

**NATIONAL PARTNERSHIP ON
YOUTH ATTAINMENT AND
TRANSITIONS**

New South Wales

**2012 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, New South Wales

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)	139,969	143,201	144,257
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		3,471	4,022	4,545
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		7,481	8,101	8,262
	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)	33,484	31,530	29,777
	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		3,091	2,934	2,933
	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		324	312	333
Increased attainment of young people aged 15-24, including Indigenous youth	The proportion of young people aged 20-24 who have attained Year 12 or Certificate II or above (b)	Census (ABS)	N/A	84.8%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	55.9%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	27,996	28,530	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		795	1,004	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	73.3%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools Statistics Collection (ABS)	98.0%	106.1%	106.6%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)		38.6%	42.9%	47.2%

Notes on the data

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

PART B:

Current Landscape

The NSW Government is dedicated to supporting the youth of NSW to reach their potential through education and training opportunities that will see them have a successful and rewarding future.

In NSW, the delivery of education and training to young people is guided by two fundamental principles:

- 1. that all young people are entitled to high quality education and training that provides recognised credentials and clear pathways to employment and lifelong learning (NSW Government's reforms for the Higher School Certificate)*
- 2. that people from all backgrounds and circumstances share access to the knowledge, skills and understanding they need to participate fully and successfully in the community (NSW Charter for Equity in Education and Training).*

The Youth Labour Market

NSW's youth population (15 to 24 year olds) numbered 993,000 in February 2013, making up 20% of the NSW working age population (15 to 64 year olds) of 4,935,300.¹

The youth labour market in NSW has improved since the Global Financial Crisis (GFC), but has not recovered to reach pre-GFC levels.

The NSW teenage (15 to 19 year olds) unemployment rate was 15.5 % in 2012 compared to 19.7% in 2009. In 2007, prior to the GFC teenage unemployment in NSW stood at 13.8%².

The NSW unemployment rate for 20 to 24 year olds was 9.3% in 2012 compared to 8.9% 2009. In 2007, the unemployment rate for 20 to 24 year olds stood at 6.3%.

The unemployment rate for 15 to 19 year olds was three times the adult unemployment rate of 5.1% in 2012, while the unemployment rate for 15 to 24 year olds was about double the adult unemployment rate. NSW's unemployment rate for 15 to 19 year olds was 1.2 percentage points lower than the national rate of 16.7%, while the unemployment rate for 15 to 24 year olds was 0.7 percentage points higher than the national average in 2012.

The NSW unemployment rate for 15 to 24 year olds was 11.6% in 2012, 1.5 percentage points lower than the 2009 rate of 13.1%. This figure is on par with the national rate of 11.7% in 2012.

Education and training participation

Young people in NSW have access to a wide range of education opportunities and pathways.

In 2012, there were 144,257 senior secondary students³ enrolled in NSW schools. This is an increase of 1,056 students on the number in 2011 and an increase of 10,546 students compared with 2008. NSW apparent

¹ DEEWR, Labour Market Information Portal

² Unemployment rates are based on twelve month average rates to December. Sourced from ABS, Catalogue no. 6291.0.55.001 - Labour Force, Australia, Detailed

retention rates (Year 10-12) stood at 75.5% in 2012, marginally lower than the historically high 76.7% of 2011, and significantly higher than the 72.3% recorded in 2008.

There were 66,000 enrolments of students aged 15-24 years in TAFE NSW in 2012 who were not at school and had not completed Year 12 or an Australian Quality Framework (AQF) Certificate II or higher qualification. A further 20,655⁴ young people were enrolled in a publicly funded courses delivered by a private registered training organisations.

There were 44,738 apprentices aged 24 years and under in training in NSW at 30 June 2012. TAFE NSW was providing training for 89.5% of these apprentices. A further 34,972 young people aged 24 years and under were engaged in traineeships in NSW.

In 2012, 26,249 students were enrolled at university⁵ after completing the Higher School Certificate (HSC) in 2011, an increase of 3.2% over the number in 2011.

Broad education reform directions

NSW 2021

NSW 2021, the NSW Government's 10 year policy plan released in 2011, sets out a number of targets to support youth attainment and successful transitions including that:

- 90% of young people who have left school are participating in further education and training or employment by 2020
- 90% of 20 to 24 year olds have attained a Year 12 or AQF qualification at Certificate III or above by 2020.

These targets are pursued by :

- increasing the number of apprenticeships completed through competency based assessment, shorter term apprenticeships and credits towards an apprenticeship or traineeship where prior lower level vocational training has been completed
- funding pre-apprenticeship and pre-traineeship training to help young people begin and complete higher level training and secure skilled job opportunities
- expanding access to Structured Workplace Learning by providing vocational training while at school to students in Years 9 and 10
- providing targeted assistance to support youth at risk to remain at school
- increasing access to quality retention programs for students in Years 10, 11 and 12 and developing resources to support students to plan their education and training goals for the future
- implementing strategies to support more students to complete an AQF qualification at Certificate II or III while at school
- working with schools and other education providers, businesses, community and other organisations to support improved attainments, and post school learning and employment pathways, particularly for Aboriginal students
- providing innovative and tailored learning opportunities, mentoring and targeted case management strategies to assist students facing disadvantage, including regional and rural students, Aboriginal students, students from backgrounds where English is not their first language and students with a disability

³ Measured in terms of full-time equivalent students in Years 11 and 12.

⁴ Some of these students may have completed Year 12 or an AQF Cert II.

⁵ At NSW or ACT Universities

- TAFE NSW further developing a range of strategies, including pathways to higher level qualifications, flexible training options, support services, career counselling and personalised learning solutions for 20 to 24 year olds across NSW.

Raised school leaving age in NSW

Studies both here and overseas have found that teenagers who leave school early are two and a half times more likely to be unemployed, earn lower wages, have poorer health or be involved in criminal activities. The longer a young person remains at school the better their prospects are.⁶

The school leaving age in NSW was raised in 2010. NSW continues to pursue reforms designed to support students to meet the requirements of the raised school leaving age. These are detailed at length in the following sections of this report.

The Performance Audit by the NSW Auditor-General in 2012 on the impact of the raised school leaving age in NSW noted the challenges faced by schools and TAFE NSW in engaging students who would traditionally have left school when they turned 15 or soon after. The report noted the many positive initiatives being taken to engage students at risk of early leaving. The Auditor-General made several recommendations for improved administration of the raised school age arrangements and support for young people at risk. These recommendations are being addressed, including the planned collection of data on student destinations after Year 10 and referral of 15 to 17 year old early leavers to targeted support as required.

Local Schools Local Decisions

The NSW Government has a strong policy commitment to increasing local decision making in schools. This commitment to align the NSW public schools education system with other high performing systems around the world is now part of the NSW Government's *2021 Plan*.

On 11 August 2011, the Minister for Education announced that the NSW Government would make changes to further enhance authority for school-based decisions to better meet the needs of students. The implementation of key strategies under the NSW National Partnership on Youth Attainment and Transitions, particularly the program targeting support projects for youth at risk, has aligned with the Local Schools Local Decisions policy in demonstrating the power of locally focused initiatives developed and managed by local and regional partnerships of schools, business and community to achieve outstanding outcomes for young people.

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

Independent Employment Adviser (IEA) program

The Independent Employment Adviser (IEA) program is a major initiative of the NSW Government which provides real life industry grounded support for young people at serious risk of disengagement from education, further training or employment.

Across 10 NSW regions of high youth unemployment and low school retention rates, non-government service providers with strong local industry knowledge work with public schools and students to deliver industry grounded school-to-work transition planning and advice, case management, mentoring and employment brokerage services.

⁶ NSW Auditor-General, Impact of the Raised School Leaving Age

The NSW Government allocated \$3.9 million to the Independent Employment Adviser initiative for service provision in 2011 and 2012. Data on 2012 student outcomes demonstrates the benefits and value to both learners and the wider community that the IEA program provides. The IEA program supported 1,246 students in 2012 with over 90% reengaging in school or transitioning to further education, training or work.

Due to the strong positive results from the 2011 and 2012 program, the NSW Minister for Education approved \$2.9 million of funding from the National Partnership on Youth Attainment and Transitions reward funding to continue the program until the end of 2013. This funding has also allowed the program to be expanded to meet extensive unmet demand.

Introduction of the NSW Record of School Achievement

The Record of School Achievement (RoSA) is the new cross-sectoral credential for students who leave school after Year 10 and before completing their HSC.

The first RoSA credentials were issued at the end of 2012 to students who had completed Year 10 and were leaving school. Students who leave school from Year 11 during 2013 will be issued with a RoSA.

Fully implemented the RoSA will:

- be a record of the full range of student achievements right up to the day they do their HSC or leave school
- provide an electronic record of achievements that students can use at any time
- use assessment by teachers in schools, moderated by the Board of Studies NSW to ensure reliability and fairness of grades
- provide the capacity to record vocational courses and attainment as well as other achievements such as First Aid courses, community languages courses and citizenship and leadership achievements such as the Duke of Edinburgh award
- provide on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

VET in Schools program for senior secondary students

NSW has built a world class cross-sectoral VET in Schools program. The integration of industry supported, nationally recognised vocational qualifications in the crucial transition years of senior schooling provides flexible pathway options which enable all students to pursue study directions that best suit their interests and abilities while not closing off post-school options if student circumstances or interests change. Over 61,000 students took a VET in Schools course in 2012, including many within an Australian Tertiary Admission Rank (ATAR) eligible program.

Over the past year, the Board of Studies NSW has continued to enhance curriculum provisions enabling access to VET pathways leading to Certificate III and IV Australian Qualification Framework VET qualifications for students in Years 11 and 12.

A new Financial Services Curriculum Framework based on the FNS10 Training Package was implemented from 2012, providing access to full Certificate III qualifications in Financial Services.

The Information and Digital Technology, Retail Services and Electrotechnology Curriculum Frameworks were revised during 2012 and all contain pathways to Certificate III qualifications.

Access to VET courses for Year 9 and 10 students

In recent years, vocational course options have been extended to Year 9 and 10 students with over 2,400 students taking vocational courses whilst completing their Year 9 and 10 studies. The Board of Studies NSW

continued to enhance the recognition of training pathways within the RoSa and HSC through this training pathway.

The number of students in Years 9 and 10 accessing VET courses continues to grow following the decision in 2008 to open up access to all schools. The number of Year 9 and 10 enrolments in VET courses grew from 120 students in 2008 to 2,536 students in 2011. Final figures for 2012 will not be available until July 2013.

