NATIONAL PARTNERSHIP ON YOUTH ATTAINMENT AND TRANSITIONS

NORTHERN TERRITORY

ANNUAL REPORT
MAY 2013

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

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

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

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

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

PART A: Outcomes and Performance Indicators, Northern Territory

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)	3,824	3,889	4,001
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		1,123	1,098	1,110
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		2,096	2,125	2,034
	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)	1,226	1,119	1,016
	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		447	415	398
	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		140	219	176
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	64.4%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	28.7%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	681	783	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		132	172	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	57.7%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools Statistics Collection (ABS)	81.0%	83.3%	75.9%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)		29.8%	32.9%	32.7%

Notes on the data

a) Data on students and courses are normally available in July the following year. Data on qualifications completed in 2012 are not available until July 2014. VET statistics reflect a cumulative summary of the year's activity as opposed to a point in time.

b) The NP YAT specifies that the attainment indicator for 20 to 24 year olds is to be sourced from the Survey of Education and Work (SEW). The *Review of the National Education Agreement Performance Framework*, released in July 2012, noted that "large Relative Standard Errors (RSEs) for this indicator can limit the appropriateness of the SEW to draw reliable jurisdiction level estimates from year to year, especially for smaller jurisdictions". It recommended that the indicator be measured at the jurisdictional level with Census data or administrative data. In-line with this recommendation, data from the Census is now reported for this indicator.

c) The NP YAT includes the indicator "The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school" to be measured by the SEW. The *Review of the National Education Agreement Performance Framework* recommended that the following indicator be revised to measure 17-24 year olds as 17 is the age at which participation in education is no longer compulsory. It was also recommended that Census data be used to provide reliable information at a jurisdictional level. In-line with these recommendations, this indicator has been aligned with the new NEA indicator 5 and data from the Census is now reported for this indicator.

d) The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. Ungraded students not included. Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time. Caution should be taken in interpreting the data for apparent retention rates at the State and Territory level which can be inflated by a net increase in interstate migration. Small numbers of Indigenous students can also affect results from the State and Territory level and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

PART B:

Current Landscape (Jurisdictional Context)

Characteristics of the jurisdiction

The Northern Territory has a small, open and resource rich economy. The resource sector is a major driver of economic growth in the Territory along with the retail and services sector, government and tourism. Currently there are significant employment opportunities across many sectors in the Northern Territory and a distinct shortage of both skilled workers and workers in general in some parts of the economy.

Government policies will see a focus on the development of a three hub economy around mines and energy, tourism and education. The further development of these industries will have a significant impact on the need for skilled labour.

The reform context

The Northern Territory election in August 2012 saw a change of government which has reinforced the commitment for improving educational outcomes, especially in remote areas of the Northern Territory. The NT is committed to achieving significant and sustainable improvements in education, training and employment outcomes for all young Territorians, especially Indigenous youth.

To support the national participation requirements, initiatives have been introduced and implemented, aimed at improving literacy and numeracy outcomes; improving student attendance (through the *Every Child, Every Day* Strategy and Action Plan); providing access to more flexible and meaningful pathways for young people, especially in the senior years of schooling (particularly evident in the *Strong Start, Bright Future* initiative), and establishing a *Jobs Guarantee* and *Beyond School Guarantee* to encourage young people to complete their schooling so they are assured of a post school pathway into further education, training or employment.

Whereas the NT's youth reform occurs across the Territory, it is in remote locations that the most significant reform needs to occur. It is also in remote locations that the Northern Territory and Australian Government are focussing significant investment and effort to re-shape remote communities, improve service delivery and infrastructure and drive major improvement in outcomes for Indigenous people.

Along with continued focus on the Strong Start, Bright Future college model, a Community Driven Schools Support Unit (CDSSU) has been established.

The CDSSU has begun work to provide for the opportunity for communities to have more say in the way their schools are run. The unit is responsible for providing advice and support to community elders and leaders, regional and school teams in the design and establishment of a community driven school.

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

"Strong Start, Bright Future" College Model

Timing: *2010 (ongoing)*
Funding: N/A
Purpose:

The Northern Territory's extended service delivery model, *Strong Start, Bright Future,* emphasises the importance of community leadership and partnership, positive early years experiences and lifelong learning. The Strong Start, Bright Future (SSBF) college model is designed to build capacity and to improve outcomes for Indigenous students in remote service delivery sites and their surrounding communities, through:

- improved governance and community engagement
- augmented leadership
- integrated service delivery in the early years
- vocational education and training focussed on providing pathways to real jobs for school leavers

The SSBF model caters for the diversity and complexity of each of the SSBF community sites by promoting community based planning and solutions. College directors, in collaboration with community governance groups have more autonomy to establish the arrangements which can best serve their community's educational and community development needs.

Action:

At the commencement of 2012 there were five fully operational sites in government schools at:

- West Arnhem College (Gunbalanya/Jabiru)
- Ngakwurra Langwa College (Alyangula/Angurugu/Umbakumba/Milyakburra)
- Shepherdson College
- Warlpiri-patu Kurlangu Jaru College (Yuendumu/Lajamanu/Willowra/Nyirrpi)
- N'taria College (Hermannsburg)

Two additional Colleges commenced in 2012 at:

- Ngukurr
- Maningrida

The SSBF model caters for the diversity and complexity of each of the SSBF community sites by promoting community based planning and solutions. College directors, in collaboration with community governance groups have more autonomy to establish the arrangements which can best serve their community's educational and community development needs.

The model has seen strong links built with the wider community through initiatives such as the 3-9 Program which has provided opportunities for members of the community to undertake accredited and non-accredited training, with programs ranging from language and culture classes to sewing and sporting programs. Under the model, programs are being tailored to the needs of each community and through the SSBF model, smaller communities associated with the colleges now have access to a range of programs and initiatives that would have otherwise not been available.

Outcome:

Key outcomes of SSBF have included improved community engagement, increased attendance and retention, re-engagement of students and increased pathways to further employment - all in partnership with communities and other key stakeholders.

Under the model there has been an increase in structured work placements and school based apprenticeships, positioning colleges as the means through which young people can enter into job and career pathways.

Online Vocational Education

Timing: *Two years (2011 – 2012)*
Funding: DEEWR Closing the Gap: Expansion of Intensive Literacy and Numeracy Programs $2.9m

Purpose:

The Northern Territory is establishing an Online Vocational Education system which uses interactive technology and blended delivery models to enhance the availability of course offerings to a wider range of students. Materials have been developed to increase access to learning programs for students who live in remote and very remote contexts, where face-to-face support is limited and students in middle and secondary years often present at vocational training with limited literacy and numeracy skills. The two programs being developed are:

- PreVET: Introduction to Vocational Education in Middle School. Enables access to learning for students by building industry literacy and numeracy requirements prior to commencement of the VET course
- Nodes: Literacy and Numeracy support resource for VETiS students engaged in SIT07 Certificates I and II Hospitality/Tourism. Supports teachers and trainers in delivering hospitality courses online, in the classroom and through blended delivery models by providing a targeted teaching resource.

The resources have been trialled in eight remote and very remote schools undertaking Certificate I in Hospitality. The findings of the pilot highlighted the pre-VET literacy and numeracy requirements for students in middle and senior years to access learning. Teaching of these key skills will be embedded into the Middle Years Support Identification Package and Literacy for Work and Community and Numeracy for Work and Community senior year subjects in 2012 to ensure all students are ready and able to access the VET curriculum.

Action:

Main round trailing of programs has commenced with the Northern Territory's 20 Growth Town schools, in addition to other Northern Territory Schools in rural locations and was due for completion at the end of Term 1, 2013.

Outcome:

Pre-Vet course materials have been completed and the literacy and numeracy support resources have been developed to trial stage.

Any planned adjustments/changes and reasons why:

Course has finished industry and stage 1 school review; package is currently undergoing adjustment to enter beta product stage for next round trialling.

VET in the Middle

Timing: *2009 (Ongoing)*
Funding: NT Government funding: $250 000 per annum
Purpose:

VET in the Middle provides opportunities for students in the middle years of schooling to engage with vocational learning and training and sets them on a pathway to a career.

Students in middle schools are encouraged to consider a pathway and to explore it. Schools will assist students in this process including helping them test the pathway through organised pre-VET programs and the early introduction of VET in schools courses.

Middle years is a critical time for disengagement, especially for remote Indigenous students where it coincides with significant traditional rites of passage. By providing a practical and hands on approach to education VET in the Middle is successful at retaining attendance. It will also allow some students who have disengaged to see a pathway back to school.

Department of Education and Children's Services has developed and is developing online workplace literacy and numeracy-focused teaching and learning programs to support this initiative. These include e-Learning interactive magazines and classroom activities related to industry areas.

Action:

VET in the Middle is undertaken in 13 urban and regional schools and 19 remote schools. The Industry, Engagement and Employment Pathways Team, is promoting VET in the Middle heavily in remote schools as a means of promoting attendance and of providing employability skills for young

people to allow them to take advantage of improving economic conditions in the bush. A focus is on the introduction of broad based Certificate I courses in the Middle Years such as Resources and Infrastructure and Agrifood Operations with support for Certificate II courses in Community Services.

Outcome:

2011
- 135 students have undertaken VET in the Middle in 11 Urban and regional schools
- 106 students have undertaken VET in the Middle in 13 Remote schools

2012 (please note due to reclassification and some confusion surrounding definitions of regional and remote in 2011 the data for 2012 has changed.)
- 103 students have undertaken VET in the Middle in 13 urban and regional schools
- 168 students have undertaken VET in the Middle in 19 remote schools

The significant figure is the overall total which indicates an increase in the number of students engaged in VET in the Middle.

Any planned adjustments/changes and reasons why?:
An expansion of the pathway concept into middle years will be ongoing. In the last 12 months the Indigenous Pastoral Workforce plan, the Mining Industry MOU and the increased take up by schools of VET in the Middle is driving the expansion of the numbers. This will be further promoted in 2013. Darwin Area Middle Years Training Centre was established to expand VET in the Middle in Darwin and deliver a VET focused on resources and infrastructure and general trades to students. Centralian Middle School is rapidly expanding its VET program and will continue to do so over the next year. It is now training Year 9 students in Hospitality, Agrifood and Resources and Infrastructure.

The Malak Re-engagement Centre

Timing: *Commenced July 2012*
Funding: *$4.6m in the 2012/2013 financial year*
Purpose:
To reengage young people 12 – 17 years of age on a pathway to education, training or work. Education re-engagement centre is a new initiative with operations expected to commence in July 2012.
The Centre will result in the co-location of a range of programs and services to respond to an increasing need for re-engagement support for young people who are being directed back into school as a result of enhanced legislative powers around enrolment, attendance and participation. The target group is youth from 12 to 17 years, who are disconnected from mainstream education and learning environments. A multi-dimensional model of service delivery will be provided to cater for individual differences.
The Centre currently caters for 26 disengaged young people face-to-face with a capacity to engage up to 150 young people with off-site support services. Young people will be identified via a range of triggers that are indicative of disengagement from schooling.
Action:
The Malak Re Engagement Centre is currently in the early planning stages in regards to staffing, funding and strategic planning. The MRC is also currently developing engagement programs as well as literacy and numeracy programs.
Outcome:
Senior staff, teachers, youth workers, mentors and occupational therapists have all been appointed and are developing or have developed processes and programs.
Any planned adjustments/changes and reasons why?:

The MRC offered engagement programs during some of the school holidays in April 2013.

Participation Pathways and Engagement Team

Timing: 2009 Ongoing
Funding:
Purpose/ Action/ Outcome:
The team will be comprised of the following areas and their purpose, action and outcome are outlined below:

Enrolment, Attendance and Participation
Funding: approximately $4 400 000 (including $1.9m of annual SFNT funding for SEAM)

Enrolment and Attendance is the central coordination and management point for the Department of Education and Children's Services strategies, policies, guidelines, procedures and initiatives relating to enrolment and attendance including:
- The Department's Every Child Every Day strategy
- Part IV of the *Education Act*
- The Australian Government's Improving School Enrolment and Attendance through Welfare Reform Measure (SEASM).

There are currently 27 NT funded Attendance and Truancy Officer positions located across the NT. From 2013 these positions are not only located but managed in regional DECS offices in Darwin, Palmerston, Nhulunbuy, Katherine, Tennant Creek and Alice Springs.
Attendance and Truancy Officers implement the Act in relation to enrolment and attendance and as such are the escalation point for students with attendance issues. Schools allocate students to officers and officers use their statutory powers to coerce families to send their children to school. The officers conduct a compulsory conference with the families and develop an attendance plan that all parties agree to. Officers monitor compliance with the plan and intervene with a compliance notice and an infringement notice where necessary. Officers also conduct foot patrols and work with school staff to upskill them to work more effectively with families on attendance matters and improve the quality of school enrolment and attendance data.

SEAM processes have been purposefully developed to align with and complement the existing Every Child Every Day school attendance strategy with a clear set of processes that are consistent with the processes already used by Attendance and Truancy Officers (compulsory conference, attendance plan, compliance notice and punitive action).

SEAM is being rolled out in four phases. The first phase is a six month phase and the agreed communities are Katherine and Katherine Town Camps, Groote Eylandt, Numbulwar, Millyakburra, Ntaria and Wallace Rockhole. An additional 12 Attendance and Truancy Officer positions have been created to support the first phase of the rollout.

Phase 2 of the rollout is a twelve month phase commencing 1 July 2013 that will focus effort in Central Australian communities. A further seven Attendance and Truancy Officer positions are being created for this second phase, bringing the number of SEAM funded officers to 19 and the total number of Attendance and Truancy Officer positions across the NT to 46.

The NT's overarching enrolment and attendance strategy, Every Child Every Day is undergoing evaluation and a new strategy will be developed for implementation from 2014. It is not envisaged that there will be substantial directional changes to the strategy.

Industry Engagement and Employment Pathways

The Industry Engagement and Employment Pathways (IEEP) team has consolidated its working arrangements as part of the overall restructure of the agency. It now combines pathways focussed staff such as VETiS consultants, an RTO to deliver training, industry engagement focussed staff to bring a closer relationship with employers and to begin students on their pathway into the world of work and engagement staff working on programs such as Clontarf, Girls Academies, etc.

The IEEP has rapidly expanded the number of schools delivering VET courses and the effectiveness and outcomes of those courses, as well as the number of students participating in structured work placement.

VETiS Data	2010	2012
Number of students who achieved at least one competency	1938	2500
Completers of a certificate	377	1090
Certificate I and II completers	372	960
Certificate III	5	117
Structured Work Placements	423	1044
School Based Apprentices/Traineeship numbers	89	159

Industry engagement is also expanding. In the last 12 months IEEP has established an Indigenous Pastoral Worker Program in consultation with the Central Land Council, the Indigenous Land Corporation and the NT Cattleman's Association. IEEP has developed further close relationships with the mining industry through an MOU. There are now the following formal agreements in place:

- Borroloola School and McArthur River Mines Xstrata agreement
- West Arnhem College and ERA agreement
- Newmont Pacific and DECS Central Australia agreement.
- BHP Gemco and DECS Groote Eylandt agreement.
- A number of smaller school / mine agreements.

Industry Engagement Officers now cooperate with about 425 businesses for structured work placements.

Large government and semi-government agencies are also working with DECS to create pathways for students. In particular, Power Water Corporation, the Central Land Council and Department of Primary Industries.

Engagement Programs

Clontarf and Girls Academies

Clontarf and Girls Academies target the attendance of Indigenous students in middle and senior school. There are 13 Clontarf Academies in Territory schools and 7 Girls Academies which receive Sporting Chance funding from the Commonwealth. In addition, there are 4 Pilot programs funded and operated by DECS in the Darwin northern suburbs and a further program operated by The Smith Family at Centralian Middle School with a funding contribution from DECS. Tennant Creek High School also operates an independent program targeting Indigenous girls.

These programs focus on the attendance, engagement and retention of Indigenous students and complement the work of DECS attendance and vocational pathways initiatives. The programs provide mentoring and wellbeing support which make a substantial impact for many young people as the programs are often the reasons they come to school.

The funding model through Federal Government Sporting Chance Funding is unknown beyond 2013, however the programs are valued and it is intended that they will continue.

There has been a steady increase in the capacity of young Indigenous people to complete Year 12 and attain a Northern Territory Certificate of Education and Training (NTCET). This is expected to grow as students with longer term involvement in the programs reach their senior years with more highly developed skills that allow them to engage in learning.

Table: Number of Enrolments.

Year	2007	2008	2009	2010	2011	2012
Clontarf	120	387	556	670	843	838
Girls	-	-	-	348	433	670*
TOTAL	120	387	556	1018	1276	1508

*Girls Academies accept enrolments from non-Indigenous girls.

