
**Table 12: Participant Outcomes – exited participants**

Participant outcomes	SA	SA %	National	National %
Young people enrolled in individual support services	2854	-	52,189	-
Young people who have achieved a progressive outcome	1968	69%	38,928	75%
Young people who have achieved a final outcome	1496	52%	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: SA - Number of young people achieving outcomes**

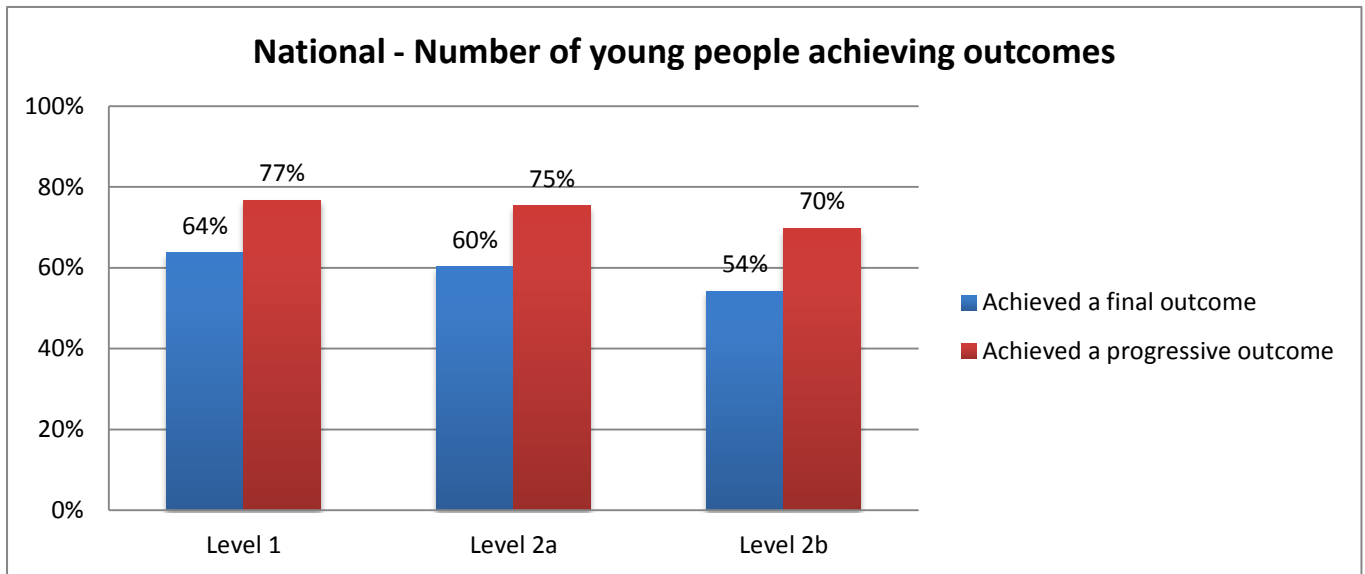


**Table 13: SA - Number of young people achieving outcomes**

SA Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	268	55%	584	52%	915	51%
Achieved a progressive outcome	346	71%	802	71%	1224	68%



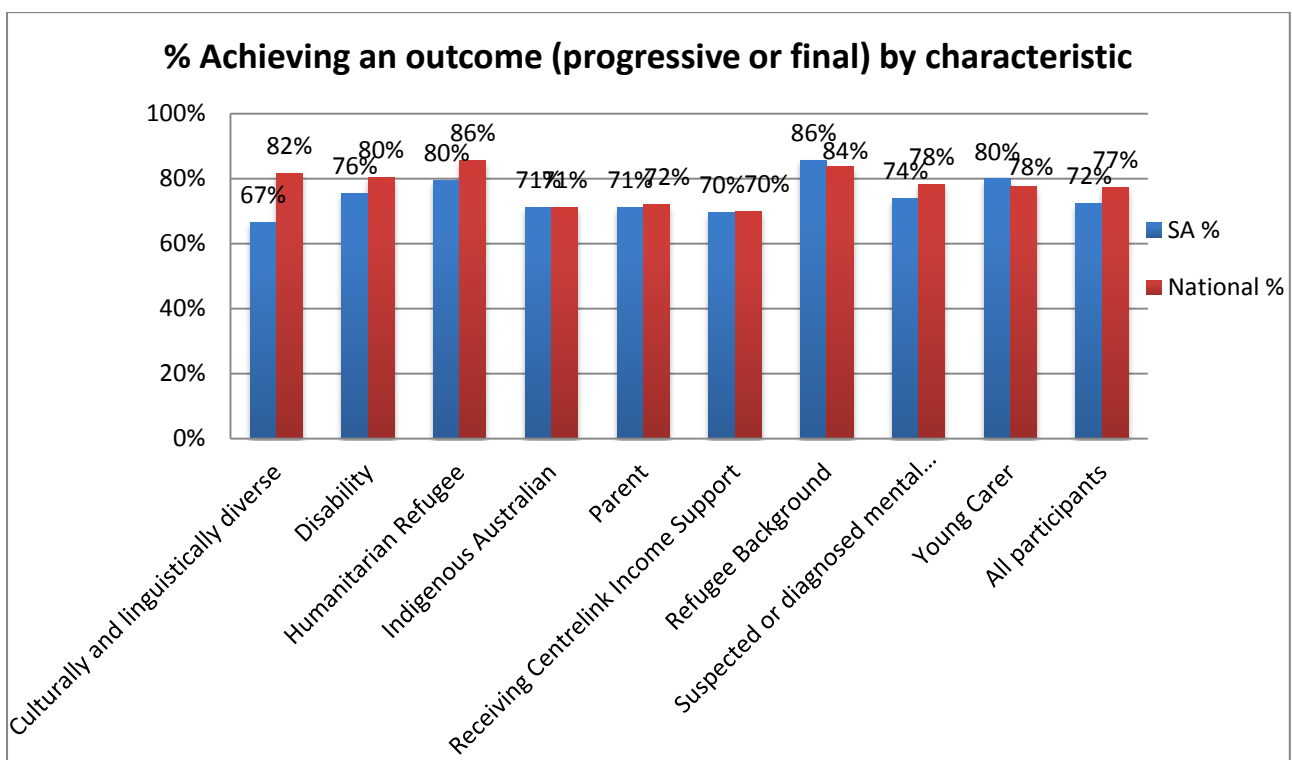
**Figure 10: National - Number of young people achieving outcomes**



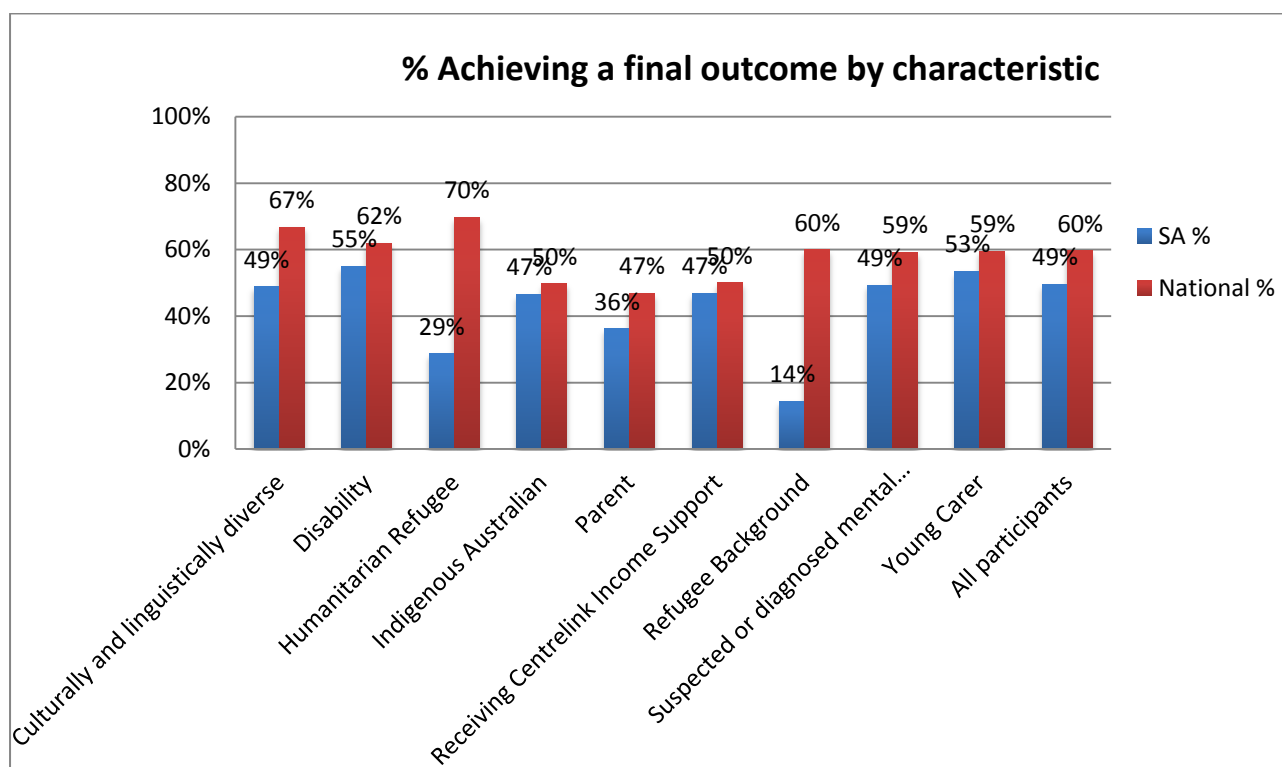
**Table 14: National - Number of young people achieving outcomes**

