

**NATIONAL PARTNERSHIP ON
YOUTH ATTAINMENT AND
TRANSITIONS**

QUEENSLAND

**ANNUAL REPORT
MAY 2013**

Table of Contents

PART A: Outcomes and Performance Indicators, Queensland	2
Part B: Current Landscape- State Education (Education Queensland)	3
Broad education reform directions.....	3
Characteristics of the jurisdiction and of the YAT NP target cohort.....	3
Progress/ impact as a result of the YAT NP	4
Youth attainment and/or transitions reforms and programs not funded under the YAT NP - State.	7
Indigenous Reporting.....	12
The Compact with Young Australians	15
National Youth Participation requirement	15
ANNEXURES	16
ANNEXURE 1 A - Youth Connections – National Summary.....	17
Individual Support Services.....	17
Outreach and Re-engagement activities	18
Strengthening Services in the Region Activities.....	18
Program extension and changes to Outreach and Re-engagement and Strengthening Services in the Region activities	18
Indigenous youth and Humanitarian Refugees	19
Provider networks.....	19
Shout Out Events	20
Website with case studies	20
2013 DEEWR focus areas	20
Queensland Summary.....	21
Outcomes.....	34
Indigenous.....	41
Humanitarian Refugee	42
Outreach and Re-engagement Services.....	44
Strengthening Services in the Region	44
ANNEXURE 1 B – School Business Community Partnership Brokers - QLD	46
NATIONAL SUMMARY	46
QUEENSLAND SUMMARY	50
ORGANISATIONS	52
PARTNERSHIPS	55
ANNEXURE 1 C – National Career Development	64
National Summary: Activity during the 2012 calendar year.....	64

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, Queensland

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)	103,454	104,946	106,144
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		5,163	5,230	5,557
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		7,664	7,723	8,061
	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)	18,045	24,065	18,669
	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		1,249	1,931	1,418
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	122		216	156	
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	84.7%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	62.5%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	18,886	20,231	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		759	989	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	69.1%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools	99.6%	97.5%	97.9%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)	Statistics Collection (ABS)	62.3%	60.5%	62.1%

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- State Education (Education Queensland)

Broad education reform directions

United in our pursuit of excellence continues to set Education Queensland's agenda for improvement. This agenda outlines the strategies being implemented across Queensland state schools to ensure that every day, in every classroom, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

Education Queensland's commitment is focused on improvement across core learning priorities delivered through school and community partnerships, school curriculum, teaching practice and principal leadership and school capability.

The broader reform agenda for Education Queensland is founded on the principle of setting high expectations to drive improved student learning outcomes across the state. This high expectations platform is evidenced by the key strategies employed in regions to meet the YAT NP targets.

Education Queensland remains committed to meeting the targets set by the YAT Queensland Implementation Plan to maximise engagement, attainment and transitions for young people. The approach continues to build on the strengths of the programs available within the jurisdiction to meet the needs of the target cohorts. For example, Metropolitan Region's Registered Training Organisation (RTO) is an alternative VET in Schools delivery model to increase access to nationally recognised VET qualifications. The RTO supports approximately 300 students to complete qualifications ranging from Certificate I to Certificate IV.

Characteristics of the jurisdiction and of the YAT NP target cohort

Education Queensland's regional operational structure is designed to achieve flexibility in service delivery methodologies so that governmental responses are tailored to the unique context of state schools in regional, remote and urban settings. Due to the unique context of Queensland in terms of geographical complexity the YAT NP initiatives and responses of Education Queensland have been organised in line with the regional structure. This has enabled each region to deliver more tailored responses and strategies to meet the targets set by the YAT NP, meeting key needs identified in the Queensland Implementation Plan for the local context. Responses and actions across regions can and do look different despite the end result contributing strongly to the achievement of the YAT NP targets.

The YAT NP target cohort within regions varies based on localised responses. For example, in the Rockhampton area of Central Queensland Region, transition data identified a critical need to support young people to transition from school so they can reach their full potential and fully participate in the community. This is essential for the region to create the skilled workforce it needs to sustain the economic growth of the region and vital to building upon the skilling and employment successes already achieved in industry, community and governments across the region. A Schools to Jobs Alliance CQ (S2J) has been established with key government agencies and business leaders, aimed at enabling every school leaver to transition into training, education or employment.

These and other coordinated responses ensure that Education Queensland is delivering on its commitments, outlined in the table below.

Commitments	Responses
Attainment targets	<p>A target of 82% of students completing Year 12 to also achieve a Queensland Certificate of Education (QCE), International Baccalaureate Diploma (IBD), VET Certificate II or higher, or Queensland Certificate of Individual Achievement (QCIA) by 2012.</p> <p>Focus on halving the gap in Indigenous Year 12 retention and attainment rates.</p> <p>Establish Certificate II as the preferred VET level qualification on completion of Year 12.</p>
Regions to establish attainment and transition strategies relevant to school and community contexts	<p>Allocate the NP funding to regions to support locally targeted attainment and transition strategies.</p> <p>Support for data driven decision making.</p> <p>Ensure high-quality Senior Education and Training (SET) planning, including transition planning for young people at risk of leaving school early or without a qualification.</p> <p>Drive behaviour change to support successful student transitions to post-school destinations.</p> <p>Continue to provide opportunities for students to undertake authentic workplace learning.</p>
Revitalise regional planning and partnerships	<p>Review and renew existing community partnerships and support the integration of the new NP funded Community Partnership Brokers and Youth Connections program.</p> <p>Regional planning for VET priorities and provision.</p>

Progress/ impact as a result of the YAT NP

Attainment target

NP YAT funding continues to be aligned to the strategic activities of Regional Action Plans to meet targets set by the YAT NP and other key initiatives at a state and federal level.

Regions have developed and implemented a range of frameworks to evaluate students' progress on attainment targets to ensure systems and processes can be implemented to support those students at risk of not meeting the targets. Efforts are targeted at planning strategically to ensure maximum impact of practices.

Regions have set the vision and expectation for attainment targets and this is reflected at a school and classroom level. The service stream concept or the service commitments are examples adopted by some regions that have become core business for schools. In Far North Queensland, the regional strategy 'From Crayons to Careers', drives a culture of valuing the attainment of the Queensland Certificate of Education (QCE), with the goal of 100% attainment of quality pathways for students. The service commitment sets an

expectation that all year 12 students will achieve a further education, training or employment outcome post school. Focus on the service commitment comes from the consistent measurement of this outcomes and the explicit planning through the years of service provision, the engagement of parents and the broader community in this agenda and the results being published school by each school.

In North Queensland, the NP YAT strategies are delivered through SITLink (School Industry Training). SITLink is a reference group for managing the school transition portfolio and has been established to bring together those organisations which have had carriage of youth transition to create a localised strategy that links schools, students, employers, tertiary and training organisations to enhance successful transition and attainment for secondary school students.

In the Metropolitan Region a QCE Recovery Project identifies students at risk of not attaining a QCE and delivers a targeted intervention program. This program resulted in an additional 36 students in this region achieving a QCE in 2012. In the South East Region, a joint initiative of Education Queensland and Training Queensland, 'Quality Pathways', supports youth attainment and transition across the region. The key objective of the Quality Pathways program is to maximise access to quality, personalised career information and relevant career pathways for all secondary students in the South East Region.

Other regional strategies that continue to be implemented include:

- governance arrangements implemented to ensure school planning and services agreements are aligned to attainment targets
- strong reporting mechanisms implemented to ensure progress and transparency of activities, including target setting and developing approaches for student and parent engagement
- case and place based management of students; tracking, target setting and developing improved monitoring and reporting strategies
- developing strong links to key stakeholder groups to support student transitions, including employers, industry groups and training organisations.

VET Certificate II, planning for VET priorities and provision and authentic workplace learning

Participation in VET continues to be a strong pathway for Queensland state school students with many Queensland schools delivering VET as part of their offerings for secondary students, predominately at Certificate I and II level. Additionally, Queensland students have a strong track record in completing school based apprenticeships and traineeships (SATs). The strong level of participation in SATs is particularly evident in South East Region. A powerful and valuable transition pathway by employers, students, schools and the broader community, regional SATs awards were held for the first time in 2012. The student awards comprised 13 industry categories and four major awards. The event was attended by over 300 guests, including the Minister for Education, Training and Employment.

Schools identify VET delivery options in consultation with their school community and industry stakeholder groups to promote smooth transition from education and training to employment. Often this means that to gain viable employment opportunities training levels are tailored to meet industry need. For example in some industries students are encouraged to obtain a Certificate I level of qualification as a foundation before entering the work place where, following employment, further training may be accessed.

Much of the work across regions to promote VET Certificate II as the preferred higher qualification has involved work with schools to identify skill needs in order to refine VET delivery and refocus partnerships with training providers and employers. In Central Queensland, strong partnerships have been forged with the mining industry and the Queensland Academy of Minerals and Energy to enhance training and employment

opportunities for students. In the North Coast region, the Education, Training and Employment Consortium continues to meet regularly to discuss and plan training options for secondary students that are linked to.

Local future employment opportunities such as the 2016 opening of a new hospital and health precinct. Remote regions such as Far North Queensland continue to explore and implement innovative ways for students in these areas to access VET Certificate II and higher qualifications, including offering a Certificate II in Workplace Practices online through E-learning.

Authentic workplace learning continues to provide students with opportunities to develop employment skills and supports the transition to employment post school. In state schools, there is a continued focus on SATs and work experience through the fostering of strong links with industry.

Building community partnerships

Across Education Queensland regions, there are a range of strategies being implemented to foster community partnerships and support students at risk of not making a successful transition. The focus on community partnerships and at risk youth under the YAT NP is a continuation of the reforms articulated by the Education, Training and Reforms for the Future (ETRF) strategy.

Regions remain focused on building and sustaining positive community partnerships and often these are utilised to implement support mechanisms for students at risk of not making a successful transition. In the Metropolitan Region, a Localised Pathway Initiative enables clusters of schools to access funding to deliver targeted intervention programs to students at risk of not making a successful transition to school. The region has also partnered with Boystown and the Department of Justice and Attorney-General to form an off-site 'flexischool' for young people who have disengaged from education. Examples of further strategies employed by regions include:

- working with School Community Partnership brokers to link to secure employment pathways, create additional support mechanisms for at-risk students and coordinate efforts through related programs, such as Youth Connections and Youth Support Coordinator initiative
- ongoing implementation and maintenance of individual learning plans for disengaged students in consultation with Youth Support Coordinators
- working in partnership with local businesses/enterprises to improve employee recruitment and retention within Queensland workplaces, specifically for young people
- regional engagement workshops to improve collaboration between stakeholders and generate partnerships with business, industry, local employers, government organisations, not-for-profit organisations and others to support transitions
- partnering with local TAFE Institutes and other registered training organisations to meet the needs of skilling across large, geographically remote areas eg. E-learning delivery
- student support services teams develop resources and strategies to target key issues for at risk students including attendance and engagement. Often strategies are based on individualised case management and tracking
- many schools in regions have signed the Australian Employment Covenant (AEC) committing to employment for young Indigenous people
- utilising people and resources across the regions to support behaviour change and support successful transitions post school.

Data and planning to support decision making

Responding to data and identified trends has been a key element for all regions addressing the YAT NP agenda. This is a direct reflection of the centralised focus of Education Queensland on the use of data to

support and justify decision making. Student data on engagement, participation and attainment, combined with youth labour market data is used to inform the development of strategies and ensure that initiatives are tailored to meet the needs of school communities. Schools use a range of departmental data sources to inform regional approaches to youth attainment and transition activities, services and programs including, Next Step survey data, Year 12 outcomes and NAPLAN Year 9 literacy and numeracy indicators. In the Metropolitan Region, an audit of all VET in schools programs was completed totalling 22,500 student enrolments. An analysis was undertaken of qualifications by industry area and level has been completed to establish trends and baseline performance.

Planning is also a key activity for regions to address the YAT NP targets and Senior Education and Training (SET) planning is a key process implemented in all schools to support successful transitions. The OneSchool technology is used by all schools to support student's in the SET planning process. In Far North Queensland, Regional SET planning peer support groups have been established to improve parent engagement, review and adjust processes for students in Years 11 and 12 and to broaden staff knowledge, ownership and interaction in the process and intent of SET plans.

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

During 2012, all Education Queensland regions have implemented a range of programs supporting young people's transition and attainment which are not funded under the YAT NP.

Central Queensland, North Coast and Metropolitan regions employed Indigenous Pathways Coordinators to support Senior Phase Indigenous students through their senior years and post school. In North Queensland, an Indigenous Student Destination Initiative has been funded to monitor Indigenous student's progress in the senior phase and identify post school destinations.

Both the North Coast and Metropolitan Regions have funded Youth Support Coordinators (YSCs) to work collaboratively with a wide range of community organisations and schools to assist the attainment of Year 12 targets. In the Metropolitan Region, the YSCs provide intensive case management and often crisis intervention to students at risk of disengaging from education.

Metropolitan Region has also supported the establishment of four Flexible Learning Centres in partnership with Edmund Rice Education Australia for students at risk of disengaging.

In North Queensland Region, a 'Skills on Show' Career Expo for all secondary students across the region is fully subsidised by sponsorship. The expo is supported by a range of resources and career planning activities that support SET planning.

The Education Queensland, Training Queensland partnership in the South East region is not directly funded under the YAT NP and therefore sustainable beyond the life of the NP. The partnership has enabled the investment in two staff members to engage in data collection and analysis, coordinate networks of school-based career practitioners and develop Worlds of Work Industry Workshops. A major focus of these workshops is the personal, structured interaction with industry representatives by school staff delivering VET in schools qualifications.

Queensland Catholic Education Commission (QCEC)

Queensland Catholic Schools have combined the Youth Attainment and Transition project funding with other VET in Schools funding to provide a more substantial funding allocation that can be utilised based on identified local needs. This allows schools and Educational Authorities greater flexibility in the application of funds to meet program outcomes. The strategic directions and key performance indicators for funding are listed in the following tables.

Strategic Direction 1	Key Performance Indicators
Supporting schools to respond to industry needs through Vocational Education and Training (VET) delivery.	<ul style="list-style-type: none"> • Evidence of a range of VET courses/qualifications in Catholic schools. • Evidence of Year 12 VET completions • Evidence of SATs enrolments according to Industry Training Group (ITG) • Evidence of SATs enrolments according to region, diocese and school.

Catholic schools provide VET opportunities to their students via a number of different avenues. Schools may link their students with school-based apprenticeships and traineeships; they may offer VET Quality Framework accredited VET certificates and qualifications within their school programs; they may offer VET subjects as vocational learning strands which, while not including accredited VET competencies, do develop generic employability skills. Schools may also link with TAFE or other Registered Training Organisation to provide vocational subjects for their students.

Schools also provide students with exposure to the workplace via Work Experience and Structured Workplace Learning.

At the school level, individual schools and dioceses have utilised different strategies to produce outcomes in accordance with the required performance indicators for 2012. Schools have sought not only to expand student access to VET via the above strategies, but also to promote the many benefits of VET involvement for all students.

One of the advantages of providing some funding to schools for use on a discretionary basis (in accordance with the DEEWR guidelines) is that it has enabled schools to implement strategies appropriate to their particular community and maximising VET opportunities for students.

Strategic Direction 2	Key Performance Indicators
Increasing participation in Australian School-Based Apprenticeships or other trades related vocational courses.	<ul style="list-style-type: none"> • Evidence of the establishment of School-based Apprenticeships and Traineeships (SATs) in Catholic schools not previously engaged in SATs • Evidence of an increased number of students undertaking SATs programs offered by those Catholic schools already involved in SATs.

During 2012, there were 1155, school-based apprenticeships and traineeships registered with QCEC for seed funding. This figure represents a slight decrease of 1.7% on SATs in 2011.