Clontarf Academies and Girls Academies- Year 12 completions

Year	2009	2010	2011	2011 NTCET	2012	2012 NTCET
Clontarf	31	40	65	45	46	32
Girls	-	12	33	21	57	47**
TOTAL	31	52	98	66	103	79

*Completions refers to completion of 12th year of school and includes students who also achieved NTCET. NTCET attainment data has been retrospectively collated from 2011 only.
** includes non-Indigenous program participants

Foundation for Young Australians

Foundation for Young Australians delivered the IMPACT, Young Indigenous Leadership program for twenty-three Northern Territory students from Year 10 to Year 12 in 2012. Further Worlds of Work (WoW) workshops were also delivered to a total of 124 Year 10 students.

The IMPACT Program specifically targets high achieving Indigenous students and aims to build skills around leadership, contribution to community and future pathway, encouraging the development of confidence, resilience and motivation to complete Year 12. The WoW program is a week intensive course exposing students to the world of work and to consider the question of what it means to be successful.

The funding agreement completes its three year duration at the end of 2013. Capacity to continue the program beyond is currently under consideration.

Destination Survey

The Destination Survey is currently underway. There were 1210 NTCET achievers in the Northern Territory in 2012. To date responses have been received from 28% of the cohort. The survey is conducted online with a written request for participation mailed out to all eligible students using existing contact information. The mail out is followed up by telephone calls to maximise survey responses. An unusually high number of disconnected phone numbers and returned mail has been noted this year. This is the third consecutive year that the same survey has been used. The table below has the updated data from the completed survey of 2011 NTCET completers.

The progress of data collected to date, based on a response from 28% of the cohort, are as follows:

Destination	2011 NTCET achievers 46% response	2012 NTCET achievers 28% response
Employment	**71.2% of respondents moved into employment** 48.5% - full time employment, 24.8% - part time employment and 26.7% - casual employment	**64.3% of respondents moved into employment** 55.45% - full time employment, 20.45% - part time employment and 26.36% - casual employment
Main areas of employment	21.3% - retail 20.7% - clerical/administration 13.9% - childcare/education 11.4% - hospitality	25.0% - Retail 20.4% - Hospitality 7.7% - Clerical/Administration 6.4% - Childcare/Education
Further study	**37% of the respondents are doing further study** 79.7% - studying full time 20.3% - part time study	**36.5% of the respondents are doing further study**. 85.37% - studying full time 14.63% - part time study.
Level of qualification	70.6% - Degree level 4.6% - Diploma level 5.2% - Certificate IV 13.1% - Certificate III 6.5% - Other Some respondents are doing a combination of work and study.	74.8% - Degree level 4.1% - Diploma level 5.7% - Certificate IV 9.8% - Certificate III 5.6% - Other Some respondents are doing a combination of work and study.
Main areas of study are	23% - Medicine and Health 12% - Engineering 10% - Business and Economics 9% - Education 5% - Science 5% - Media and Design 4% - Agriculture and Animal Husbandry 4% - Urban Planning and Architecture	19.5% - Medicine and Health 13.8% - Business and Economics 10.6% - Engineering 8.9% - Education 7.3% - Law 6.5% - Science 5.7% - Arts 4.9% - Media and Design 4.1% - Urban planning and Architecture
Geographical destination	58% of the respondents remained in the Northern Territory and 37% went interstate for further study. 5% unknown.	51% of the respondents remained in the Northern Territory and 49% went interstate for further study.

Jobs Guarantee

The *Jobs Guarantee* initiative, NTCET graduates from Territory Growth Towns are guaranteed a pathway to an apprenticeship or base-grade employment in a Northern Territory Government agency.

The *Jobs Guarantee* may involve participants being offered work outside of their home town, but the priority is on 'local jobs for local people'.

There is no compulsion for NTCET graduates to take up the offer of the Jobs Guarantee.

In 2012, twenty-one young people from the Territory Growth Towns were identified as having completed their NTCET. Of these completers:

- 15 students took up non NTG employment or tertiary studies
- two students were unable to be located
- one student is caring for a sick family member
- no successful position matches were achieved for three.

The preferred and more successful pathway to employment for young people in the communities is through targeted programs in schools that work towards training students through VET in schools with a pathway to local industry and this will remain the preferred focus for the future

VET in Schools

There has continued to be a strong push for full completion of certificates at higher levels i.e. Certificate II. Industry engagement and Structured Work Placement for students undertaking a VET qualification continues to be a focus.

Data for 2012 is as follows:

In 60 schools across the NT, both urban, regional and remote

- 2604 students achieved at least one competency (1938 in 2010, 2374 in 2011)
- 1064 students received a full qualification (1041 in 2011)
- 1044 Structured Work Placements (930 in 2011)
- 159 School Based Apprenticeships (132 in 2011).

Of the above figures, the remote schools data was:

- In 26 remote schools, 221 students achieved at least one (1) competency
- Of this number 83 students achieved a full certificate
- 35 Structured Work Placements were organised

Most of the schools showed significant improvement in their VET data.

Progress/ impact as a result of the YAT NP

Industry Engagement and Employment Pathways

Purpose of initiative:

The Maximising Engagement, Attainment and Successful (MEAST) Transitions funding is being used to employ three officers (2 in the IEEP and 1 staff member now regionally based in Alice Springs.) These staff are engaged in two significant pieces of work aimed at providing strong employment pathways for students. The Alice Springs based staff member provides training coordination and VETiS advice to schools to assist them to develop strong school to work pathways. The second and third positions fund Industry Engagement staff who place students and supervise the structured work placement program.

This is part of the broader Multiple Learning Pathways reform area of the National Partnership Agreement. Funding is being used for salaries and travel. By providing a clear pathway to a job and through the introduction of effective VET programs it is intended to engage students, maximise attendance and participation and retain students through school until they leave for further training or work.

Funding: (including breakdown if MEAST is only part of total funding)

The agreed Northern Territory allocation of project funding for **Maximising Engagement, Attainment and Successful Transitions** (MEAST) is outlined in the table below:

2009-10	2010-2011	2011-2012	2013-2014	4 year total
$179 000	$358 000	$358 000	$179 000	$1 431 000

Timing of initiative: 2009 – 2014

Action taken:

The three officers funded under MEAST are supported by a comprehensive team who are engaged in improving VETiS delivery, engaging industry closely with the agency and strengthening pathways for students through school to a job. The Industry, Engagement and Employment Pathways Team is part of a bigger Participation, Pathways and Engagement Division. IEEP has 31 staff.

MEAST funded staff are responsible for working within the IEEP Team to:

- expand the number of students undertaking VETiS;
- increase the number of students being placed in structured work placement; and
- expand the number of industry and business engaged with the agency and schools.

Outcomes of initiative

VETiS students:

VETiS Data	2010	2012
Number of students who achieved at least one competency	1938	2500
Completers of a certificate	377	1090
Certificate I and II completers	372	960
Certificate III	5	117
Structured Work Placements	423	1044
School Based Apprentices/Traineeship numbers	89	159

Structured Work Placement:

Structured Work Placements were sourced from 425 NT businesses. Further details are found in the table below:

2011 - Structured Work Placements by Region

Year	Region	Term 1	Term 2	Term 3	Term 4	TOTAL
2011	Alice Springs	0	41	5	42	88
2011	Darwin	96	262	207	52	617
2011	East Arnhem	6	13	2	12	33
2011	Katherine	2	68	60	12	142
2011	Tennant Creek	1	4	3	14	22
2011	West Arnhem	0	6	9	13	28
2011	TOTAL	105	394	286	145	930

2012 - Structured Work Placements by Regions

Year	Region	Term 1	Term 2	Term 3	Term 4	TOTAL
2012	Alice Springs	2	35	20	46	**103**
2012	Darwin	71	289	257	153	**770**
2012	East Arnhem	12	18	28	2	**60**
2012	Katherine	1	28	28	4	**61**
2012	Tennant Creek	1	9	23	11	**44**
2012	West Arnhem			3	3	**6**
2012	**TOTAL**					**1044**

A significant increase has been made in the number of placements from 2010, when a total of 423 were completed. 2012 saw continued growth with the number of placements increasing from 930 to 1044.

Industry Engagement:
Approximately 425 businesses are engaged in taking structured work placement students.

Formal relationships exist between the IEEP and:
The Minerals Council
The Central Land Council
BHP Gemco
Energy Resources Australia
Xstrata MRM
Newmont Pacific
Halikos Pty Ltd
Brierty Pty Ltd
Cisco Pty Ltd

Working relationships exist with:
The Indigenous Land Corporation
Central Desert Shire
NT Cattleman's Association
The Anindilyakwa Land Council
Numerous Northern Territory Government agencies
Numerous Federal Government agencies
Master Builders Association

Any planned adjustments/changes
It is anticipated that as part of ongoing reforms the IEEP will create a Northern Territory Schools Industry Academy.

Indigenous Reporting

As agreed in the Implementation Plan for the National Partnership Agreement on Youth Attainment and Transitions, the Northern Territory will use existing data sources to report against its halving the Indigenous Year 12 or equivalent attainment trajectory.

Reporting required against the Smarter Schools National Partnerships provides school level strategies and progress towards achievement of targets agreed as part of the Youth Attainment and Transitions National Partnership; specifically:

- school level strategies - school improvement plans will be published in line with the milestones stated in the Smarter Schools and Closing the Gap Bilateral Agreement. Schools will be required to focus their planning and effort on three key areas:
  - early childhood,
  - schooling, and
  - post-schooling;

Performance outcomes and relevant measures

OUTCOMES	RELEVANT NT PERFORMANCE MEASURES
All children are engaged in, and benefiting from, schooling [NEA] Schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children [NEA]	Reporting for ALL, Non-indigenous and Indigenous students as appropriate for each of: • Average attendance rates – Baseline 2009 • Proportion of students attending over 80% - Baseline 2008 • Proportion of 'at risk' enrolments – Baseline 2009 • Average enrolment – Baseline 2008 • Apparent retention rates – Baseline 2008

OUTCOMES	RELEVANT NT PERFORMANCE MEASURES
	• Level of student, parent and community satisfaction – Baseline 2010
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving [NEA] Halve the gap in reading, writing and numeracy achievement for Indigenous children within a decade [NEA]	NAPLAN gain measures – for cohorts moving through year levels. Baseline years (a) 2008 and (b) 2009 Apply to year levels 3, 5, 7 & 9 as appropriate – and to all test domains: • Mean scale score – ALL students • Mean scale score – Indigenous students • Mean scale score – Non-Indigenous students • Number and % of ALL students at or above National Minimum Standard • Number and % of Indigenous students at or above National Minimum Standard • Number and % of Non-Indigenous students at or above National Minimum Standard • Participation rates – ALL, Indigenous and Non-Indigenous students Computer-based diagnostic assessment – annual measure – baseline 2011
Young people make a successful transition from school to work and further student [NEA] Halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020 [NEA]	Reporting for ALL, Non-Indigenous and Indigenous students as appropriate for each of: Number and Proportion of 15-19 year olds participating in education until Year 12 or equivalent Number and proportion of NT Certificate of Education and Training and/or VET in Schools certificate completions

The outcomes of the Youth Attainment and Transitions National Partnership are closely aligned with those of the Smarter Schools National Partnership (SSNP). As initiatives under these national partnerships have been developed and implemented it has become apparent that it is more appropriate to report on school level strategies, leading indicators, and attainment from Transition – 12, rather than only for secondary schools.

Schools eligible to receive support under SSNP are those in which there are high levels of disadvantage and/or high proportions of Indigenous students. Schools participating in the SSNP deliver education to 72.9 per cent of the total number of enrolled Indigenous students in the NT.

The NT's SSNP reforms complement existing efforts to deliver improved education outcomes for all students and particularly for Indigenous students in challenging remote contexts. Activity under the SSNP has provided the opportunity for concentrated effort to be directed in areas of most need, including funding directed to support schools to deliver reform that aligns with priorities set out in their school improvement plans. This effort has been supported by initiatives at the regional/sectoral and system level that work to improve:

- attendance and engagement
- literacy and numeracy outcomes
- community and family engagement
- attraction and retention of quality teachers.

School-Level Initiatives (funded through the SSNP)

Focussing on the importance of locally identified and driven solutions which meet the needs of each school and community, much resourcing under the *Low Socio-Economic Status School Communities National Partnership* and *Closing the Gap in the Northern Territory National Partnership* (which ceased on 30 June 2012) has been provided directly to schools to deliver priorities identified in their school improvement plans. School priorities align to, and complement, support provided through systemic and regional reform. Three initiatives: Remote Whole School

Reform, Engaging Urban Students and Engaging Remote Indigenous Students have provided the framework for tailoring resourcing for the individual needs of these schools.

Remote Whole School Reform (RWSR)

The initiative provided intensive resourcing for 22 of the Northern Territory's largest very remote school communities. Through this initiative, 19 government and three non-government schools are supported to enhance community engagement, student enrolment and attendance and student achievement. The range of activities supported through the RWSR in 2012 included:

- employment of cultural advisors and other community engagement positions focused on strengthening relationships between schools and their communities. For example, at Maningrida School a cultural advisor is employed to liaise between the school and the community around student wellbeing, attendance, participation and engagement in a culturally appropriate manner including the support of students with hearing loss.

- working with local people to align curriculum offerings with the educational aspirations of the community. For example:
  - at Alekarenge School the funding of a new curriculum manager has enabled the school to work with community members to ensure that the curriculum taught at the school mirrors the educational aspirations of the community while continuing to stay true to the Northern Territory Curriculum Framework and the new Australian Curriculum
  - at Elliott school the funding of a Home Liaison Officer to target improved relations between the school and the community has seen a decrease in un-notified absences. The school's VET kitchen has continued to fill an educational need at the school and offer student pathways to the future, as well as providing a facility to further improve community relations through the hosting of community cooking classes and events

- extended service delivery at large remote college sites through the 3-9 program. A range of programs were offered outside of normal school hours to students and the wider community which included a focus on literacy and numeracy, language and culture, health and fitness and practical skills development such as driving licence, sewing and first aid programs.

Promising signs of improvement have continued across schools supported under the RWSR with retention of Indigenous students in the primary years increasing by 19.1% since 2011 and reaching its highest point since 2008. Enrolment and attendance have also remained stable with steady gain since 2009.

Engaging Remote Indigenous Students (ERIS)

The initiative supported 56 smaller remote and very remote schools (51 government and five non-government schools). Like RWSR, ERIS activity targets communities working in partnership to lead change that results in sustainable and successful educational and life outcomes for students. Highlights of activities from this period include:

- assisting with the development of programs and pathways for senior years students, including capacity building programs to support the involvement of local Indigenous staff in program delivery.
- enhancing the contribution of community liaison officers, community engagement consultants, cultural advisors and other school support positions that focus on creating better relationships between schools and their local communities and create employment opportunities for local people.

Engaging Urban Students (EUS)

The initiative supported 16 schools (14 government and two non-government schools) to implement strategies that focus on student wellbeing and strong links between home and school for disadvantaged students living in provincial and regional (remote) areas. Highlights under the EUS

initiative include a continued focus on supporting students family-school and community partnerships and improving student attendance through:

- employment of Home Liaison Officers, Aboriginal and Islander Education Workers and Indigenous mentors to build and maintain links between families and schools
- funds to assist with transporting students to school, providing opportunities to build relationships with families and decrease the number of un-notified student absences, for example formal family days each term and daily community visits are key mechanisms used by Millner Primary School to families and continue the culture of schooling within the community
- programs to re-engage students and families with schools, such as those initiated in Tennant Creek that focus on transition points between the phases of learning and school to work and further education. The school has reported that through this work the strengthening of the senior years program has led to an increased number of students completing their studies and going on to gainful employment or further study.

A focus on engaging with families and communities continued to impact positively across schools supported under EUS with steady attendance and increased retention of students in the primary and middle years. Schools supported under EUS have also shown signs of improved student progress against the NTCF in Maths and English.

All schools that have received funding through SSNP are expected to publish annual school improvement plans online. These plans provide an insight and further detail into the school level strategies and approaches being implemented to improve student outcomes, including youth attainment and transition outcomes. These school plans can be accessed through the SSNP website

As noted above, *the Closing the Gap in the Northern Territory National Partnership* ended on 30 June 2012, however support for Indigenous students in remote communities continues through the *Low Socio-Economic Status School Communities National Partnership* and through reform initiatives that now form part of standard practice within schools and regions. Planning is also underway regarding continuation of the reform agenda to improve outcomes for Indigenous Territorians through the *National Partnership Agreement on Stronger Futures in the Northern Territory*.