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

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



**Figure 12: % Achieving a final outcome by characteristic**



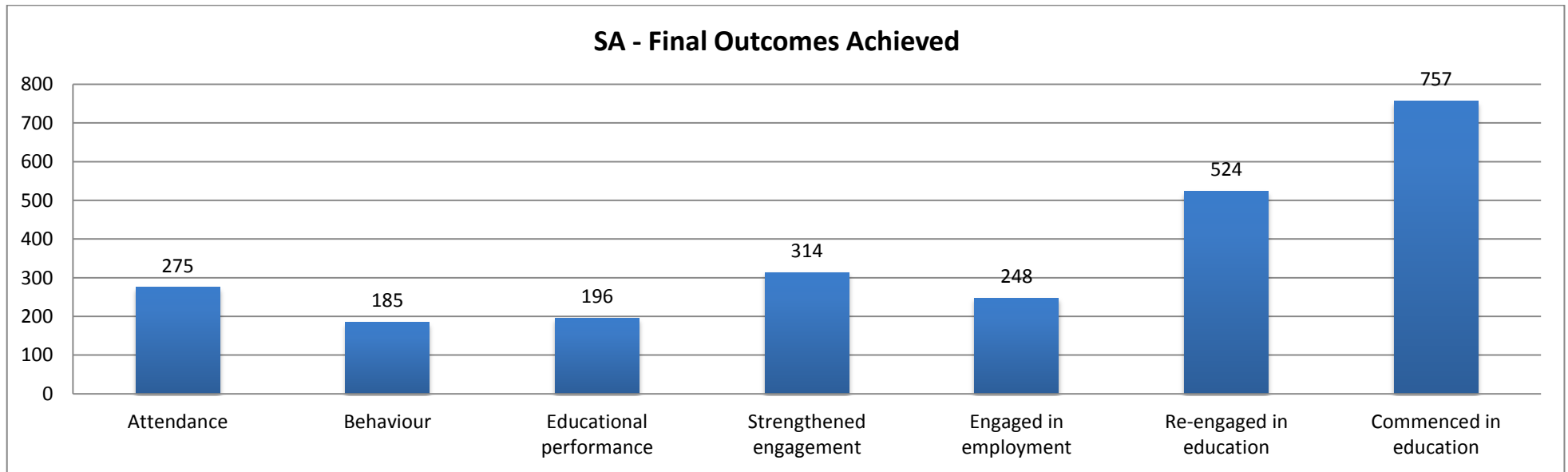
**Table 15: SA- Participant outcome achievement by characteristic**

SA	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Grand Total	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	52	38	26	78	67%	49%
Disability	179	130	58	237	76%	55%
Humanitarian Refugee	39	14	10	49	80%	29%
Indigenous Australian	347	227	141	488	71%	47%
Parent	67	34	27	94	71%	36%
Refugee Background	1218	818	531	1749	70%	47%
Receiving Centrelink Income Support	24	4	4	28	86%	14%
Suspected or diagnosed mental health issue	801	534	283	1084	74%	49%
Young Carer	72	48	18	90	80%	53%

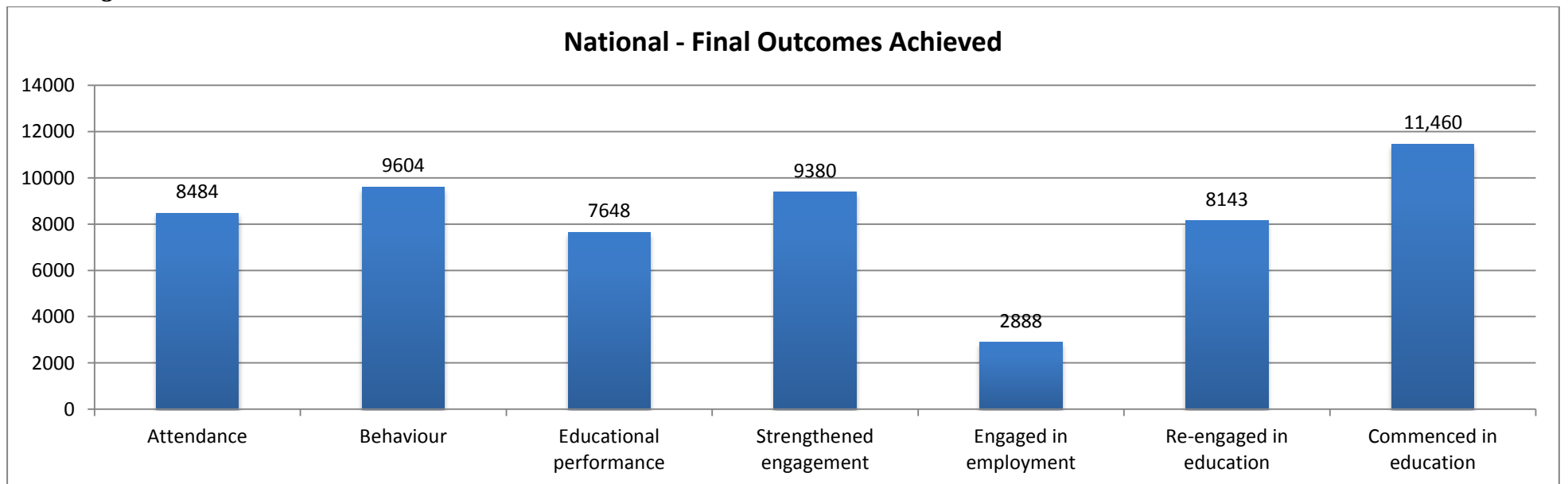
**Table 16: National- Participant outcome achievement by characteristic**

<b>National</b>	<b>Achieved an Outcome</b>	<b>Achieved a Final Outcome</b>	<b>Not yet achieved</b>	<b>Grand Total</b>	<b>% of total achieving an outcome</b>	<b>% of total achieving a final outcome</b>
Culturally and linguistically diverse	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%
Refugee Background	12,884	9197	5525	18,409	70%	50%
Receiving Centrelink Income Support	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%

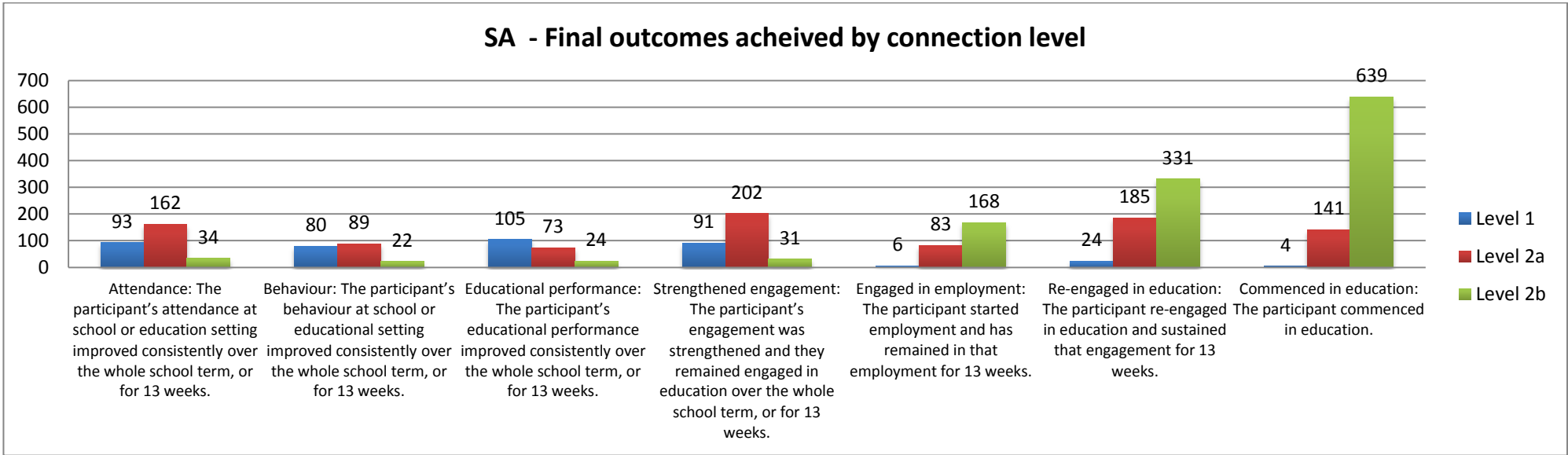
**Figure 13: SA - Final outcomes achieved**