Strategic Direction 3	Key Performance Indicators
Developing strategies to maintain quality standards in VET in Schools including professional development.	<ul style="list-style-type: none"> • Evidence of development and provision of quality professional development opportunities in VET for Catholic school staff. • Evidence of structures in place for Catholic schools to facilitate compliance with AQTF • Evidence of appropriate coordination strategies in place at system and diocesan levels covering all schools affiliated with QCEC participating in school-based apprenticeships and traineeships

Officers in each diocese provide training, in-service and networking opportunities to develop the capacity to deliver VET. In addition, those involved with VET have accessed national and state conferences in order to keep abreast of changes and innovations in the area and to maintain networking opportunities. There are staff responsible for the coordination of VET at system level in the Queensland Catholic Education Commission in order to provide a point of contact for dissemination of information and resources. The maintenance of a dedicated section of the QCEC website for “Vocational Education” and VET related issues assists school personnel further in accessing updated professional information.

Within schools, staffs are designated to manage the delivery and also the compliance arrangements for VET. Schools continue to try to balance the budgetary imposts of the mandated requirements in terms of facilities and human resources to deliver VET. Part of the VET funding received by the Queensland Catholic Education Commission is distributed directly to schools (with attached application and acquittal procedures) for discretionary use for these types of purposes.

Schools continue to adapt practice in accordance with VET Quality Framework requirements. It should be noted that VET Quality Framework requirements do change according to industry vision and requirements and this can have significant impact for schools in the delivery of accredited VET. Catholic secondary schools do however continue to meet audit requirements for VET Quality Framework and to deliver a large variety of VET as part of their senior schooling programs.

There are considerable resources dedicated to appropriate coordination and infrastructure for VET at the systems and Diocesan level. Each of the five dioceses has continued to develop quality coordination arrangements to support the expansion of VET and to further facilitate compliance with VET Quality Framework requirements. There is a designated Diocesan Officer in each Diocese who works with VET Coordinators and School Administrators to support the VET in Schools program. There is evidence of the increasing role and impost on VET Coordinators in schools and of school communities endeavouring to meet and support the needs of a complex and changing role. The increasing complexity of VET in Schools has led to additional demands on staff within schools.

Strategic Direction 4	Key Performance Indicators
Increasing participation in VET in Schools by particular student groups that are difficult to reach and/or service, for example, improving access for students in rural and remote areas and for educationally disadvantaged students including Indigenous students and students with a disability.	<ul style="list-style-type: none"> • Increased numbers of disadvantaged and other under-represented groups participating in VET programs, SWL programs, SATs.

Funds aimed at improving access and equity has been devoted to improving the opportunities of disadvantaged students under two different categories:

- travel and accommodation support for rural and remote students who have to travel to access the on-the-job or off-the-job components of their training
- access and equity support for students with special needs.

Independent Schools Queensland (ISQ)

ISQ's policy response to the National Partnership (NP) continues to build upon the agreed Queensland strategies and indicative actions for maximising engagement, attainment and transitions as outlined in Table 4 of the Queensland Implementation Plan.

ISQ's approach to NP-YAT was developed to ensure maximum impact across specific at risk school communities, ensuring alignment to the NP-YAT specified outcomes. This strategic approach includes:

- revitalising cross sectoral planning process by integrating new Commonwealth programs with Queensland's existing youth planning processes and implement Youth Support Coordinator Programs to improve services for young people and focus on youth attainment and transitions
- targeting VET in schools on qualifications that will result in successful transitions for young people.
- improving the economies of scale for VET in schools programs by forming clusters of schools and better utilising local infrastructure
- ensuring all students within the schools involved are on track to achieve a Queensland Certificate of Education, Certificate II, Queensland Certificate of Individual Achievement or an International Baccalaureate Diploma
- assisting schools to ensure that young people who won't receive a qualification on leaving school have a plan in place for completing either an academic or vocational qualification
- assisting schools to undertake transition planning for students in the final year of school to ensure that all young people have plans in place to transition to further education, training or employment combined with training
- expanding the Early Leavers survey into non-government schools to improve data collection on young people not enrolled in education and training.

ISQ has focused its efforts in *the Flexible and customised approaches for communities and individuals* reform area. The program funds have been used to support a variety programs, including professional development in the area of Career Education. The programs are:

Disengaged Students Program

ISQ has engaged with a limited group of schools that had significant levels of disengaged students and had not already received funds under the Low SES School Communities National Partnership. The funds are being used to develop specific engagement strategies specific to the school community and students at risk.

Special Assistance Schools Program

This program is focused on schools that offer education and training programs which predominantly support the re-engagement of disengaged 15 – 17 year old youth and, therefore, will assist in the meeting of the participation and attainment targets.

Targeted outcomes include:

- involvement in cross sectoral planning process to improve services for young people and focus on youth attainment and transitions in the region
- undertaking planning so that all students are on track to achieve a Queensland Certificate of Education, Certificate II, Queensland Certificate of Individual Achievement or an International Baccalaureate Diploma
- increasing assistance to young people who may not receive a qualification on leaving school to have plans in place for completing qualifications after school
- providing more assistance to students to plan their transition through senior secondary school and into further education, training, or training and employment combined with training
- expansion of Senior Education and Training planning processes (or equivalent) by ensuring that young people are supported to attain a qualification and make a successful transition at school and after leaving school
- working with Commonwealth Youth Connections providers and Youth Support Coordinators to ensure that young people who drop out of school, or who are at risk of dropping out of school are supported to make a transition to other education or training options.

Career Development

Funding has been provided to support teachers to undertake studies a Cert IV in Career Education to help facilitate better career counselling across Queensland independent schools.

For programs 1 and 2, annual performance reports are been received from all schools involved. These are reviewed by ISQ to ensure alignment to the Program goals and specified outcomes.

Work Experience

Queensland state schools have a long history of supporting students to undertake work experience. This includes structured workplace learning (SWL) as part of accredited VET, work sampling, work shadowing, and research work experience SWL opportunities take place in a workplace or simulated workplace and are structured, monitored, regulated and assessed, and allow students to gain knowledge and demonstrate application of that knowledge in the workplace. Data on Queensland's work experience for all sectors is provided in the table below.

Survey of Work Experience

Education Queensland

SWL	Other work experience	Total of all types of work experience
18,845 students	14,612 students	33,457 students
911,616 hours	955,659 hours	1,867,275 hours

Independent Schools Queensland

SWL	Other work experience	Total of all types of work experience
4,234 students	5,648 students	9,882 students
68,257 hours	401,792 hours	470,049 hours

Queensland Catholic Education Commission

SWL	Other work experience	Total of all types of work experience
4,882 students	6,071 students	10,953 students
395,689 hours	300,632 hours	696,321 hours

Indigenous Reporting

Queensland has the second largest Indigenous school student population in Australia with 51,295 Indigenous students enrolled in Queensland schools in 2012. Queensland's Indigenous school student population is 29.4 per cent of Australia's Indigenous student population which is second to New South Wales which has 31.4 per cent (or 54,778).

While Queensland has the second largest number of Indigenous school students in Australia, Queensland has the highest number of Indigenous Year 12 students in Australia. In 2012, Queensland had 2,367 Indigenous students enrolled in Year 12 across government and non-government schools. This was well ahead of second ranking state – New South Wales which had 1,676 Indigenous Year 12 enrolments.

Strategic Policy Directions

Closing the Gap Education Strategy

The Closing the Gap Education Strategy is the overarching strategy for the education of Indigenous students in Queensland state schools. It was developed in response to key COAG Closing the Gap targets for schooling which are to:

- halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy within a decade (by 2018)
- at least halve the gap in Aboriginal and Torres Strait Islander Year 12 attainment or equivalent attainment rates by 2020.

The strategy serves to translate these high level commitments into practical steps for DETE regions and state schools to apply in their contexts by setting three intermediary state-wide targets focussed on improving the three key foundation areas of attainment, attendance and retention. 'Close the gap in year 12 retention by 2013' is one of the three targets. These targets serve to focus regions and schools on identifying and implementing targeted strategies and act as intermediate measures of Queensland's progress towards the COAG Closing the Gap targets for schooling.

The strategy outlines four key service lines and associated priority areas that evidence and experience indicate will improve attainment, attendance and retention outcomes for Aboriginal and Torres Strait Islander students. They serve to concentrate action to drive the transformational changes necessary to achieve the required improvements in Indigenous education. 'Participation to employment' is a key service line.

Aboriginal and Torres Strait Islander Education Action Plan 2010 - 2014

The Queensland Department of Education, Training and Employment is also committed to implementing the national Aboriginal and Torres Strait Islander Education Action Plan (2010-2014). The Action Plan is part of a larger commitment by the Australian, state and territory governments to address Aboriginal and Torres Strait Islander educational disadvantage within the national COAG Closing the Gap agenda.

The Action Plan is for all schooling sectors – both government and non-government. It outlines actions that will be undertaken at national, state and local levels to improve educational outcomes for Aboriginal and Torres Strait Islander students.

Each action is linked to six priority domain areas to guide effort over the five years – one of which includes ‘Pathways to real post-school options’.

To implement specific local-level actions and focus effort, each state and territory has identified a list of ‘focus schools’. In Queensland, there are 229 focus schools – comprising 204 state schools, 18 Catholic schools and 7 independent schools.

Key strategies/initiative

The Department of Education, Training and Employment funds and implements a range of initiatives and strategies to support the attainment, retention and transition of Indigenous students including:

Secondary schooling options for remote Indigenous students

The Department of Education, Training and Employment is committed to providing remote Indigenous students with access to high quality comprehensive schooling options that also provide support services to ensure their school retention.

Prep to Year 12 college structures in combination with their feeder schools provide real opportunities for students in remote Cape York and Torres Strait communities to access quality secondary education and remain within the region to complete Year 12. Western Cape College in Weipa, Tagai State College on Thursday Island and Northern Peninsula Area State College in Bamaga all offer secondary education to Year 12.

Weipa Student Residential Centre is a 120 bed secondary school student residential facility in Weipa that replaced the previous 20-bed facility. This facility allows a greater number of students from other Cape communities to access the educational opportunities offered by the Western Cape College – Weipa Campus. The residential campus operates in conjunction with the Western Cape College.

Spinifex State College Mount Isa – Student Residential is a state-run residential boarding facility that provides students, particularly Indigenous students, from rural and remote areas of north-west Queensland with access to quality education at Spinifex State College in Mount Isa.

Senior Schooling Service Guarantee being implemented at Western Cape College and Tagai State College stipulates that 100 per cent of Year 12 graduates will receive an OP, articulated VET pathway or paid employment. This initiative has been successfully implemented since 2006, tracking students two years post-destination to ensure sustainability and suitability of pathway. This program means that Indigenous students can see the links between education and future success.

Transition Support Services is provided to remote Indigenous students from Cape York, Northern Peninsula Area, Torres Strait and Palm Island to support them to ensure they make a smooth transition from their primary phase of schooling in their home communities to secondary schooling in large metropolitan or urban areas, in both state and non-state schools. In 2011, the service supported approximately 600 Indigenous students from Cape York, Torres Strait, Northern Peninsula Area and Palm Island communities.

Focus on halving the gap in Indigenous retention and attainment rates

Education Queensland is committed to a focus on halving the gap in Indigenous student participation and attainment targets. The strategies implemented across regions are focused on the transition of Indigenous

students to further education or employment pathways, and are outlined in *Youth attainment and transition reforms and programs not funded under the YAT NP*.

Examples of strategies implemented include:

- creation of destination profiles for every Year 11 and 12 Indigenous student in the South East Region
- delivering camps for Indigenous students with a focus on attainment and transition. Personalised relationships are developed with students for the purpose of ongoing educational support and case management
- establishing community partnerships to improve employability skilling, examples include Northern Pride “School Pride” program focused on employment outcomes
- links to the Beacon Foundation and Smith Family to utilise industry connections to bolster employment opportunities for students
- use of the Far North Queensland My Future My Plan website, , a web based resource for students seeking employment, with specific resources for Aboriginal and Torres Strait Islander job seekers
- Regional Employment Aspirations Program (REAP) offered from Year 4 to Year 12 for remote schools students
- post school data collection for year 13 to assist with tracking student pathways and enable targeted intervention
- employment of Indigenous Pathways Co-ordinators to provide links and cultural support for Indigenous students and employers
- collaboration with the Australian Employment Covenant in the implementation of P-Plate program, to reduce the barriers to employment for Indigenous students who do not have a licence.

Indigenous Year 12 Destinations Initiative

This initiative seeks to improve Year 12 or equivalent attainment rates for Aboriginal and Torres Strait Islander students in Queensland schools, and support their successful transition from school to further education, training or employment into post-school pathways. Indigenous Pathways Coordinators based in regions engage with stakeholders and provide pathways that support the participant cohort. Some specific aims of Indigenous Year 12 Destinations Initiative are to:

- provide pathways support for Indigenous students in Year 12, and continued support in their first six months post schooling
- collect post school data for year 13 school leavers to assist with tracking student pathways and to enable targeted intervention
- develop strong partnerships with parents and schools, and build their capacity to support students’ successful post-school transition
- implement site-specific initiatives to support student transitions from school to further education, training or employment
- facilitate partnerships across the education sectors and with training and tertiary education providers, industry and employers, and parents and community
- facilitate partnerships with those stakeholders engaged specifically to provide services and support to the Year 12 and post-schooling cohort, including Australian Government and Queensland Government agencies, industry and other key stakeholders.

The Queensland Catholic Education commission has provided the following data on Indigenous outcomes.

Indigenous Data- QCEC 2012 Year 12 Completers

2012 Completers	All students	Percentage	Indigenous	Percentage	Non-Indigenous	Percentage
Student Statements	9934		290		9644	
Student Education Profile (SEP) and Queensland Certificate of Education (QCE)	9006	90.7%	214	73.8%	8792	91.2%
SEP -no QCE	928	9.3%	76	26.2%	852	8.8%
SEP and SAT	1170	11.8%	69	23.8%	1001	10.4%
SEP and VET module	5662	57.0%	197	67.9%	5465	56.7%
SEP and OP	6760	68.0%	105	36.2%	6655	69.0%

The Compact with Young Australians

Education or Training Entitlement

At the July 2012 out-of-session meeting of Council of Australian Governments it was agreed that the education or training entitlement under the National Partnership on Youth Attainment and Transitions would not be extended past the end date of 31 December 2011 in recognition that State and Territory policies have embedded the entitlement. The Commonwealth is interested in information on the-

National Youth Participation requirement

Challenges experienced in 2012

The May 2012 ABS Survey of Education and Work (cat. no. 6227.0.55.003 additional data cubes) indicates that 10.3% of young people aged 15-17 years were not fully engaged through study for a qualification and/or employment. This is a slight improvement on the 11.3% not fully engaged as per the May 2011 survey.

Exemptions to the participation requirement

An exemption from the compulsory participation phase is available when a young person cannot attend or it would be unreasonable in all the circumstances for them to participate in an eligible option for a period of more than 10 consecutive school days. Situations where exemptions may apply include (but are not limited to) illness, family reasons, cultural or religious reasons.

Compliance and enforcement/monitoring

A young person's compulsory participation phase starts when she or he stops being of compulsory school age (i.e. turns 16 or completes Year 10, whichever comes first) and ends when the person:

- gains a Queensland Certificate of Education, Queensland Certificate of Individual Achievement, Certificate III or Certificate IV; or
- has participated in eligible options for 2 years after the person stopped being of compulsory school age; or
- turns 17.

An eligible option is a recognised education or training program or course, offered by a recognised provider, which will enable a young person to gain a Queensland Certificate of Education, Queensland Certificate of Individual Achievement, Certificate III or Certificate IV.

Each parent of a young person in the compulsory participation phase has a legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse. Prosecution of one or both parents may occur if the parent(s) do not fulfil their legal obligation.

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 program¹. The evidence also suggests a causal link between the attainment of objectively quantifiable program outcomes and psychological wellbeing, further highlighting the positive and pervasive impact that the Youth Connections program is having on the lives of many young people who complete the program. In addition, these data suggest a considerable reduction in the proportion of young people who are likely to be depressed, or at high-risk of depression, after participating in Youth Connections.

¹ Survey results are analysed by RMIT University.