All school sectors have successfully implemented VET in Years 9 and 10. Students are undertaking Certificate I level VET courses from Year 9, and commencing Industry Curriculum Framework courses early, in Year 10 with pathways to completion in Years 11 and 12. Access to trade training centres has improved participation in VET for Years 9 and 10.

Schools report that this learning option is very popular as evidenced by higher than expected enrolments and retention to successful completion in Years 11 and 12. Students who commence an Industry Curriculum Framework course in Year 10 are able to achieve completion and the HSC examination in the subject at the end of Year 11. Some schools and TAFE NSW Institutes then provide options for progress to higher qualification outcomes in Year 12. As well as increasing retention this option is building confidence for successful completion rates for both general and vocational studies.

Access to vocational courses provides students in Years 9 and 10 with an opportunity to develop practical skills, build self-esteem and confidence through their achievement and connections with industry and career pathways.

TAFE-school partnerships supporting pathway and participation initiatives

In 2012, TAFE NSW implemented additional NSW funded initiatives outside the National Partnership to engage the 'hardest to reach' young people. Much of this was done in partnership with schools (from all sectors) and other agencies as appropriate. NSW funded programs, including the Participation Phase Initiative and the Pathways for Young People (Youth Pathways) Initiative, targeted students from Year 9 onwards who are at risk of leaving school early. The aims of these programs are to increase school retention, support more young people to comply with the NSW's raised school leaving age requirements, and to meet the targets outlined in *NSW 2021* for young people.

TAFE Participation Phase Initiative (PPI) program

TAFE NSW's State funded Participation Phase Initiative (PPI) program supports local initiatives that provide students, particularly from vulnerable groups and those at risk of disengaging from school, with employability skills and applied language, literacy and numeracy (LLN) skills integrated with core vocational skills.

Between July 2011 and December 2012 there were over 4,000 PPI enrolments.

In 2012, TAFE NSW Institute staff worked in partnership with all school sectors to identify groups with specific needs and designed tailored programs to meet those needs. Programs included mentoring and pathway planning as well as activities which complement existing senior school curricula and programs, local work opportunities and industry skill areas. School staff have responded enthusiastically to this model of delivery and have emphasised the need for additional places.

TAFE Pathways for Young People (Youth Pathways) programs

In 2012, all TAFE NSW Institutes received separate one-off NSW funded assistance to target local youth cohorts with specific engagement needs. These were separately proposed and reported as Youth Pathways projects and were required to demonstrate their ability to address *NSW 2021* targets and priority actions; return high benefits and effective use of resources; and deliver improved outcomes to young people in NSW, including improved transitions from school to further education, work or training. The employment of case

workers or project/team support officers and the embedding of sustained linkages to wraparound services (mentoring, case management or LLN, with external agencies where appropriate) were encouraged.

More than 50 projects were successfully implemented across the 10 TAFE NSW Institutes under the Youth Pathways initiative in 2012. These programs encourage students to continue at school to Year 10 or 12, enrol in TAFE-delivered VET in Schools (TVET) courses for school students, engage in further vocational training or pursue employment.

Two examples of TAFE NSW Youth Pathways projects include:

TAFE NSW—Hunter Institute

The Karring/Girrakool project was able to employ a careers advisor/counsellor for one day per week to work with 16 year old detainees across two juvenile justice centres; assist in the development and implementation of a careers advisory unit; develop related resources; mentor centre and school staff; and work with external partners and individual students. This project's success included 24 young people participating in subsequent training or employment pathways with diminished incidences of reoffending.

TAFE NSW—South Western Sydney Institute

The Refugee Engagement Project was modelled on the Institute's very successful Hands On project (funded by the National Partnership's Youth at Risk strategy in 2010, 2011 and 2012 for Aboriginal students). The funding enabled the appointment of a refugee youth engagement officer to work with schools to encourage students to stay at school, expose them to TAFE NSW programs and services and assist them in post-school planning for pathways to further education and/or employment. The project reported improved awareness of potential pathways among young people, improved relationships with external support agencies and services, increased enrolments of young people in TAFE NSW courses and increased numbers of course completions.

Work Education and Work Studies courses in NSW schools

NSW secondary schools currently deliver the Board of Studies NSW *Work Education* Years 7-10 syllabus as either 100 or 200 hour elective courses that are credentialed on the RoSa. In 2012 over 2,700 students enrolled in work education almost double the 1,431 enrolments in 2009.

During 2012, the Board of Studies NSW revised the *Work Studies* syllabus for Year 11 and 12 students.

Key features of the new *Work Studies* syllabus are that it:

- is flexible, providing a range of elective modules to allow teachers to tailor their programs more specifically to meet the needs of particular groups of students
- reflects the contemporary world of work, including: technology in the workplace and for job seeking; the changing nature of the labour market and work; and issues in the modern workforce
- emphasises knowledge and skills for work-readiness, teamwork and enterprise.
- work health and safety (WHS) is addressed
- includes a *Personal Finance* module focusing on financial literacy, assisting students to manage their income and to develop an understanding of financial matters
- includes the *Team Enterprise Project* module provides the opportunity for students to engage in practical activities designed to develop their initiative, enterprise and teamwork skills. Such a project could include a community-based, work-focussed initiative
- provides for school-developed modules
- offers *Experiencing Work* as either one or two modules (up to 50% of course time) and allows for a diverse range of work-related experiences.

All NSW Year 7-10 syllabuses include Board of Studies NSW cross curriculum content on Work, Employment and Enterprise. A series of eight *Vocational Learning in Key Learning Area* booklets and additional resources are available to support government teachers deliver this cross curriculum content.

Alternative learning options

The availability of more flexible and relevant learning options for Year 11 and 12 students not pursuing a university pathway has been strengthened by the introduction of a new (non ATAR eligible) English Studies course. The course provides students with the opportunity to become more confident and effective communicators in a range of personal, social, cultural and workplace contexts. It is designed to develop skills in reading, listening, writing, speaking and representing, to consolidate a sound basis for current and future education, careers and citizenship. The course was piloted in 2010 and is now open to all secondary students pursuing non university pathways.

A new general mathematics course was released in 2012 for introduction in 2013. The new course has an applied learning focus, is highly contextualised and provides opportunities for creative thinking, communication and problem-solving. Students learn to use a range of techniques, tools, and technologies that are relevant to their present and future aspirations. This course will better provide for those students needing a range of applied mathematics knowledge to support their post school career plans.

Curriculum Integration in schools with trade training facilities

In 2012, public, independent and Catholic schools with trade training facilities continued to integrate general HSC course delivery with trade training, adapting content and learning processes to trade perspectives. Trade training centres have been a catalyst for critical review of what and how students learn in order to make the best possible transition through school and an apprenticeship. Trade training centres have also raised questions about how schools schedule learning in order to meet or maximise on and off-the-job training requirements and opportunities in the context of rigorous HSC requirements.

Traditional approaches to curriculum and training scheduling have often meant that VET courses requiring extended practical learning have been limited to single periods under an hour. Structured work placement has similarly placed responsibility on students to make up missed classes. Engagement of industry and registered training organisations in the planning and development of trade training centres has resulted in a range of adaptive measures for curriculum and curriculum delivery to improve how schools address student and industry needs.

Collaboration between trade training centre teachers in the integration of trade perspectives and workplace practices in general courses such as English, mathematics, business and science has been strongly welcomed by industry.

Schools with specialist trade training facilities are giving students realistic experiences of trades, assisting them to make informed choices about future occupations and provide targeted learning support to raise skill and qualification outcomes to maximise success.

Links to Learning program

In 2012, 80 Links to Learning projects operated across the Department's 10 regions. Funding allocated to the projects totalled \$8,304,425 to support youth aged 12-24 years who were disengaged or at risk of disengaging from education. The aim of the program is to support young people to remain engaged in or re-engage with education and/or transition to further training or employment.

Projects are delivered by a range of non-government organisations and local government authorities who provided learning opportunities and social support to approximately 3,700 young people in 2012. An increasing number of projects are providing participants with opportunities to complete accredited courses and units of competency as part of their participation. In 2012, 93% of participants were of compulsory school age, an increase from 88% in 2011. These students remain enrolled in school whilst participating in the program.

Local level input from funded organisations, schools and regions contribute to the development of models which are designed to meet local needs of 'at risk' youth populations. In 2012, 273 schools referred students

to Links to Learning projects, which is an increase from 150 in 2009. Transitioning participants at the completion of their participation is a structured process involving all relevant stakeholders. Participants continue to receive support from funded organisations, schools and other partner agencies following the transition phase.

Links to Learning is a well-established state funded program that complements a range of other initiatives. Projects have a strong group focus and emphasise participation, collaboration and creativity. Young people may not participate in Links to Learning if they are being supported by other publicly funded support programs such as Youth Connections or the Independent Employment Adviser programs.

Extending learning beyond the classroom

All school sectors have designed and implemented programs to support contextual learning beyond the classroom through work placements, industry visits and work experience. Currently over 98% of public schools report providing workplace learning opportunities for students every year and an increasing number are providing opportunities for volunteering. The extensive structured work place learning program operating in NSW is detailed below.

Go2workplacement.com

This new on-line resource, developed jointly by the three school sectors and the Work Placement Service Provider Network, was completed in 2012. Go2workplacement.com is a major initiative which will better support students preparing for work placement. Adequate preparation for work placement ensures students have a good understanding of what to expect during their work placement so they can make the best use of their time in the work place.

This initiative will be fully implemented during 2013. Go2workplacement.com assists students enrolled in HSC VET courses to get the most out of their work placement. By completing the online modules they will identify specific skills and competencies to focus on during their work placement. On completion of the modules students are awarded a Work Placement Ready Certificate which informs the host employer that they have prepared for work placement.

The Work Placement Ready Certificate details the employability skills, personal attributes, course competencies and industry specific skills the student has decided to explore during their work placement and assures the host employer that the student has prepared for their work placement.

Go2workplacment.com complements established work placement readiness programs currently delivered in schools and is not intended to replace those activities. Work Placement Service Providers will work with schools and employers to promote and implement the resource.

School to Work Program

The School to Work program in public schools provides students with the necessary skills, and resources to make a successful transition through school and from school to post-school employment, further education and training. While career and transition planning, development of employability skills and enterprising attributes are strongly supported, a touchstone of the program is extending student learning beyond the classroom.

This includes encouraging vocational learning perspectives in all learning areas and in 2012, the Department added a range of online resources and links to websites to strengthen teachers' capacity to include current workplace perspectives in all eight NSW Key Learning Areas.

Work experience is another means of extending learning beyond the classroom and currently 98% of schools report providing work experience opportunities for students each year.