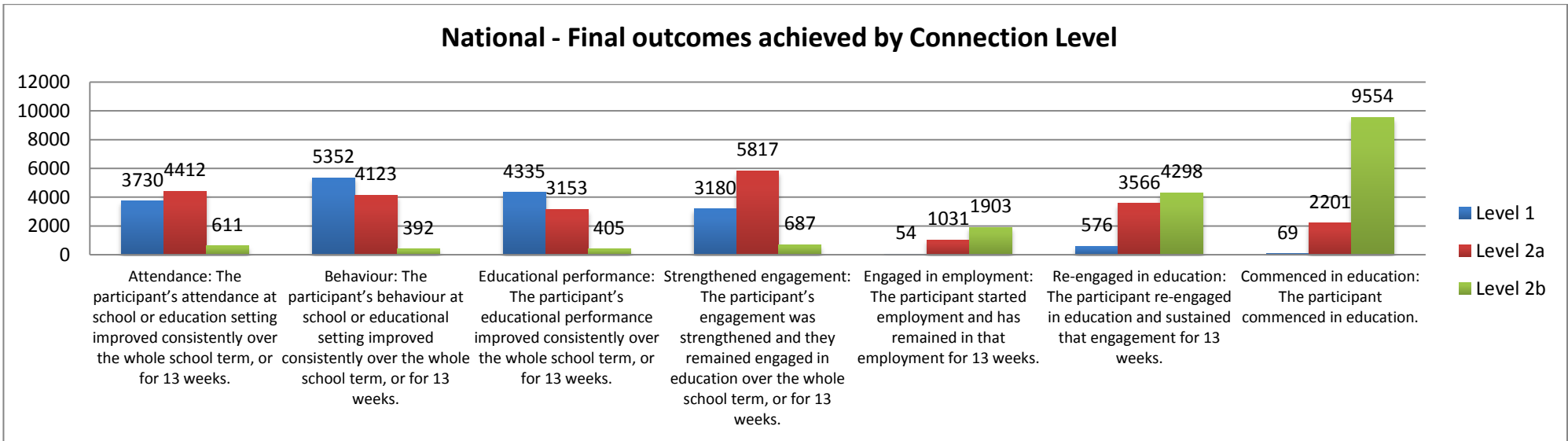
**Figure 14: National - Final outcomes achieved**



**Figure 15: SA – Final Outcomes Achieved by Connection Level**



**Figure 16: National – Final Outcomes Achieved by Connection Level**



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

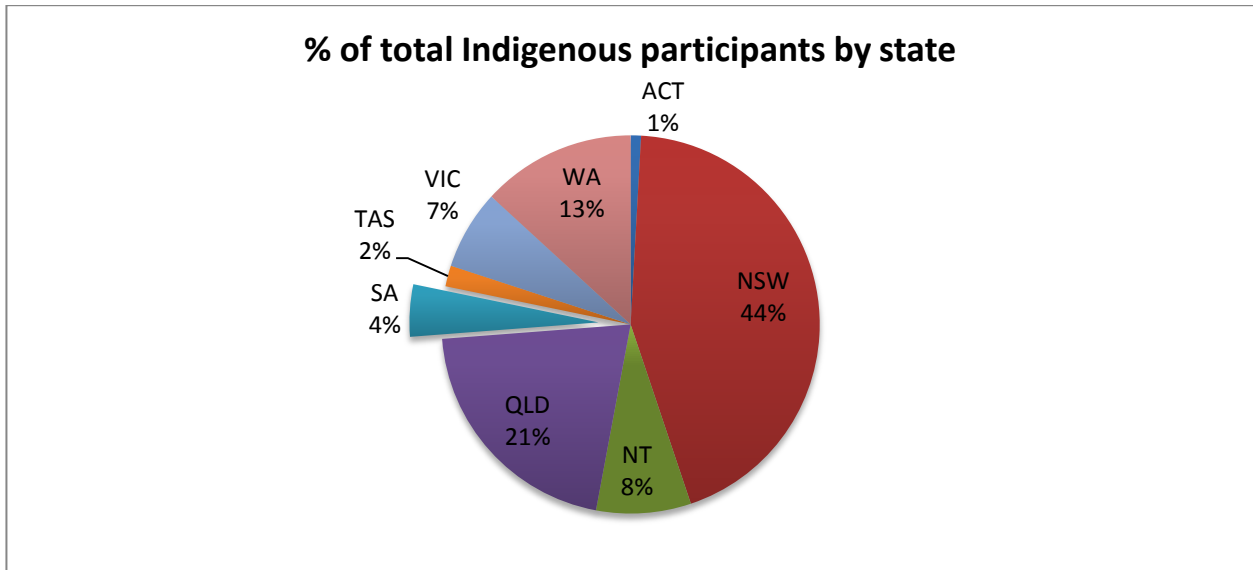
Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	93	162	34	275
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	80	89	22	185
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	105	73	24	196
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	91	202	31	314
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	6	83	168	248
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	24	185	331	524
Commenced in education: The participant commenced in education.	4	141	639	757

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

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

## Indigenous

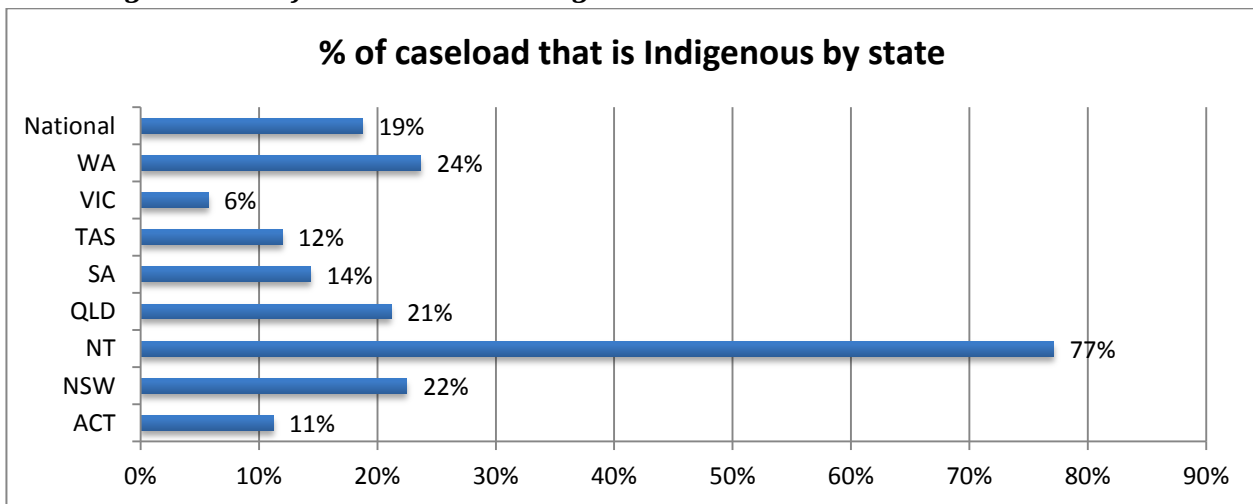
**Figure 17: % of Total Indigenous participants by State**