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

Outreach and Re-engagement activities

Under '*Outreach and Re-engagement*' activities, Youth Connections providers offer proactive, youth focused re-engagement activities and outreach services. Outreach and Re-engagement activities aim to find severely disengaged young people, and to connect these young people with activities to support their re-engagement with learning, family and community. 19,318 activities were held to find and connect with at-risk young people, with providers linking with 405,017 young people through these activities.

Findings from the Youth Attainment and Transitions National Partnership evaluation show that work on Outreach and Re-engagement activities services began slowly, but progress towards targeted outcomes has improved in recent times. Improving provider understanding and performance has been, and will continue to be, a focus for DEEWR.

Strengthening Services in the Region Activities

Under '*Strengthening Services in the Region*' activities, Youth Connections providers work to build capacity and strengthen services for young people at risk and ensure that providers of other services within the region are connected. Providers undertook a range of initiatives to strengthen services in the region, with 7,162 activities held.

As with Outreach and Re-Engagement activities, Strengthening Services in the Region activities was a less familiar service delivery component for some service providers than Individual Support Services. Findings from the dandolopartners evaluation confirm that objectives and roles for Strengthening Services in the Region activities do not appear to be consistently understood by providers. DEEWR took steps early in the life of the program to address these issues, through revised guidelines, provider newsletters and proactive contract management. Improved provider understanding and performance against this element has been, and will continue to be, a focus for DEEWR in 2013.

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

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

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

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

Indigenous youth and Humanitarian Refugees

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

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

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

Provider networks

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

The national Youth Connections provider network priorities are:

- Create a greater awareness of the Youth Connections program with key stakeholders.
- Share program expertise and knowledge, and promote the professional development of all providers.
- Undertake a research project to demonstrate best practice in strengthening services for young people in juvenile justice (report to be released by June 2013).
- Provide input to the findings of the Youth Attainment and Transitions National Partnership Evaluation.

- Continue to develop and promote partnerships with important stakeholders, such as the Multicultural Youth Affairs Network (MYAN), youth peak bodies and local councils and community bodies.
- Strategic thinking – consider the future for this cohort of young people beyond current program timeframes and parameters; develop a consolidated provider view of a future program model; consider how to engage and involve stakeholders in promoting a future model.

Shout Out Events

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

Website with case studies

Youth Connections case studies were produced to strengthen provider understanding; to showcase the Youth Connections program; and to demonstrate effective practice. In addition to the case studies released in 2011, a number of new Outreach and Re-engagement and Strengthening Services in the Region case studies were developed, which are available on the Youth Attainment and Transitions website www.transitions.youth.gov.au.

2013 DEEWR focus areas

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

Queensland Summary

Context

In Queensland, Youth Connections services target young people aged 14-18 and primarily focus on young people disengaged from education. Schools and schooling sectors work with young people in school who are most at risk of disengaging.

A change of state government in 2012 resulted in a number of state government programs having funding withdrawn or reduced, including programs with which Youth Connections collaborated to service the client group: Get Set for Work, and the Youth Support Coordinator Initiative. A review of TAFE in Queensland is also likely to result in the closure of some TAFE campuses. The impact of these changes is likely to be significant.

The impact of natural disasters in 2011 continues to be felt in those regions affected by severe flooding and cyclones. Significant population growth continues in many parts of the state, and migrant and refugee populations continue to expand. Growth in the resources sector and subsidiary industries continue to exert a strong influence in some regions on population demographics, employment patterns and opportunities for young people.

DEEWR facilitated a second round of regional engagement workshops in 2012 in all seven State education regions. The Catholic and Independent schooling sectors were involved in all workshops. In the previous 12 months, a significant shift had occurred in levels of collaboration, engagement and strategic alignment with the jurisdiction. Many regions of Education Queensland are now advocates for School Business Community Partnership Brokers (Partnership Brokers) and Youth Connections services and endorse the use of these resources throughout their region.

In 2012, DEEWR also delivered a round of information sessions with providers to address issues with data recording in the YATMIS information system.

In 2012, progress continued on a number of state government education reforms including the piloting in 20 schools of the *Flying Start* suite of initiatives, whereby Year 7 is moved to high school. A new Department of Education, Training and Employment Strategic Plan 2012-2016 has been released.

Program Status

In the first three years of operation in Queensland, Youth Connections has provided Individual Support Services to 10,796 young people in Queensland. About 60% of participants (or 6,489 young people) achieved a final outcome, which represents re-engagement or a sustained improvement in their engagement with education, training or employment. 2,023 (19%) achieved a progressive outcome only, that is, they were assessed as making significant progress in addressing their barriers to engagement in education.

In addition, 1,964 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with 82,451 young people attending these activities and 330 enrolling with Youth Connections providers as a result. In this period, providers undertook a range of initiatives to strengthen services in the region, with 2,178 activities being held.

In 2012, in Queensland 2284 (21%) young people in the program were identified as Indigenous Australians. 1,258 (55%) Indigenous participants achieved a final outcome; 450 (20%) achieved a progressive outcome only.

84 (1%) young people in the program were identified as Humanitarian Refugees. 55 (65%) Humanitarian Refugee participants achieved a final outcome; 21 (25%) achieved a progressive outcome only.

Youth Connections providers in Queensland continue to progress well and are largely on track in terms of delivering program outcomes.

There are examples of collaboration between Youth Connections providers and Partnership Brokers, although this continues to be a focus for state and regional office staff.

The Youth Connections providers' State Network meets regularly and typically invites a DEEWR representative to address the meeting.

Challenges

The removal of state government programs in the youth sector is expected to have a significant impact on the services and opportunities available to young people. Youth Connections providers are already often delivering services at capacity, and reporting significant unmet need.

Outreach and Re-engagement activities implemented by Youth Connections providers have changed over time in line with the changing behaviour of severely disengaged youth, and with new outreach opportunities afforded by social media and information and communications technology.

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	QLD	National
Receiving Individual Support Services	1325	6217
Receiving Individual Support Services previously and exited	9471	52,191
Registered but not yet enrolled for Individual Support Services	196	3563
Total	10,992	61,971

Table 2: QLD Contract Levels

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
QLD (%)	10%	40%	50%

Table 3: Comparison between QLD and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
QLD (No.)	838	4650	5540
QLD (%)	8%	42%	50%
National (No.)	15,825	21,124	23,491
National (%)	26%	35%	39%

Table 4: Comparison between QLD and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
QLD (No.)	714	3967	4375
QLD (%)	8%	44%	48%
National (No.)	13,053	16,958	17,620
National (%)	27%	36%	37%

Figure 1: QLD – Age of Participants

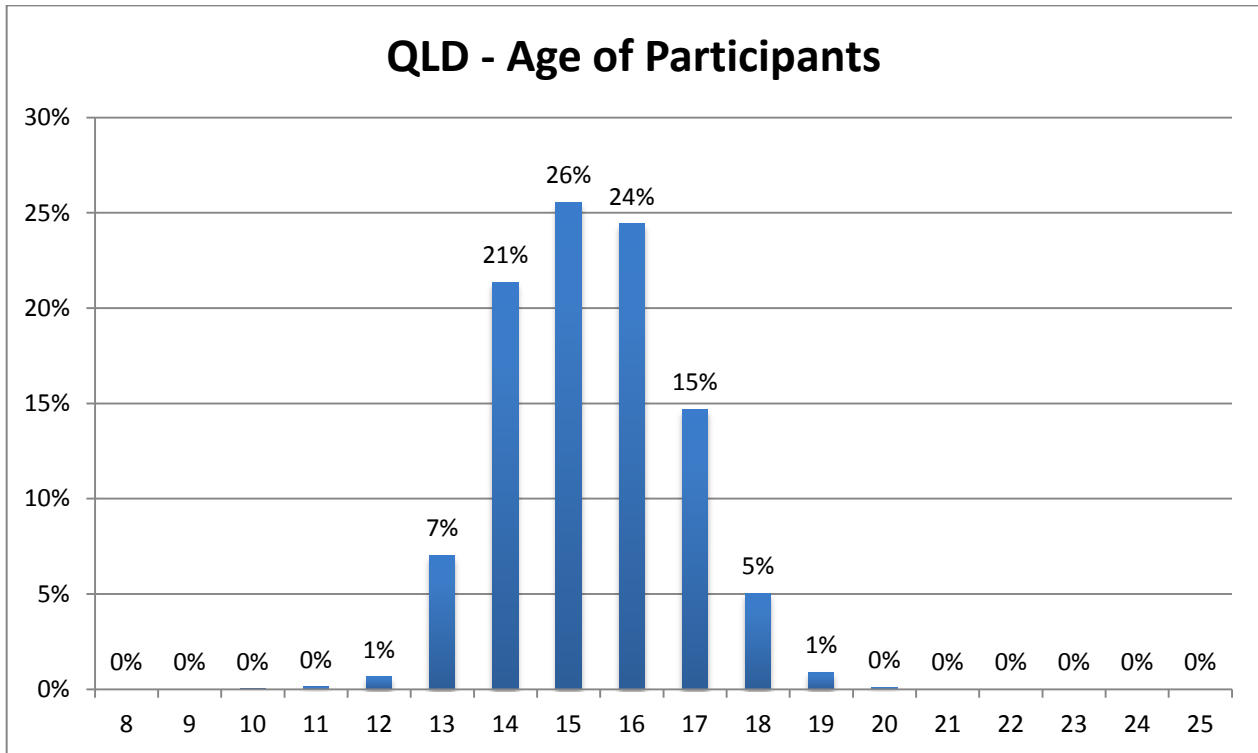


Figure 2: National – Age of Participants

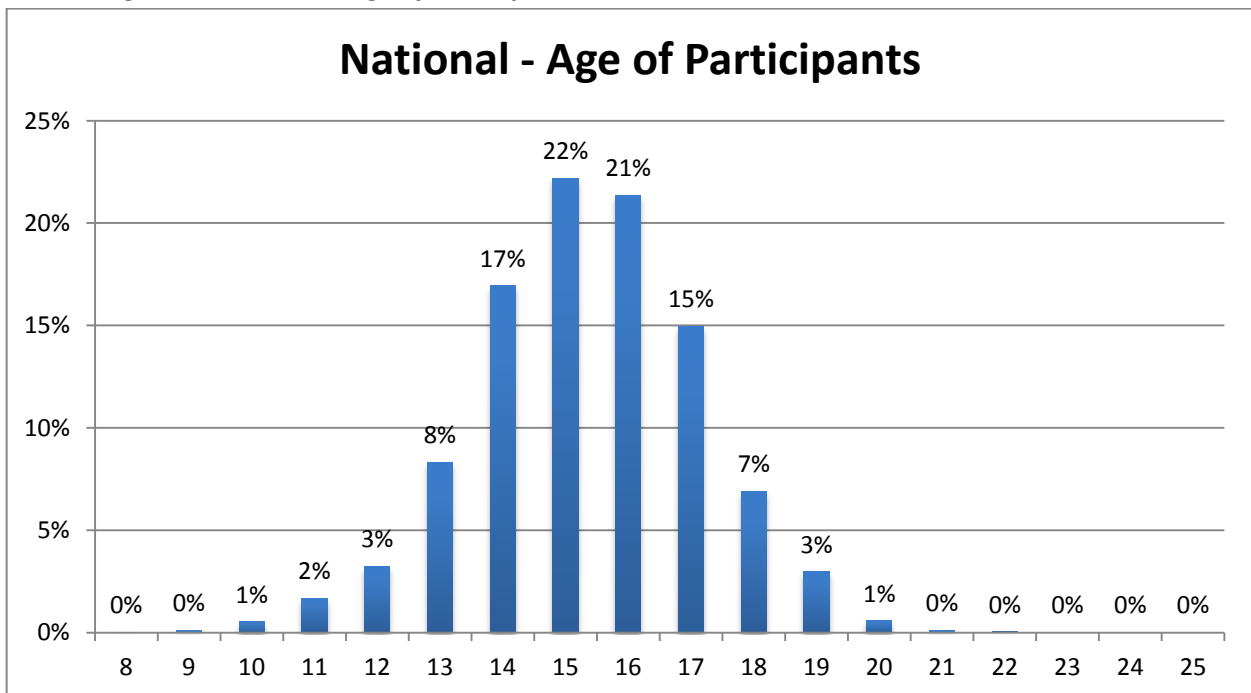


Table 5: QLD - Age of Participants

	Level 1	Level 2a	Level 2b	Total	% Total
8	0	0	0	0	0%
9	0	1	0	1	0%
10	1	1	2	4	0%
11	9	3	2	14	0%
12	18	49	16	72	1%
13	131	455	235	759	7%
14	259	1394	802	2309	21%
15	214	1460	1175	2757	26%
16	117	831	1662	2636	24%
17	65	377	1113	1587	15%
18	16	70	442	543	5%
19	4	7	80	95	1%
20	2	1	7	12	0%
21	1	1	0	2	0%
22	0	0	1	1	0%
24	0	0	2	2	0%
25	0	0	0	0	0%

Table 6: National – Age of Participants

	Level 1	Level 2a	Level 2b	Total	%
8	13	2	2	18	0%
9	53	10	3	65	0%
10	238	70	13	310	1%
11	747	238	43	976	2%
12	1197	648	163	1890	3%
13	2466	1991	719	4860	8%
14	3824	4629	2137	9900	17%
15	3849	6029	3872	12958	22%
16	2149	4408	6164	12478	21%
17	967	2215	5529	8744	15%
18	243	642	3041	4028	7%
19	61	183	1445	1734	3%
20	15	40	279	340	1%
21	1	10	48	61	0%
22	1	6	20	28	0%
23	0	1	8	9	0%
24	0	1	2	4	0%
25	1	1	3	5	0%