Available Data

Comprehensive reporting on NAPLAN results are reported nationally each year and published here
The National Assessment Program – Literacy and Numeracy National report includes NAPLAN gain measures disaggregated by factors of indigineity, sex, year level and state or territory.

Year 9 - 12 Full Time Enrolments by Indigenous Status

Government

	2009			2010			2011			2012		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 9	715	1103	1818	746	1049	1795	761	1052	1813	798	1105	1903
Year 10	646	1145	1791	676	1179	1855	696	1092	1788	611	1156	1767
Total	1361	2248	3609	1422	2228	3650	1457	2144	3601	1409	2261	3670

	2009			2010			2011			2012		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 11	574	1095	1669	611	1141	1752	538	1133	1671	522	1077	1599
Year 12	277	899	1176	311	891	1202	321	884	1205	322	926	1248
Total	851	1994	2845	922	2032	2954	859	2017	2876	844	2003	2847

Non-Government

	2009			2010			2011			2012		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 9	384	674	1058	338	737	1075	282	666	948	360	713	1073
Year 10	244	529	773	325	551	876	354	600	954	265	534	799
Total	628	1203	1831	663	1288	1951	636	1266	1902	625	1247	1872

	2009			2010			2011			2012		
	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total	Indigenous	Non Indigenous	Total
Year 11	131	370	501	159	392	551	174	425	599	172	502	674
Year 12	80	308	388	65	323	388	65	334	399	88	355	443
Total	211	678	889	224	715	939	239	759	998	260	857	1117

Source: Age Grade Census 2009, 2010, 2011, 2012 taken in August each year

Note: This data is sourced from the Age Grade universe and includes Distance Learning Schools which may have dual enrolled students. Please note that the data has been provided for the requested purpose only. This data cannot be used for commercial purposes and the source of this data should be acknowledged in any publication using or referring to this data. The Department of Education and Children's Services will not provide any data externally that can identify individuals as per the Information Privacy Principles of the Northern Territory *Information Act*.

* Previously data for 2009 and 2010 had students with Not stated /Unknown Indigenous status included with 'Indigenous' students. These figures have been adjusted to include Not stated/Unknown with 'Non Indigenous' student totals.

Board of Studies NTCE/NTCET* Attainment Data

Notes:

 * 2011 was first year of full NTCET implementation. In prior years (2010 and earlier) students attained an NTCE.
Due to changes in the NTCET pre 2011 data will not be compatible. Therefore trend data will build from 2011 onwards.
** The number of completers as of 21 December 2011.
*** The number of completers including 17 not reported in 2011

NTCE/NTCET Summary - Students who received an NTCE/NTCET	2009	2010	2011**	***2012	Increase 2010-2012
Total students	1049	1041	1144	1211	170
Total students - Government Only	752	739	829	874	135
Total students - Non Government Only	297	302	315	337	35
Indigenous students	154	139	148	135	-4
Total students - Government Only	103	99	106	111	12
Total students - Non Government Only	51	40	42	24	-16
Non Indigenous students	895	902	996	1076	174
Total students - Government Only	649	640	723	763	123
Total students - Non Government Only	246	262	273	313	51

15 – 19 Year olds enrolled in VET – 2009, 2010, 2011 and 2012

- 15-19 year olds enrolled in VET at Certificate I level; and
- 15-19 year olds enrolled in VET at Certificate II level and above

Certificate level	2009 Non-Indigenous	2009 Indigenous	2010 Non-Indigenous	2010 Indigenous	2011 Non-Indigenous	2011 Indigenous	2012 Non-Indigenous	2012 Indigenous
Certificate I	705	1 080	583	878	900	1 015	698	902
Certificate II and above	3 230	1 603	3 068	1 441	2 540	1 362	2 775	1 275

Data Source: Unpublished NT VET Provider data 2009, 2010, 2011 and 2012

Data has been filtered based on students' responses to the Indigenous status question on their enrolment form and only counts people who have self-identified themselves as Indigenous.

Data includes students that accessed training that may not have been publicly funded.
A student may be counted multiple times if they have either undertaken multiple qualifications and/or have undertaken training with multiple training organisations

VET Participants Aged 15-24 by Qualification Level

Qualification Category	2010	2011	2012
Certificate I	2 193	2 174	1 968
Certificate II	2 517	2 583	2 584
Certificate III	3 201	3 268	3 181
Certificate IV	436	395	359
Diploma	102	85	114
Statement of attainment not identifiable by level[1]	1 230	1 035	1 144

Source: 2010, 2011 and 2012 NT VET Provider Data (Unpublished)
Data is filtered on the state and commonwealth recurrent funding streams and doesn't include activity that is not publicly funded
A student may be counted multiple times if they have either undertaken multiple qualifications and/or have undertaken training with multiple training organisations
[1]Statement of attainment includes participants who have trained in unit enrolments delivered as part of a skill set or on their own and not necessarily as part of an accredited course.

The Compact with Young Australians

Education or Training Entitlement (for information only – no reporting required)
At the July 2012 out-of-session meeting of Council of Australian Governments it was agreed that the education or training entitlement under the National Partnership on Youth Attainment and Transitions would not be extended past the end date of 31 December 2011 in recognition that state and territory policies have embedded the entitlement. The Commonwealth is interested in information on the

National Youth Participation requirement

The National Youth Participation requirement in the Northern Territory is incorporated in Part IV of the *Education Act, Northern Territory* (the Act). Part IV of the Act makes provision for the enforcement of compliance with the compulsory enrolment and attendance of children of compulsory school age.

Section 20 of the Act states that a child is of compulsory school age if the child is of or above the age of 6 years and below the minimum school leaving age. The minimum school leaving is earlier of either the age when the child completes Year 10 of secondary school or the age of 17 years.

A child who has completed Year 10 of secondary school and is below the age of 17 is able to elect to participate in an eligible option of approved education or training or, if over 15 years of age, paid employment, or a combination of approved education or training and paid employment.
The Act imposes an obligation on the parents of children of compulsory school age to ensure a child is enrolled in and attending school. Similarly the Act imposes an obligation on parents to ensure a child who has completed Year 10 and is not yet 17, is participating in an eligible option.

In addition to penalties for non-compliance for parents and children living independently, employers are also subject to potential penalties if they employ a child in reckless disregard of these requirements or if they employ a child at a time when the child is required to attend school.

Challenges experienced in 2012 (if any)
One of the biggest challenges is changing the common perception that a young person can leave school at the age of 15. Many young people in the Northern Territory turn 15 during Year 10 and then finding out that they cannot leave school until the year is completed is a cause of frustration for parents and young people alike.

Communication strategies rely on the existing networks of school newsletters, websites, NGO and Youth Agency forums and employer and trainer peak bodies.

Continued challenges in remote Indigenous communities include the cultural perspective that young men, having undergone ceremony are then men and do not attend school. Similarly young women, once promised in marriage also do not attend school. These cultural barriers continue to present ongoing challenges for participation in school and the limited availability of employment and training options in communities also limit ongoing participation. These challenges are being addressed through expanding Vocational Education in Schools, often in a site removed from the school setting to address cultural objections to school for young adults; aligning training to employment opportunities available in or near communities; developing partnerships with significant employers to provide employment pathways for young people following VET in School certificate training and successful structured work placements.

Regionalisation of enrolment and attendance officers, as enforcement officers of the legislative requirements, allows for the processes and procedures to meet the needs of the communities within the regional context.

Exemptions to the participation requirement
The Act makes provision for the Minister to exempt a child of compulsory school age from attendance at school for a specified period for special circumstances. Policy and guidelines exist for use of this provision, however, no exemptions were allowed in 2012. A child may also be exempt from participating in in eligible option. Again no exemptions have been granted in 2012.

Compliance and enforcement/monitoring
Compliance enforcement processes for a child not attending school and not participating in an eligible option are the same and are undertaken by enrolment and attendance officers in accordance with the processes and procedures established.

A designated Learn or Earn officer has been established to monitor the engagement of young people in eligible options as come to the attention of DECS. Senior schools are requested to notify

the Learn or Earn officers of students exiting school to undertake an eligible option and the student's participation details are recorded. The Learn or Earn officer also attends regular meetings of NGOs and Youth Service Networks to ensure that the requirements of the legislation are known to these organisations and the obligations of parents and young people. Similarly employer and training organisations, apprenticeship and other government organisations working with young people are informed of the legislative requirements.

The Learn or Earn officer fields many calls from parents and organisations working with young people about the requirements of the legislation. Most circumstances of young people wishing to enter the workforce prior to completion of Year 10 are resolved by working with the school to develop individual student programs utilising school based apprenticeship arrangements allowing compliance with the legislative requirements and meeting the individual needs of the young person.

ANNEXURES

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

ANNEXURE 1 A - Youth Connections – National Summary

Now in its fourth year of operation, Youth Connections is established and performing well.
Some key achievements over the past three years:

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

Individual Support Services

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

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

Youth Connections service providers apply the *Personal Wellbeing Index (School Children)* to assess the Subjective Wellbeing of Individual Support Service recipients. The survey is completed at entry and exit. 18,085 participants completed the survey. A significant 6.09 percentage point increase in Subjective Wellbeing was observed from when the participant entered the program compared to when they exited the program[1]. The evidence also suggests a causal link between the attainment of objectively quantifiable program outcomes and psychological wellbeing, further highlighting the positive and pervasive impact that the Youth Connections program is having on the lives of many young people who complete the program. In addition, these data suggest a considerable reduction in the proportion of young people who are likely to be depressed, or at high-risk of depression, after participating in Youth Connections.

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

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[1] Survey results are analysed by RMIT University.

Outreach and Re-engagement activities

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

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

Strengthening Services in the Region Activities

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

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

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

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

While the Partnership Broker Service model remains unchanged, there are some changes to the Youth Connections service model that will come into effect from 1 July 2013 that aim to improve service delivery for two elements of the program:
- Outreach and Re-engagement will be replaced with Targeted Engagement Services and will be aimed at finding severely disconnected young people who are not engaged with education, training, employment or other support services. Targeted Engagement Services will focus on identifying and connecting with young people who are not in education or training and are not in the labour force.
- Strengthening Services in the Region will be replaced with Regional Coordination Services, and will focus on developing coordinated and integrated service delivery in the region for young people at risk. Regional Coordination Services will require a focus on joining up all the relevant, available services to provide a more effective and collaborative approach that is responsive to the needs of young people in the region, particularly young people at risk.

Indigenous youth and Humanitarian Refugees

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

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

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

Provider networks

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

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

Shout Out Events

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

Website with case studies

Youth Connections case studies were produced to strengthen provider understanding; to showcase the Youth Connections program; and to demonstrate effective practice. In addition to the case studies released

in 2011, a number of new Outreach and Re-engagement and Strengthening Services in the Region case studies were developed, which are available on the Youth Attainment and Transitions website www.transitions.youth.gov.au.

2013 DEEWR focus areas

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

Northern Territory Summary

Context

The Youth Connections program is delivered across five regions in the NT, which align with the NT shire and municipality region constructs. In the NT, the program is aimed at 12 to 19 year old young people at risk of, or disengaged from education and has a strong focus on assisting Indigenous young people. Youth Connections providers are to focus remote service delivery in the twenty Major Remote Towns. In these communities access to other youth services and programs can be limited, with their quality variable across communities. Average attendance at school in these communities can be as low as 30%. In addition, anecdotally, there are a large number of students not enrolled in schools.

Program Status

In the first three years of operation in the NT, Youth Connections provided Individual Support Services to 1150 young people. 460 (40%) young people in the program achieved a final outcome, which represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment. A further 269 (23%) were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 290 Outreach and Re-engagement activities were held to find and connect with at-risk young people, with providers linking with 16,464 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 267 activities being held.

Of all NT Youth Connections participants, 887 (77%) are Indigenous, compared to the national figure of 19%. 345 (39%) Indigenous young people achieved a final outcome, and a further 208 (23%) were assessed as making significant progress in addressing their barriers. 13% of Indigenous participants with addresses recorded (541) are from the Major Remote Towns.

Outcomes were not achieved for the service region flagged for humanitarian refugees. This is due to the availability of existing specialised services for this cohort of young people in the urban area and agencies tend to refer direct to this service.

Challenges

Improvement in establishing Outreach and Re-engagement activities and Strengthening Services in the Region activities occurred over the past year, however some remote communities still require service to be established. Youth Connections providers and Partnership Broker collaboration across the NT varies, and while there are instances of the providers working collaboratively, for some providers this continues to be an area for development.

The delivery of Youth Connections in remote locations in the NT has been affected by a number of issues, such as the ability to recruit and retain suitable staff, the time and expense for travel, access to accommodation in remote communities and staff turnover experienced by major stakeholders. A fly-in fly-out service model is often the only possible model of service delivery available to providers and it is often difficult to build effective relationships as engagement is time limited and not consistently available. In addition, limited access to specialist services and communities in remote areas has slowed the implementation of the Youth Connections program in the NT. In some instances where there are no available Alternative Learning Facilities in the region, Youth Connection providers offered alternative activities to support participants.

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	NT	National
Receiving Individual Support Services	117	6217
Receiving Individual Support Services previously and exited	1033	52,191
Registered but not yet enrolled for Individual Support Services	35	3563
Total	1185	61,971

Table 2: NT Contract Levels

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
NT (%)	25%	50%	25%

Table 3: Comparison between NT and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
NT (No.)	281	414	502
NT (%)	23%	35%	42%
National (No.)	15,825	21,124	23,491
National (%)	26%	35%	39%

Table 4: Comparison between NT and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
NSW (No.)	196	273	307
NSW (%)	25%	35%	40%
National (No.)	13,053	16,958	17,620
National (%)	27%	36%	37%