**Table 19: % of Total Indigenous participants by State**

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

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



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

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

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

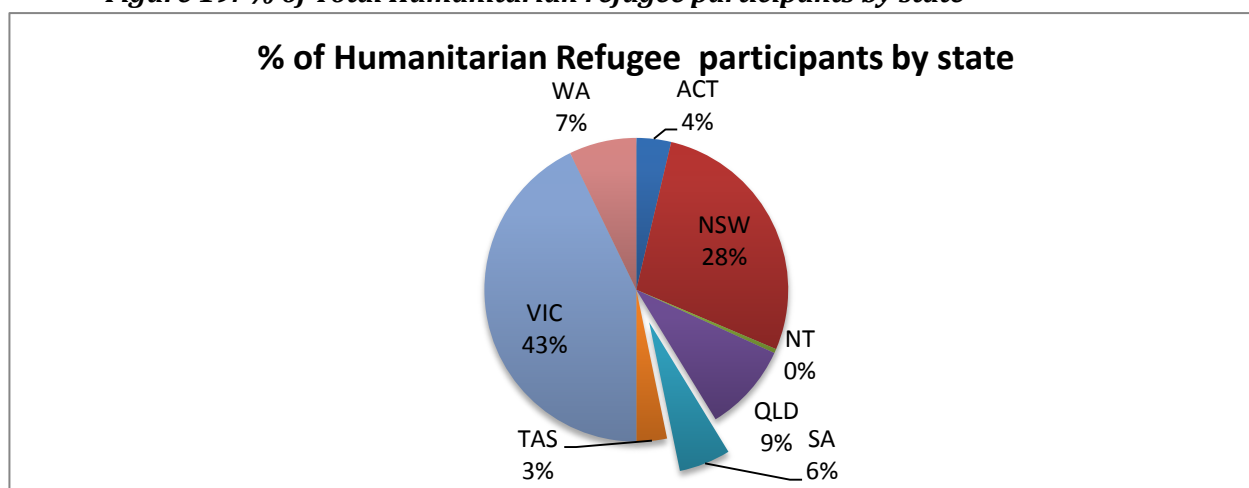
	SA	National
Indigenous Participants	488	10,955
All Participants	3390	58,408
% Indigenous	14%	19%

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

	SA	SA %	National	National %
Indigenous young people enrolled in individual support services	488	-	10955	-
Indigenous young people who have achieved a progressive outcome	332	68%	5436	68%
Indigenous young people who have achieved a final outcome	227	47%	7434	50%

## Humanitarian Refugee

*Figure 19: % of Total Humanitarian refugee participants by state*

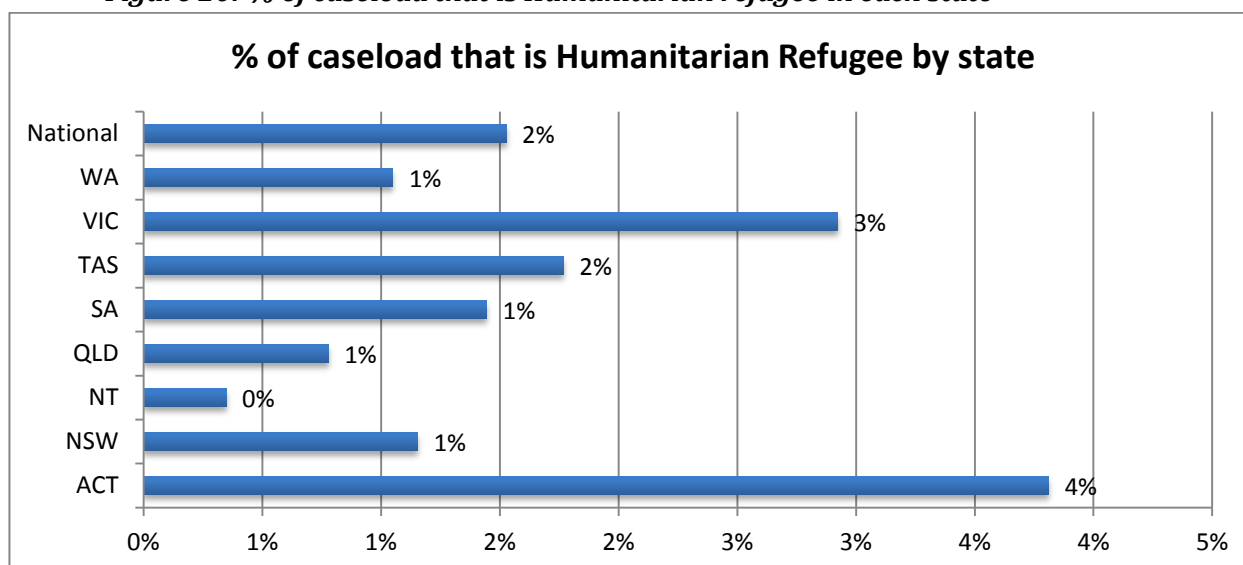


**Table 23: % of Total humanitarian refugee participants by State**

	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 – SA and National**

	SA	National
Humanitarian Refugee Participants	49	892
All Participants	3390	58,408
% Humanitarian Refugee	1%	2%

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

	SA	SA %	National	National %
Humanitarian Refugee young people enrolled in individual support services	49	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	36	73%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	14	29%	622	70%

## Outreach and Re-engagement Services

Providers in South Australia have conducted 947 Outreach and Re-engagement activities (some were held multiple times, resulting in 1,708 events). These activities were attended by more than 25,684 people.

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

Number of people attending each event	Number of events
<10	1275
<20	261
<50	66
<500	104
>500	2

638 of these activities were identified as having an Indigenous focus; 272 were identified as having a humanitarian refugee focus.

### Strengthening Services in the Region

Providers in South Australia have conducted 698 activities to strengthen services in their region. 238 of these activities were identified as having an Indigenous focus, 62 were identified as having a humanitarian refugee focus.

**Table 28: SA 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.	474	3.9
Families and communities are more positively involved in the lives of at risk young people.	150	3.6
Families of at risk young people are more involved in their community.	83	3.5
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	114	3.6
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	165	3.6
Schools and education providers increased their referrals to support at risk young people.	213	3.8
Schools and education providers make referrals earlier to support at risk young people.	182	3.9
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	74	3.5
The use of infrastructure in the region to support at risk young people is better coordinated.	327	3.7
There are improved referral channels for community resources which support at risk young people.	353	3.7
There was a reduction in the duplication of community resources which support at risk young people.	186	3.7
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	384	3.9
There was an increase or improvement in the available services for families of at risk young people.	183	3.6
Young people disengage less frequently from school or education providers.	172	3.3

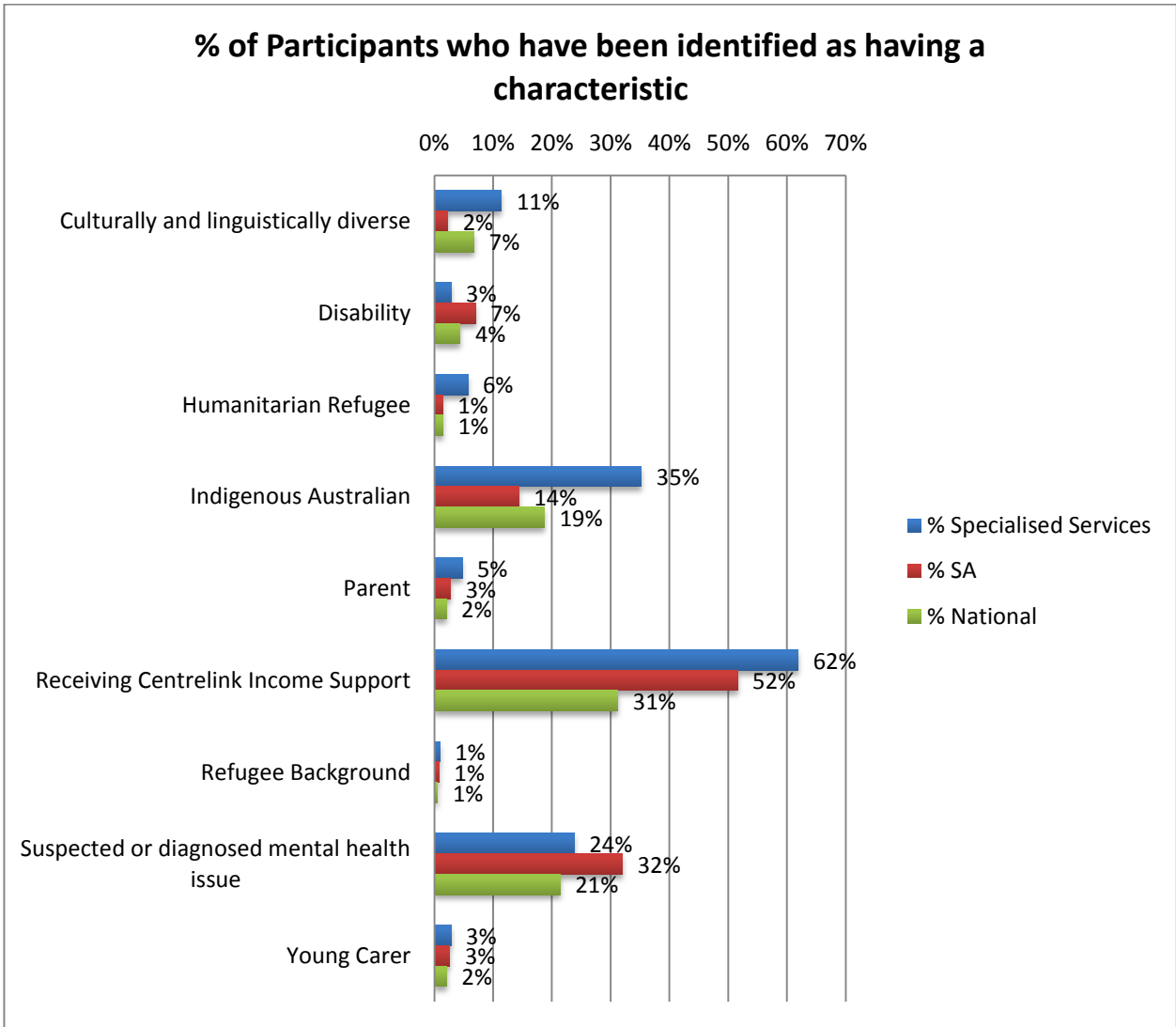
# Specialised Services

The performance information above includes the contribution made by Youth Connections - Specialised Services, the juvenile justice specific program element in South Australia. The information below reports on the Specialised Services performance in particular.