Figure 3: QLD Age profile by Connection Level

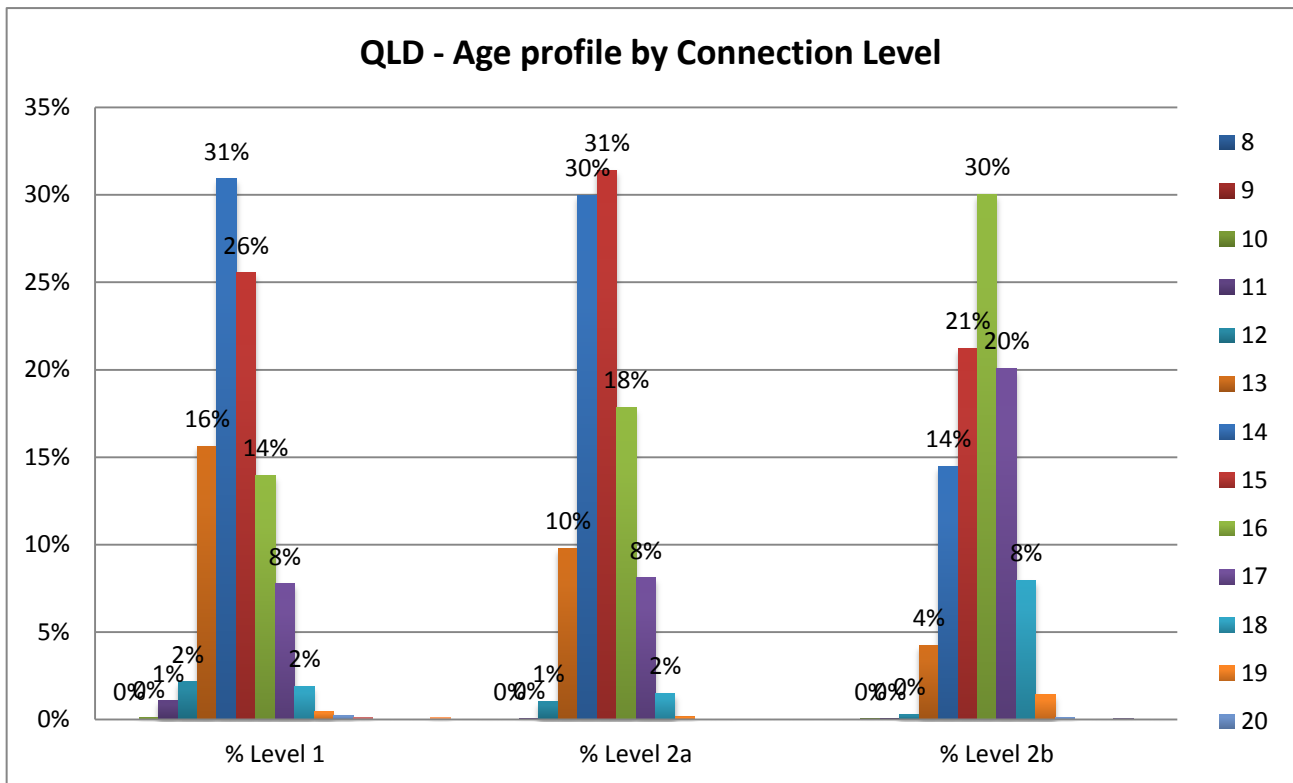


Figure 4: National Age profile by Connection Level

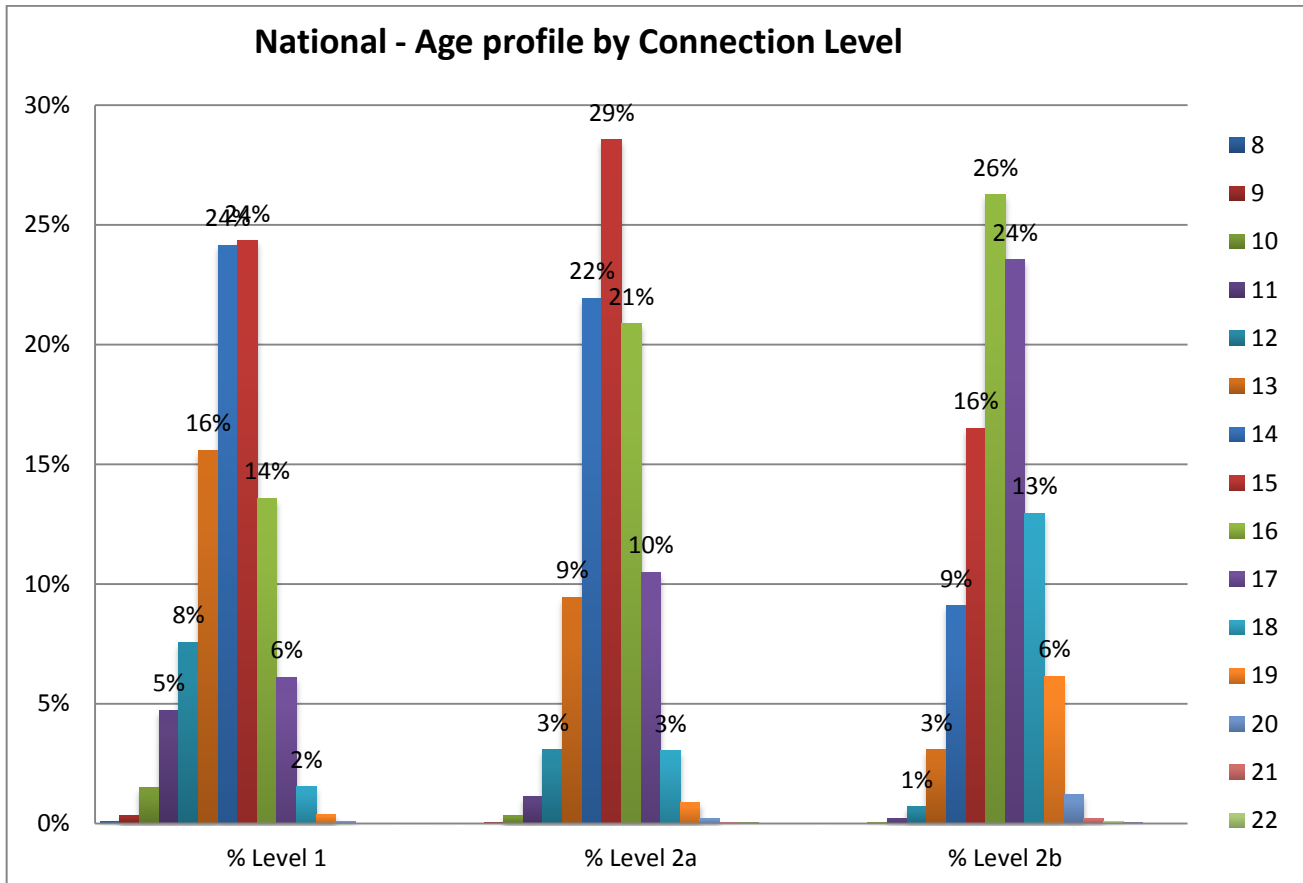


Figure 5: Percentage of Participants who have been identified as having a characteristic

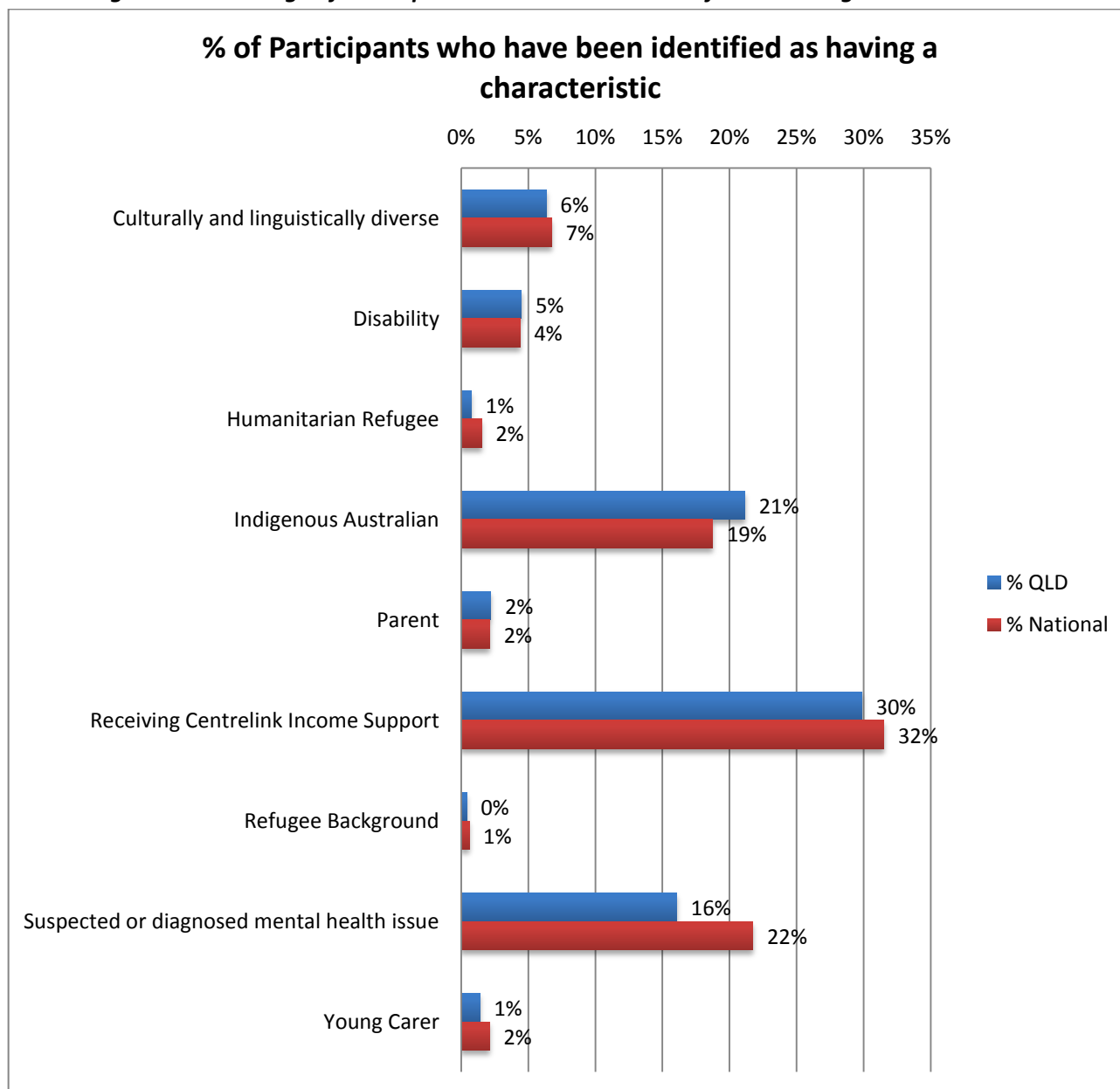


Table 7: Percentage of Participants who have been identified as having a characteristic

	QLD	% QLD	National	% National
Culturally and linguistically diverse	686	6%	3948	7%
Disability	486	5%	2563	4%
Humanitarian Refugee	84	1%	892	2%
Indigenous Australian	2284	21%	10,955	19%
Parent	240	2%	1245	2%
Receiving Centrelink Income Support	3225	30%	18,409	32%
Refugee background	46	0%	354	1%
Suspected or diagnosed mental health issue	1736	16%	12,712	22%
Young Carer	151	1%	1232	2%

Figure 6: Percentage of Participants identified as having a barrier

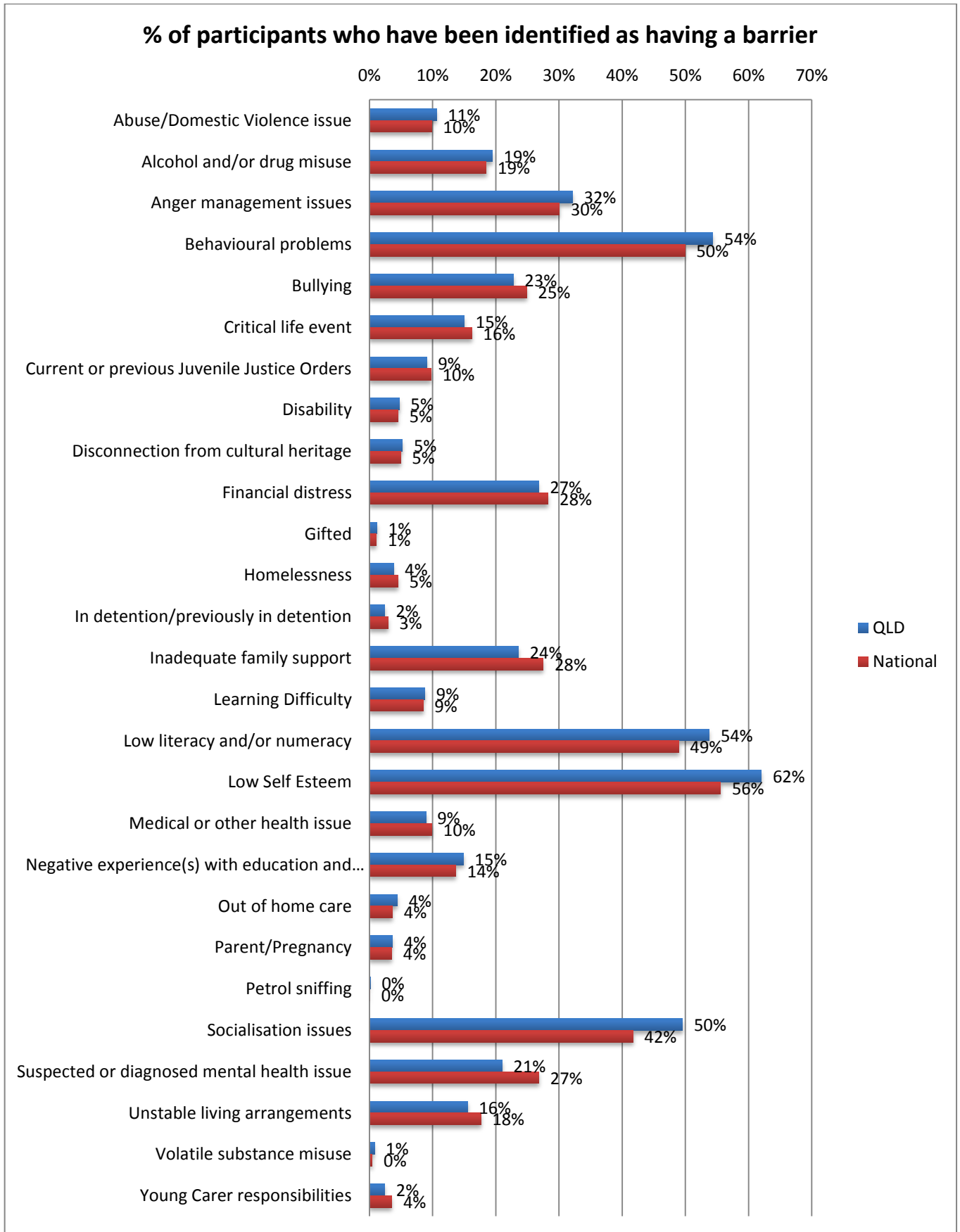


Table 8: Percentage of Participants identified as having a barrier

Barrier	QLD	National
Abuse/Domestic Violence issue	11%	10%
Alcohol and/or drug misuse	19%	19%
Anger management issues	32%	30%
Behavioural problems	54%	50%
Bullying	23%	25%
Critical life event	15%	16%
Current or previous Juvenile Justice Orders	9%	10%
Disability	5%	5%
Disconnection from cultural heritage	5%	5%
Financial distress	27%	28%
Gifted	1%	1%
Homelessness	4%	5%
In detention/previously in detention	2%	3%
Inadequate family support	24%	28%
Learning Difficulty	9%	9%
Low literacy and/or numeracy	54%	49%
Low Self Esteem	62%	56%
Medical or other health issue	9%	10%
Negative experience(s) with education and training	15%	14%
Out of home care	4%	4%
Parent/Pregnancy	4%	4%
Petrol sniffing	0%	0%
Socialisation issues	50%	42%
Suspected or diagnosed mental health issue	21%	27%
Unstable living arrangements	16%	18%
Volatile substance misuse	1%	0%
Young Carer responsibilities	2%	4%

Figure 7: QLD Participant Barriers by Connection Level

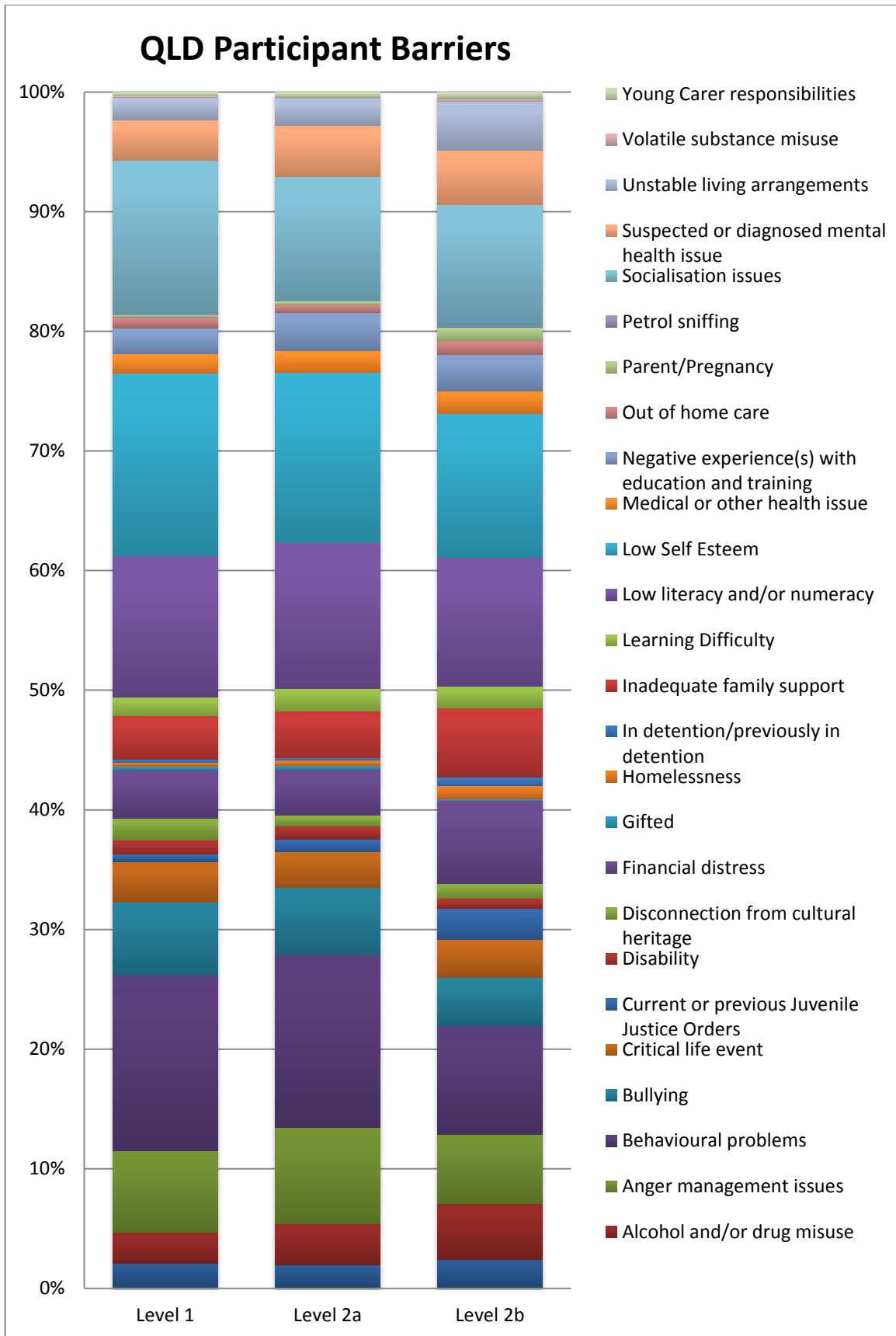


Table 9: QLD - Percentage of participants identified as having barrier, by Connection Level