Figure 1: NT – Age of Participants

Figure 2: National – Age of Participants
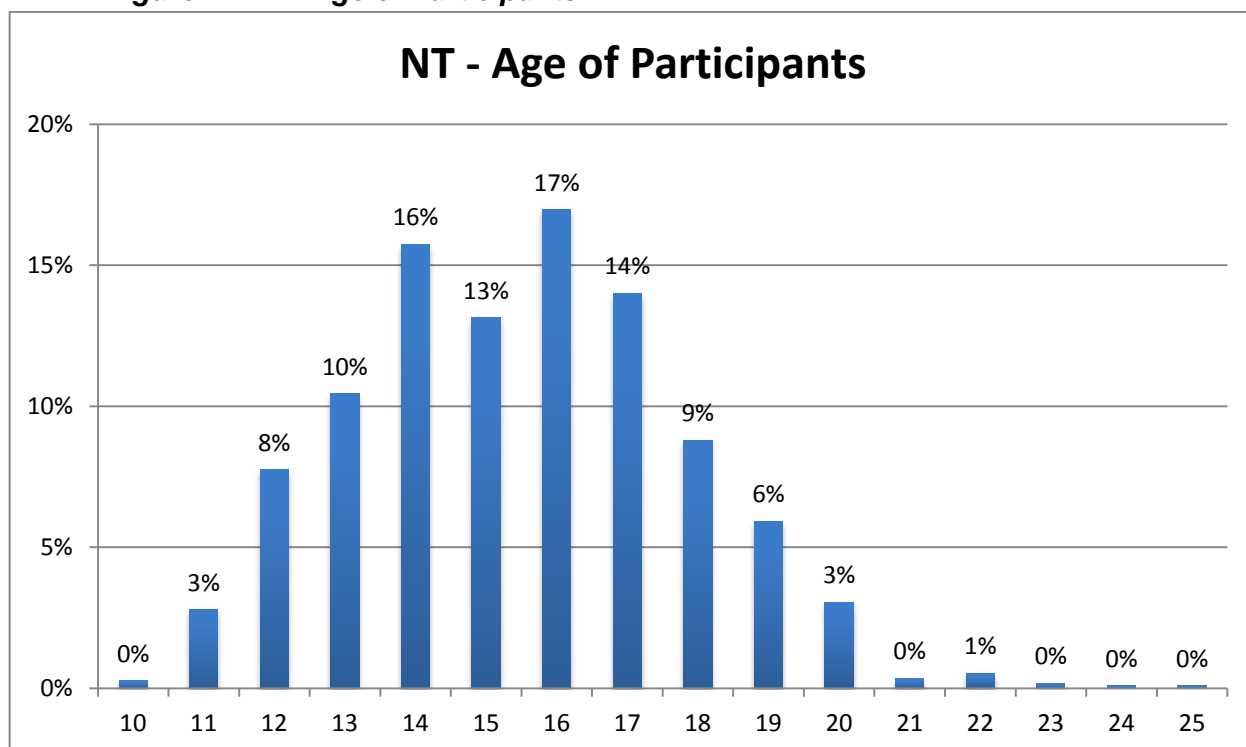
Figure 2: National – Age of Participants
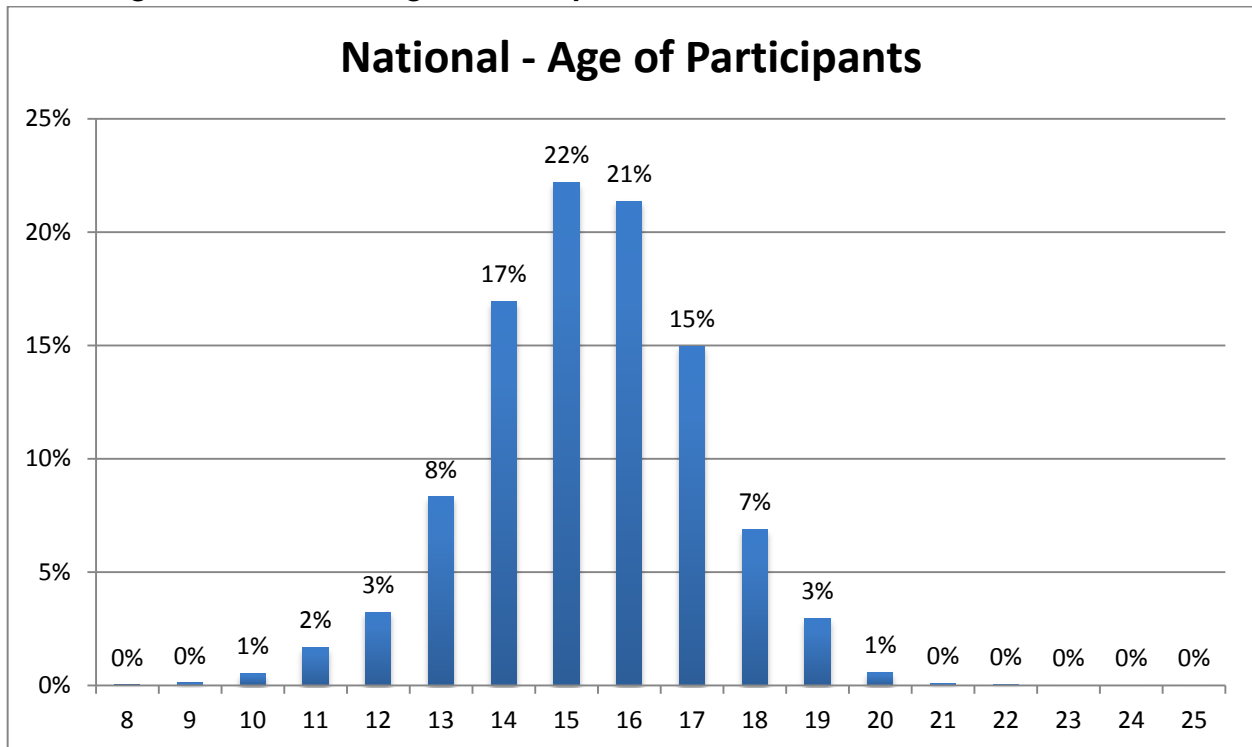
Table 5: NT - Age of Participants

	Level 1	Level 2a	Level 2b	Total	% Total
8	0	0	0	3	0%
9	0	0	0	32	3%
10	1	2	0	89	8%
11	17	14	1	120	10%
12	41	45	7	181	16%
13	63	48	15	151	13%
14	53	85	48	195	17%
15	26	81	53	161	14%
16	43	67	102	101	9%
17	25	44	100	68	6%
18	8	18	76	35	3%
19	4	7	57	4	0%
20	0	1	33	6	1%
21	0	0	4	2	0%
22	0	1	4	1	0%
24	0	0	2	1	0%
25	0	0	0	3	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: NT Age profile by Connection Level
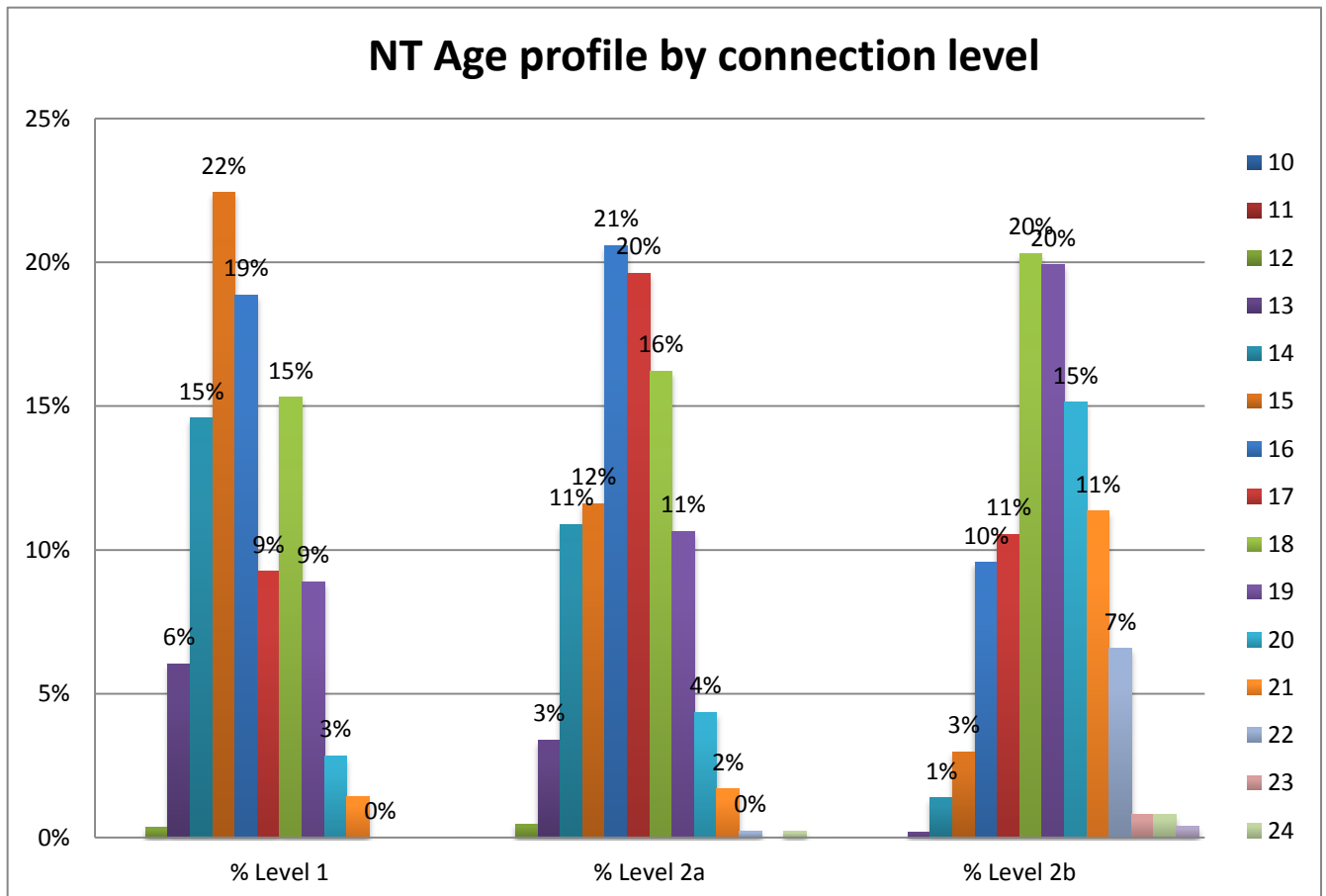
Figure 4: National Age profile by Connection Level

National Age profile by connection level
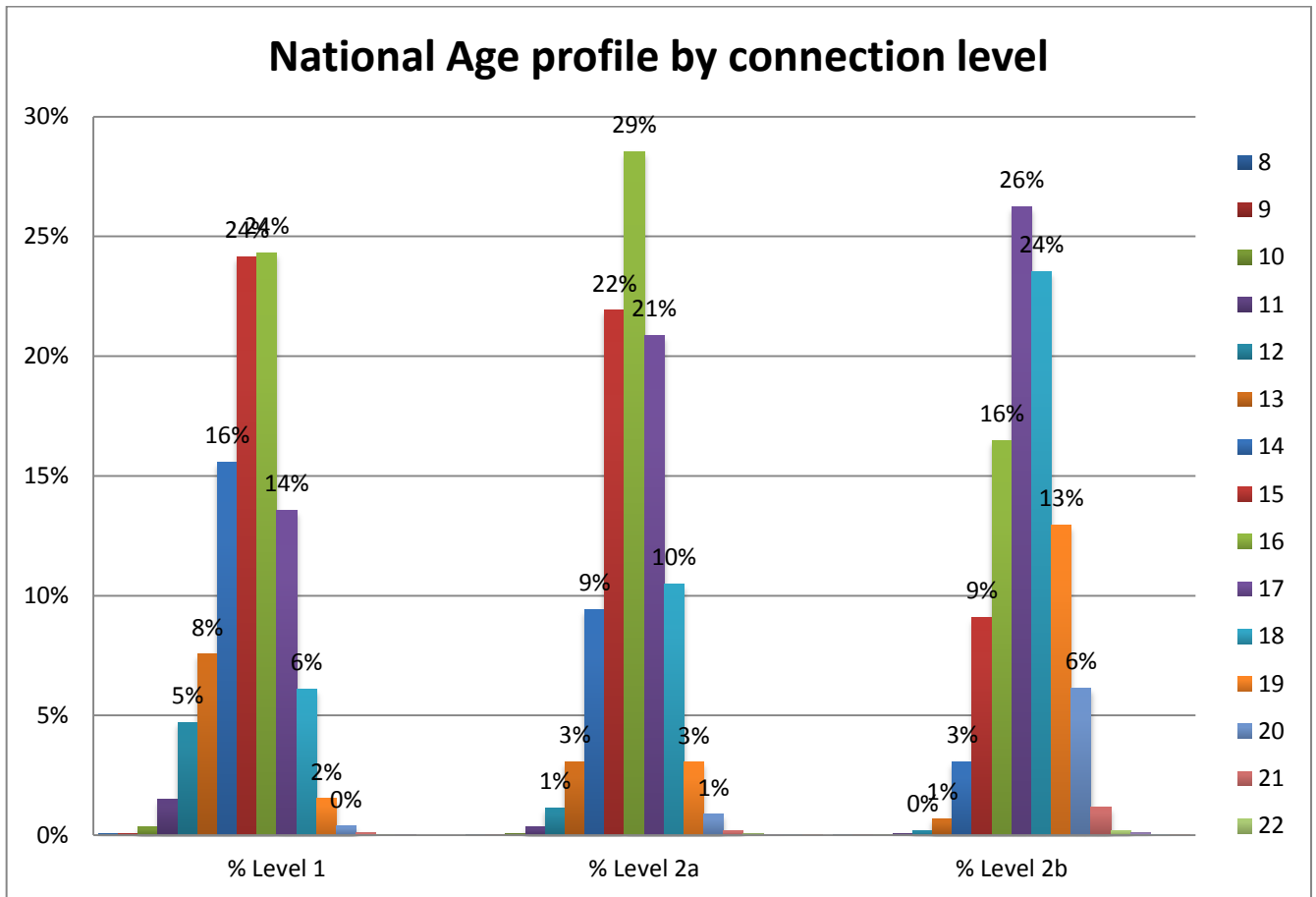
Figure 5: Percentage of Participants who have been identified as having a characteristic
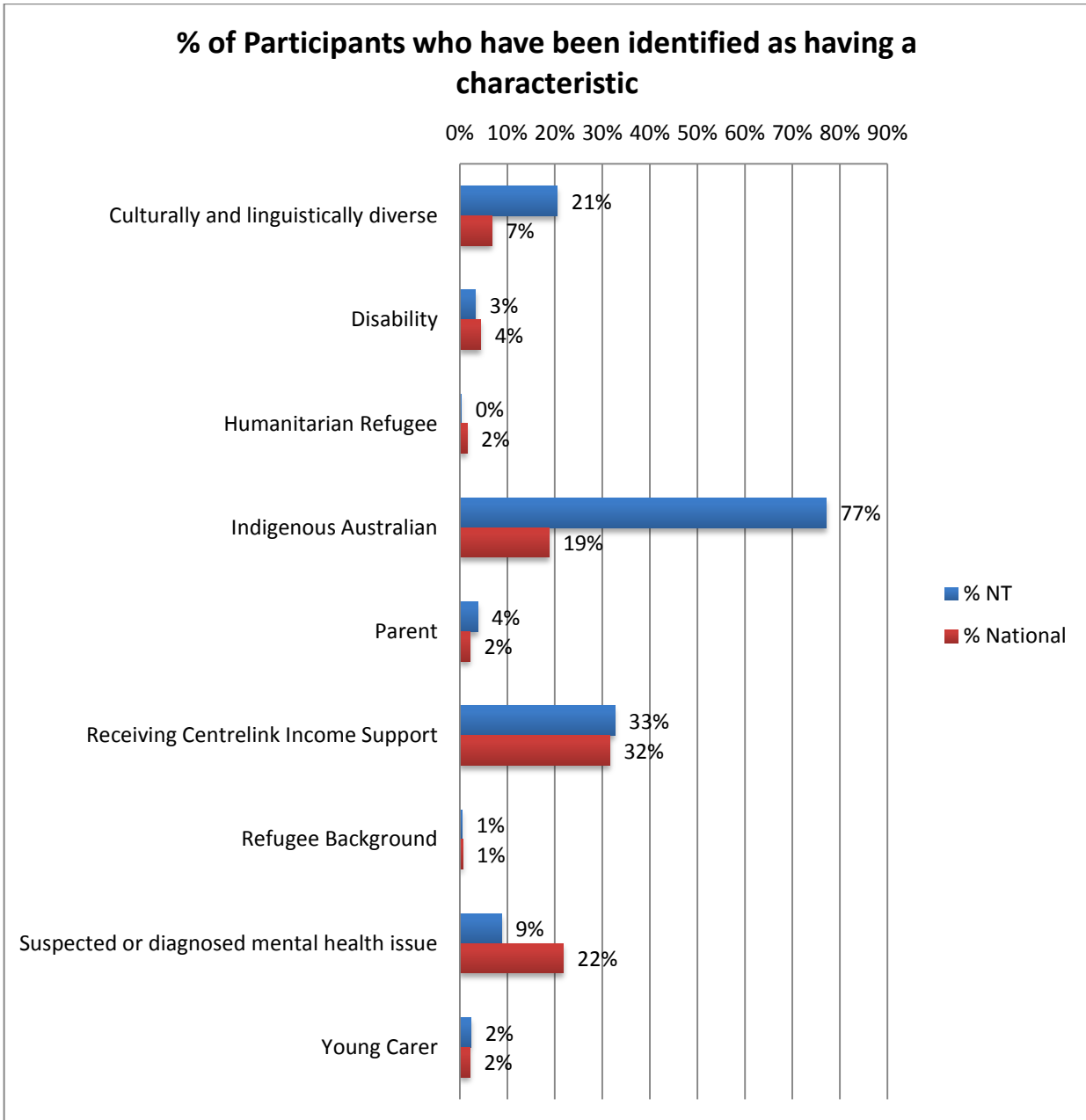
Table 7: Percentage of Participants who have been identified as having a characteristic

	NT	% NT	National	% National
Culturally and linguistically diverse	236	21%	3948	7%
Disability	38	3%	2563	4%
Humanitarian Refugee	4	0%	892	2%
Indigenous Australian	887	77%	10,955	19%
Parent	43	4%	1245	2%
Receiving Centrelink Income Support	375	33%	18,409	32%
Refugee background	6	1%	354	1%
Suspected or diagnosed mental health issue	101	9%	12,712	22%
Young Carer	27	2%	1232	2%

Figure 6: Percentage of Participants identified as having a barrier

% of participants who have been identified as having a barrier

Barrier	NT	National
Abuse/Domestic Violence issue	5%	10%
Alcohol and/or drug misuse	16%	19%
Anger management issues	13%	30%
Behavioural problems	32%	50%
Bullying	12%	25%
Critical life event	12%	16%
Current or previous Juvenile Justice Orders	14%	10%
Disability	4%	5%
Disconnection from cultural heritage	10%	5%
Financial distress	26%	28%
Gifted	1%	1%
Homelessness	6%	5%
In detention/previously in detention	3%	3%
Inadequate family support	24%	28%
Learning Difficulty	12%	9%
Low literacy and/or numeracy	58%	49%
Low Self Esteem	59%	56%
Medical or other health issue	9%	10%
Negative experience(s) with education and…	8%	14%
Out of home care	6%	4%
Parent/Pregnancy	4%	4%
Petrol sniffing	1%	0%
Socialisation issues	52%	42%
Suspected or diagnosed mental health issue	11%	27%
Unstable living arrangements	21%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	5%	4%