**Table 29: SA Specialised Services - Participant Status**

Participant Status	Specialised Services
Receiving Individual Support Services	15
Received Individual support services previously and exited	90
Registered but not yet enrolled for individual support services	0
Total	105

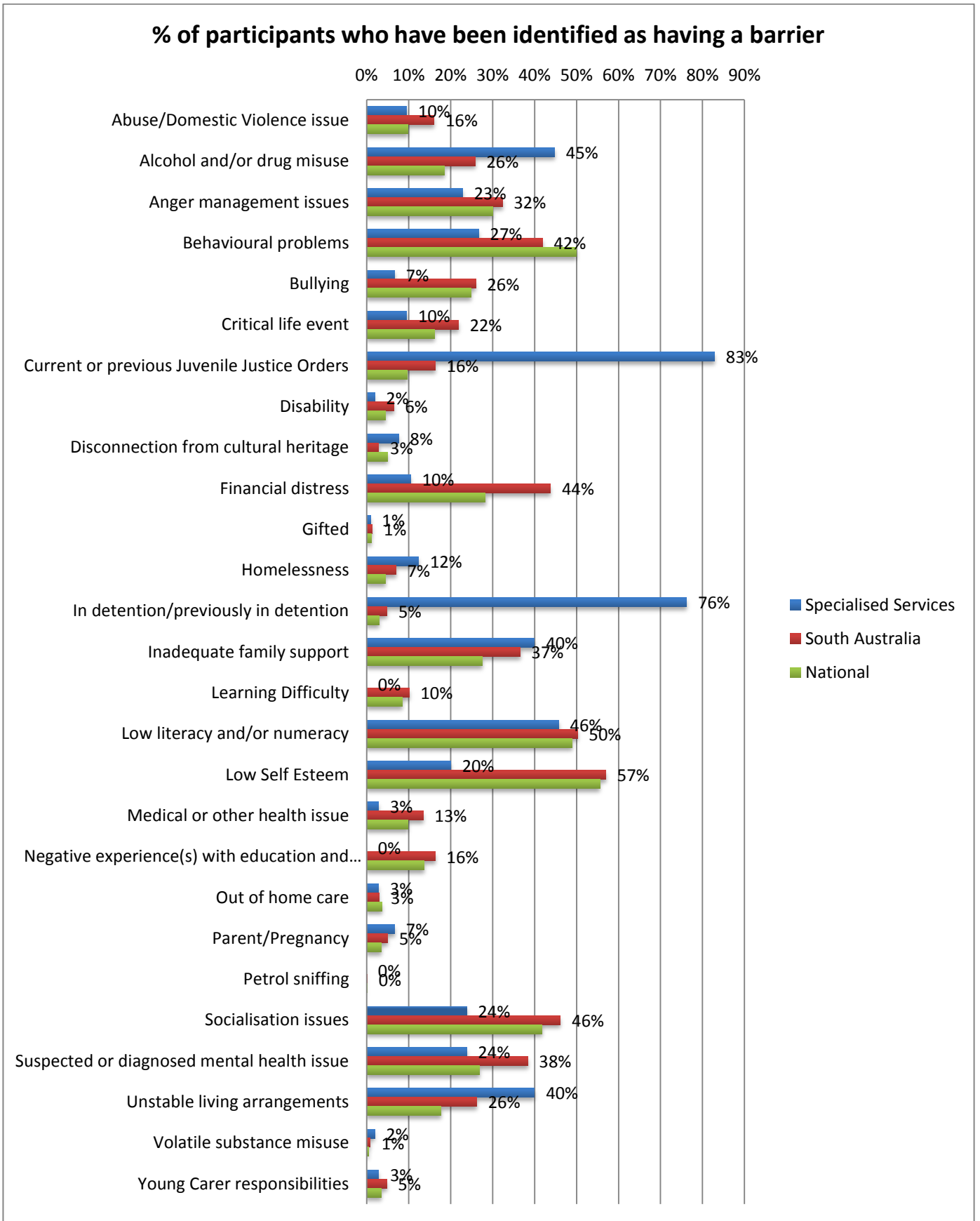
**Figure 21: SA Specialist Services - Percentage of Participants who have been identified as having a characteristic**



**Table 30: SA Participants who have been identified as having a characteristic**

	<b>No. Specialised Services</b>	<b>% Specialised Services</b>	<b>No. SA</b>	<b>% SA</b>	<b>No. National</b>	<b>% National</b>
Culturally and linguistically diverse	11	11%	78	2%	3779	7%
Disability	3	3%	237	7%	2451	4%
Humanitarian Refugee	6	6%	49	1%	825	1%
Indigenous Australian	37	35%	488	14%	10420	19%
Parent	5	5%	94	3%	1136	2%
Receiving Centrelink Income Support	62	62%	1749	52%	17359	31%
Suspected or diagnosed mental health issue	1	1%	28	1%	319	1%
Young Carer	24	24%	1084	32%	11902	21%

**Figure 22: Percentage of Participants identified as having a barrier**



**Table 31: Percentage of Participants identified as having a barrier**

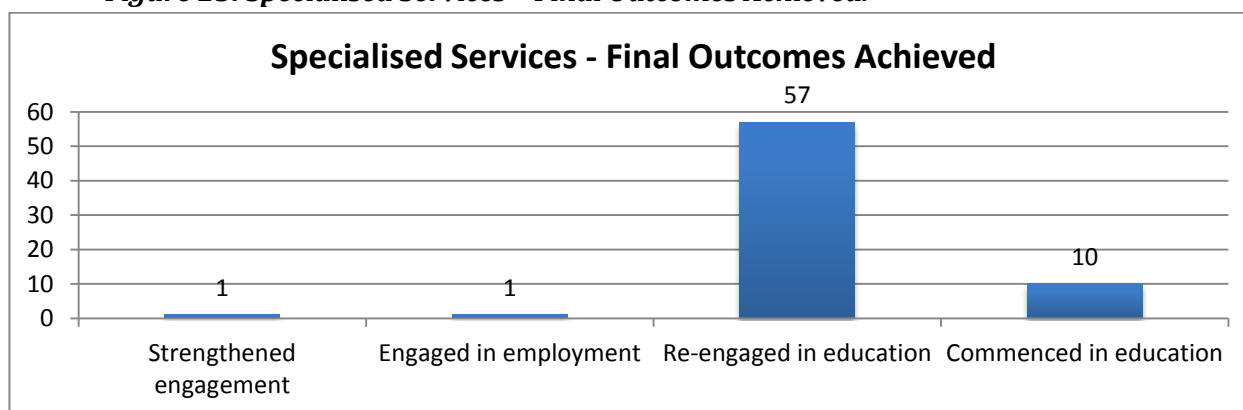
Barrier	Specialised Services	SA	National
Abuse/Domestic Violence issue	10%	16%	10%
Alcohol and/or drug misuse	45%	26%	19%
Anger management issues	23%	32%	30%
Behavioural problems	27%	42%	50%
Bullying	7%	26%	25%
Critical life event	10%	22%	16%
Current or previous Juvenile Justice Orders	83%	16%	10%
Disability	2%	6%	5%
Disconnection from cultural heritage	8%	3%	5%
Financial distress	10%	44%	28%
Gifted	1%	1%	1%
Homelessness	12%	7%	5%
In detention/previously in detention	76%	5%	3%
Inadequate family support	40%	37%	28%
Learning Difficulty	0%	10%	9%
Low literacy and/or numeracy	46%	50%	49%
Low Self Esteem	20%	57%	56%
Medical or other health issue	3%	13%	10%
Negative experience(s) with education and training	0%	16%	14%
Out of home care	3%	3%	4%
Parent/Pregnancy	7%	5%	4%
Petrol sniffing	0%	0%	0%
Socialisation issues	24%	46%	42%
Suspected or diagnosed mental health issue	24%	38%	27%
Unstable living arrangements	40%	26%	18%
Volatile substance misuse	2%	1%	0%
Young Carer responsibilities	3%	5%	4%

## Outcomes

**Table 32: Specialised Services - Number of young people achieving outcomes**

Participant outcomes	Number	%
Young people enrolled in individual support services	105	-
Young people who have achieved a progressive outcome	87	83%
Young people who have achieved a final outcome	69	66%

**Figure 23: Specialised Services – Final Outcomes Achieved.**



**Table 33: Specialised Services – Final Outcomes Achieved**

Final Outcomes Achieved	Total
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	1
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	1
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	57
Commenced in education: The participant commenced in education.	10

## Outreach and Re-engagement Services

Youth Connections - Specialised Services have conducted 168 Outreach and Re-engagement activities. These activities were attended by more than 1,160 people.