Worlds of Work (WOW)

The Department and the Foundation for Young Australians (FYA) are collaborating to provide students in public schools with the FYA's innovative Worlds of Work (WOW) program. This intensive week long experience led by an FYA facilitator enables Year 10 students and their teacher to spend time in three different environments including a large private enterprise and a not-for-profit organisation asking the question: What does it take to be successful in life and work? This dynamic initiative builds aspirations, helps students understand their personal strengths and the skills needed to transition successfully to work and further study while also demystifying the evolving world of work. It puts young people in touch with a range of inspiring people at all stages of their career pathways.

Parramatta Lighthouse program

The *Parramatta Lighthouse* program in Western Sydney is an example of extended learning environments within the Catholic Education Sector. The program works to re-engage Aboriginal students in Years 9 and 10 who have been identified as being at risk of leaving school early. Students undertake an 18 week program of work preparation and one day-a-week work placement with an Aboriginal employer where it is possible to experience the relevance of education in a real-world setting. A visiting Aboriginal Education Assistant supports students and employers on a regular basis. The program continued to demonstrate its ongoing success with students having a more positive engagement in schooling in 2012.

The Key Alliance

The independent school sector is employing innovative approaches to extending learning beyond the classroom such as the KEY Alliance project. The project was developed, in collaboration with the local School Business Community Partnership Broker, four independent schools from the Penrith area, local industry and the community. The KEY Alliance project has developed stronger networks between students, teachers and industry personnel, engender student confidence, skills and motivation, as well as developing broader and more relevant employment opportunities for students.

Career advisers and expos

Every NSW public school with secondary enrolments has either a full-time or proportional part-time careers adviser. It is a condition of employment that all teachers appointed permanently to the position must have a postgraduate qualification in career development. The Department assists in providing training for teachers to achieve such a qualification.

Each year the Department provides orientation training for new careers advisers in partnership with the RMIT University. Continuing career adviser professional development programs are conducted by the Department's regional offices. Careers advisers who are 'new scheme' teachers are required to achieve accreditation at a Professional Competence level and to maintain their accreditation.

Master training in the *myfuture* website is provided to public, Catholic and Independent schools as well as TAFE NSW counsellors. The *myfuture* website is used by 90% of public schools with a secondary enrolment to support students to access career information. It is the most highly utilised website by public schools, followed by the Job Guide website. Of the 90% of public schools who reported using the *myfuture* website, over 86% reported using the My Guide website to encourage students to develop a personal career and transition plan. In 2013, four representatives from primary schools will also participate in the *myfuture* Master Training.

Catholic school students are able to access career advice, either through advisers employed within the school or an outside agency. Dioceses continue to support the professional development of careers advisers through networks, leave to attend conferences and subsidising teachers to undertake the graduate certificate in careers.

Independent school students also access career advice, either through advisers employed within the school or an outside agency. Independent schools also engage private consultants who offer support to schools through information education sessions and work experience programs, developing work preparedness and personalised work experience programs, providing advice on employer expectations, workplace behaviour and how to prepare job applications.

In 2012, 89% of public schools reported providing students access to careers expos. Careers expos are one of the main vehicles for ensuring that students have up-to-date industry based careers advice tailored to the needs of students and their families. In 2012, 41 career expos were held, many with substantial input from the local School Business Community Partnership Broker. The Catholic and independent school sectors have also been active in engaging with careers expos, ensuring that students have up-to-date industry based careers advice tailored to the needs of students and their families.

Pathway planning

In their annual online reporting on the *School to Work* program in 2012, 466 public schools with secondary enrolments indicated that:

- 78% are using the My Guide section of *myfuture* website to support students to document their personal career and transition planning
- 89% are providing explicit lessons and activities on career and transition planning
- 78% are providing mentoring support (in school or out-of-school) for career and transition planning
- 188 schools are using *Logbook Online* to support their career and transition planning
- more than 125,600 students were reported as being able to articulate a career and transition plan and more than 90,000 students were reported as having a written plan.

In addition, public schools can access the Student Pathways Survey, a unique self-efficacy on-line survey to provide students in Years 9 - 12 with an opportunity to articulate their ideas on career planning and transition. It generates an on-line individual feedback report, which can be retained by each student for reflection and future career and transition planning. Approximately 15,000 students access the Student Pathways Survey annually.

The School to Work program continues to support the full range of public school students in Years 9-12 to individually plan their transition pathway through and post-school. The School to Work program in public schools is highly valued and recognised for its impact on young people's life decisions in a world where the workplace is changing rapidly. The program aims to provide students with the necessary skills to make a successful transition from school to post-school employment, further education and training through career and transition planning, and development of employability skills and enterprising attributes.

Transition Adviser Training Program

Transition advisers in public schools work closely with careers advisers to support the transition needs of targeted students in a school, particularly those most likely to disengage early from education and training.

A comprehensive training program is undertaken by teachers nominated by their school to undertake this role. In October 2012 training was provided to 37 teachers to undertake the role in 2013. There are now 173 teachers working in the transition adviser role in public schools.

In 2011, 11 case studies were put together based on experiences from the schools that have implemented that transition adviser initiative. The case studies provide a valuable resource that better informs other transition advisers, their schools and regional personnel of the benefits, challenges and advantages of this initiative and supporting its implementation and practice in schools.

In 2012 the Transition Adviser Training Program was registered with the NSW Institute of Teachers at Professional Competence standard, enabling 'new scheme' teachers to use the training for accreditation.

Pathways for rural school leavers

The Regional Training and Employment Strategy 2011-13 supports economic growth in rural and regional NSW. The Strategy aims to help close the gap in employment and training outcomes through a number of programs for rural and regional NSW.

Under the Strategy, \$935,000 has been allocated to the Pathways for School Leavers Program which aims to enhance opportunities for rural and regional school leavers to gain employment in their local area or region.

The Program targets young people between the ages of 17-24 years in regional and rural NSW and aims to help them transition through higher level vocational training into higher education qualifications. The Program funds projects to develop and deliver pathways that:

- enhance an individual's employment prospects by including relevant work experience
- enhance higher education outcomes
- highlight career opportunities for young people
- target local or regional skills needs.

Currently, \$267,000 has been committed for projects in South East and Western NSW to develop pathways into the health care, business services, social assistance, professional, scientific and technical services industries for approximately 40 people.

Adult Community Education (ACE)

The Adult and Community Education (ACE) Social Inclusion Program aims to promote access and increase vocational education and training outcomes for those who experience barriers to training and employment or who are at risk of being socially excluded. Local projects are developed by NSW community colleges and must include additional support strategies to assist people at risk to achieve successful training outcomes. Around one quarter of the funds for this program support young people in the 15 to 24 years age bracket.

In 2012, the program supported over 5,500 enrolments and delivered over 150,000 student contact hours for 15 to 24 year olds. Many projects included partnerships with local public high schools and local youth services.

In 2013, in addition to ACE Social Inclusion Program funding, \$1 million is available via the ACE Youth Transitions Program. This Program will assist community colleges across metropolitan, rural and regional NSW to work with local public schools and other organisations and networks to provide training pathways and individualised support for young people at risk.

Training delivery will be designed to maximise successful outcomes for young people, including teen parents via continued engagement or reengagement with school, transition to or completion of VET qualifications up to Certificate II level, part qualifications up to Certificate III and/or to gain employment. The program will run until 30 June 2014.

Maximising Engagement, Attainment and Successful Transitions

In accord with the NSW National Partnership on Youth Attainment and Transitions Implementation Plan, NSW pursued the following strategic directions with the \$8.492 million Maximising Engagement, Attainment and Successful Transitions funding received under the National Partnership agreement.

Structured work place learning

Students taking NSW HSC VET Industry Curriculum Framework courses are required to undertake a minimum of 35 hours' work placement in a relevant industry setting in each of their Year 11 and Year 12 programs as part of each course. Work placements are coordinated by a network of Work Placement Service Providers which are local, not for profit and incorporated organisations.

Following an open tender on behalf of all school sectors in NSW in 2010, 25 Work Placement Service Providers covering 30 service regions were contracted to undertake work placement coordination services.

NSW has allocated \$28.8 million over the four years 2010-2013 (\$7.2 million per annum) from Maximising Engagement, Attainment and Successful Transitions funding to support the coordination of mandatory work placements for HSC VET students in NSW. This funding has been supplemented by reward funding received from the Commonwealth to address the growth in the number of VET in school students requiring work placement and to grow the number of employers supporting the program. For 2013, \$8.33 million has been allocated to support the work placement program.

Based on school sector work placement numbers, 74% of the funding has been used to support work placement coordination for students in public schools; 21% for students in Catholic schools, and 5% for students in independent schools.

In 2012 Work Placement Service Providers:

- serviced 700 schools and TAFE NSW colleges
- coordinated over 57,000 work placements for HSC vocational course students from the public, Catholic and independent school sectors and TAFE NSW
- coordinated work placements with 16,000 employers
- provided 1,966 placements for Aboriginal or Torres Strait Islander students
- provided 1,214 placements for students with a disability
- engaged 3,800 new employers to host work placements under the program.

In March each year, Work Placement Service Providers attend a professional development day hosted by the Department in association with the Catholic Education Commission NSW and the Association of Independent Schools NSW.

Extending vocational options for students in Years 9 and 10

Following a pilot funded by the NSW Board of Vocational Education and Training and undertaken by the Board of Studies NSW, VET for Year 9 and 10 students is now offered across NSW. In recent years over 2,400 students from all sectors completed vocational courses whilst undertaking their Year 9 and 10 studies. This development provides a new pathway option for students who might otherwise have left school but are now required to remain until they complete Year 10 or equivalent alternative studies.

Students are now able to begin studying towards an apprenticeship, traineeship or other qualification in Year 9 with significant numbers of students enrolling in courses such as hospitality, construction, primary industries and automotive.

In 2012, \$550,000 was provided to the NSW school sectors to support delivery of VET for Years 9 and 10 by TAFE NSW or another approved provider from Maximising Engagement Attainment and Successful Transitions funding, providing an additional 340 student places.

This additional funding was allocated to the sectors as follows:

Department of Education and Communities	\$417,565 (76%)
Catholic Education Commission	\$97,563 (18%)
Association of Independent Schools NSW	\$34,872 (6%).

Targeted support for youth at risk of disengagement from education and training

The NSW Implementation Plan identified locally designed and managed targeted support for youth at risk of disengagement from education and training as a key strategy to support increased levels of youth education participation and attainment.

In 2012, \$643,497 was allocated from National Partnership on Youth Attainment and Transitions funding for targeted support projects for youth at risk. Project proposals were sought from all school sectors and from TAFE NSW with a focus on initiatives to support the continued engagement of young people at risk to attain the HSC or AQF Certificate II or above and smooth their transition to further education, training and employment.