Table 8: Percentage of Participants identified as having a barrier

Barrier	NT	National
Abuse/Domestic Violence issue	5%	10%
Alcohol and/or drug misuse	16%	19%
Anger management issues	13%	30%
Behavioural problems	32%	50%
Bullying	12%	25%
Critical life event	12%	16%
Current or previous Juvenile Justice Orders	14%	10%
Disability	4%	5%
Disconnection from cultural heritage	10%	5%
Financial distress	26%	28%
Gifted	1%	1%
Homelessness	6%	5%
In detention/previously in detention	3%	3%
Inadequate family support	24%	28%
Learning Difficulty	12%	9%
Low literacy and/or numeracy	58%	49%
Low Self Esteem	59%	56%
Medical or other health issue	9%	10%
Negative experience(s) with education and training	8%	14%
Out of home care	6%	4%
Parent/Pregnancy	4%	4%
Petrol sniffing	1%	0%
Socialisation issues	52%	42%
Suspected or diagnosed mental health issue	11%	27%
Unstable living arrangements	21%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	5%	4%

Figure 7: NT Participant Barriers by Connection Level
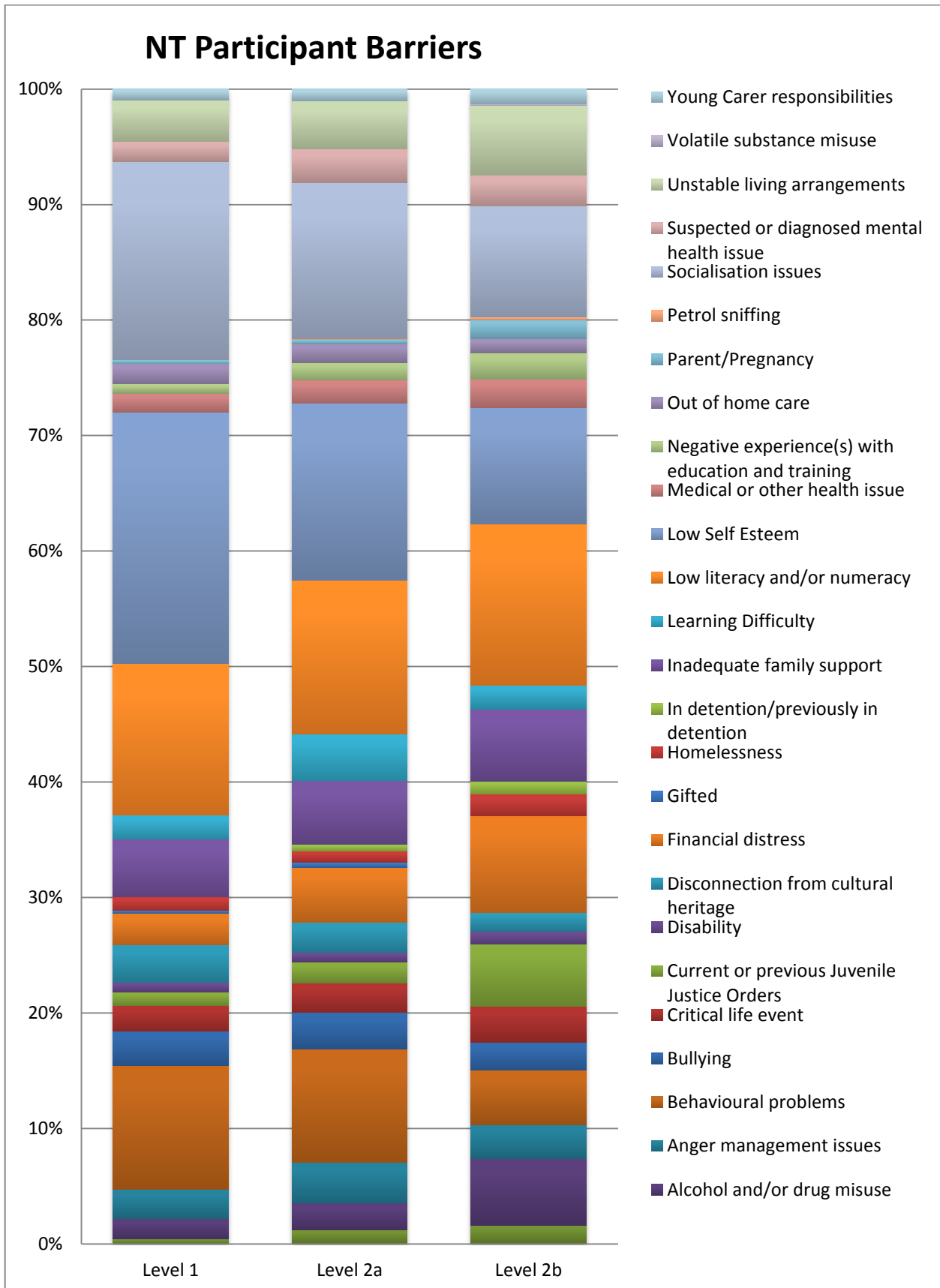

Figure 7: NT Participant Barriers by Connection Level

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

Barrier	NT Level 1	NT Level 2a	NT Level 2b
Abuse/Domestic Violence issue	1%	5%	8%
Alcohol and/or drug misuse	5%	10%	27%
Anger management issues	8%	15%	14%
Behavioural problems	33%	43%	22%
Bullying	9%	14%	12%
Critical life event	7%	11%	15%
Current or previous Juvenile Justice Orders	4%	8%	25%
Disability	2%	4%	5%
Disconnection from cultural heritage	10%	11%	8%
Financial distress	9%	21%	39%
Gifted	1%	2%	0%
Homelessness	4%	4%	9%
In detention/previously in detention	0%	3%	5%
Inadequate family support	15%	24%	29%
Learning Difficulty	6%	18%	10%
Low literacy and/or numeracy	40%	58%	66%
Low Self Esteem	67%	67%	47%
Medical or other health issue	5%	9%	12%
Negative experience(s) with education and training	2%	7%	11%
Out of home care	5%	7%	6%
Parent/Pregnancy	1%	2%	8%
Petrol sniffing	0%	0%	1%
Socialisation issues	53%	59%	45%
Suspected or diagnosed mental health issue	5%	13%	13%
Unstable living arrangements	11%	18%	28%
Volatile substance misuse	0%	0%	1%
Young Carer responsibilities	3%	4%	6%

Figure 8: National Participant Barriers by Connection Level

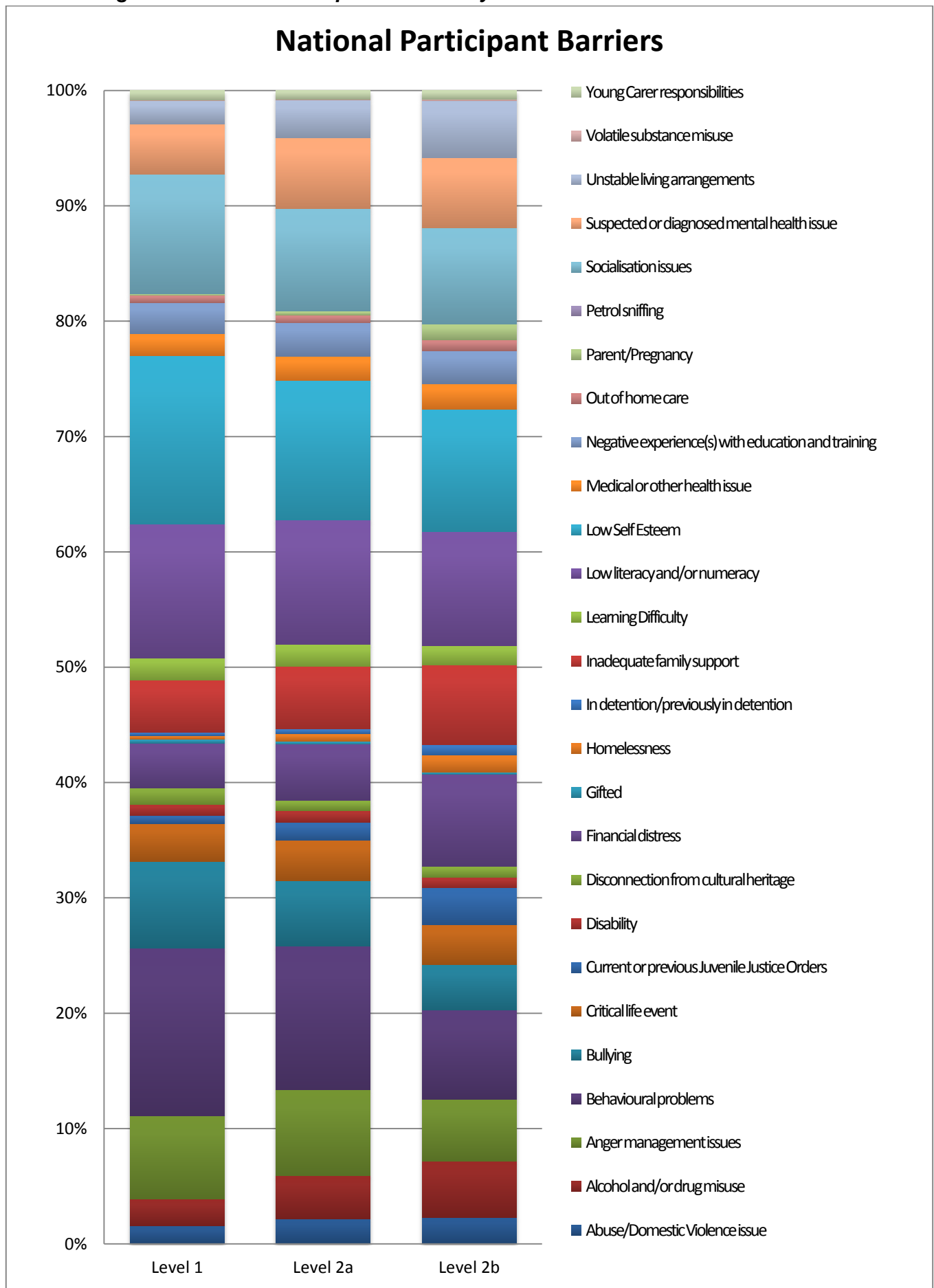Figure 8: National Participant Barriers by Connection Level

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	NT	NT %	National	National %
Young people enrolled in individual support services	1150	-	58,408	-
Young people who have achieved a progressive outcome*	701	61%	42,873	73%
Young people who have achieved a final outcome**	460	40%	34,793	60%

Table 12: Participant Outcomes – exited participants

Participant outcomes	NT	NT %	National	National %
Young people enrolled in individual support services	1033	-	52,191	-
Young people who have achieved a progressive outcome	635	61%	38,928	75%
Young people who have achieved a final outcome	415	40%	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.

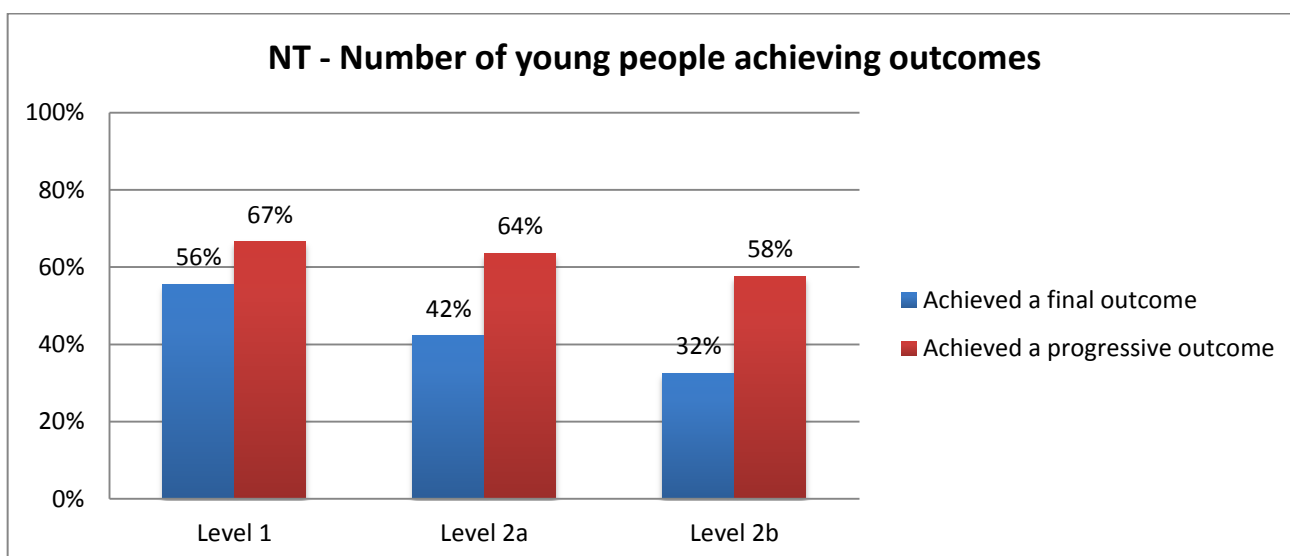*Figure 9: NT - Number of young people achieving outcomes*

Table 13: NT - Number of young people achieving outcomes

NT Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	156	56%	175	42%	163	32%
Achieved a progressive outcome	187	67%	263	64%	289	58%

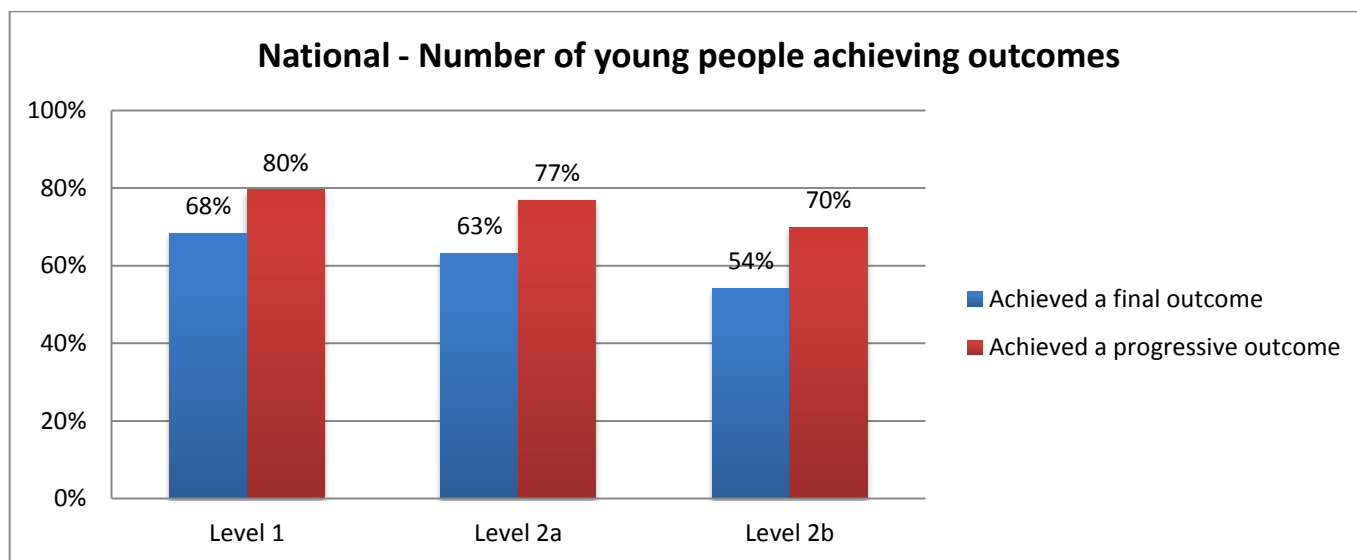*Figure 10: National - Number of young people achieving outcomes*