**Table 34: Specialised Services – Outreach and Re-engagement activities**

Number of people attending each event	Number of events
<10	110
<20	54
<50	4

142 of these activities were identified as having an Indigenous focus; 121 were identified as having a humanitarian refugee focus.

### Strengthening Services in the Region

Providers in South Australia have conducted 56 activities to strengthen services in their region.

**Table 35: Specialised Services - Strengthening Services activities**

Outcome	Number of times outcome selected	Average rating
Communication channels between agencies which support at risk young people were created or strengthened.	51	4.9
Families and communities are more positively involved in the lives of at risk young people.	20	4.9
Families of at risk young people are more involved in their community.	10	4.8
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	24	4.7
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	27	4.9
Schools and education providers increased their referrals to support at risk young people.	34	4.8
Schools and education providers make referrals earlier to support at risk young people.	31	4.8
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	20	4.9
The use of infrastructure in the region to support at risk young people is better coordinated.	31	4.8
There are improved referral channels for community resources which support at risk young people.	47	4.9
There was a reduction in the duplication of community resources which support at risk young people.	10	5.0
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	101	4.9
There was an increase or improvement in the available services for families of at risk young people.	17	4.9
Young people disengage less frequently from school or education providers.	31	4.9



# ANNEXURE 1 B – School Business Community Partnership Brokers - SA

## 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 (ICSEA<sup>2</sup>) value.

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

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

### Program Status

As at April 2013, there were approximately 1600 active and self-sustaining partnerships associated with Partnership Brokers nationally (excludes Victorian data<sup>3</sup>) 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

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

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

‘Achieved’<sup>4</sup>. 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](http://www.transitions.youth.gov.au)

In March 2012, Partnership Brokers across the country (excluding Victoria<sup>5</sup>) 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](http://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.

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<sup>4</sup> 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 2011<sup>6</sup>. 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 region<sup>7</sup> (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.

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<sup>6</sup> Data sourced from the 2012 Annual Partnership Broker Provider Survey.

<sup>7</sup> Data sourced from the 2012 Annual Partnership Broker Provider Survey.

## South Australia Summary

### Context

In South Australia (SA), in its fourth year of operation, the Partnership Broker program has developed into a mature service and providers are developing partnerships across all contracted regions. Although the education sector is continuing to undergo significant change, the expansion of the Innovative Community Action Networks (ICAN) initiative under the Smarter Schools Communities Making a Difference National Partnership has continued, and has a presence in every region apart from the APY Lands. Other important considerations for the Partnership Broker program in SA include: the new South Australian Certificate of Education; implementation of the SA Industry Skills Program within schools; funding model changes to State Government schools; and rolling out of other related activity under the three Smarter Schools National Partnerships.

### Program Status

As at April 2013, there are approximately 122 active and self-sustaining partnerships associated with Partnership Brokers in SA involving over 490 partner organisations. These partnerships are undertaking a range of activities 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 768 Outcomes Framework Key Performance Measure (KPM) evaluations with around 292 (38%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

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

### Challenges

The information above indicates significant progress, but may not reveal the growing depth of understanding of the partnership process resulting from the experience of successful, sustainable partnerships. One of the present challenges is that as schools, business and the communities come to appreciate what the Partnership Brokers are able to offer, there is now an unmet demand from these sources. Some priorities have emerged that are not only consistent with the strategic direction of the Youth Attainment and Transitions (YAT) National Partnership (NP), but also with the priorities of the Department of Educational and Child Development (DECD). Providers have made an effort to better understand the strategic direction and planning for school systems, and many have been effective in creating partnerships that align with the goals and efforts of schools in their regions. This has led to considerable challenges for providers which operate in Service Regions that are geographically large but have relatively small populations concentrated in regional and remote communities.

The level of collaboration between Partnership Brokers and Youth Connections providers in SA is consistent with the national picture. In some regions, providers are working well together and progressing partnership arrangements to improve support services, however, the level of collaboration in other regions is variable but improving.

The Department of Education and Child Development (DECD) has completed its roll out of alternative learning options through ICAN across the twelve regions of SA to cater for the needs of disengaging and recently disengaged students. It has become increasingly apparent that Partnership Brokers need to adapt their strategies and work more collaboratively with DECD to achieve the objectives of the YAT NP. Over the past year, we have seen improved levels of collaboration and increasing opportunities for coordinated action. A number of partnerships have been established which include representatives of local ICANs, and make for more effective collaboration at the local level.

It is now well understood that DECD Flexible Learning Options (FLO) (primarily established for government school students) are being accessed by young people from non-government schools, providing their placement can be funded.

## 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 (SA)	Percentage of organisations in partnerships (SA)	Total number of organisations in partnerships Nationally	Percentage of organisations in partnerships Nationally
Business & Industry	126	26%	1508	29%
Community	151	31%	1645	31%
Education	196	40%	1968	37%
Parents and Families	18	4%	167	3%
<b>Total</b>	<b>491</b>	<b>100%</b>	<b>5288</b>	<b>100%</b>

**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 number of organisations in partnerships (SA)	Percentage of organisations in partnerships (SA)	Total number of organisations in partnerships Nationally	Percentage of organisations in partnerships Nationally
Accommodation and Food Services	15	3%	121	2%
Administrative and Support Services	12	2%	208	4%
Agriculture, Forestry and Fishing	17	3%	101	2%
Arts and Recreation Services	21	4%	190	4%
Construction	7	1%	81	2%
Education and Training	245	50%	2409	45%
Electricity, Gas, Water and Waste Services	0	0%	23	0%
Financial and Insurance Services	0	0%	55	1%
Health Care and Social Assistance	61	12%	703	13%
Information Media and Telecommunications	6	1%	65	1%
Manufacturing	6	1%	77	1%
Mining	3	1%	60	1%
Other Services	68	14%	724	14%
Professional, Scientific and Technical Services	2	0%	67	1%
Public Administration and Safety	14	3%	232	4%
Rental, Hiring and Real Estate Services	1	0%	10	0%
Retail Trade	7	1%	113	2%
Transport, Postal and Warehousing	7	1%	65	1%
Wholesale Trade	0	0%	4	0%
<b>Total</b>	<b>492</b>	<b>100%</b>	<b>5308</b>	<b>100%</b>



**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 (SA)	Percentage of schools in partnerships (SA)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in SA
Primary	15	15%	220	20%	64%
Secondary	36	36%	587	53%	13%
Combined	49	49%	291	27%	23%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>	<b>1098</b>	<b>100%</b>	<b>100%</b>

**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.

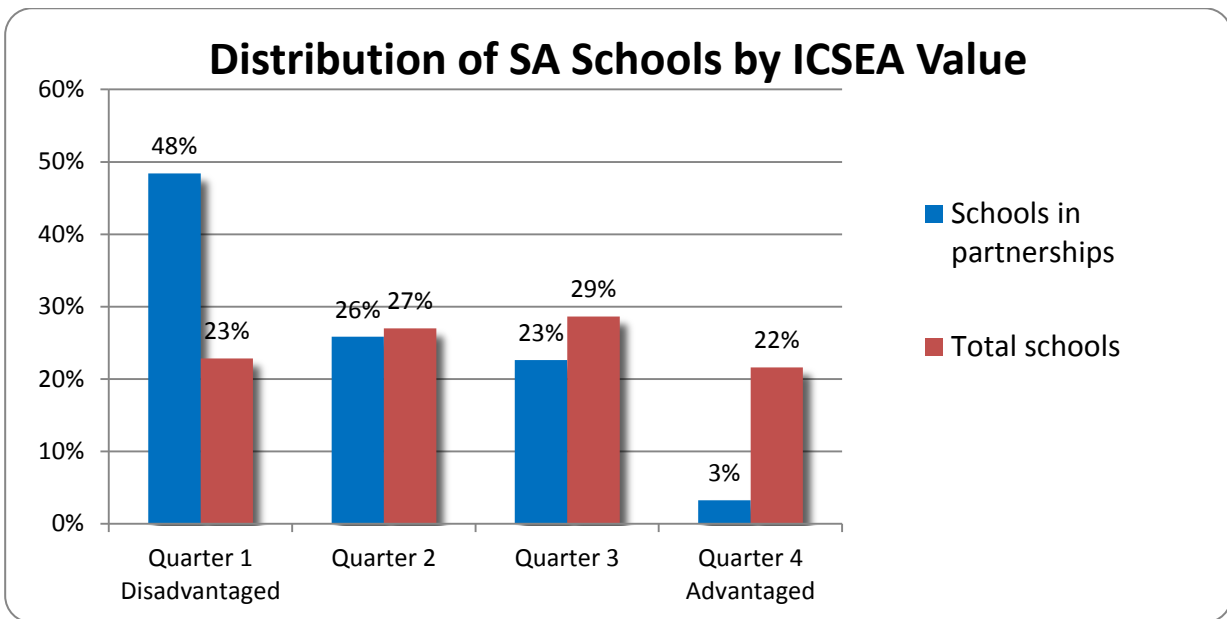
**Note:** this data only includes schools in partnerships with status active and self-sustaining. National figures do not include Victoria. Schools involved in multiple partnerships have only been counted once.