Barrier	QLD Level 1	QLD Level 2a	QLD Level 2b
Abuse/Domestic Violence issue	8%	9%	13%
Alcohol and/or drug misuse	11%	15%	24%
Anger management issues	28%	36%	31%
Behavioural problems	60%	64%	48%
Bullying	25%	25%	21%
Critical life event	14%	13%	17%
Current or previous Juvenile Justice Orders	3%	4%	14%
Disability	5%	5%	4%
Disconnection from cultural heritage	7%	4%	6%
Financial distress	16%	17%	36%
Gifted	1%	1%	1%
Homelessness	1%	2%	6%
In detention/previously in detention	1%	1%	4%
Inadequate family support	15%	17%	30%
Learning Difficulty	6%	8%	10%
Low literacy and/or numeracy	48%	54%	57%
Low Self Esteem	62%	63%	63%
Medical or other health issue	7%	8%	10%
Negative experience(s) with education and training	9%	14%	16%
Out of home care	4%	3%	6%
Parent/Pregnancy	1%	1%	6%
Petrol sniffing	0%	0%	0%
Socialisation issues	52%	46%	53%
Suspected or diagnosed mental health issue	14%	19%	24%
Unstable living arrangements	8%	10%	21%
Volatile substance misuse	0%	0%	1%
Young Carer responsibilities	1%	2%	3%

Figure 8: National Participant Barriers by Connection Level

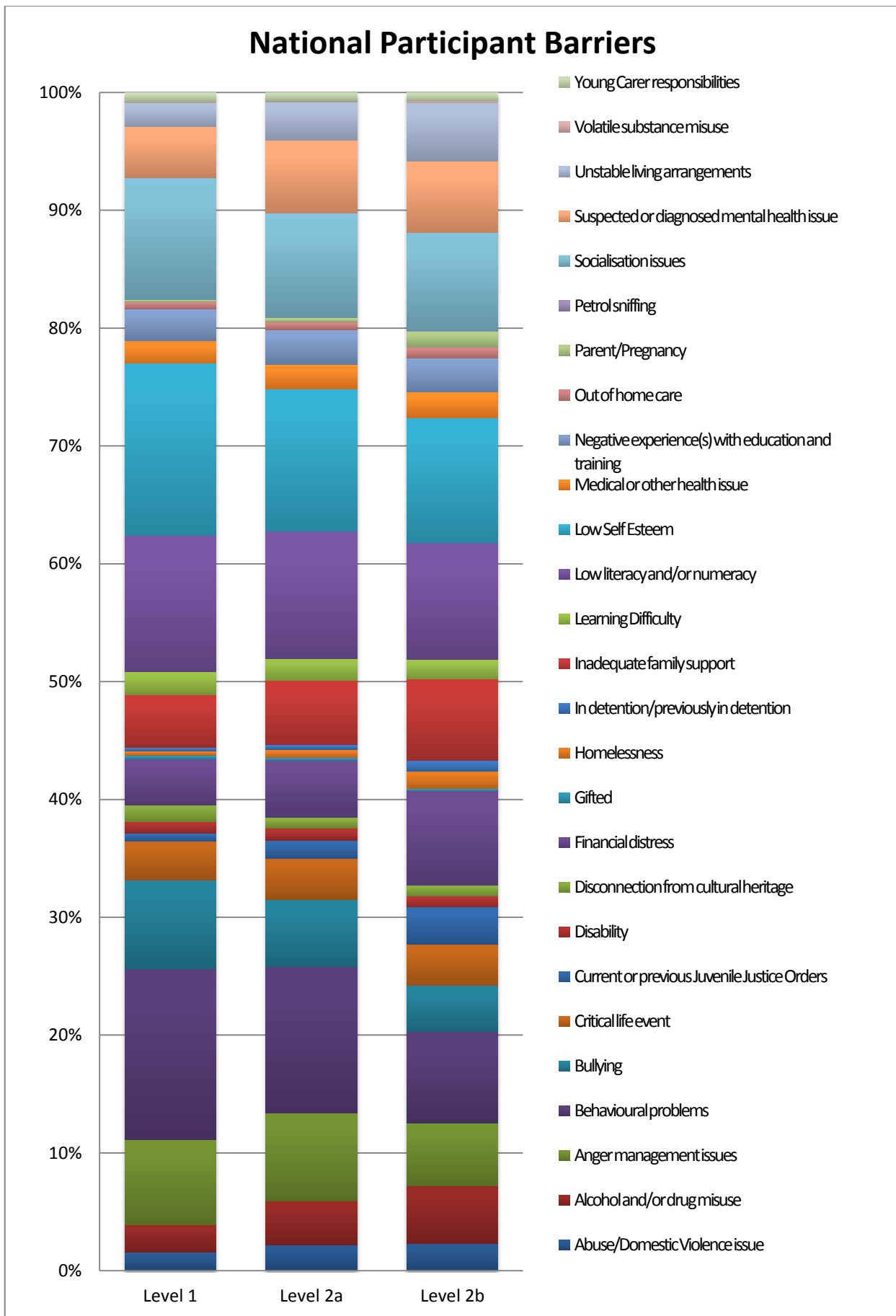


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

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

Outcomes

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

Participant outcomes	QLD	QLD %	National	National %
Young people enrolled in individual support services	10,796	-	58,408	-
Young people who have achieved a progressive outcome*	8288	77%	42,873	73%
Young people who have achieved a final outcome**	6489	60%	34,793	60%

Table 12: Participant Outcomes – exited participants

Participant outcomes	QLD	QLD %	National	National %
Young people enrolled in individual support services	9471	-	52,191	-
Young people who have achieved a progressive outcome	7387	78%	38,928	75%
Young people who have achieved a final outcome	5861	62%	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: QLD - Number of young people achieving outcomes

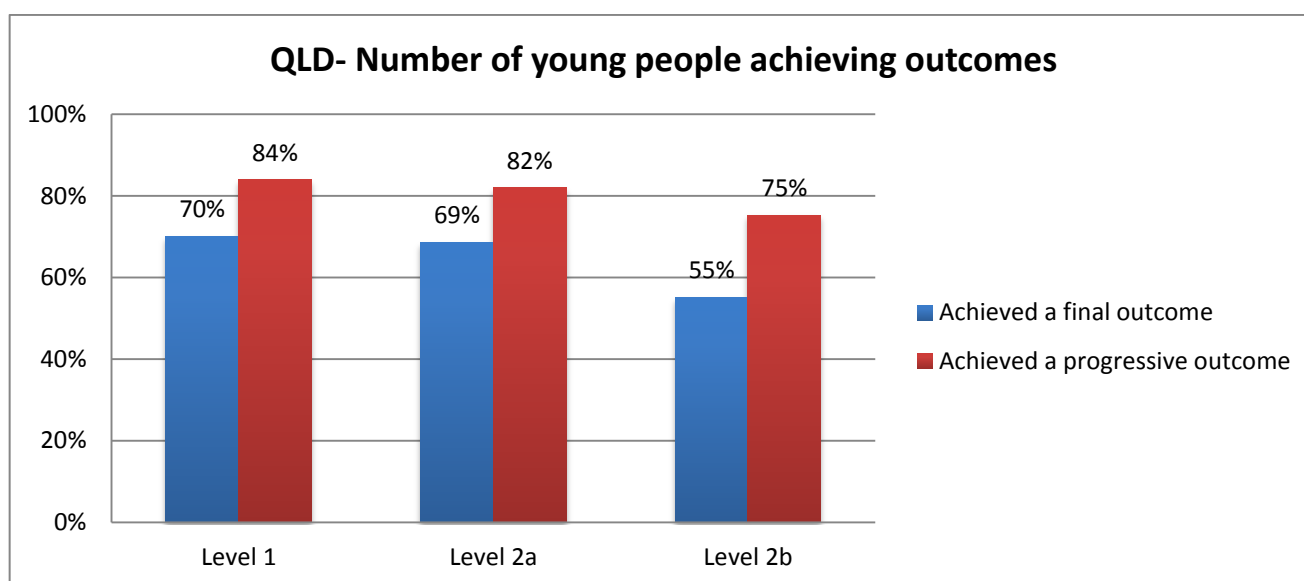


Table 13: QLD - Number of young people achieving outcomes

QLD Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	587	70%	3194	69%	3058	55%
Achieved a progressive outcome	703	84%	3810	82%	4175	75%

Figure 10: National - Number of young people achieving outcomes

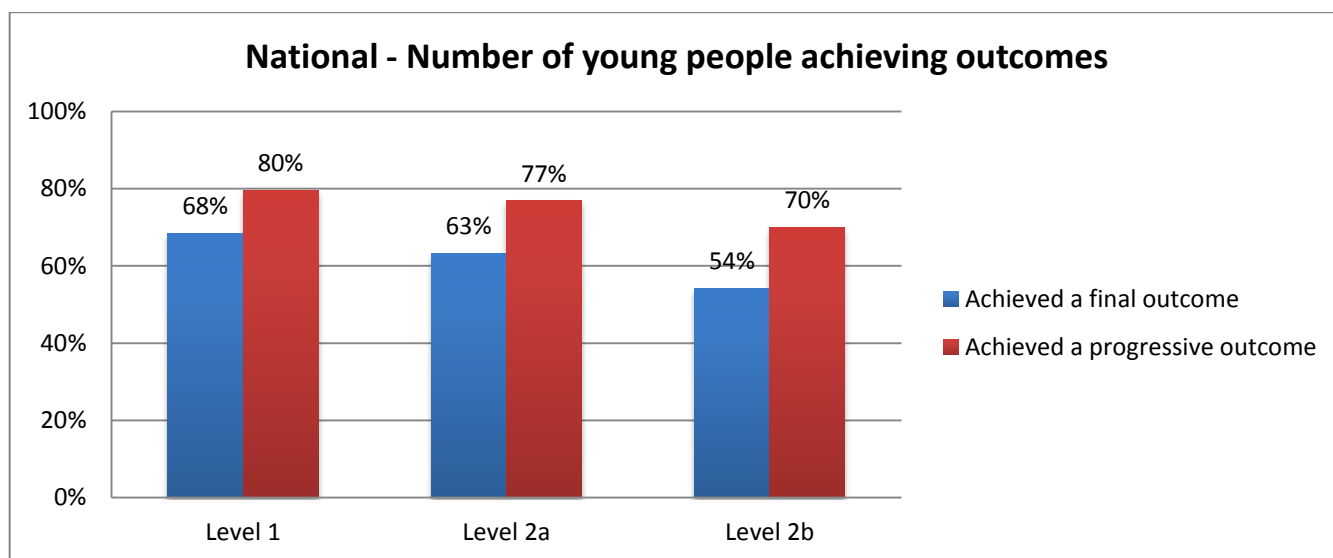


Table 14: National - Number of young people achieving outcomes

National Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	10,833	68%	13,377	63%	12,753	54%
Achieved a progressive outcome	12,587	80%	16,242	77%	16,449	70%