A total of 87 proposals were received from the school sector and TAFE NSW. The following 12 projects received funding:

1. Hands On- TAFE NSW South West Sydney Institute
2. Western Sydney Youth Engaged- TAFE NSW Western Sydney Institute in partnership with DEC
3. Aboriginal Sparkies 2– TAFE NSW Western Institute and DEC Western NSW
4. Applications of Industry Mathematics- Catholic Schools Office Maitland-Newcastle
5. The Eden Evolve program- Youth Off the Streets
6. Get Real Program- Dubbo College
7. Ready Arrive Work (RAW)- NSW DEC Western Sydney Region
8. Makin' Tracks- Armidale High School
9. Where Am I Heading- Coomealla High School
10. Fivebough Wetlands Project- Leeton High School
11. Trade Start- Erina High School
12. Muscles to Men and Plan it Youth Mentoring- Glen Innes High School

In 2012, NSW public schools received 51.4% of funding, Catholic schools received 6.8%, independent schools received 7.7% and TAFE NSW 34%.

The 2012 funded projects were highly successful in increasing the engagement, attainment and successful transitions to further study and employment of at risk students. A summary of positive outcomes achieved from selected 2012 projects follows.

Makin' Tracks - Armidale High School, NSW Department of Education and Communities

Makin' Tracks is a joint venture between Armidale High School and Back Track Youth Works to support young people at risk to remain in school and pursue school-based apprenticeships and traineeships.

It works with students from Years 9 and 10 to support their transition into Years 11 and 12. A significant proportion of students supported by the project are Aboriginal, have poor school records, difficult family circumstances and are often known to the police for anti-social behaviour and petty crime. As a participant of the Makin' Tracks program, young people are supported to remain at school by participating in innovative self-development and positive, engaging activities. To build employability skills students also undertake work and skill related activities that are heavily supported and connected to the local community.

In 2012, 22 students from Years 11 and 12 were also enrolled in the Makin' Tracks program, including 18 from Aboriginal backgrounds. Students enrolled in courses including, Certificate II in Rural Operations and Certificate II in Engineering. Additionally, some students have undertaken school-based traineeships in

primary industries with Makin Tracks' sister program, Back Track. Strong partnerships have been developed with local industry and business to provide practical workplace experience and training and to build pathways into employment.

The success of the partnership between Armidale High and Back Track has resulted in the Makin' Tracks program being developed into a model adaptable for other schools across the region, allowing them to learn from the model and giving them access to the key elements of the program.

Get Real - Dubbo Senior College Campus, NSW Department of Education and Communities

The Get Real program is recognised for its outstanding work in raising Aboriginal student engagement, retention and attainment for students enrolled at the Dubbo College Senior Campus.

Get Real helps students gain the knowledge, skills and attitudes to successfully complete structured work place learning requirements for vocational courses, progress towards and complete the HSC, and pursue further studies or gain employment.

Each student is paired with an Aboriginal mentor, a student career plan is developed and their learning support needs are identified. Through the program, students develop resumes and job applications and are assisted with university and scholarship applications. Students are encouraged to participate in work experience programs to further develop their employability skills which has resulted in a number of students undertaking part-time work.

Throughout 2012, Aboriginal students from neighbouring schools have also been assisted to access work placement and work experience opportunities with employers who are sensitive to their needs.

The Get Real program has been successful in increasing the retention rates and engaging students in their education. Destination data for the 40 students who graduated from the Get Real program in 2012 indicate that 10 students were offered places at university, 11 students gained an apprenticeship or traineeship, 8 students are attending TAFE NSW full-time, 1 student was accepted into a private college to continue his education, 3 students commenced a program with the NSW Police and 7 students gained employment.

Ready, Arrive, Work (RAW) Program

RAW is a structured mentoring program for refugee and recently arrived students which includes class activities and work place and community service events, assisting students to explore vocational learning pathways in a supportive and positive environment. Students often have inadequate awareness of employment, workplaces and workplace requirements, employer/employee relationships, industrial arrangements, transport issues, and appropriate dress codes and behaviour. This program operates in Western Sydney Region, NSW Department of Education and Communities.

Working in partnership with JobQuest, a community employment and youth service specialist, RAW provides mentoring support to students. Local industry, community, education and training partners are involved in RAW program activities which include career planning workshops, resume construction, interview skills, team building, industry visits and workplace learning. RAW includes two innovative events; the FRUIT day (Fun, Realistic, Unbiased, Industry, and Teaching) and SALAD (Services and Local Agencies Day), which bring participating students from a number of schools together to undertake group activities, build confidence and explore career options.

During 2012, the RAW program assisted 320 refugee and recently arrived students from schools in Western Sydney, South Western Sydney and regional NSW to more effectively engage in education, training and employment. The RAW Resource Kit to support schools to implement the program was extensively trialled throughout 2012. The final Kit will be released to schools in Term 2, 2013.

Muscles to Men – Glen Innes High School, NSW Department of Education and Communities

The Muscles to Men program provides students with a practical challenge to engage their skills in the planning and hands-on delivery of projects to improve their own school environment. The program seeks to re-orient students towards an expectation of higher achievement and completion of their HSC which could include VET qualifications.

In 2012, 156 students from Years 9 -12 were involved in the Muscles to Men program. Students were engaged in a range of construction projects to improve the school environment which included an outdoor learning area, agricultural sheds, a landscaped Japanese garden, and a new 4-panel mural.

Key to the success of Muscles to Men is partnerships with local industry and community organisations. Qualified local tradespeople act in mentoring roles and work alongside students, assisting in the development of construction, metals, automotive and agricultural skills. Students learn the practical applications of school-based skills, and are able to get practical experience in trade work.

Trade Start – Erina High School, NSW Department of Education and Communities

Trade Start is a partnership between Erina High School and Youth Connections located on the Central Coast.

Youth Connections provides mentoring, career advice and welfare support while the staff from Erina High school act as facilitators in an adult learning environment separate from mainstream classes. The Trade Start program targets Year 11 and 12 students who are highly disengaged from learning and has a strong focus on literacy and numeracy skills and employability. Much of the program is delivered at the Youth Connections' Green Central Campus.

The program is open to students from 11 local schools. In 2012, 34 students who had exhibited high absenteeism, truancy, disharmony and frustration in the school environment undertook the program.

At the commencement of the Trade Start program, participating students are interviewed and individual learning plans are developed. Teaching programs are tailored to suit individual student needs with an emphasis on students moving towards employment or further training. Throughout the program, students are treated as adults and are not required to wear a school uniform. Expectations around attendance, punctuality and work completion reflect those of an employer.

Trade Start places emphasis on developing employability and work ready skills. Participants are able to choose from a range of vocational courses. Program staff focus on future training or employment opportunities to ensure that students see the relevance of their studies. For many of the students, Trade Start has been the best opportunity they have at re-engaging with education in a flexible delivery of courses coupled with hands on trade experience that will lead to employment.

The Youth Connections' Green Central Campus is a site with cultural significance for Aboriginal people. The opportunity for Indigenous students to participate in the Trade Start program at this location, and to have traditional mentors available has been of enormous importance in encouraging Indigenous students to achieve success and pursue post school training and employment options.

Hands On – TAFE NSW, South West Sydney Institute

Hands On operates in public, Catholic and independent schools in South Western Sydney providing young people at risk of disengagement from school with vocational and employability skills. Students receive individual case management and education plans, and experience an adult learning environment,

encouraging and better equipping them to stay at school and complete their School Certificate and progress to further study and/or employment.

Hands On targets and re-engages current school students aged between 15-18 years who are disengaged from school based education, and are seeking alternative vocational pathways to education and employment. It provides students with valuable entry experience into TAFE NSW training whilst supporting the student's attendance and behaviour in their high school environment. Hands On is structured to address basic literacy and numeracy issues by exposing young learners to practical vocational exercises using industry terminology and mathematical problem solving techniques, with instant visual outcomes. In 2012, Hands On offered courses in hairdressing and beauty, construction, auto body refinishing, hospitality, and the automotive industry.

Overall, Hands On has successfully been able to re-engage students in education. In 2012 a total of 111 students completed the Hands On program with 95 students remaining in school until the end of the year. Retention rates are extremely high:

- of the students in Year 10, 86% completed the year.
- of the students in Year 11, 100% intended to complete Year 12.

Students enrolled in Hands On highlight how the program has enabled them to see a future for themselves in various industries, has increased their motivation and self-esteem, and encouraged them to continue their education or further their training.

Youth Engage - TAFE NSW, Western Sydney Institute

The TAFE NSW Western Sydney Institute Youth Engage project actively encourages students at risk of disengaging from mainstream education to participate in a vocational area of interest. The program teaches career preparation and planning in order to increase participation of young people in employment, vocational education and training, and increase student knowledge of TAFE NSW programs.

In 2012, 110 students engaged in practical, hands on projects with integrated learning and achievable outcomes that fostered team work and built communication skills. The programs also provided participants with basic employment and work readiness skills and competencies from national training package qualifications.

Training was provided in the vocational trades of: Hair and Beauty, Computer Aided Design (CAD), Café Skills, Graphic Design, Carpentry and Joinery/Bricklaying Paint and Panel and Animal Care.

Outcomes of the 2012 TAFE NSW Western Sydney Institute Youth Engage project were excellent with the majority of participants receiving competency in one or more units from a Training Package or accredited course. Feedback from participants and from teachers (both TAFE and school) was very positive with students commenting on the practical nature of the programs and teachers complimentary about the positive application by the students to their work.

Applications of Industry Mathematics - Catholic Schools Office, Maitland and Newcastle

The Application of Industry Mathematics in Schools project is run in partnership with the Department and local industry representatives. The project aims to link the mathematics classroom with industry numeracy requirements. With the support and assistance of industry in the Maitland-Newcastle region, the project maps mathematical concepts and skills to relevant trade applications in industry and has created resources for use in the classroom. The resources produced will be trialled in local schools, evaluated and then developed as a teaching resource with online capabilities and will be made available to all schools.

To date:

- resources have been developed and are in the trialling/evaluation stage
- teachers are more aware that the teaching of mathematical skills must have relevance to students
- some classrooms have engaged with industry representatives to strengthen the relevance and usefulness of the mathematics being taught
- some of the resources have been trialled by two schools at Aberdeen and Singleton using over 200 Year 8 and 9 students
- links have been made between TAFE NSW and local mathematics teachers to support the level of mathematical understanding needed for trades
- the project has involved close collaboration between the Department, Catholic Schools Office, TAFE NSW, independent schools, industry, Regional Development Australia – Hunter and Youth Express and partnership brokers
- following further development, with trialling and evaluation organised for May 2013, resources will be available online for all teachers.