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%

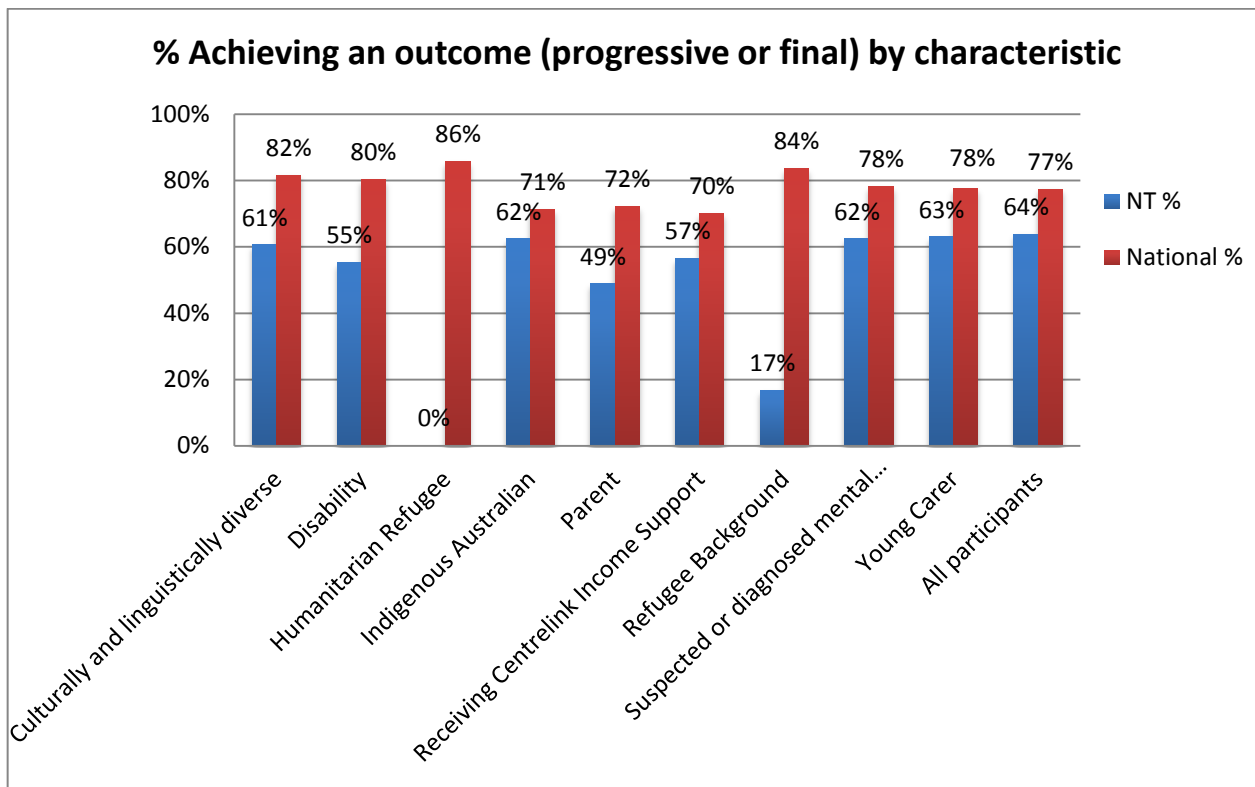**Figure 11: % Achieving an outcomes (progressive or final) by characteristic**

% Achieving an outcome (progressive or final) by characteristic

Characteristic	NT %	National %
Culturally and linguistically diverse	61%	82%
Disability	55%	80%
Humanitarian Refugee	0%	86%
Indigenous Australian	62%	71%
Parent	49%	72%
Receiving Centrelink Income Support	57%	70%
Refugee Background	17%	84%
Suspected or diagnosed mental...	62%	78%
Young Carer	63%	78%
All participants	64%	77%

Figure 12: % Achieving a final outcome by characteristic

% Achieving a final outcome by characteristic

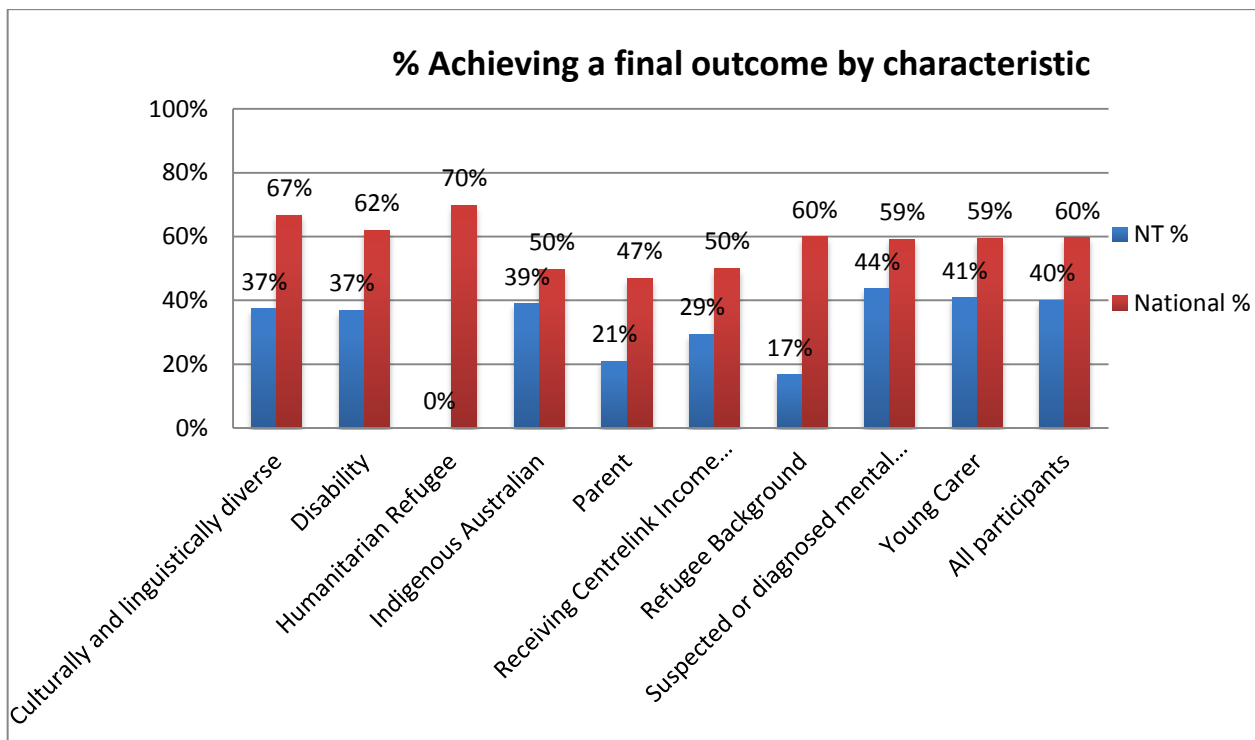| Characteristic	NT %	National %
Culturally and linguistically diverse	37%	67%
Disability	37%	62%
Humanitarian Refugee	0%	70%
Indigenous Australian	39%	50%
Parent	21%	47%
Receiving Centrelink Income...	29%	50%
Refugee Background	17%	60%
Suspected or diagnosed mental...	44%	59%
Young Carer	41%	59%
All participants	40%	60%

Table 15: NT- Participant outcome achievement by characteristic

NT	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Total Participants	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	143	88	93	236	61%	37%
Disability	21	14	17	38	55%	37%
Humanitarian Refugee	0	0	4	4	0%	0%
Indigenous Australian	553	345	334	887	62%	39%
Parent	21	9	22	43	49%	21%
Receiving Centrelink Income Support	212	110	163	375	57%	29%
Refugee background	1	1	5	6	17%	17%
Suspected or diagnosed mental health issue	63	44	38	101	62%	44%
Young Carer	17	11	10	27	63%	41%

Table 16: National- Participant outcome achievement by characteristic

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

Figure 13: NT – Final outcomes achieved

NT - Final Outcomes Achieved

Category	Value
Attendance	159
Behaviour	160
Educational performance	110
Strengthened engagement	142
Engaged in employment	80
Re-engaged in education	61
Commenced in education	136
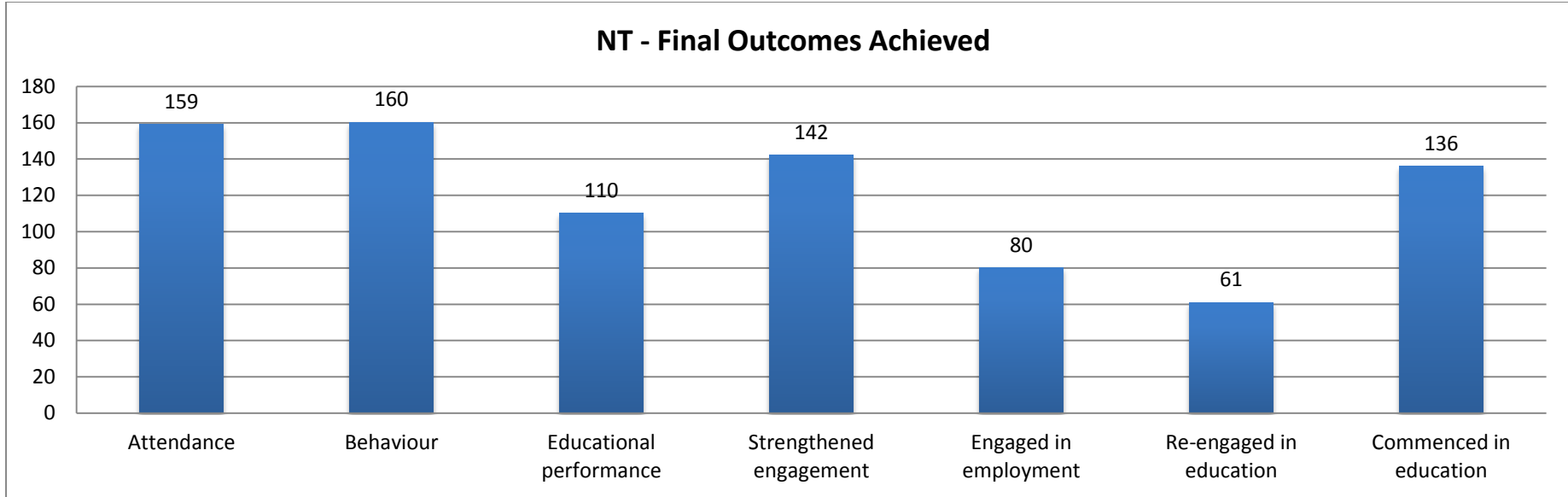
Figure 14: National – Final outcomes achieved

National - Final Outcomes Achieved

Category	Value
Attendance	8484
Behaviour	9604
Educational performance	7648
Strengthened engagement	9380
Engaged in employment	2888
Re-engaged in education	8143
Commenced in education	11,460
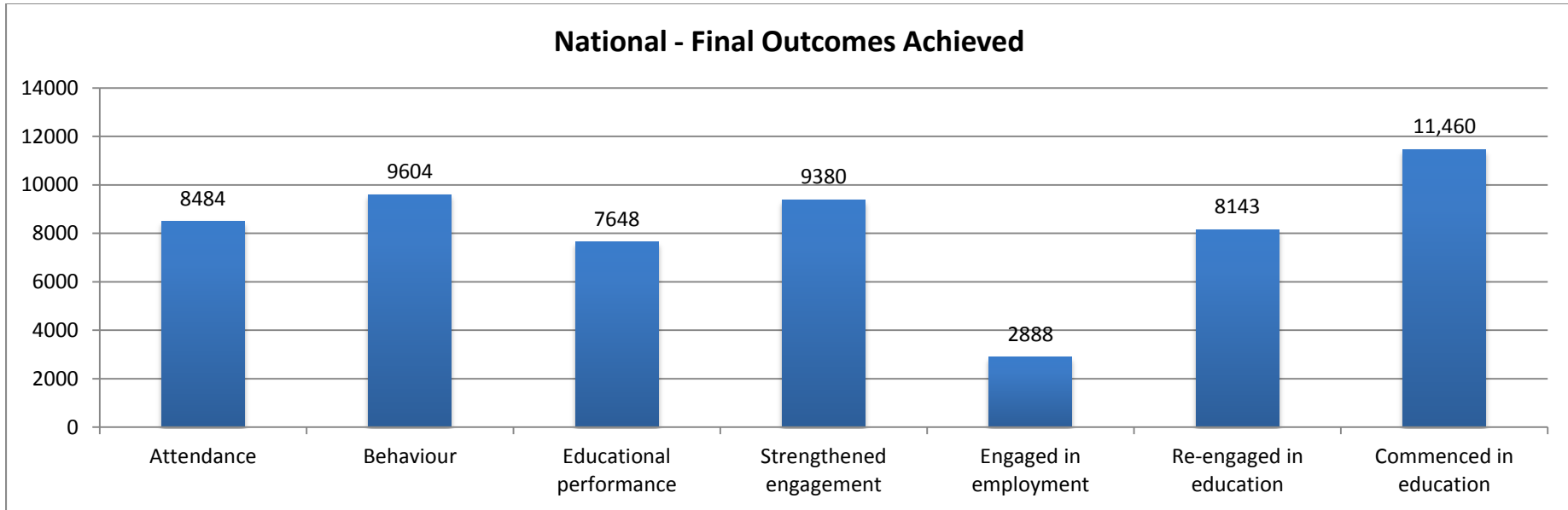
Figure 15: NT – Final Outcomes Achieved by Connection Level

NT - Final outcomes acheived by connection level
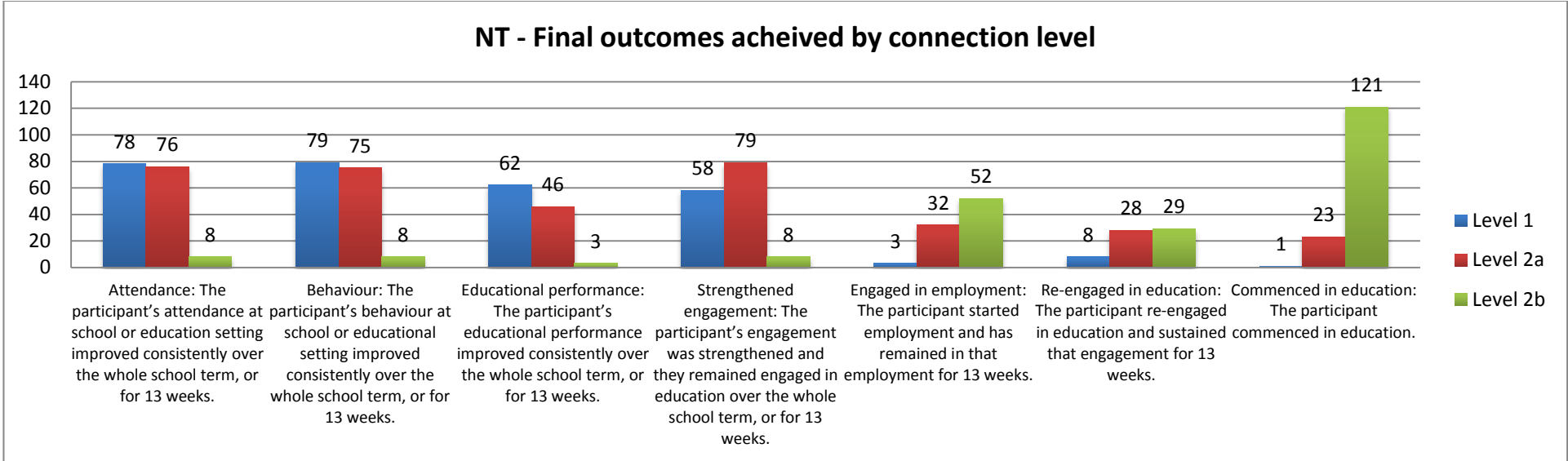
Figure 16: National – Final Outcomes Achieved by Connection Level

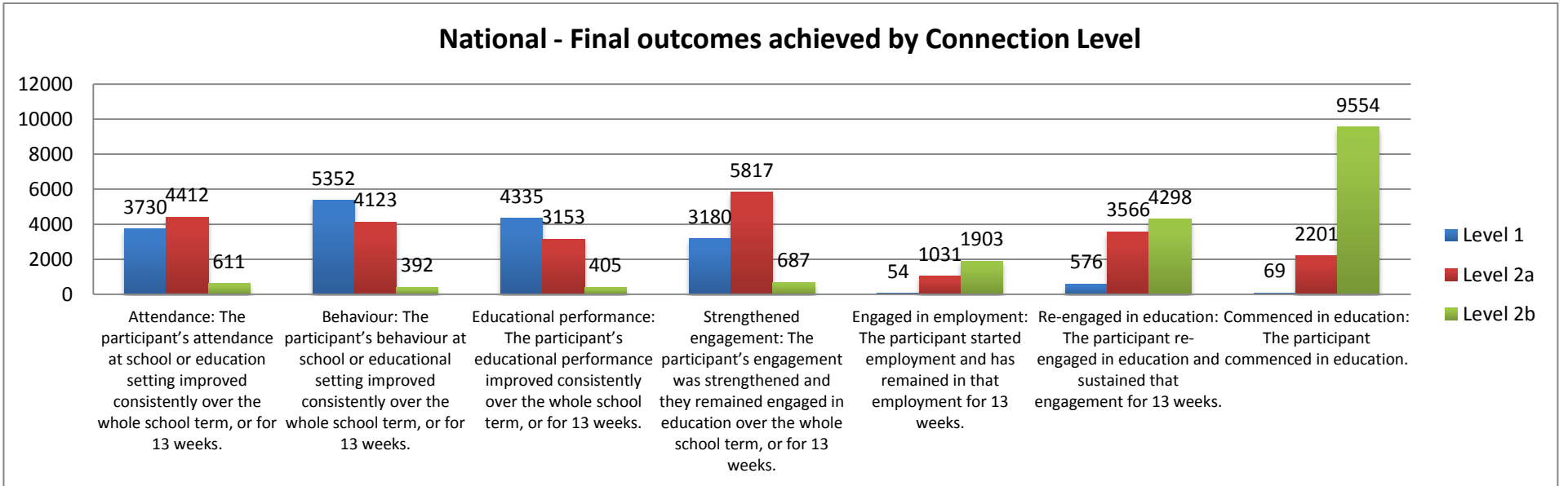**National - Final outcomes achieved by Connection Level**