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

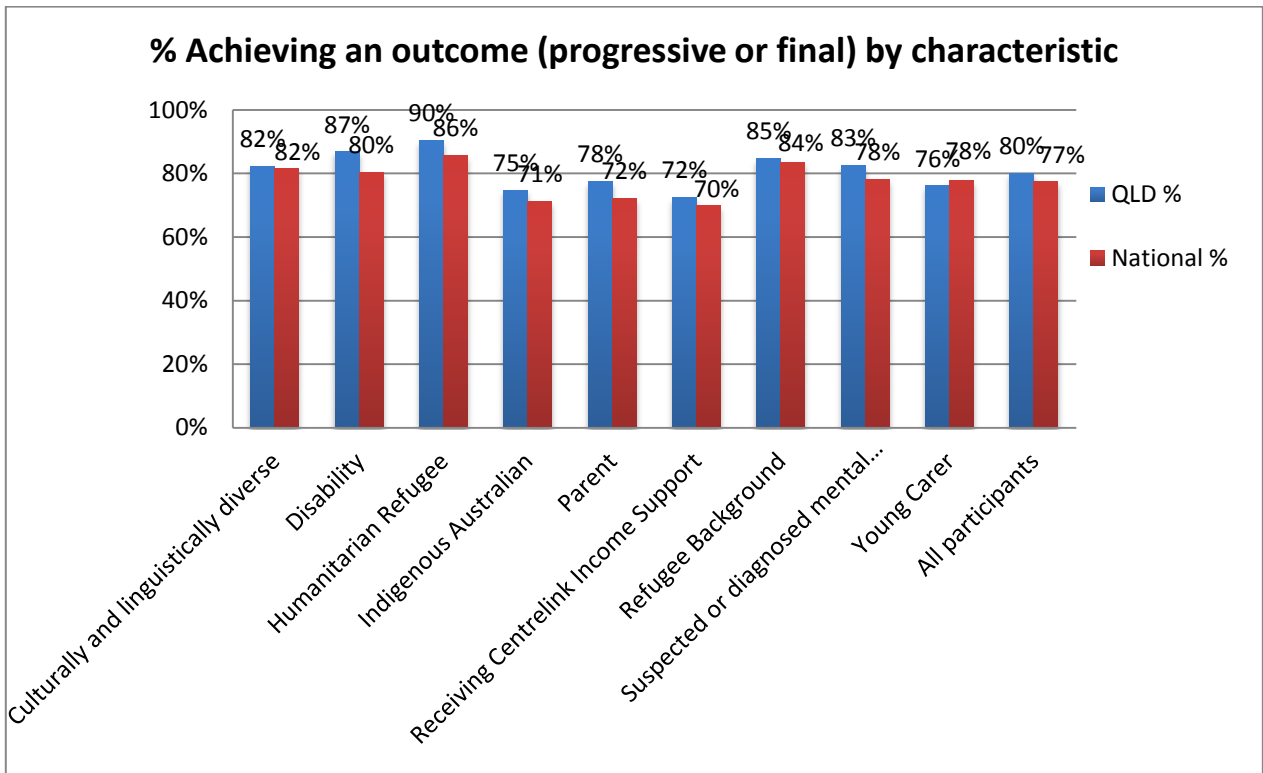


Figure 12: % Achieving a final outcome by characteristic

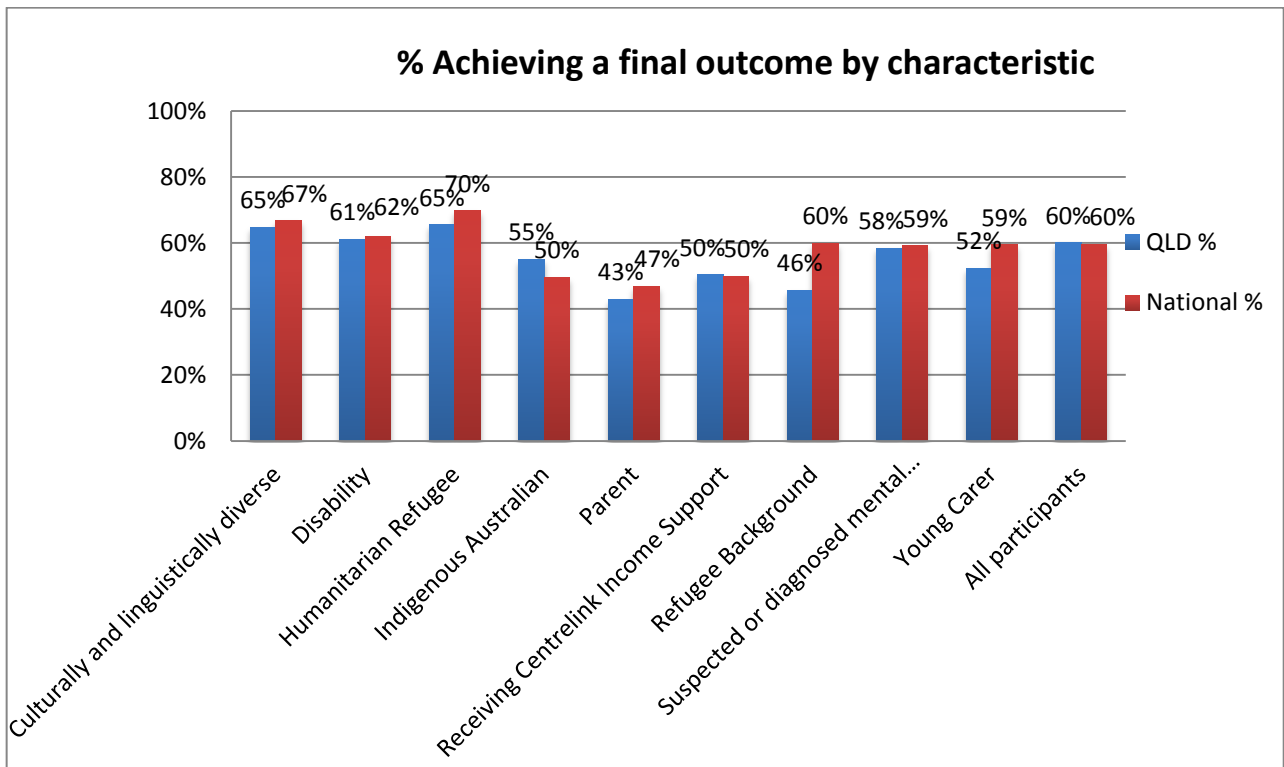


Table 15: QLD- Participant outcome achievement by characteristic

QLD	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	565	444	121	686	82%	65%
Disability	422	297	64	486	87%	61%
Humanitarian Refugee	76	55	8	84	90%	65%
Indigenous Australian	1708	1258	576	2284	75%	55%
Parent	186	103	54	240	78%	43%
Receiving Centrelink Income Support	2335	1626	890	3225	72%	50%
Refugee background	39	21	7	46	85%	46%
Suspected or diagnosed mental health issue	1433	1015	303	1736	83%	58%
Young Carer	115	79	36	151	76%	52%

Table 16: National- Participant outcome achievement by characteristic

National	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Grand Total	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	3223	2634	725	3948	82%	67%
Disability	2061	1586	502	2563	80%	62%
Humanitarian Refugee	764	622	128	892	86%	70%
Indigenous Australian	7803	5436	3152	10,955	71%	50%
Parent	898	583	347	1245	72%	47%
Receiving Centrelink Income Support	12,884	9197	5525	18,409	70%	50%
Refugee background	296	212	58	354	84%	60%
Suspected or diagnosed mental health issue	9949	7521	2763	12,712	78%	59%
Young Carer	957	733	275	1232	78%	59%

Figure 13: QLD – Final outcomes achieved

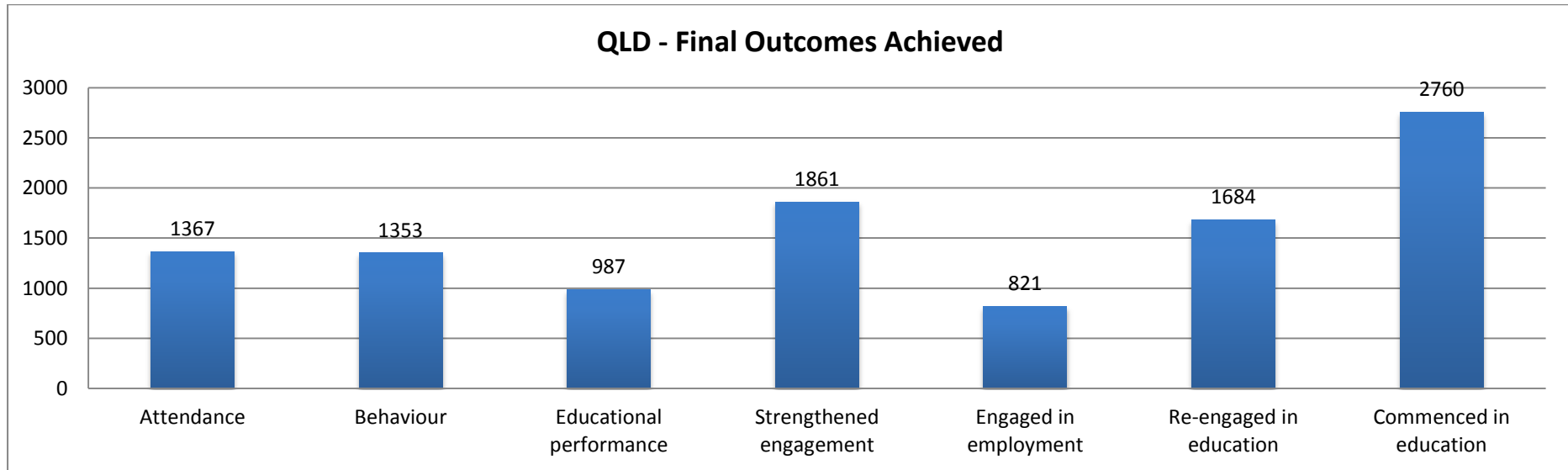


Figure 14: National – Final outcomes achieved

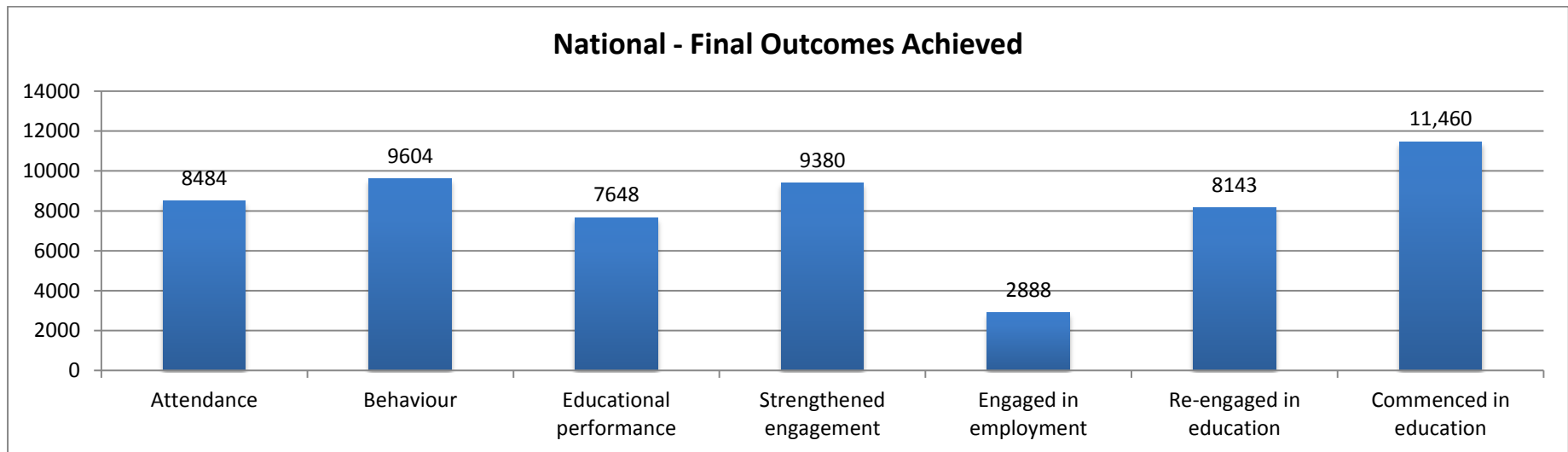


Figure 15: QLD– Final Outcomes Achieved by Connection Level

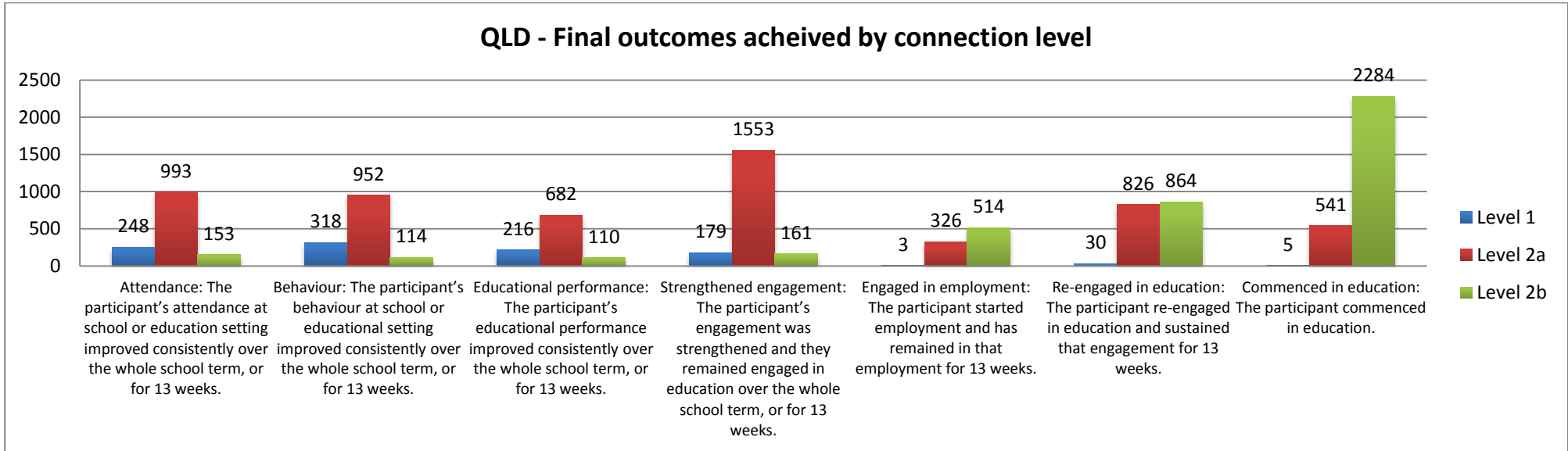


Figure 16: National – Final Outcomes Achieved by Connection Level

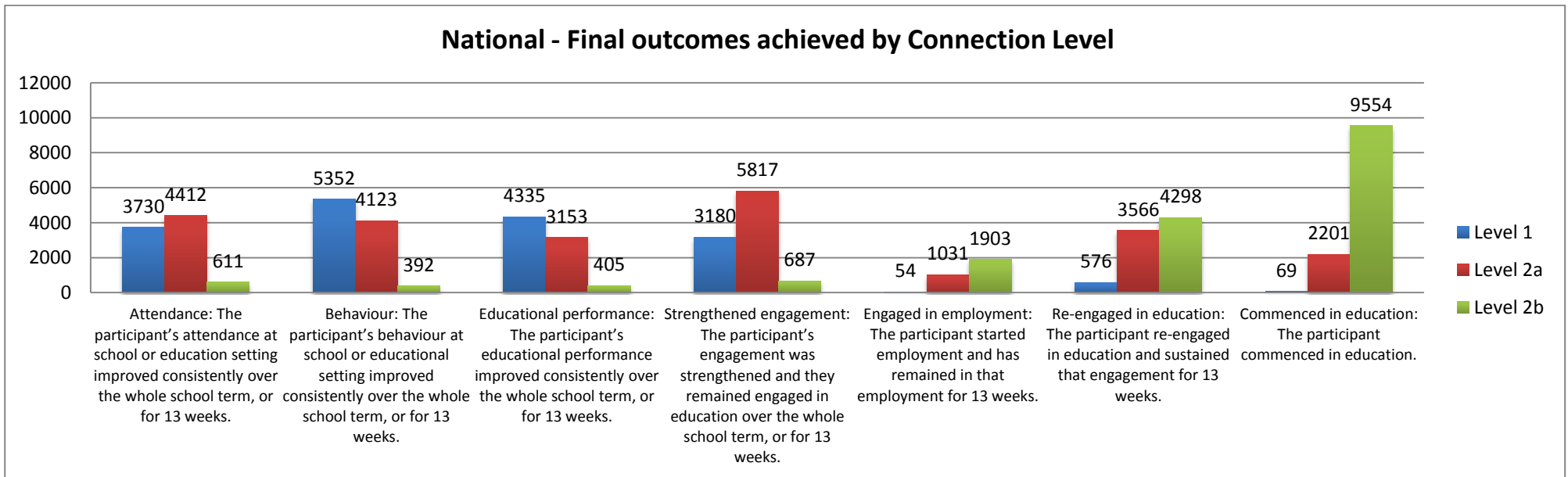


Table 17: QLD- Final Outcomes achieved by Connection Level

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.	248	993	153	1367
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	318	952	114	1353
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	216	682	110	987
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	179	1553	161	1861
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	3	326	514	821
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	30	826	864	1684
Commenced in education: The participant commenced in education.	5	541	2284	2760