Many Upper-Hunter schools have developed partnerships with local businesses to attend mathematics classrooms and explain the importance of students learning mathematics for employment in industry. Teachers have also been made more aware of making the mathematics taught, particularly in Years 7 -11, more relevant so students can see how it relates to trade and industry.

EDEN-Evolve - Youth off the Streets

The EDEN-Evolve program works with young people aged 14 to 17 years who are socially marginalised, have low literacy and numeracy skills and find it difficult to remain in a mainstream high school. The program encourages these young people who are at risk of disengaging from school to continue their high school studies and/or further education and employment.

EDEN-Evolve supports students through Year 10 and then into the sister Chapel School Step Up program for Years 11 and 12, or further education and employment. EDEN-Evolve offers multiple learning pathways and opportunities to extend learning beyond mainstream classrooms. The education program has a comprehensive subject choice, flexible instruction and offered students access to structured workplace learning.

The program teaches students the skills necessary to actively seek employment and provides guidance and advice on how to access and enrol in further education courses. The program provides an engaging learning environment that promotes community participation, academic achievement and improved perceptions of their own well-being. In addition, the project provides students with the opportunity to engage directly with their industry of choice through excursions and workshops provided by Youth Off the Streets corporate partners. The program builds young people's self-confidence through facilitating sports and recreation activities that promote the school spirit and the students' sense of belonging to a community.

In 2012, 30 students considered at risk participated in the EDEN-Evolve program including 10 students who sat Year 10 exams. Other students were supported through a variety of flexible study and pathways options, including TAFE NSW and distance education. Students who wanted to remain in school but needed ongoing support transitioned to the Youth Off the Streets Step Up program for Years 11 and 12.

Supporting coordinated state-wide and regional engagement

Project funding of \$0.15 million has been allocated to appoint a senior coordinator to support state-wide and regional engagement with Partnership Brokers and Youth Connections networks and manage the state-wide coordination of mandatory work placements including supporting work placement service providers. The position supports engagement of Partnership Brokers and Youth Connections providers with public, Catholic and independent schools.

Indigenous Reporting

The NSW Government remains strongly committed to bridging the education gap between Indigenous and non-Indigenous NSW students. The primary goal of the NSW Department of Education and Communities is that *Aboriginal and Torres Strait Islander student outcomes will match or better the outcomes of the broader student population.*

State-wide strategies

In pursuit of this goal in 2012, the Department implemented a number of state-wide, school-based, targeted programs aimed at improving education outcomes for Aboriginal students and the way the Department works with Aboriginal families and communities. Key programs in 2012 included the *Norta Norta* Program (specifically, the Individual Sponsorship and Independent Learning Hub components), Phase Three of the *Schools in Partnership* initiative, *Youth Excel* and *Aboriginal Education Scholarships*.

Other major initiatives in 2012 included *Connecting to Country*, the *NSW P Plate Program*, implementation of the *Effective English as an Additional Language or Dialect Pedagogies for Teachers of Aboriginal Students* program and enhanced support of *Vocational Education and Training in Juvenile Justice Centre Education and Training Units*.

The Norta Norta

This program funds schools to provide crucial support to Aboriginal students. Specific support provided to 15-19 year old Aboriginal young people includes:

- tutorial assistance for senior Aboriginal to enhance engagement and improve academic achievement. In 2012, over 3,000 Year 11 and 12 students received tutorial assistance through the *Norta Norta* program
- *Independent Learning Hubs* for Aboriginal students in Years 7-10 in 19 public secondary schools. The aim of the Hubs is to provide assistance to students who achieve 'middle range' outcomes in NAPLAN tests to improve the quality of students' homework and completion rates of assignments.

Schools in Partnership

This initiative assisted schools with significant Aboriginal student enrolments to improve student outcomes through the implementation of targeted strategies developed in partnership with local school communities. In 2012, the initiative was continued in 89 schools. The focus of the initiative was to develop genuine partnerships with Aboriginal parents, communities and interagency groups and to improve engagement with Aboriginal students through quality teaching practices to maximise educational outcomes for each student. Schools received funding to implement strategies that were directly related to improving teaching and learning outcomes and strengthening Aboriginal community engagement. Participating schools reported improvements in learning outcomes, improved rates in literacy and numeracy, increased attendance rates, reduction in the number of suspensions and enhanced community engagement.

Aboriginal Education Scholarships

Provided scholarships worth \$1,000 each to support students' continued participation in senior high school or in vocational education and training courses. A total of 160 scholarships were awarded to Aboriginal students in Years 9-12 across the State to support their engagement and learning. The Department also worked with the Australian Broadcasting Corporation, Legal Aid NSW and Xstrata Coal to create scholarships for Aboriginal students in the middle and senior years of schooling.

The P Plate Program

Provides Aboriginal students with career counselling, work experience and work placement opportunities and work readiness workshops to better engage students in TAFE NSW delivered VET (TVET) courses and school-based apprenticeships and traineeships. The program also supports students' cultural identity and sense of self to succeed post school.

The *P Plate* Program Coordinator is currently working with 43 public schools across six regions to facilitate the delivery of professional development for identified school ambassadors and establish industry partnerships between Australian Employment Covenant employers and schools in order to support Aboriginal students and their options for post school pathways. The *P Plate* Program has reported a number of successful outcomes for Aboriginal students in 2012 including:

- 89 Aboriginal students have completed work placements or work experience
- 22 Aboriginal students are undertaking a school based traineeship
- 150 Aboriginal students have obtained specific work readiness competencies
- 45 Aboriginal students are currently enrolled in TVET courses
- 35 Aboriginal students have applied or enrolled in tertiary study
- 37 students have moved into full-time apprenticeships, traineeships or employment
- 48 Aboriginal students are undertaking casual employment while attending school.

The program is well received by schools and communities with students recognising the benefits of being involved in such a unique program tailored specifically for Aboriginal students and to support closing the gap in the areas of employment and further education.

In 2012, the Department continued to place emphasis on quality teaching and the provision of quality professional development opportunities for all staff as a strategy for improving Aboriginal student engagement and outcomes. One of the Department's key quality teaching initiatives was *Connecting to Country* which was funded by the Commonwealth.

Connecting to Country

Focused on developing the willingness and ability of teachers and principals to establish relationships with Aboriginal students based on learning about their students' cultural, linguistic and family backgrounds, then transferring that knowledge to inform classroom practice and pedagogy. The five day professional development program commenced with a three day intensive, in-the-field, cultural immersion program, *Being Culturally Aware, Becoming Culturally Inclusive: A Pathway to Cultural competence*.

By the end of 2012, a total of 396 teachers and 122 principals from 122 schools had participated in the program. Feedback has been overwhelmingly positive with participants reporting greater knowledge of, and appreciation for, local Aboriginal history and culture as well as knowledge and confidence in how to connect and interact with Aboriginal students, their families and community.

Effective English as an Additional Language

In 2012, the *Effective English as an Additional Language or Dialect Pedagogies for Teachers of Aboriginal Students* program provided teachers in targeted schools with the knowledge, skills and practical strategies for teaching Aboriginal students who use a non-standard dialect as their first home language. The professional development workshop supports the application of English as an Additional Dialect or Language pedagogies and the implementation of a bi-dialectal approach to teaching Standard Australian English in delivering English literacy to Aboriginal students who speak Aboriginal English as their home dialect.

The Department actively supports school to work transitions for Indigenous students. In 2012, 547 Aboriginal students were supported into school-based traineeships and a further 28 into school-based apprenticeships. A new element was created in the Elsa Dixon Aboriginal Employment program to create pathways for

Aboriginal students into the public and local government sectors, through school-based traineeships. In 2012, 78 new pathways positions were created and funded by the Department.

Way Ahead for Aboriginal People

The Department's State Training Services provided mentoring support through the *Way Ahead for Aboriginal People* program to increase retention and completion rates in apprenticeships and traineeships. In 2012, 23 Aboriginal trainees and apprentices aged 15-18 years were provided mentoring support to assist their transition from school to employment and increase their training completion.

School level strategies implemented by NSW schools and regions

The *Djingga Program* is a pathway initiative, operating in the Illawarra South Coast region, which enables Aboriginal students to begin training to become fully qualified teachers whilst they are still at school. The program aims to provide Aboriginal students with additional support to follow an alternative pathway into the teaching profession. The project acknowledges the value Aboriginal people can bring to the education system and recognises the potential for Aboriginal teachers to improve the educational outcomes for Aboriginal students and their communities. Students complete a school-based traineeship in Certificate III Education Support qualification as part of their HSC study program. Successful completion of this program qualifies the student for entry into the teacher education program at the University of Wollongong. In 2012, 14 students entered the second year of the program with a further 17 students being inducted into their first year of the program.

A number of schools in the Sydney Region implemented the *Australian Indigenous Mentoring Experience* (AIME) programs. AIME provides a dynamic educational program that gives Aboriginal high school students the skills, opportunities and confidence to finish school at the same rate as their peers, whilst being mentored by Aboriginal and non-Aboriginal university students. In 2012, AIME worked with 11 schools in the Sydney Region at both the University of Sydney and the University of Technology. The AIME program involved:

- Year 9 and Year 10 Programs: 15 x 1 hour mentoring sessions at the local university campus from May to November. The Year 9 Interactive Program covered topics such as art, drama, Respect and Pathways to Success. The Year 10 Leadership Program included sessions on racism, Year 11 and 12 Subject Selection, résumé building and, Writing your First Speech as Prime Minister.
- AIME Tutor Squads (a new initiative introduced in 2012) provided free one-on-one tutoring at local AIME Learning Centres or via squads of university students who travelled to schools during the 15-week program period.

The *Fresh Start* program continued to operate in the Grafton area in 2012. As an initiative of the Clarence Valley Industry Education Forum (comprising representation from Aboriginal Education Consultative Groups, the Department's North Coast Region, TAFE NSW North Coast Institute, Clarence Valley Council, Department of Education, Employment and Workplace Relations, Grafton High School, Maclean High School, McAuley Catholic College and South Grafton High School) the program brings community, schools and businesses together to provide school to work pathways and support to Aboriginal students.

Programs and Strategies Implemented by TAFE NSW

TAFE NSW has a strong history of providing training for young Aboriginal people, providing culturally appropriate training and a range of support services to assist them to successfully complete higher level qualifications. TAFE NSW services a growing cohort of Aboriginal students aged 15-24 years. In 2012, there were 19,026 enrolments of 15-24 year olds, accounting for 52% of total Aboriginal student enrolments.