44

Table 17: NT- 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.	78	76	8	159
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	79	75	8	160
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	62	46	3	110
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	58	79	8	142
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	3	32	52	80
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	8	28	29	61
Commenced in education: The participant commenced in education.	1	23	121	136

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

% of total Indigenous participants by state
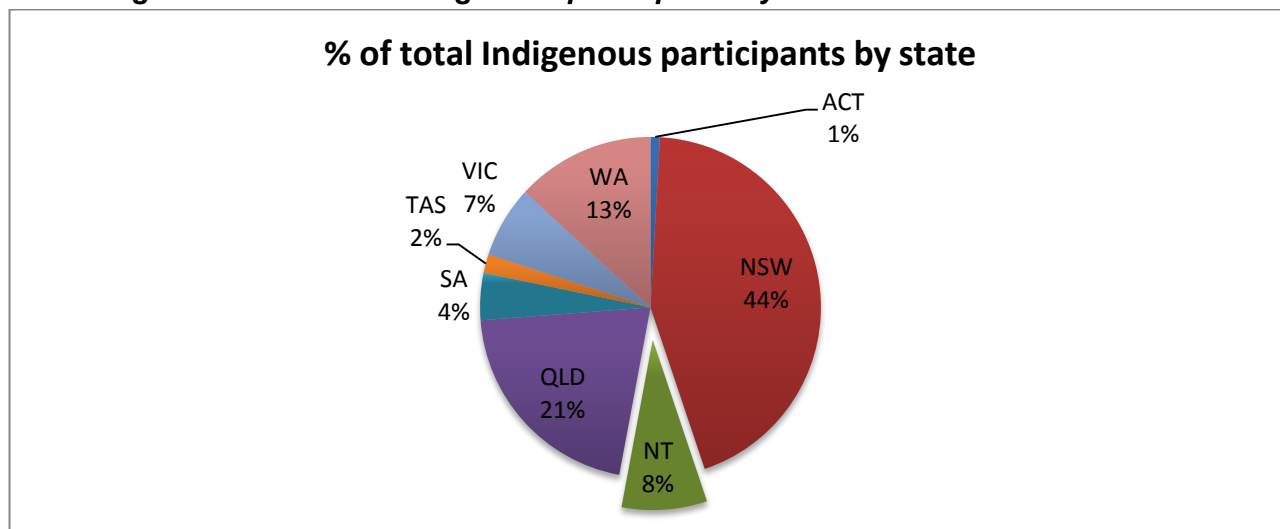
Table 19: % of Total Indigenous participants by State

	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

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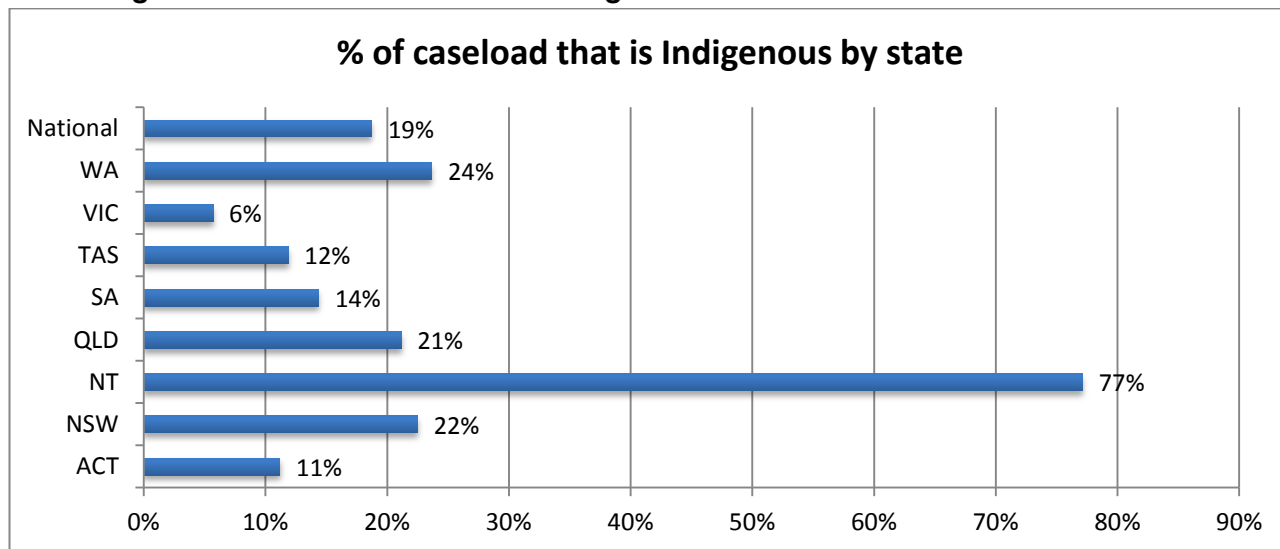
Table 20: % of caseload that is Indigenous in each State

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

In the Northern Territory, 13% of Indigenous participants with addresses recorded (541), are in Territory Growth Towns.

Table 21: Indigenous participants – NT and National

	NT	National
Indigenous Participants	887	10,955
All Participants	1150	58,408
% Indigenous	77%	19%

Table 22: NT and National- Indigenous participant outcomes achievement

	NT		National	
Indigenous young people enrolled in individual support services	887	-	10,955	-
Indigenous young people who have achieved a progressive outcome	389	44%	7434	68%
Indigenous young people who have achieved a final outcome	345	39%	5436	50%

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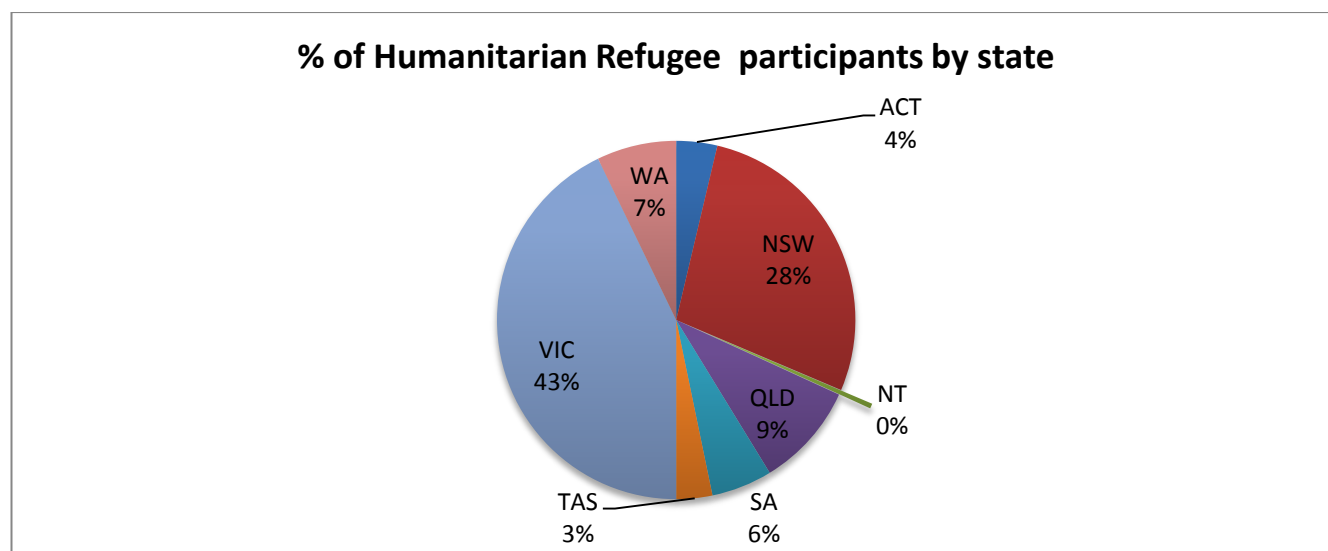
Figure 19: % of Total Humanitarian refugee participants by state

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%

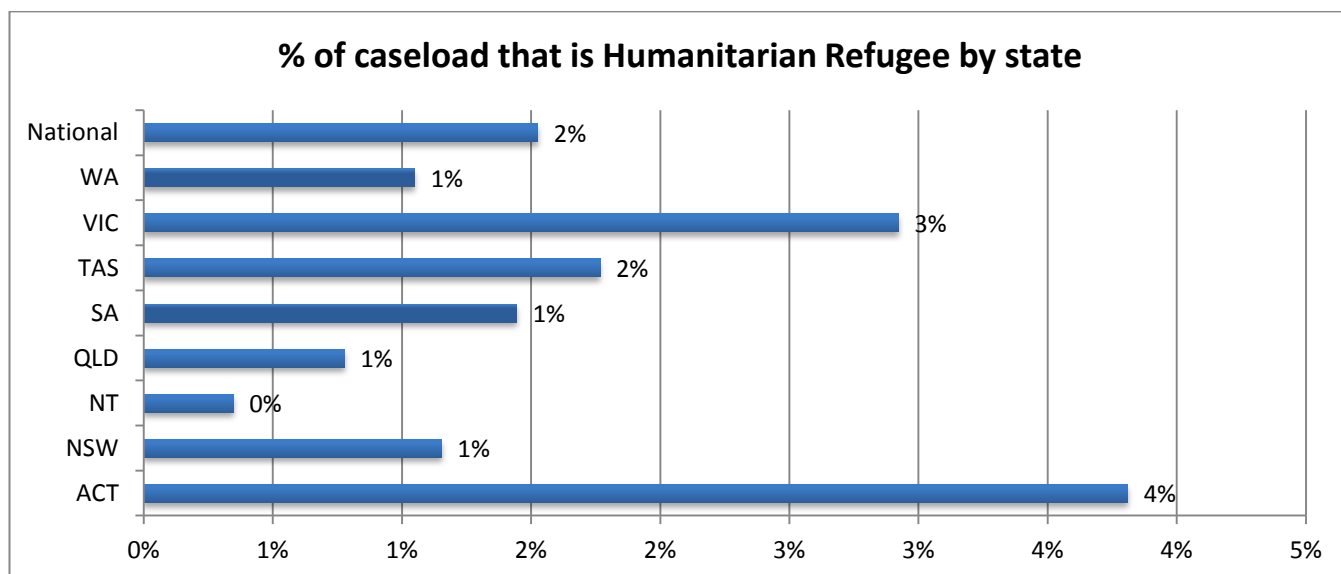**Figure 20: % of caseload that is Humanitarian refugee in each state**

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 – NT and National

	NT	National
Humanitarian Refugee Participants	4	892
All Participants	1150	58,408
% Humanitarian Refugee	0%	2%

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

	NT		National	
Humanitarian Refugee young people enrolled in individual support services	4	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	0	0%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	0	0%	622	70%

Outreach and Re-engagement Services

Providers in the Northern Territory have conducted 290 Outreach and Re-engagement activities (some were held multiple times, resulting in 721 events). These activities were attended by more than 16,464 people.

Table 27: NT Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	428
<20	163
<50	75
<500	52
<500	3

674 of these events were identified as having an Indigenous focus; 39 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in the Northern Territory have conducted 267 activities to strengthen services in their region. 188 of these activities were identified as having an Indigenous focus, 16 were identified as having a humanitarian refugee focus.

Table 28: NT 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.	224	2.9
Families and communities are more positively involved in the lives of at risk young people.	79	2.4
Families of at risk young people are more involved in their community.	39	2.1
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	53	2.8
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	50	2.9
Schools and education providers increased their referrals to support at risk young people.	46	2.9
Schools and education providers make referrals earlier to support at risk young people.	44	2.6
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	46	3.0
The use of infrastructure in the region to support at risk young people is better coordinated.	161	2.7
There are improved referral channels for community resources which support at risk young people.	161	2.7
There was a reduction in the duplication of community resources which support at risk young people.	67	2.6
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	45	3.4
There was an increase or improvement in the available services for families of at risk young people.	89	2.4
Young people disengage less frequently from school or education providers.	53	2.4

ANNEXURE 1 B – School Business Community Partnership Brokers - NT

National Summary

Introduction

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

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

The support provided by Partnership Brokers is particularly important for disadvantaged communities, including Indigenous and low SES communities, which lack the networks, connections and/or infrastructure needed to support their young people. Program data shows that approximately 39 per cent of the schools involved in partnerships, supported by Partnership Brokers, are from the most disadvantaged quartile based on their Index of Community Socio-Educational Advantage (ICSEA[2]) value.

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

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

Program Status

As at April 2013, there were approximately 1600 active and self-sustaining partnerships associated with Partnership Brokers nationally (excludes Victorian data[3]) involving almost 5300 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 20 per cent of these partnerships have an Indigenous focus. There have been approximately 13 700 Outcomes Framework Key Performance Measure (KPM) evaluations with approximately 5400 (39%) of those evaluations rating the partnership's progress as 'Considerable' or

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[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 Victoria[5]) 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.

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[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 2011[6]. Among the most commonly reported priorities for partnership development were:

> Addressing the needs of at-risk young people (Mental Health, Low SES and Disability were the primary risk factors targeted)
> Supporting the transition of young people from secondary schooling to further education, training or employment
> Increasing Indigenous engagement and attainment

Collaboration between Partnership Brokers and Youth Connections providers

An important feature of the Partnership Brokers and Youth Connections programs is the requirement for providers to work together to identify and address the needs of their region. In 2012, 60 per cent of Partnership Brokers indicated they were working closely with Youth Connections providers and supporting new or enhanced partnership arrangements to meet identified needs in their region[7] (up from 55 per cent in 2011). In regions where collaboration has been limited, Youth Connections providers appear to have concentrated on delivery of case management services and Partnership Brokers have focused on stakeholder engagement and partnership development independently.

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

Northern Territory Summary

Context

The School Business Community Partnership Brokers program is delivered across five regions in the Northern Territory (NT), which align with the NT shire and municipality region constructs. In the NT, Partnership Broker providers are required to focus on remote service delivery in the Northern Territory Government's 20 Major Remote Towns identified. These towns are all very remote and have limited services when compared to like-sized towns in other rural and remote areas.

Since January 2010, Partnership Brokers and DEEWR personnel have engaged with a range of stakeholders to increase awareness of the Partnership Brokers program. This has resulted in a growing understanding among key stakeholders (particularly education and community organisations) of the intent of the program and the role of Partnership Brokers.

Program Status

As at April 2013, there were over 75 active and self-sustaining partnerships associated with Partnership Brokers in the NT involving approximately 215 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 64 per cent of these partnerships have an Indigenous focus. There have been approximately 392 Outcomes Framework Key Performance Measure (KPM) evaluations with around 141 (36%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

Partnership Broker Snapshots have provided some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. Examples of NT Snapshots are included at the end of this report.

Challenges

While the information above indicates progress, individual providers and the program in the Northern Territory have also faced many of the challenges outlined in the National Summary. In particular, it is an ongoing challenge for some providers to make the transition from a 'hands on' service delivery role to a strategic facilitation role.

The NT Partnership Brokers have had some difficulty recruiting and retaining people with the necessary skill set to deliver the program. There has been significant staff turnover which has impacted on the achievement of program outcomes. DEEWR continues to work closely with the Partnership Brokers to address this issue.

Similarly, turnover of School Principals in various communities has created challenges for Partnership Brokers as this requires additional time and effort to build new relationships and trust in order to re-establish partnership arrangements. The Partnership Broker providers have also indicated that it has taken a considerable amount of time and effort to educate stakeholders about the role of a Partnership Broker and the assistance they can offer under the program.