Table 18: National- Final Outcomes achieved by Connection Level

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

Indigenous

Figure 17: % of Total Indigenous participants by State

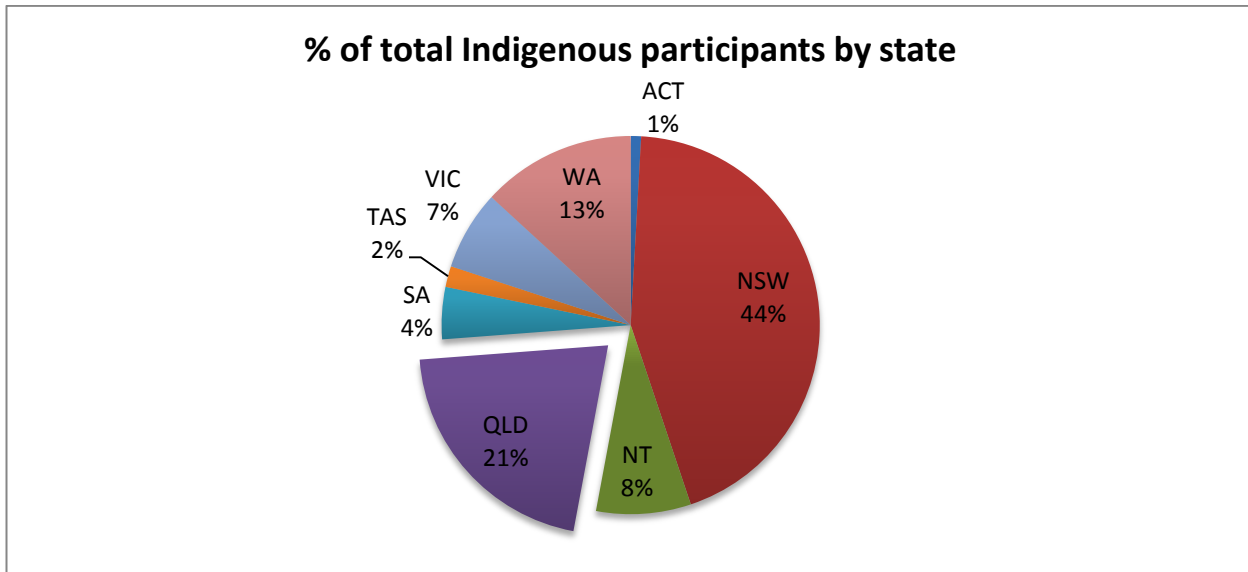


Table 19: % of Total Indigenous participants by State

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

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

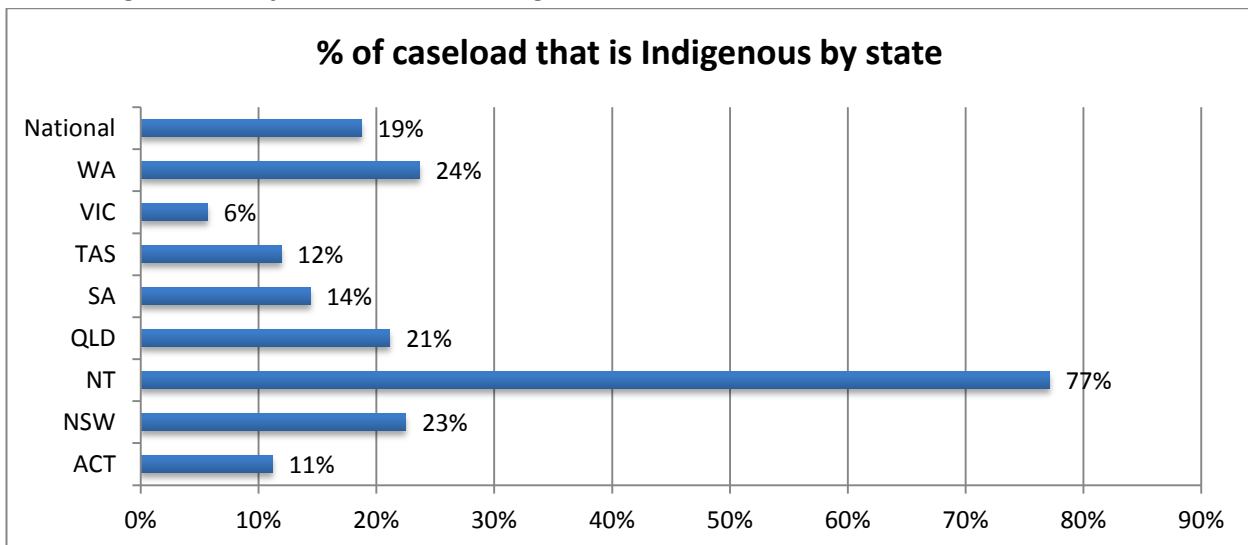


Table 20: % of caseload that is Indigenous in each State

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

Table 21: Indigenous participants – QLD and National

	QLD	National
Indigenous Participants	2284	10,955
All Participants	10,796	58,408
% Indigenous	21%	19%

Table 22: QLD and National- Indigenous participant outcomes achievement

	QLD	QLD %	National	National %
Indigenous young people enrolled in individual support services	2284	-	10,955	-
Indigenous young people who have achieved a progressive outcome	1624	71%	7434	68%
Indigenous young people who have achieved a final outcome	1258	55%	5436	50%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

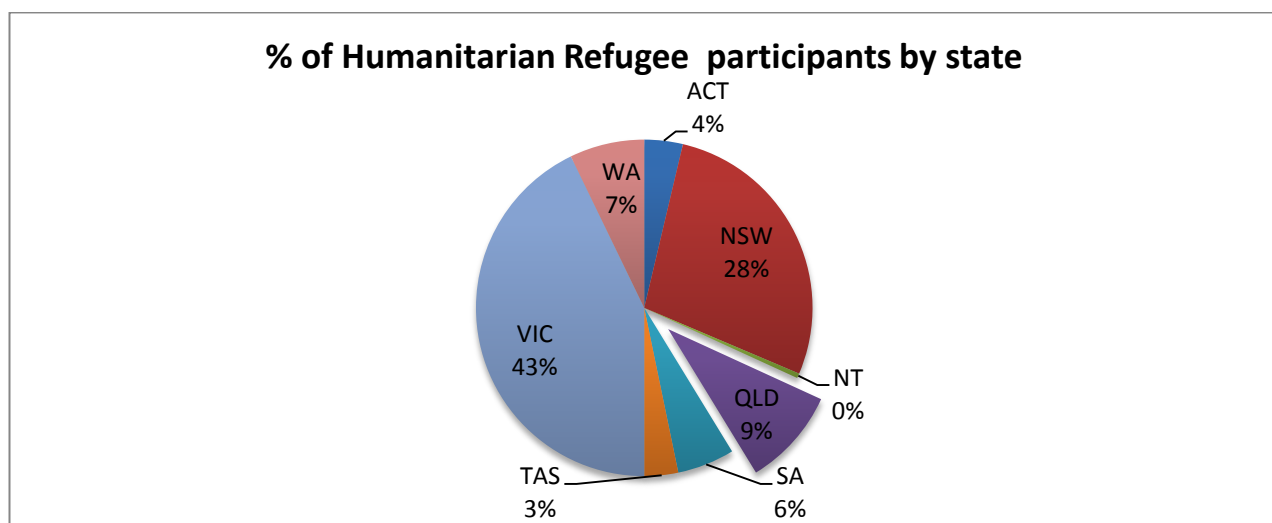


Table 23: % of Total humanitarian refugee participants by State

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

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

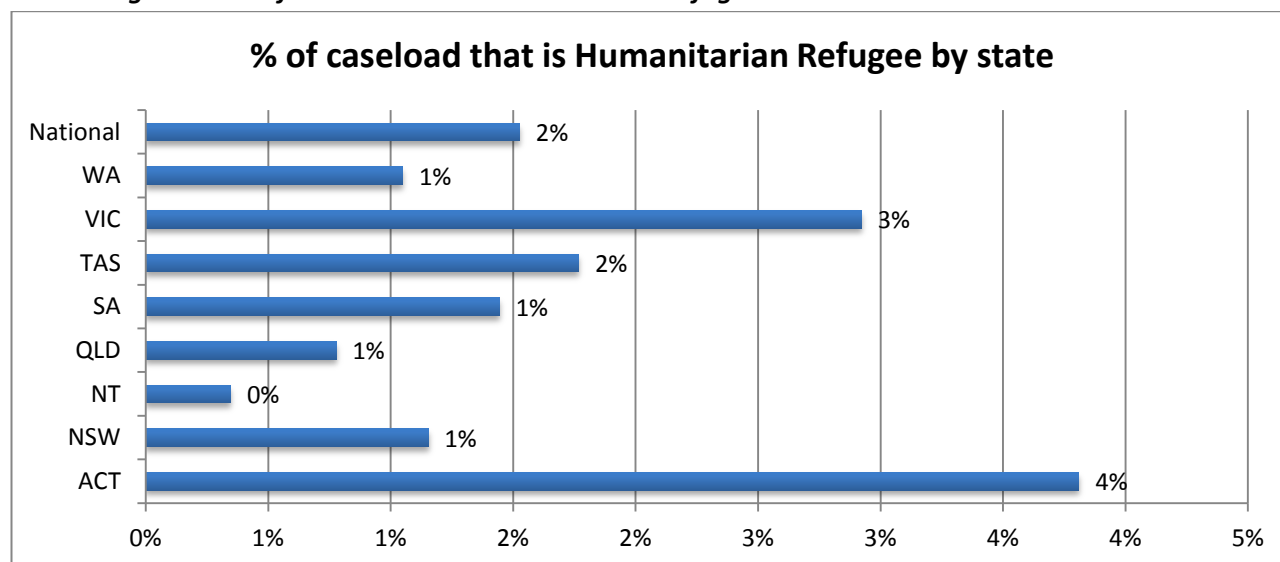


Table 24: % of caseload that is humanitarian refugee in each State

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

Table 25: Humanitarian refugee participants – QLD and National

	QLD	National
Humanitarian Refugee Participants	84	892
All Participants	10,796	58,408
% Humanitarian Refugee	1%	2%

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

	QLD		National	
Humanitarian Refugee young people enrolled in individual support services	84	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	72	86%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	55	65%	622	70%

Outreach and Re-engagement Services

Providers in Queensland have conducted 1964 Outreach and Re-engagement activities (some were held multiple times, resulting in 2328 events). These activities were attended by more than 82,451 people.

Table 27: QLD Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	1212
<20	389
<50	433
<500	272
>500	22

478 of these activities were identified as having an Indigenous focus; 88 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in Queensland have conducted 2178 activities to strengthen services in their region. 596 of these activities were identified as having an Indigenous focus, 121 were identified as having a humanitarian refugee focus.

Table 28: QLD 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.	1393	3.4
Families and communities are more positively involved in the lives of at risk young people.	443	3.0
Families of at risk young people are more involved in their community.	279	2.8
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	298	3.2
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	341	3.1
Schools and education providers increased their referrals to support at risk young people.	425	3.2
Schools and education providers make referrals earlier to support at risk young people.	352	3.2
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	172	2.9
The use of infrastructure in the region to support at risk young people is better coordinated.	944	3.2
There are improved referral channels for community resources which support at risk young people.	1084	3.3
There was a reduction in the duplication of community resources which support at risk young people.	515	3.2
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	632	3.0
There was an increase or improvement in the available services for families of at risk young people.	515	1.3
Young people disengage less frequently from school or education providers.	331	2.2

ANNEXURE 1 B – School Business Community Partnership Brokers - QLD

NATIONAL SUMMARY

Introduction

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

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

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

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

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

Program Status

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

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

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

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

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

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

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

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

Social Return on Investment Evaluation

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

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

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

⁴ Data cited is accurate as at 2 April 2013.

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

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

The reports arising from the evaluation are outlined below:

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

These reports are available on the Department of Education website

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

Challenges

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

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

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

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

focus for DEEWR and the Partnership Broker network for 2013, and will require effective collaboration with education authorities in the different jurisdictions.

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

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

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

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

Variation in performance

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

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

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

Support from DEEWR

DEEWR has supported the achievement of program outcomes through the provision of induction forums, regional forums, training on the information management system, professional development, support tools, a Youth Attainment and Transitions website, sharing of program evaluation data and the funding of state and national provider networks. The contract management approach is focused on developing provider

capacity and assisting providers to leverage off and add value to existing national and/or state programs and initiatives.

State and National Provider Networks

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

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

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

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

Priorities for Partnership Development

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

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

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

- Increasing Indigenous engagement and attainment

Collaboration between Partnership Brokers and Youth Connections providers

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

QUEENSLAND SUMMARY

Context

In March 2012, the Queensland state election resulted in a change in Government, and a significant program of reform across many areas of policy, including youth and employment services. During the year, the Skilling Queenslanders for Work initiative was abolished, resulting in a discontinuation of the Get Set for Work (GSfW) program – a job readiness program for young people that also assisted in addressing non-vocational

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

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

barriers. The Youth Support Coordinator Initiative is currently under review and an announcement about its future is expected to be made as part of the Queensland Government's Youth Strategy due to be released this financial year. The decreased availability of youth services has placed additional demand on Youth Connections providers. Although the Queensland Government stated that Job Services Australia (JSA) providers were best suited to service former GSfW clients, this does not appear to be an accurate reflection of JSA service delivery design or capability.

Queensland has again been impacted by natural disasters, particularly from central Queensland to the Gold Coast. In addition, some regions are experiencing major population growth, including migrants and refugee populations. This impacts on skills shortages e.g. current and projected shortages in health care and social assistance.

The impact of the global financial downturn continues to be felt across service regions. Partnership Brokers acknowledge the need for regions to move away from a heavy reliance on traditional industry sectors to address the need for economic diversity. The resource sector and related industries continue to exert a strong influence on employment related issues across most regions.

Program Status

As at April 2013, there were 447 active and self-sustaining partnerships associated with Partnership Brokers in Queensland involving approximately 1430 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community.

Approximately 11 per cent of these partnerships have an Indigenous focus. There have been approximately 3639 Outcomes Framework Key Performance Measure (KPM) evaluations with around 1315 (36%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

Where Regional Education Skills and Jobs Co-ordinators (six in QLD) are located in the YAT regions, relationships are developing and good connections have been made. The relationship with Education Queensland is stronger in some regions than others.

DEEWR facilitated a second round of regional workshops during the period of May – August 2012, conducted in all seven state education regions. Catholic and Independent sectors were involved in each workshop.

One of the aims of this second round of workshops was to 'take the pulse' of activity and alignment in each region to gauge if there have been any significant changes over the last twelve months. One of the findings at the second round of workshops was a marked shift in regions over the last twelve months. Levels of collaboration, engagement and strategic alignment have dramatically improved. At the time of the workshops it was evident that many regions of Education Queensland were strong advocates for Partnership Broker and Youth Connections services and endorsed the uptake of these resources throughout their region. The continuation of regional engagement has since been placed at significant risk given the diminishing resource base across the state for programs that deliver youth services. For 2013, DEEWR has taken a distinct focus on building self-sustainability of partnerships, to build the capacity of stakeholders and move them towards independence from the Partnership Broker. 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 QLD Snapshots is included at the end of this report.

Challenges

Queensland providers have been encouraged to expand their partnerships to include primary and early school education in an effort to provide early intervention models that stimulate an interest in education for all young people, and encourage remaining at school to attain the best possible education that will lead to a positive outcome and pathway for the future.

The level of collaboration between Partnership Brokers and Youth Connections providers across Queensland is varied and continues to be a focus for State and Regional Office staff. There have been some very progressive partnerships developed which have been used in case studies and snapshots.

The promotion of Partnership Brokers is a focus for the State Network in 2013, in consultation with the National Network. The Snapshots initiative is worthwhile as it allows Partnership Brokers to explain and illustrate what it is they do.

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 (QLD)	Percentage of organisations in partnerships (QLD)	Total number of organisations in partnerships (Nationally)	Percentage of organisations in partnerships (Nationally)
Business & Industry	437	31%	1508	29%
Community	428	30%	1645	31%
Education	523	37%	1968	37%
Parents and Families	41	3%	167	3%
Total	1429	100%	5288	100%

Table B – Number of Organisations in Partnerships by ANZSIC Division

This table shows the ANZSIC divisions represented in partnerships.