Participation and completions by Aboriginal students in TAFE NSW have increased significantly over the past five years. From 2008 to 2012, TAFE NSW completions for Aboriginal students aged 15-24 years at Certificate II and above have increased by 90% to 1,838.

In recent years the percentage of young Aboriginal and Torres Strait Islander people undertaking part of their senior secondary certificate through TAFE NSW delivered VET in Schools (TVET) courses has increased significantly. Over the period 2008–2012, TVET enrolments for Aboriginal students have increased by 80.5% (from 1,117 in 2008 to 2,016 in 2012) compared to all TVET student enrolments which have increased by 17.1% over the same period.

The TVET program continues to be a strategic partnership between TAFE NSW Institutes and schools which promotes multiple aims including introducing students to career options through vocational opportunities, improving school retention by engaging students in practical learning options and providing pathways to full VET qualifications.

Information on two TAFE NSW state-wide and localised programs implemented in 2012 is outlined below.

Indigenous Police Recruitment Our Way Delivery (IPROWD) School Program

In July 2012, the Indigenous Police Recruitment Our Way Delivery (IPROWD) School Program commenced as a TVET program through TAFE NSW Western and Illawarra Institutes. The program targets Aboriginal senior high school students and was modelled from the successful state-wide IPROWD program which has been delivered since 2010. Enrolment in the IPROWD School Program is highly competitive and is based on a student's eligibility as well as how they perform in an initial interview. In 2013, 42 places were offered with 20 students from Dubbo and 22 students from Nowra were accepted into the program.

Students enrolled in the IPROWD School program will receive a Certificate II in Government Services on completion. Provided the students maintain required attendance levels, complete their other work by set deadlines and show good conduct, IPROWD School students are also offered the opportunity to complete a 10-day work placement with NSW Police.

Juvenile Justice Initiatives

In 2012, enhanced funding was provided to build on current VET initiatives being provided for young people in Juvenile Justice Centres. This partnership between the Department and the Department of Juvenile Justice included the development of post-release VET opportunities for students.

Deadly Skills

TAFE NSW North Coast Institute's engagement strategy for youth includes a number of initiatives for young Aboriginal people. One such strategy is the TAFE Taster program *Deadly Days* which is a festival event attended by over 1,500 school age students. The event was held in Ballina and Wauchope in 2012 and included structured vocational workshops, Aboriginal cultural activities, music and theatrical performances to promote education as a smart life and career move. The *Deadly Days Festivals* are hands-on, high energy fun events, providing an opportunity for Aboriginal families and communities, schools, local employers and service providers to come together and celebrate a range of cultural, educational and career pathway opportunities available to young Aboriginal people on the North Coast.

Deniliquin Learning Hub

The Deniliquin Learning Hub involves a number of innovative partnership projects, each established to respond to specific needs identified within the Deniliquin/Balranald/Barham geographic region. Each of the Deniliquin Learning Hub partnership projects share the same central vision of ensuring all Aboriginal people are able to identify and achieve their educational and career goals. This is a core component in building and enabling resilience in Aboriginal communities, particularly its youth.

Study into Aboriginal Pathways to higher level qualifications

In 2012, the NSW Board of Vocational Education and Training (BVET) finalised a longitudinal study of Aboriginal pathways to higher level qualifications in TAFE NSW. The study focused on 15–24 year old Aboriginal students who commenced their studies for the first time in 2005. The study identified the critical factors that assist young Aboriginal students to progress successfully into higher level qualifications as well as the barriers preventing their progression.

The Compact with Young Australians

Education or Training Entitlement

At the July 2012 out-of-session meeting of Council of Australian Governments it was agreed that the education or training entitlement under the National Partnership on Youth Attainment and Transitions would not be extended past the end date of 31 December 2013 in recognition that State and Territory policies have embedded the entitlement.

National Youth Participation requirement

Challenges experienced in 2012

'Hard to reach' young people and the raised school leaving age

An ongoing challenge is finding and helping the 'hard to reach' young people who have already disengaged from school. Schools and TAFE NSW, separately and in partnership are pursuing a range of options to engage young people in education and training, however there is more to be done. The *New School Leaving Age: Consulting Young People* report has highlighted a need to provide greater curriculum choice and flexibility.

In response, in 2012 TAFE NSW implemented a range of NSW funded innovative approaches to attract and support 'the hardest to reach' disengaged young people into training through an initiative called *Youth Pathways*. This initiative provides an adult learning environment with a comprehensive focus on applied vocational learning, integrated language, literacy and numeracy skills support, work experience and access to a wide range of vocational pathways in skill shortage areas. This improves options for employment, especially for young people in rural and remote areas.

Students still at school but struggling to stay engaged are also a continuing challenge. While the HSC provides students with a single integrated credential which has the flexibility to cater to the varied interests and abilities of the broad spectrum of students, a small proportion of students remain disengaged and at risk of leaving school and making poor transitions to further education and work. These students often cause disruption within the classroom and have high rates of truancy. Engaging these students at school and encouraging them to participate in further education or training remains a significant challenge for the education sector.

Fortunately for the large majority of students in NSW who have considered leaving prior to the completion of their HSC, recent research⁷ clearly indicates they stayed for largely positive reasons. These reasons include the need to complete Year 12 for their careers, that they were now happier at school and that the study or training they wanted to do was now available within their school.

In 2012, the NSW Auditor-General reviewed the implementation of the raised school leaving age in NSW. The Auditor-General's final report found that some students who do not attend school after Year 10 may not be participating in education, training or work until age 17 as required under the NSW *Education Act 1990*. While the Department of Education and Communities does not have responsibility under the Act to monitor

⁷ ACER, *Career Moves: Expectations and Destinations of Senior Secondary Students in NSW*, 2011.

students on all approved pathways, including those in full-time work, it has put in place plans to track the pathways of early leavers and offer referral to career and transition advisors.

NSW will continue to implement flexible programs that work to engage youths who are at risk of disengaging from school. The programs delivered under the National Partnership on Youth Attainment and Transitions, as well as the extensive range of NSW funded reform activities are successfully supporting young people to remain engaged with education, to acquire the necessary knowledge and skills, and to make positive life and career choices.

Completions

It remains a challenge for young people disengaged from education to gain their first qualification, whether it be their HSC or an equivalent AQF vocational qualification. Improving qualification completions remains a strong focus for the Department and TAFE NSW.

In 2012, TAFE NSW Institutes were embedding into practice the findings of significant action research undertaken in 2010 and 2011. The research sought clarity on reasons for non-completion and identified opportunities for improvement, including with 15–19 year olds.

The research identified a range of factors most likely to improve qualification completions including: pre-enrolment/enrolment strategies; system and administration issues; meeting individual student needs; and building supportive student partnerships.

Unmet demand for transition support

Evaluation of the 2011 and 2012 Independent Employment Adviser program indicates there remains significant unmet demand for transition support services for students struggling to stay engaged in education and training, based on the views of schools and providers.

Compliance and enforcement/monitoring

Since August 2010 the Department of Education and Communities has been conducting legal actions directly against young people aged 15 and above who are not attending school to a satisfactory level. These legal actions involve the Department seeking a Compulsory Schooling Order in the Children's Court. A failure to comply with the order may result in a fine of \$100 being issued against the young person, without the child being convicted.

For the period August to December 2010, the Department conducted 103 actions against young people to obtain a compulsory schooling order. In a high proportion of these cases concerns were raised by magistrates, solicitors representing the young people, the Department's welfare staff, and parents that legal action was an inappropriate means to deal with the issue of disengagement from school by young people only recently caught by the raised schooling age. These concerns resulted in a revision of the procedures with a greater emphasis being placed on career counselling and the development of alternative courses. The criteria for referring cases for legal action was also revised to require a significant level of welfare issues being identified before a compulsory schooling order was commenced.

The changes to procedure saw a significant reduction in the number of legal actions which were commenced against young people. In 2012 the Department's Legal Services Directorate obtained 77 compulsory schooling orders.

Once a compulsory schooling order is obtained a monitoring process begins to ensure compliance with the orders. In the majority of cases, a return to satisfactory levels of school attendance has resulted.

Progress/impact as a result of the YAT NP

Progress and impact in 2012

Against a background of continuing high, though slightly improved youth unemployment rates in NSW in 2012, increased numbers of students are staying on to the senior secondary years of schooling or are transitioning to post school training when compared to rates prior to the National Partnership.

In 2012, 144,256 full-time equivalent senior secondary students were enrolled in NSW schools, an increase of 10,546 students or 8% on the number in 2008.

NSW apparent retention rates for Years 10 – 12, though moderating slightly to 75.5% in 2012 remained significantly above the 73.1% recorded in 2008.

Progress measures for VET participation will not be available until July 2013 when NCVET releases the 2012 VET statistics. Preliminary data for TAFE NSW for 2012 show 138,875 enrolments for 15-19 year olds, representing 24% of total enrolments. In 2012, the number of 20-24 year olds enrolled in TAFE NSW was 98,785 enrolments which represents 17% of total TAFE NSW enrolments.

Over the period 2008-2012 enrolments by:

- 15-19 year olds in AQF Certificate II level and above qualifications increased by 14.1% and completions at AQF Certificate II level and above increased by 14.2%
- 20-24 year olds in AQF Certificate II level and above increased by 23.2% and completions at AQF Certificate II level and above increased by 18.5%
- 15-24 year olds at Certificate III and above qualifications increased by 10.1% while completions at Certificate III and above increased by 15.1%
- Aboriginal people aged 15–19 years increased by 28.6% and completions increased by 19.0%
- Aboriginal people aged 20-24 years increased by 54.5% and completions increased by 40.1%.

Measures of progress towards the youth education and training attainment target at jurisdiction level are currently unavailable. NSW has worked with other jurisdictions and DEEWR through the Youth Attainment and Transitions National Partnership Multilateral Working Group to develop a suitable Population Census based methodology to track progress at the jurisdiction level.

In 2012, NSW continued to advance the reform agenda outlined in the NSW National Partnership on Youth Attainment and Transitions Implementation Plan. This included the strategic priorities for *Maximising Engagement, Attainment and Smooth Transitions* funding which supported:

- coordinated state-wide and regional engagement of school systems and TAFE NSW with Partnership Brokers and Youth Connection Networks to maximise benefit to NSW youth
- over 57,000 work placements for HSC vocational course students
- expanded vocational options for students in Years 9 and 10 with 340 externally delivered VET in school places

- targeted support program for youth at risk of disengagement. In 2012 this program element was heavily oversubscribed, with 87 proposals received from all school sectors and TAFE NSW. The 12 proposals supported have delivered excellent results, increasing student engagement, retention rates and attainment.