Education Sector	Number of schools in partnerships (SA)	Percentage of schools in partnerships (SA)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in SA
Government	88	88%	858	78%	73%
Independent	6	6%	120	11%	14%
Catholic	6	6%	120	11%	13%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>	<b>1098</b>	<b>100%</b>	<b>100%</b>

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

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

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



### Table 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 (SA)	Percentage of schools in partnerships (SA)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in SA
Major Cities of Australia	33	33%	517	47%	58%
Inner Regional Australia	13	13%	292	27%	15%
Outer Regional Australia	33	33%	188	17%	20%
Remote Australia	7	7%	54	5%	4%
Very Remote Australia	14	14%	47	4%	3%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>	<b>1098</b>	<b>100%</b>	<b>100%</b>

## Partnerships

### Table F1 and F2 – Number of Partnerships Created by Status

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

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

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

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

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

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

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

### Table F1 – Number of State Partnerships Created by Status for SA

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 (%)
98 (35%)	24 (9%)	122 (43%)	159 (57%)	281 (100%)

### Table F1 – Number of State Partnerships Created by Status with an Indigenous focus for SA

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 (%)
20 (20%)	4 (17%)	24 (20%)	24 (15%)	48 (17%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 20% of the total active partnerships in SA 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 State partnerships (%)
1052 (32%)	549 (17%)	1601 (49%)	1666 (51%)	3267 (100%)

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

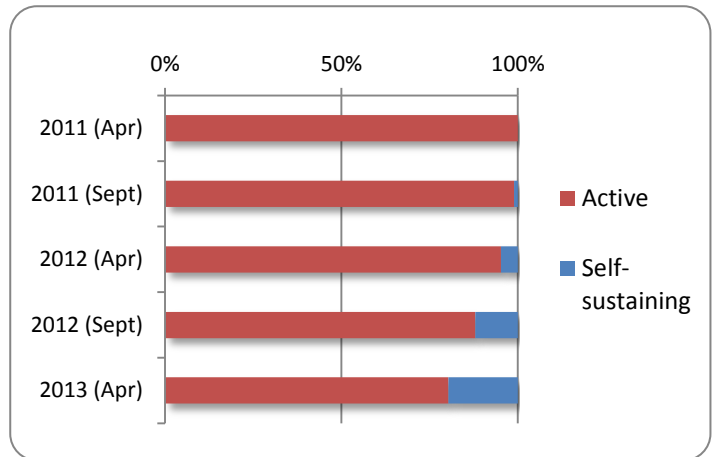
Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of State partnerships (%)
229 (22%)	94 (17%)	323 (20%)	332 (20%)	655 (20%)

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 (SA)**

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)	99%	1%
2012 (April)	95%	5%
2012 (September)	88%	12%
2013 (April)	80%	20%



## Table H – Number of Partnerships by Partnership Category

This table shows the category of partnerships.

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

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

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

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

### Table H – Number of Partnerships by Partnership Category (SA)

Number of Pre-Existing Partnerships (SA)	Percentage of Pre-Existing Partnerships (SA)	Number of Brokered Partnerships (SA)	Percentage of Brokered Partnerships (SA)	Total Number of Partnerships (SA)	Total Percentage of Partnerships (SA)
45	(16%)	236	(84%)	281	(100%)

### Table H – Number of Partnerships by Partnership Category Nationally

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

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

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

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

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

<b>Table I1 – Outcome – Partnership Characteristics</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
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.	<b>778</b>	<b>87 (11%)</b>	<b>119 (15%)</b>	<b>178 (23%)</b>	<b>174 (22%)</b>	<b>220 (28%)</b>

<b>Table I1 continued – Outcome – Partnership Characteristics (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
<b>Shared Goal</b> - Partners have a clear, shared, realistic goal.	170	8%	13%	25%	23%	32%
<b>Shared Decision Making</b> -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	156	10%	13%	26%	24%	27%
<b>Communication</b> - There is effective communication between partners.	163	7%	18%	23%	21%	30%
<b>Commitment and Investment</b> - All organisations are committed to the partnership and make a considerable investment to it.	160	11%	14%	21%	25%	28%
<b>Review</b> - Partners monitor and review their partnership and progress towards goals.	129	22%	18%	19%	18%	23%

The data above shows that:

- Providers reported 50% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 26% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 170 partnerships (60% of the total number of partnerships in SA) that have demonstrated to some extent that *‘partners have a clear, shared, realistic goal’*. Providers reported that 55% of these partnerships have achieved or made considerable progress against this partnership characteristic.

<b>Table I2 – Outcome – Education &amp; Training</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
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.	<b>197</b>	<b>28 (14%)</b>	<b>33 (17%)</b>	<b>41 (21%)</b>	<b>43 (22%)</b>	<b>52 (26%)</b>

<b>Table I2 continued – Outcome – Education &amp; Training (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
An increase in the number of education and training providers who accredit community-based learning	20	15%	30%	25%	15%	15%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	21	19%	14%	38%	24%	5%
An increase in the number of education and training providers who have increased their career practitioner capacity	24	13%	25%	25%	0%	38%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	<b>132</b>	14%	14%	17%	27%	30%

The data above shows that

- Providers reported 48% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 31% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 132 partnerships (47% of the total number of partnerships in SA) 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 57% of these partnerships have achieved or made considerable progress against this KPM.

<b>Table I3 – Outcome – Business &amp; Industry</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
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.	<b>137</b>	<b>33 (24%)</b>	<b>25 (18%)</b>	<b>33 (24%)</b>	<b>28 (20%)</b>	<b>18 (13%)</b>

<b>Table I3 continued – Outcome – Business &amp; Industry (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
An increase in the number of businesses providing mentoring/coaching opportunities for young people	37	24%	27%	16%	24%	8%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	24	33%	13%	13%	21%	21%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	76	21%	16%	32%	18%	13%

The data above shows that:

- Providers reported 33% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 42% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 76 partnerships (27% of the total number of partnerships in SA) that have made progress towards increasing ‘*the number of businesses providing quality workplace and community learning opportunities for young people*’. Providers reported that 31% of these partnerships have achieved or made considerable progress against this KPM.



<b>Table I4 – Outcome – Parents &amp; Families</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
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.*	<b>165</b>	<b>27 (16%)</b>	<b>37 (22%)</b>	<b>36 (22%)</b>	<b>20 (12%)</b>	<b>45 (27%)</b>

<b>Table I4 continued – Outcome – Parents &amp; Families (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom	25	36%	16%	24%	8%	16%
An increase in the number of parents and families that are actively involved in career transition planning for their children	22	18%	14%	23%	14%	32%
An increase in the number of parents and families that are better informed about learning and career options	40	8%	23%	20%	18%	33%
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	46	13%	30%	24%	13%	20%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	32	16%	22%	19%	6%	38%

The data above shows that:

- Providers reported 39% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 38% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 46 partnerships (16% of the total number of partnerships in SA) that have made progress towards providing ‘an increase in the number of parents and families confident to interact with education and training providers, employers and community groups to support participation and engagement of their children’. Providers reported that 33% of these partnerships have achieved or made considerable progress against this KPM.