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

ANZSIC Division	Total (QLD)	Percentage of Total (QLD)	Total (National)	Percentage of Total (National)
Accommodation and Food Services	44	3%	121	2%
Administrative and Support Services	47	3%	208	4%
Agriculture, Forestry and Fishing	25	2%	101	2%
Arts and Recreation Services	49	3%	190	4%
Construction	37	3%	81	2%
Education and Training	629	43%	2409	45%
Electricity, Gas, Water and Waste Services	5	0%	23	0%
Financial and Insurance Services	13	1%	55	1%
Health Care and Social Assistance	212	15%	703	13%
Information Media and Telecommunications	25	2%	65	1%
Manufacturing	17	1%	77	1%
Mining	11	1%	60	1%
Other Services	209	14%	724	14%
Professional, Scientific and Technical Services	21	1%	67	1%
Public Administration and Safety	52	4%	232	4%
Rental, Hiring and Real Estate Services	0	0%	10	0%
Retail Trade	29	2%	113	2%
Transport, Postal and Warehousing	18	1%	65	1%
Wholesale Trade	3	0%	4	0%
Total	1446	100%	5308	100%

Table C – Number of Schools in Partnerships by Education Level

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

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

Education Level	Number of schools in partnerships (QLD)	Percentage of schools in partnerships (QLD)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in QLD
Primary	55	19%	220	20%	66%
Secondary	149	51%	587	53%	16%
Combined	88	30%	291	27%	19%
TOTAL	292	100%	1098	100%	100%

Table D – Number of Schools in Partnerships by Sector

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

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

Education Sector	Number of schools in partnerships (QLD)	Percentage of schools in partnerships (QLD)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in QLD
Government	215	74%	858	78%	71%
Independent	43	15%	120	11%	12%
Catholic	34	12%	120	11%	17%
TOTAL	292	100%	1098	100%	100%

Graph A – Number of Schools in Partnerships by ICSEA

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

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

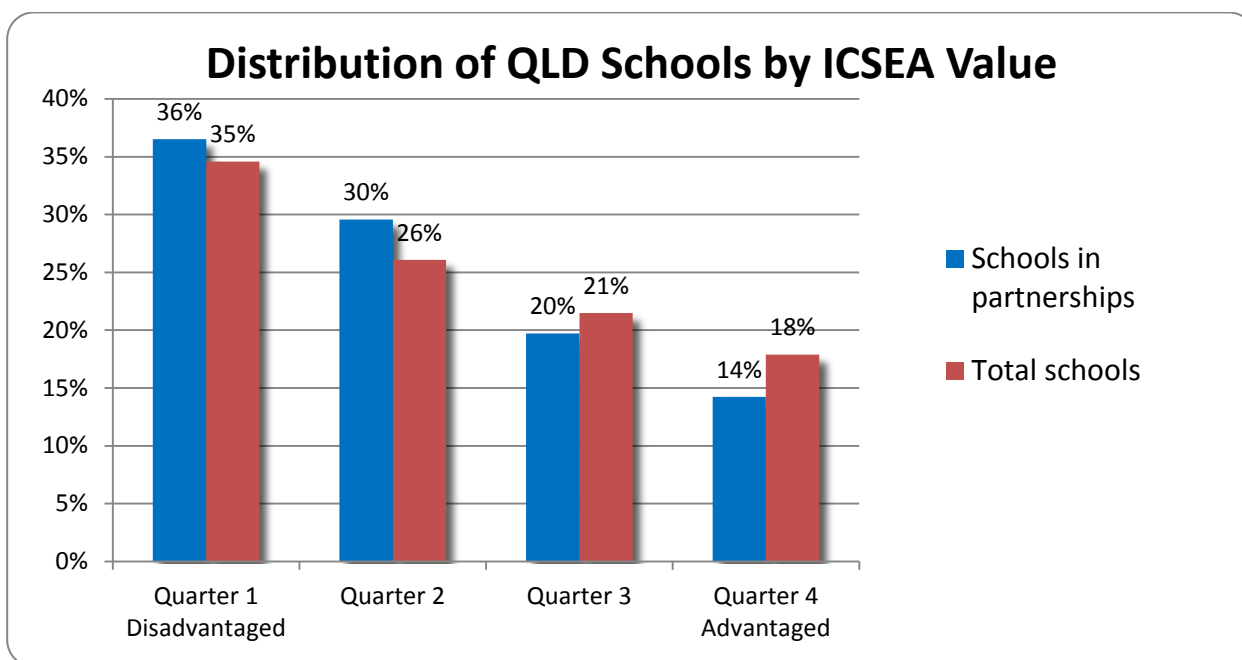


Table E – Number of Schools in Partnerships by ARIA Code

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

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

Regions	Number of Schools in partnerships (QLD)	Percentage of schools in partnerships (QLD)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in QLD
Major Cities of Australia	148	51%	517	47%	39%
Inner Regional Australia	74	25%	292	27%	26%
Outer Regional Australia	41	14%	188	17%	23%
Remote Australia	19	7%	54	5%	6%
Very Remote Australia	10	3%	47	4%	5%
TOTAL	292	100%	1098	100%	100%

PARTNERSHIPS

Table F1 and F2 – Number of Partnerships Created by Status

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

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

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

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

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

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

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

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

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 (%)
279 (30%)	168 (18%)	447 (49%)	473 (51%)	920 (100%)

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

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 (%)
32 (11%)	18 (11%)	50 (11%)	84 (18%)	134 (15%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 11% of the total active partnerships in QLD 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 (QLD)

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

Year (month)	Active	Self-sustaining
2011 (April)	74%	26%
2011 (September)	72%	28%
2012 (April)	59%	41%
2012 (September)	66%	34%
2013 (April)	62%	38%

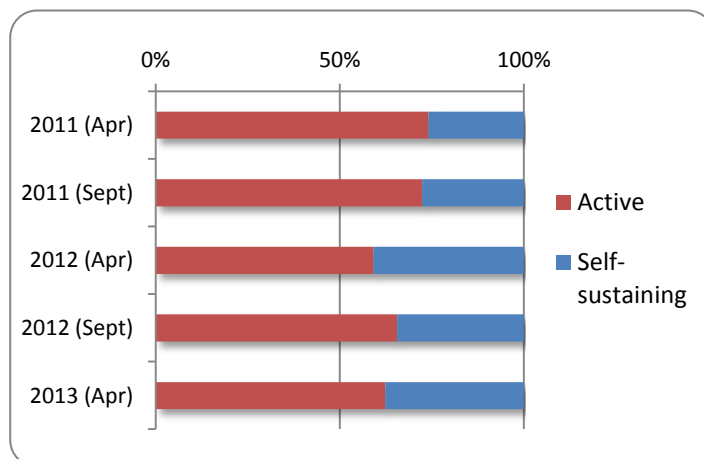


Table H – Number of Partnerships by Partnership Category

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 (QLD)

Number of Pre-Existing Partnerships (QLD)	Percentage of Pre-Existing Partnerships (QLD)	Number of Brokered Partnerships (QLD)	Percentage of Brokered Partnerships (QLD)	Total Number of Partnerships (QLD)	Total Percentage of Partnerships (QLD)
130	(14%)	790	(86%)	920	(100%)

Table H – Number of Partnerships by Partnership Category Nationally

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

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

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

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

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

Table I1 – Outcome – Partnership Characteristics	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
High quality partnerships are established that link key stakeholders together with shared commitment, goals and outcomes to improve young people’s education and transition outcomes.	3308	556 (17%)	588 (18%)	722 (22%)	659 (20%)	783 (24%)

Table I1 continued – Outcome – Partnership Characteristics (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Shared Goal - Partners have a clear, shared, realistic goal.	688	14%	17%	22%	21%	27%
Shared Decision Making -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	673	16%	18%	24%	19%	23%
Communication - There is effective communication between partners.	679	15%	18%	23%	23%	21%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	678	15%	17%	22%	22%	24%
Review - Partners monitor and review their partnership and progress towards goals.	590	26%	19%	18%	15%	23%

The data above shows that:

- Providers reported 44% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 35% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 688 partnerships (75% of the total number of partnerships in QLD) that have demonstrated to some extent that ‘partners have a clear, shared, realistic goal’. Providers reported that 48% of these partnerships have achieved or made considerable progress against this partnership characteristic.

Table I2 – Outcome – Education & Training	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Education and training providers partnering with stakeholders in their community to ensure all young people participate in challenging, relevant and engaging learning that broadens personal aspirations and improves education and transition outcomes.	892	151 (17%)	172 (19%)	199 (22%)	177 (20%)	193 (22%)

Table I2 continued – Outcome – Education & Training (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of education and training providers who accredit community-based learning	85	22%	26%	21%	15%	15%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	168	18%	21%	24%	19%	17%
An increase in the number of education and training providers who have increased their career practitioner capacity	133	20%	16%	26%	18%	20%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	506	15%	18%	21%	21%	25%

The data above shows that

- Providers reported 42% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 36% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 506 partnerships (55% of the total number of partnerships in QLD) 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 46% of these partnerships have achieved or made considerable progress against this KPM.

Table I3 – Outcome – Business & Industry	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Business and industry actively engaged in sustainable partnerships that support the development of young people, contribute to the skills and knowledge of the future workforce and improve young people’s education and transition outcomes.	671	162 (24%)	133 (20%)	116 (17%)	126 (19%)	134 (20%)

Table I3 continued – Outcome – Business & Industry (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of businesses providing mentoring/coaching opportunities for young people	219	26%	21%	17%	17%	20%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	135	24%	18%	21%	19%	18%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	317	23%	20%	16%	20%	21%

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 44% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 317 partnerships (34% of the total number of partnerships in QLD) that have made progress towards increasing ‘the number of businesses providing quality workplace and community learning opportunities for young people’. Providers reported that 41% of these partnerships have achieved or made considerable progress against this KPM.

Table I4 – Outcome – Parents & Families	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Partnerships that support parents and families to provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning, and improve their education and transition outcomes.	714	168 (24%)	158 (22%)	159 (22%)	129 (18%)	100 (14%)

Table I4 continued – Outcome – Parents & Families (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom	160	23%	24%	24%	18%	11%
An increase in the number of parents and families that are actively involved in career transition planning for their children	110	27%	25%	25%	13%	11%
An increase in the number of parents and families that are better informed about learning and career options	149	24%	23%	18%	18%	17%
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	159	23%	21%	24%	19%	14%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	136	21%	18%	21%	22%	17%

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 46% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 160 partnerships (17% of the total number of partnerships in QLD) that have made progress towards providing ‘an increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom’. Providers reported that 29% of these partnerships have achieved or made considerable progress against this KPM.

Table I5 – Outcome – Community Groups	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Community groups participating in partnerships that harness resources and build social capital to support young people to identify and achieve their goals and improve their education and transition outcomes.	1362	251 (18%)	317 (23%)	338 (25%)	200 (15%)	256 (19%)

Table I5 continued – Outcome – Community Groups (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of community groups that partner with stakeholders to align services for young people and reduce service duplication and resource wastage	120	19%	27%	22%	13%	19%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	277	19%	20%	20%	17%	24%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	206	16%	24%	27%	16%	17%
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	154	19%	24%	24%	11%	21%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	226	20%	24%	23%	16%	16%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	155	19%	25%	30%	12%	14%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	224	16%	22%	29%	15%	18%

The data above shows that:

- Providers reported 34% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.
- Providers reported 41% of partnerships have made *limited* or *some progress* against this outcome.
- There are 277 partnerships (30% of the total number of partnerships in QLD) 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 41% of these partnerships have *achieved* or made *considerable progress* against this KPM.

PARTNERSHIP BROKERS

SCHOOL + BUSINESS + COMMUNITY

Welcome to the World of Work

Purpose:

To provide young people from a low socio-economic (low SES) community with an opportunity to access workshops which prepare them for the world of work.

Partnership Members:

- Oakey State High School
- Max Employment (Job Services Australia - JSA Provider)
- The Apprenticeship Company (Group Training Organisation)
- IMC Recruiting (Recruitment Agency)
- Oakey Army Aviation Training Centre

Context and Goals

Oakey State High School is in a low SES community with a significant Indigenous population, and is an identified school in both the Low SES and Literacy and Numeracy National Partnerships.

The school identified a need to support young people to be better prepared to enter the workplace, so that they might be more successful in gaining and completing school-based apprenticeships and traineeships and make the transition from school to work.

The Partnership's Approach

To achieve its goal, the partnership based the program on a partnership model delivered in another location in 2010. The program currently involves young people in Year 10 rotating through four interactive workshops which include the themes of "What to Wear/Not to Wear, Interview Skills, The Importance of Employability Skills and Teamwork.

"Learning important skills and engaging in team activities really benefitted my confidence and work ethic."

Student

Benefits

- All young people were fully motivated and engaged in the workshops.
- Seventy-one out of seventy-two students said they benefitted from the event and all seventy-two students would recommend the day to others.
- Students are better prepared and more engaged as they enter employment.

"Students were excited and engaged for the whole day. This is not something that is easy with this cohort"

Oakey State High School

Next Steps

There is a strong commitment to the program and the partnership. Following a review, all partners have agreed they want to continue to work together and have signed a Memorandum of Understanding (MOU) which will support the continuation of this program and partnership into the future.



Support from the Partnership Broker

The Partnership Broker facilitated a meeting with the school to discuss the existing model and subsequently identified and approached potential partners. They facilitated meetings to explore options and designed a program with benefits to all partners. Support was provided throughout the delivery of the pilot and subsequent review and evaluation to ensure partners felt comfortable to commit to ongoing delivery. They assisted partners to develop and agree to a MOU to ensure the sustainability of the Program.

"Thanks for the support from the Partnership Broker team. This day would not have been a success without their guidance, time and professional approach to the support we needed at Oakey High."

Oakey State High School

TOP TIP

Start with the end in mind, talk to partners about sustainability in the initial stages of engagement so that full commitment is gained with this

COMMUNITY AND TERTIARY PARTNERSHIPS UNDERPINNING LIFELONG TRANSITION (CATAPULT)

Purpose:

To improve attainment and transition outcomes for students with disabilities.

Partnership Members:

- Mountain Creek State High School – Special Education Unit
- Centacare Employment Group
- Sunshine Coast Independent Living Services (SCILS)
- Sunshine Coast TAFE (SCIT)
- StePs Employment
- ACCLAIM Apprentices and Trainees

Context and Goals

A range of stakeholders shared the view that students with disability at Mountain Creek State High School needed additional support. In order to improve transition outcomes for these young people, and enable them to explore realistic and sustainable options beyond school, the school knew that they needed to enlist the support of the community.

A program was designed to provide structured, relevant and tailored learning opportunities for those students, along with the development of strong community partnerships to assist students in their transition. Parents also became actively involved in devising their child's personalised pathway plans.

The Partnership's Approach

The Partnership was formed to create a network of support for each student in the CATAPULT Program. The key stakeholders met with Mountain Creek State High School and designed a transition program with interagency support and individual case management. Each member of the partnership provides input into each student's personalised transition plan.

“The program continues to grow and continues to succeed in providing tangible pathways for life after school for students.”

Mountain Creek State High School

Benefits

- Of the seven students who graduated in 2010:
 - Four students now hold positions in employment ranging from full time to eight hours per week.
 - Three students are currently completing Certificate III or higher education and are fully supported by the facilities they attend.
- Mountain Creek State High School was recognised as the Regional Winner in the *2011 Showcase Awards for Excellence in Schools*

“The success of this program is about consistency and commitment. Students have a diverse range of abilities which are constantly changing”

Michael Linthorne – CATAPULT co-ordinator

Next Steps

Partnership members have shared their experience and the benefits of a partnership approach with other schools. Mountain Creek State High school and partners are now mentoring three other state schools as well as one special school on the Sunshine Coast, and a new partnership to replicate this model is being formed.

The inclusion of a parent advocacy initiative is planned for the future. CATAPULT has grown to a regional level partnership and is set to continue throughout the region as an evolving initiative.

Support from the Partnership Broker

The Partnership Broker linked the school to the services and partners required and provided advice in the early stages of program development. They assisted partners to agree on roles and responsibilities and establish the framework for ongoing success. Built on the foundations of core partnering principles, the Partnership is now owned and driven by the partners and has become sustainable into the future.

ANNEXURE 1 C – National Career Development

National Summary: Activity during the 2012 calendar year

Background

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

National Career Development Strategy research projects

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

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

National Career Development Strategy

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

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

Job Guide

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

Career Information Products

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

myfuture website

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

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

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

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

myfuture video competition

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

Scholarships for Career Advisers Program

The Australian Government's Scholarships for Career Advisers initiative were provided to support practitioners to enhance their skills, particularly during the transition phase when the Professional Standards for Australian Career Development Practitioners was being introduced. There were two

Scholarship categories: a Study Scholarship or an Industry Placement and both were available to advisers in schools, TAFEs and universities. There were 86 Study Scholarship winners and 17 Industry Placement winners in 2012.

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

Australian Career Service (ACS) Judith Leeson Award

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

Australian Vocational Student Prize

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

500 students were awarded an Australian Vocational Student Prize after being nominated by their schools for their participation in a Vocational Education and Training (VET) in Schools programme or Australian School based Apprenticeship, as part of their senior secondary studies during 2011. Winners received \$2000 and a certificate. Of these winners, 20 went on to receive a Prime Minister's Award for Skills Excellence in School and a further \$2000 and certificate of recognition.

National Career Development Working Group (NCDWG)

The NCDWG, chaired by the Australian Government, includes representatives from all state and territory governments and the Catholic and Independent school sectors. The Working Group was established to provide information and advice on issues relating to career development activity under the National Partnership Agreement.