NSW also expanded its efforts from State sourced funds to support young people to complete Year 12 or a Certificate II or higher qualification. These efforts included:

- the Independent Employment Adviser program which provides real-life industry grounded support for 1,200 young people struggling to stay in school, helping them identify a career path, explore education and training options to acquire relevant skills, and where appropriate broker employment opportunities
- replacement of the School Certificate with the RoSA as the credential for students leaving school prior to completion of their HSC
- the further development and integration of industry-recognised nationally accredited vocational studies in the crucial transition years of schooling providing flexible pathway options which enable all students to pursue study directions that best suit their interests and abilities while not closing off post-school options if their circumstances or interests change
- further developments in career and transitions support, work education and school to work programs.
- development of alternative and flexible pathways within the HSC for students not wishing to pursue a university pathway by offering accredited vocational pathways and employability skill development which will stand them in good shape for further vocational study and jobs.

NSW has continued in its efforts to *Close the Gap* for Aboriginal students in education and training. In 2012, NSW implemented a broad range of state-wide, school level and TAFE NSW initiatives to support Aboriginal student improve educational engagement and attainment. In 2012, Aboriginal full-time equivalent student numbers for Years 11 and 12 grew by 16% over the number in 2010.

Aboriginal full-time equivalent student numbers in senior schooling have increased by 1,791 students or 65% over the period from 2008 to 2012. Apparent retention rates for Years 10-12 have risen from 43.1% to 48.1% over the same period.

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 program⁸. 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.

⁸ 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.

New South Wales Summary

Context

The delivery of Youth Connections in NSW is directed by a number of specific NSW criteria agreed through negotiation with the NSW state government, the Catholic Education Commission NSW and the Association of Independent Schools of NSW. The program is delivered across 30 regions and is focused on young people aged 11 to 19 years.

Youth Connections providers work closely with a number of Commonwealth and NSW Government programs to target young people disengaged from education. Students who become disengaged because of special learning problems are a priority.

Program Status

Recognising the link between education and successful transitions to work, the Council of Australian Governments (COAG) has set a national target – by 2015, 90 per cent of 20-24 year olds should have attained at least a Year 12 or an equivalent AQF Certificate II qualification.

While there are many forces now supporting or enabling the achievement of the COAG target, there are also many issues that are working against it. Some relate to the circumstances and characteristics of individuals and groups in the community; some relate to systems and policies; and some relate to the resources available to effect change.

It needs to be recognised that the issues that are restraining educational attainment and transitions cannot be addressed exclusively in the latter years of schooling. Many students start secondary school with significant disadvantages including low levels of literacy and numeracy, little or no English, poorly developed social and life skills and, in the case of refugees, long gaps in their education history.

Since January 2010 providers have gradually improved their knowledge of the program and their regions, which contributed to improvements in service quality and overall performance. Induction sessions, regional forums and state provider network meetings facilitated:

- sharing effective practices
- promotion of the program
- information exchange between Youth Connections providers, DEEWR, NSW Department of Education and Communities, the Catholic Education Commissions, the Independent Schools sector and School Business Community Partnership Brokers.

The importance of Youth Connections services in supporting youth attainment and transition goals is widely acknowledged, particularly in a climate where school resources are stretched.

In the first three years of operation in New South Wales, Youth Connections provided Individual Support Services to 21,403 young people. 13,237 (62%) 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 3348 (16%) young people were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 3560 Outreach and Re-engagement activities were held to find and connect with severely disconnected young people, with providers linking with 193,873 young people through these activities. In this period, providers undertook a range of initiatives to strengthen services in the region, with 1424 activities being held.

23 regions are identified as having significant populations of Indigenous young people and ten regions have significant populations of young people from a humanitarian refugee background. The providers in these

regions need to meet additional service delivery and staffing requirements in order to support these two groups.

In New South Wales 4815 (22%) of young people in the program were identified as Indigenous Australians. 2473 (51%) Indigenous young people achieved a final outcome, and a further 1053 (22%) were assessed as making significant progress in addressing their barriers.

The NSW ACT Youth Connections State Network was very active in 2012 and a catalyst of initiatives of making the program more visible in NSW and subsequently at a National level, an example being the Shout Out Youth Summit.

Challenges

The large size of the majority of non-metropolitan regions, in particular those in western NSW, has made it difficult for providers to service the whole service region.

The current program is capped and most providers are at capacity. Whilst the program allows for additional rolling intake as young people achieve success and no longer require support, providers consider that there is a large number of young people who are eligible for the program but who cannot access it due to limited capacity. Some providers undertake an initial assessment with young people so that they are ready to participate in full service when a space becomes available, while others seek to keep young people connected through group and engagement activities until they can provide more support. Youth Connections providers also report difficulties in recruiting and retaining suitably qualified and experienced staff to service the more isolated areas of these regions.

When an educational rather than an employment pathway is most appropriate for the young person, the option of returning to a mainstream school is often not suitable or accessible. This could be for a range of reasons, for example, previous behavioural issues with a perception of lack of safety for other members of the school community, or lost time making reengagement into mainstream education not possible. Youth Connections clients that completed the Shout Out survey in NSW noted relationships with their teachers as the greatest difficulty experienced in a traditional school setting. Some Youth Connections providers access alternative learning settings as they provide flexibility and practical learning in group settings. However, the alternative learning space is not well resourced or regulated, leading to a lack of consistency and availability.

Families from humanitarian refugee background or lower socio-economic backgrounds find it difficult to mentor, guide and motivate their children to successfully navigate and engage with education. Frequently, families cannot justify continuing education when poverty creates competitive agendas.

Increasing the minimum school leaving age to 17 in NSW has been a driver of change in the region. Stakeholders in all three education sectors recognise the benefits of the change, but also consider that the change has had undesirable flow-on effects – for example, it has created a large group of “reluctant students” who have changed the dynamics of their senior school cohorts. Some schools were ill-prepared for this change. Although they have worked on introducing new programs and pathways for these students, they are clearly still looking for ways to better cater for students who are not suited to the established range of learning options in Years 11 and 12.

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	NSW	National
Receiving Individual Support Services	1595	6217
Receiving Individual Support Services previously and exited	19,808	52,191
Registered but not yet enrolled for Individual Support Services	1359	3563
Total	22,762	61,971

Table 2: NSW Contract Levels

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
NSW (%)	30%	40%	30%

Table 3: Comparison between NSW and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
NSW (No.)	7314	7968	7052
NSW (%)	33%	36%	32%
National (No.)	15,825	21,124	23,491
National (%)	26%	35%	39%

Table 4: Comparison between NSW and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
NSW (No.)	6191	6411	5083
NSW (%)	35%	36%	29%
National (No.)	13,053	16,958	176,20
National (%)	27%	36%	37%