<b>Table I5 – Outcome – Community Groups</b>	<b>Total KPM Evaluations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.	269	36 (13%)	75 (28%)	72 (27%)	40 (15%)	46 (17%)

<b>Table I5 continued – Outcome – Community Groups (Breakdown of the KPMs which contribute to the outcome above)</b>	<b>Total KPM Evaluations</b>	<b>1 – Limited</b>	<b>2 – Some Progress</b>	<b>3 – Satisfactory</b>	<b>4 – Considerable Progress</b>	<b>5 – Achieved</b>
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	29	14%	34%	14%	24%	14%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	59	10%	19%	36%	12%	24%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	38	8%	24%	37%	16%	16%
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	23	13%	30%	30%	9%	17%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	45	18%	24%	24%	16%	18%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	24	25%	33%	21%	13%	8%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	51	12%	37%	20%	16%	16%

The data above shows that:

- Providers reported 32% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 41% of partnerships have made *limited* or *some progress* against this outcome.
- There are 59 partnerships (21% of the total number of partnerships in SA) 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 36% of these partnerships have *achieved* or made *considerable progress* against this KPM.

# PARTNERSHIP BROKERS

SCHOOL + BUSINESS + COMMUNITY

## MID NORTH ENGINEERING ACADEMY

### Purpose:

To equip high-achieving secondary students with the skills they need to become managers and entrepreneurs within the local engineering and manufacturing industry.

### Partnership Members:

- Kelly Engineering
- Taylors Wines
- Primo Smallgoods
- Ashmore Engineering
- TAFESA Regional
- Balco Australia

### Context and Goals

The Yorke and Mid North Regions of South Australia are currently experiencing a boom in mineral exploration and mining. As a consequence, local engineering and manufacturing firms across the region are experiencing a loss of existing and potential employees to the mining industry. Local employers were concerned that, without some kind of intervention, young people would continue to leave the region and the future of the local engineering and manufacturing industry would be at risk.

### The Partnership's Approach

A partnership was formed and established the Mid North Engineering Academy to provide opportunities for selected students to be trained, mentored and developed by industry for employment in the local region.

The partnership, largely driven by local employers, involves TAFE SA and supports public and private secondary schools from across the region. The partnership targets local senior secondary students who wish to pursue a career in the engineering and manufacturing industry, and who have the potential to become leaders and managers in local industry.

The two year program requires students to commit to staying at school for the completion of their SA Certificate of Education, while taking part in an individually tailored, case-managed program. Technical skill development, mentoring, TAFE training and co-ordinated work placements are incorporated into the program.

The partners jointly devised all aspects of the program, including developing the selection criteria, promoting the program and conducting the selection interviews.



*The inaugural entrants into the Mid North Engineering Academy*

### Benefits

- Six students from schools from across the region were selected for the first intake in Feb 2012.
- Young people have access to improved educational pathways and local employment opportunities.
- Young people receive personalised tuition in resume/application writing and interview skills.
- Support from the Academy to improve apprenticeship opportunities within the region.

*“This initiative heralds a new phase in having a much stronger local industry input into skills training” Clive Thomson, Engineering Program Manager,*

*TAFE SA Regional*

### Next Steps

The partners have formed a strong alliance which is aiming to expand over the next few years. The partners are keen to monitor the effectiveness of the Academy and enlist the support of a much wider set of employers as potential partners. The partnership is also looking to strengthen their ties with local schools. There is excellent scope for the model to be adopted by other regions, and other industry sectors.

### Support from the Partnership Broker

The Partnership Broker played a key role in bringing the key stakeholders together to explore the benefits of a partnership approach, and provided the catalyst for change. The Partnership Broker continues to work with the partnership to assist partners to monitor and evaluate their progress and explore opportunities to expand the model to other communities and industry sectors.

### TOP TIP

Allow yourself ample time for discussion and planning. Partnership initiatives do not happen overnight.

# PARTNERSHIP BROKERS

## SCHOOL+BUSINESS+COMMUNITY

### LIFE IN THE UNI LANE

#### Purpose:

Raising aspirations of Indigenous students and de-mystifying access to higher education.

#### Partnership Members:

- Yunggoendi Mande-Flinders University
- Department Education & Children's Services
- Association Independent Schools South Australia
- Catholic Education Office
- Creative Connections (PaCE)

#### Context and Goals

In Southern Adelaide, few Aboriginal and Torres Strait Islander students consider tertiary education as an option and this is reflected in low university enrolment rates for Indigenous young people. 'Life in the Uni Lane' began as a Local Community Partnerships program from 2007/09 and was designed to raise the aspirations of Indigenous students as well as demystifying access to higher education. The program achieved some excellent results, however, it was at risk of ceasing without the support of committed partners to drive it forward.

#### The Partnership's Approach

A partnership involving Flinders University, government and non-government schooling sectors, and parent and community groups was formed to reinvigorate the Life in the Uni Lane program and continue to offer students an enjoyable look at University life. The program also provides participants with a variety of 'hands-on' learning activities through a number of the faculties at Flinders University. Faculties selected were chosen to correspond with skills shortages in the region. The program focuses on what University has to offer by way of environment and facilities, social networks and study support.

*"The Partnership Broker enabled this collaboration to come together by working effectively with all partners involved, creating meaningful connections within the community"*

*Professor Tracey Bunda-Yunggoendi Mande*

#### Benefits

Raising aspirations of young Indigenous students.

Providing a hands-on introduction to Uni life.

Making connections between culture, tertiary education and the Indigenous community.

100% of participants indicating they would now consider going on to study at University.

#### Next Steps

Yunggoendi secured funding through the Southern Knowledge Transfer Partnership at Flinders University for research to be applied to this program. It is anticipated that this will be longitudinal and/or have a destination tracking component.



Participants in Life in the Uni Lane from Christies Beach High School in the Outer South of Adelaide

#### Support from the Partnership Broker

Initial support from the Partnership Broker was quite intensive including engaging potential partners, convening and facilitating meetings and advising partners about the development of marketing material. Now that the partnership has been established, Yunggoendi has taken the lead role and all partners are taking ownership of the initiative.

#### TOP TIP

Establishing a clear understanding of partners' roles and responsibilities and regularly evaluating progress are critical to maintaining successful partnerships.

# PARTNERSHIP BROKERS

SCHOOL + BUSINESS + COMMUNITY

## KANGAROO ISLAND FACILITATION, EDUCATION, EMPLOYMENT & TRANSITION (FEET)

### Purpose:

To support students with disability to successfully transition through school and from school to further education training or employment.

### Partnership Members:

- National Disability Coordination Officer
- Kangaroo Island Community Education (Department for Education and Child Development)
- Disability Services (Department for Communities and Social Inclusion)
- Finding Workable Solutions (FWS) Youth Services

### Context and Goals

- There are limited further education, training or employment opportunities for young people living on Kangaroo Island. Successful transitions from school are often even more difficult for young people with disability.
- The Kangaroo Island (KI) Facilitation Education Employment and Transition (FEET) Network identified the need for a coordinated approach to support young people with disability to make a successful transition from school to further education, community participation and/or employment.
- Support was also required for the parents and caregivers of these young people to assist them to navigate the plethora of pathways and services available.
- The KI FEET partnership was established to develop and implement a model for improved collaboration based on cross-agency communication and effective coordination of support services.

*“The Partnership has helped bring all the services to together to develop a better process that supports students with disability to transition through school.”*  
Julie Saunders, FWS

### The Partnership's Approach

- The FEET model clearly outlines the roles and responsibilities of partners. Representatives from each of the partnering agencies and services meet regularly with the young people and their parents or caregivers to provide accurate and timely information to assist them to make informed choices regarding supported pathways into further education, training and employment.
- This coordinated approach, with the young person central to the process, ensures the focus is clearly on the needs and aspirations of the young person. Partners work collaboratively to provide the expertise, advice and/or resources needed to action the individualised transition plan.

### Benefits

Transition plans developed for more than a dozen young people with disability since December 2010.

Young people have successfully transitioned from school on Kangaroo Island to further education, employment and independent living on the mainland.

Agencies and services collaborate to provide wrap around support for the young person and their family.

*“Thanks for assisting us to establish our partnership and get the FEET model working. It is very much appreciated.”*  
M McSherry, Kangaroo Island Community Education

### Next Steps

- The partnership will continue with current partners. The FEET Model has been replicated in other regional areas and is operating successfully in Victor Harbor and Strathalbyn. There has been a good deal of interest shown in the FEET Model and its application in other areas.

### Support from the Partnership Broker

- The Partnership Broker provided a high level of support and facilitation in the early stages of partnership development. As the capacity of the partners has grown, the Partnership Brokers role has been to support the partnership to become self-sustaining.

### TOP TIP

A successful partnership is built on the foundation of strong and reciprocated relationships between partners.

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

### **National Summary: Activity during the 2012 calendar year**

#### **Background**

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

#### **National Career Development Strategy research projects**

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

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

#### **National Career Development Strategy**

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

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

#### **Job Guide**

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

## **Career Information Products**

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

### **myfuture website**

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

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

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

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

### **myfuture video competition**

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