As highlighted in the Dandolo reports, providers in the NT have also found it hard to engage with education authorities in a way that enables the Partnership Brokers to align their priorities for partnership development with NT Department of Education and Children Services initiatives. Issues like this are being addressed as part of the ongoing process to improve youth attainment and transitions outcomes under the NP. In the Major Remote Towns, the capacity of stakeholders to engage with the Partnership Brokers program is often limited. This is due, in part, to the increased level of activity by other service providers acting under the Stronger Futures initiative. Organisations, key stakeholders and individuals have reported fatigue as they struggle to cope with mounting pressures associated with the ongoing reform agenda. The NT Partnership Brokers have also found some Service Regions, and some communities, are more conducive to partnership development than others. A key strategy being employed by Partnership Broker organisations is to leverage off existing partnerships/relationships to create new partnerships which are strategic in nature.

There is recognition in Remote Service Delivery communities that there is a need for more collaborative relationships between key stakeholders, and this is evident by the recent signing of a local service-level agreement between various government programs and the local shire.

In addition, Partnership Brokers are required to travel long distances to remote locations and access to these areas can be difficult or nonexistent in the Wet Season (six months of the year). Cultural factors also can prohibit Partnership Brokers from accessing some communities for months at a time and planned visits can be cancelled at short notice. Coordinating key stakeholders to be available concurrently can be a significant challenge to service delivery.

The level of collaboration between Partnership Brokers and Youth Connections providers in NT is not as high as the national picture. In some regions, providers are working well together and progressing partnership arrangements to improve support services, however, the level of collaboration in other regions is variable but improving.

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 (NT)	Percentage of organisations in partnerships (NT)	Total number of organisations in partnerships Nationally	Percentage of organisations in partnerships Nationally
Business & Industry	57	27%	1508	29%
Community	84	39%	1645	31%
Education	68	32%	1968	37%
Parents and Families	6	3%	167	3%
Total	**215**	**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 number of organisations in partnerships NT)	Percentage of organisations in partnerships (NT)	Total number of organisations in partnerships Nationally	Percentage of organisations in partnerships Nationally
Accommodation and Food Services	7	3%	121	2%
Administrative and Support Services	17	8%	208	4%
Agriculture, Forestry and Fishing	3	1%	101	2%
Arts and Recreation Services	14	7%	190	4%
Construction	1	0%	81	2%
Education and Training	90	42%	2409	45%
Electricity, Gas, Water and Waste Services	1	0%	23	0%
Financial and Insurance Services	2	1%	55	1%
Health Care and Social Assistance	24	11%	703	13%
Information Media and Telecommunications	1	0%	65	1%
Manufacturing	1	0%	77	1%
Mining	4	2%	60	1%
Other Services	26	12%	724	14%
Professional, Scientific and Technical Services	5	2%	67	1%
Public Administration and Safety	11	5%	232	4%
Rental, Hiring and Real Estate Services	0	0%	10	0%
Retail Trade	4	2%	113	2%
Transport, Postal and Warehousing	3	1%	65	1%
Wholesale Trade	1	0%	4	0%
Total	**215**	**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 (NT)	Percentage of schools in partnerships (NT)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in NT
Primary	7	23%	220	20%	30%
Secondary	7	23%	587	53%	14%
Combined	17	55%	291	27%	55%
TOTAL	**31**	**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 (NT)	Percentage of schools in partnerships (NT)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in NT
Government	26	84%	858	78%	78%
Independent	3	10%	120	11%	13%
Catholic	2	6%	120	11%	9%
TOTAL	**31**	**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.
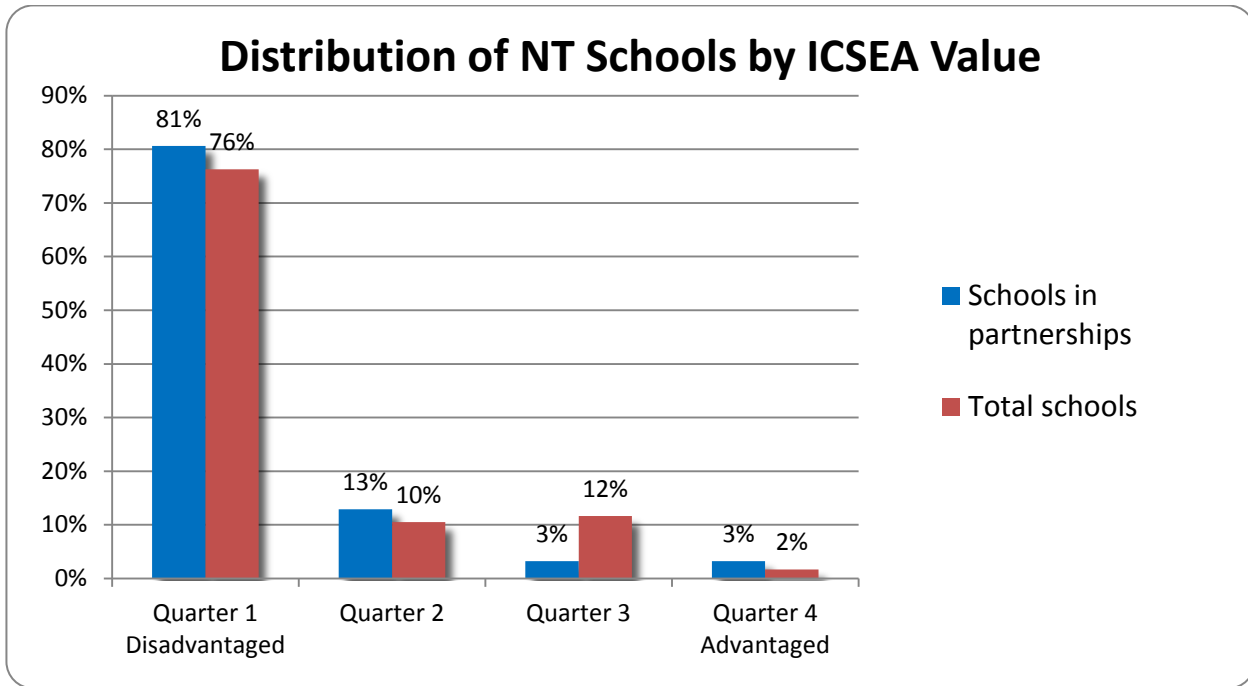

Table E – Number of Schools in Partnerships by ARIA Code

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 (NT)	Percentage of schools in partnerships (NT)	Number of schools in partnerships Nationally	Percentage of schools in partnerships Nationally	Number of schools in NT
Major Cities of Australia	0	0%	517	47%	0%
Inner Regional Australia	0	0%	292	27%	0%
Outer Regional Australia	9	29%	188	17%	33%
Remote Australia	8	26%	54	5%	22%
Very Remote Australia	14	45%	47	4%	44%
TOTAL	**31**	**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 NT

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 (%)
58 (46%)	17 (13%)	75 (59%)	52 (41%)	127 (100%)

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

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 (%)
39 (67%)	9 (53%)	48 (64%)	27 (52%)	75 (59%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 67% of the total active partnerships in NT 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 (NT)

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

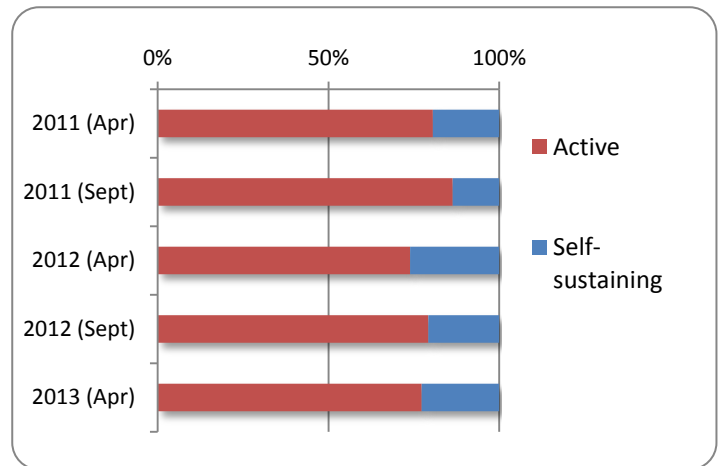| Year (month)	Active	Self-sustaining
2011 (April)	81%	19%
2011 (September)	86%	14%
2012 (April)	74%	26%
2012 (September)	79%	21%
2013 (April)	77%	23%

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 (NT)

Number of Pre-Existing Partnerships (NT)	Percentage of Pre-Existing Partnerships (NT)	Number of Brokered Partnerships (NT)	Percentage of Brokered Partnerships (NT)	Total Number of Partnerships (NT)	Total Percentage of Partnerships (NT)
29	(23%)	98	(77%)	127	(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 2013)

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.	323	53 16%	55 17%	68 21%	58 18%	89 28%

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.	76	16%	12%	22%	18%	32%
Communication - There is effective communication between partners.	66	9%	18%	26%	18%	29%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	63	16%	14%	24%	16%	30%
Shared Decision Making -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	62	15%	23%	23%	16%	24%
Review - Partners monitor and review their partnership and progress towards goals.	56	29%	20%	9%	21%	21%

The data above shows that:

- Providers reported 46% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 33% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 76 partnerships (60% of the total number of partnerships in NT) that have demonstrated to some extent that 'partners have a clear, shared, realistic goal'. Providers reported that 50% 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.	88	17 19%	15 17%	17 19%	17 19%	22 25%

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	5	20%	20%	0%	20%	40%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	19	21%	26%	32%	11%	11%
An increase in the number of education and training providers who have increased their career practitioner capacity	8	0%	25%	38%	25%	13%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	56	21%	13%	14%	21%	30%

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 36% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome
- There are 56 partnerships (44% of the total number of partnerships in NT) 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 51% 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.	63	11 (17%)	15 (24%)	11 (17%)	11 (17%)	15 (24%)

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	25	24%	24%	24%	12%	16%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	8	38%	13%	0%	25%	25%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	30	7%	27%	17%	20%	30%

The data above shows that:

- Providers reported 41% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 41% of partnerships that have been evaluated have made limited or some progress against this outcome.
- There are 30 partnerships (24% of the total number of partnerships in NT) that have made progress towards increasing 'the number of businesses providing quality workplace and community learning opportunities for young people'. Providers reported that 50% of these partnerships have achieved or made considerable progress against this KPM.

Table I4 – Outcome – Parents & Families	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Partnerships that support parents and families to provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning, and improve their education and transition outcomes.[*]	86	30 (35%)	21 (24%)	13 (15%)	13 (15%)	9 (10%)

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	26	31%	23%	12%	27%	8%
An increase in the number of parents and families that are actively involved in career transition planning for their children	10	50%	20%	10%	10%	10%
An increase in the number of parents and families that are better informed about learning and career options	17	41%	24%	12%	12%	12%
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	21	24%	29%	19%	14%	14%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	12	42%	25%	25%	0%	8%

The data above shows that:

- Providers reported 25% of partnerships that have been evaluated have achieved or made considerable progress against this outcome
- Providers reported 59% of partnerships that have been evaluated have made limited or some progress against this outcome
- There are 26 partnerships (20% of the total number of partnerships in NT) 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 35% 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.	155	27 (17)	38 (25%)	36 (23%)	28 (18%)	26 (17%)

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	17	24%	18%	29%	24%	6%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	33	18%	21%	21%	18%	21%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	28	11%	29%	25%	25%	11%
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	17	18%	12%	29%	18%	24%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	20	15%	30%	20%	25%	10%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	18	22%	44%	11%	6%	17%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	22	18%	18%	27%	9%	27%

The data above shows that:

- Providers reported 35% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 42% of partnerships have made limited or some progress against this outcome.
- There are 33 partnerships (26% of the total number of partnerships in NT) 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 39% of these partnerships have achieved or made considerable progress against this KPM.

PARTNERSHIP BROKERS
SCHOOL+BUSINESS+COMMUNITY

JAM – JUST ADD MUSIC!

Purpose
To bring the music community of Katherine together to support the learning and development of young people.

Partnership Members
- Riverside Deejays
- Katherine Community Radio
- Katherine Regional Arts
- Woolworths Katherine
- Mission Australia (Youth Connections provider)
- Djilpin Arts Aboriginal Corporation
- Katherine Region of Musicians
- The Smith Family NT
- Wugularr School

Context and Goals
Katherine Region's indigenous and non-indigenous youth have limited access to alternative education programs and few opportunities to participate in youth focused events. The Katherine community needed to work together to develop an inclusive and sustainable youth engagement strategy to assist their young people to become strong and valued members of the community. 'Just Add Music' (JAM) aimed to provide a platform to engage young people through their love of music.

The Partnership's Approach
JAM Partners were clear about what they wanted to do and that they didn't want just a one-off event. Their first event capitalised on the national Save Live Australian Music (SLAM) initiative. SLAM promoted JAM and attracted the interest of a number of musicians who gave their support to JAM and future events. Partners entered into long-term, mutually beneficial partnership agreements and developed plans that included future events and programs. They also engaged community services to increase their event management capacity. For example, YMCA transported students from Wugularr (remote) School to JAM.

> " It's just great to see the whole community come together like this – just celebrating live music "
> *Kelly Doyle, Wurli Wurlinjang Health Service*

Partners completed a second event, 'JAM'n for Youth', during National Youth Week and now support weekly JAM sessions with new partner, Mission Australia (Youth Connections provider), focused on reaching out to disengaged and disadvantaged youth.

Benefits
- Mentoring opportunities for young people.
- A culturally inclusive event that brings young people, their families and the community together.
- Regional musicians have formed a 'coalition' to support young people.
- Katherine Community Radio is working with schools to provide VETiS opportunities for young people.

Next Steps
The Partnership is under review with a focus on sustaining 'weekly JAM' and working with regional festivals to engage other remote communities. Katherine Community Radio is reworking their organisational structure to incorporate the JAM partnership as a subcommittee.

Support from the Partnership Broker
The Partnership Broker used their knowledge of the region and key stakeholders to bring together partners with mutual interests, and demonstrate how a partnership approach could amplify the benefits of this initiative. The Partnership Broker also facilitated the development of formal Partnership Agreements.

TOP TIP

A partnership approach can strengthen relationships between people and organisations from different sectors and build community cohesion.

GROWING YOUNG WOMEN

Purpose

To inspire and support young women enrolled in Tiwi College to achieve their potential.

Partnership Members

- Mission Australia
- The Smith Family NT
- Tiwi College
- Tiwi Education Board
- Top End Health Development, NT Health

Context and Goals

Young women growing up on Tiwi Islands inherit a proud cultural history reaching back thousands of years. However, young Tiwi women may experience poor housing, poor health outcomes, and stress. They generally have low school attendance and are unlikely to finish year 12. Indigenous young women in the NT are five times more likely to be teenage mothers than non-Indigenous females, less likely to be employed after they leave school, more likely to be the victim of violence and less likely to own their own home. They may often be required to care for young siblings or other family members rather than attend school, and may be the subject of low expectations and racism in the broader community.

The *Growing Young Women* Partnership was established to provide the girls of Tiwi College with a broader range of learning experiences and to motivate them to aspire to education, career and life goals. The partnership's goals include improving school attendance and engagement, improving personal development knowledge and skills, and establishing a women's reference group.

The Partnership's Approach

Each partner brings their own contribution to the partnership. The Tiwi Education Board brings cultural and educational strategic direction and governance. Tiwi College brings time and commitment of staff and houseparents, together with facilities for the Girls' Room, assistance with logistics, data collection and information.

Mission Australia (the regional Youth Connections provider) and The Smith Family bring programs and activities which seek to broaden students' experience, build new skills and confidence, and link back into educational success. Top End Health Development brings health education and promotion capacity.

The partnership adopted an action learning approach, with a program cycle and annual action plan, reviewed quarterly.

> " This partnership is just what we need – it fills a huge gap in the College program. "
> *Tiwi Education Board*

Benefits

- Young women are benefitting from a broader range of experiences, such as 'experiential mentoring', contributing to school connection and retention.
- Attendance of senior female students has improved by 24%.
- Tiwi College has more resources available for young women's education.

Next Steps

A group of Tiwi women and local service providers is now taking steps to extend the intent of this partnership across the Tiwi Islands, commencing with a Tiwi Families Day to involve families and community members, raise the profile of family support for education, and provide information about support services.

Support from the Partnership Broker

The Partnership Broker identified the need for a collaborative approach to address the needs and interests of young Tiwi women. They scheduled and facilitated meetings with all parties and assisted partners to design an MOU and an action plan, as well as supporting the development of review and evaluation mechanisms for the partnership. The Partnership Broker also convened discussions over several months with Tiwi women and service providers to consider the issues impacting on young women and develop and coordinate local responses.

TOP TIP

A structured planning and review cycle helps to keep partners focused on the goals they set out to achieve.

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.