Figure 1: NSW - Age of Participants

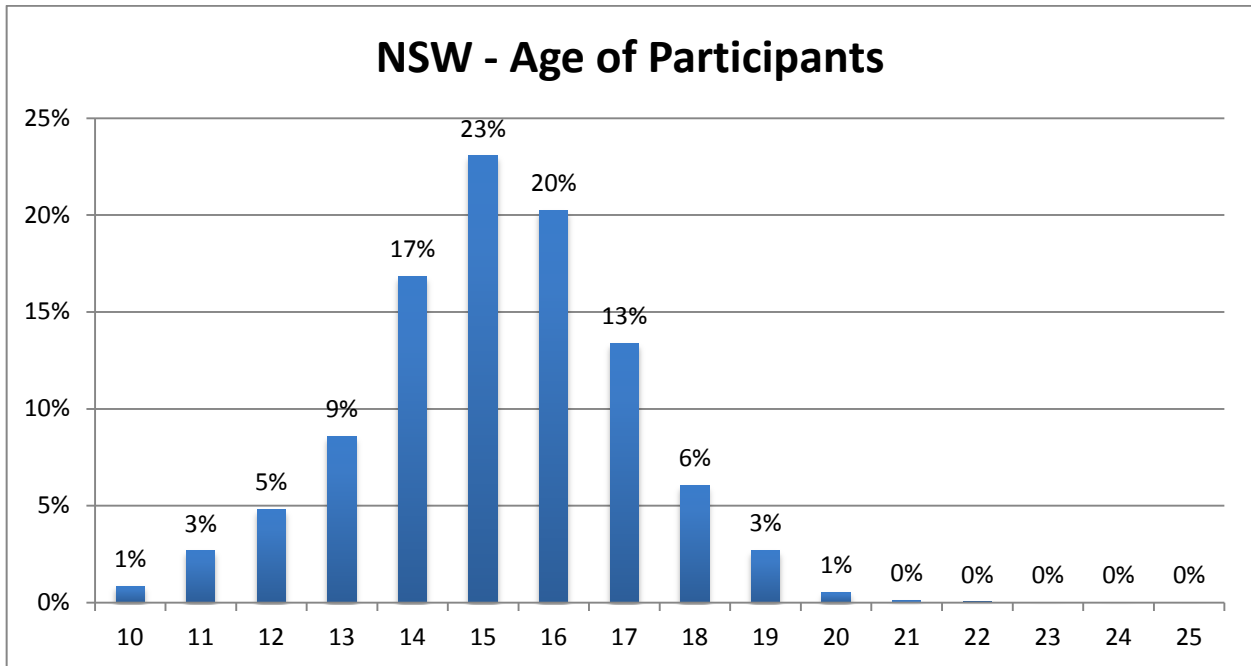


Figure 2: National - Age of Participants

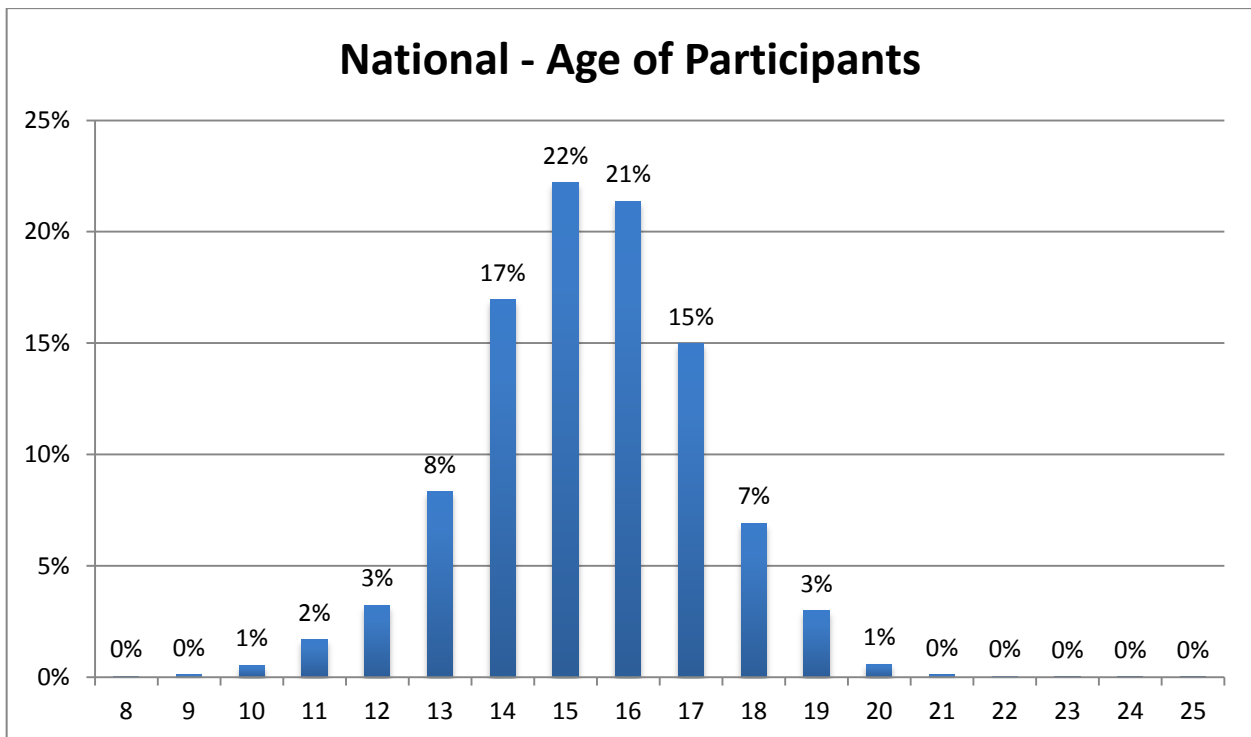


Table 5: NSW - Age of Participants

Age	Level 1	Level 2a	Level 2b	Total	% Total
8	6	2	2	11	0%
9	25	8	0	32	0%
10	130	56	7	181	1%
11	417	164	26	569	3%
12	704	350	47	1031	5%
13	1052	758	142	1833	9%
14	1771	1650	455	3600	17%
15	1816	2456	1026	4930	23%
16	945	1616	1886	4335	20%
17	354	677	1829	2861	13%
18	71	166	1019	1296	6%
19	20	49	489	577	3%
20	3	14	93	113	1%
21	0	1	19	21	0%
22	0	1	7	8	0%
23	0	0	3	3	0%
24	0	0	2	2	0%
25	0	0	0	0	0%

Table 6: National – Age of Participants

	Level 1	Level 2a	Level 2b	Total	% Total
8	13	2	2	18	0%
9	52	9	2	65	0%
10	227	66	11	310	1%
11	706	222	38	976	2%
12	1122	588	149	1890	3%
13	2285	1853	686	4860	8%
14	3566	4277	2109	9900	17%
15	3565	5611	3910	12958	22%
16	1998	4233	6286	12478	21%
17	910	2121	5582	8744	15%
18	225	621	3063	4028	7%
19	60	174	1440	1734	3%
20	14	39	279	340	1%
21	1	10	48	61	0%
22	1	6	18	28	0%
23	0	1	8	9	0%
24	0	1	2	4	0%
25	1	1	3	5	0%

Figure 3: NSW Age profile by Connection Level

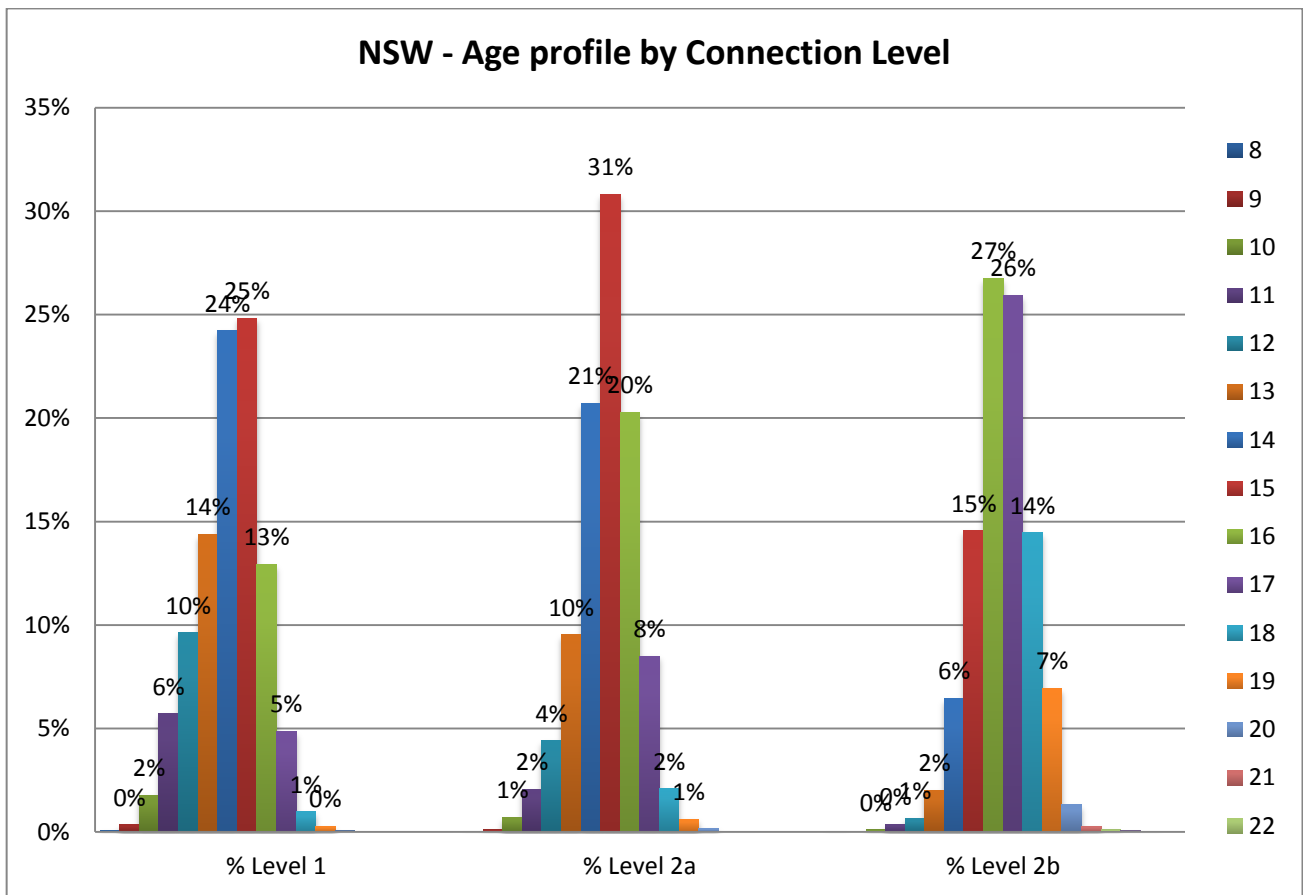


Figure 4: National Age profile by Connection Level

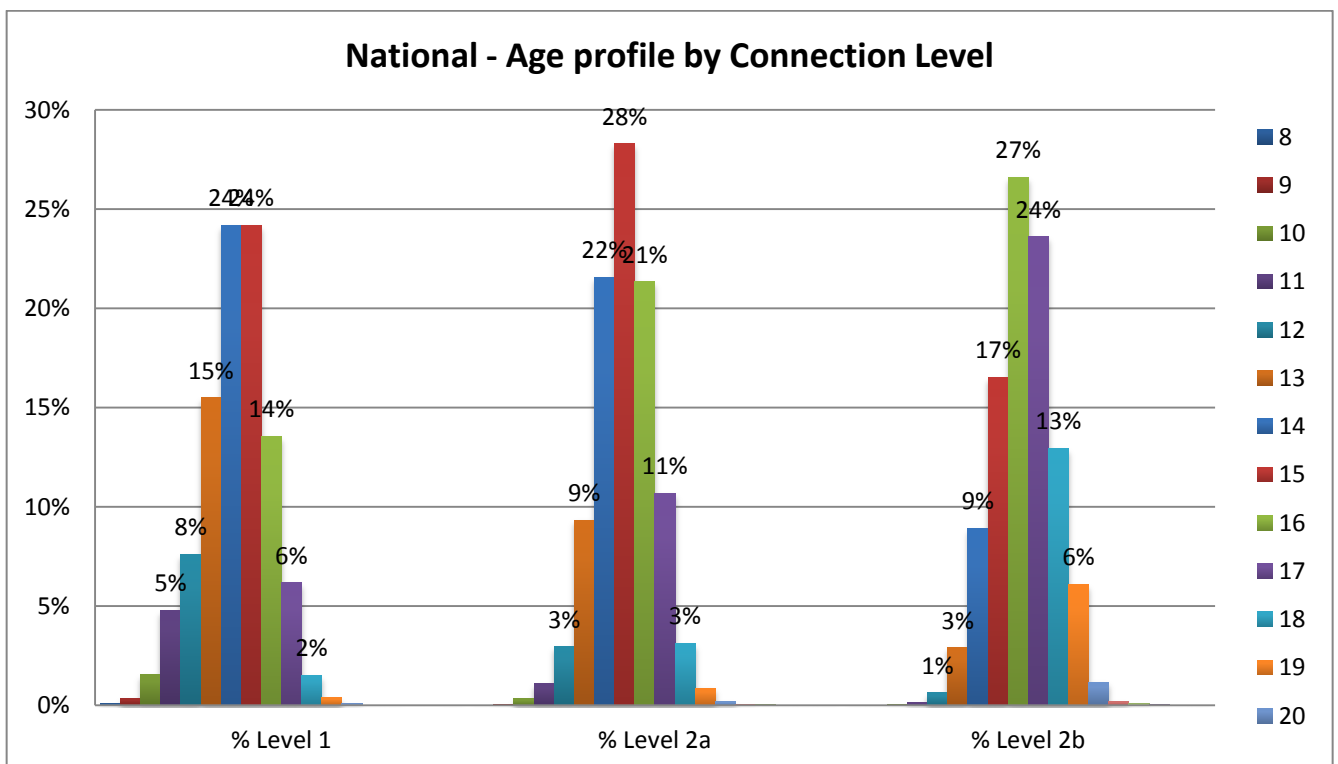


Figure 5: Percentage of Participants who have been identified as having a characteristic

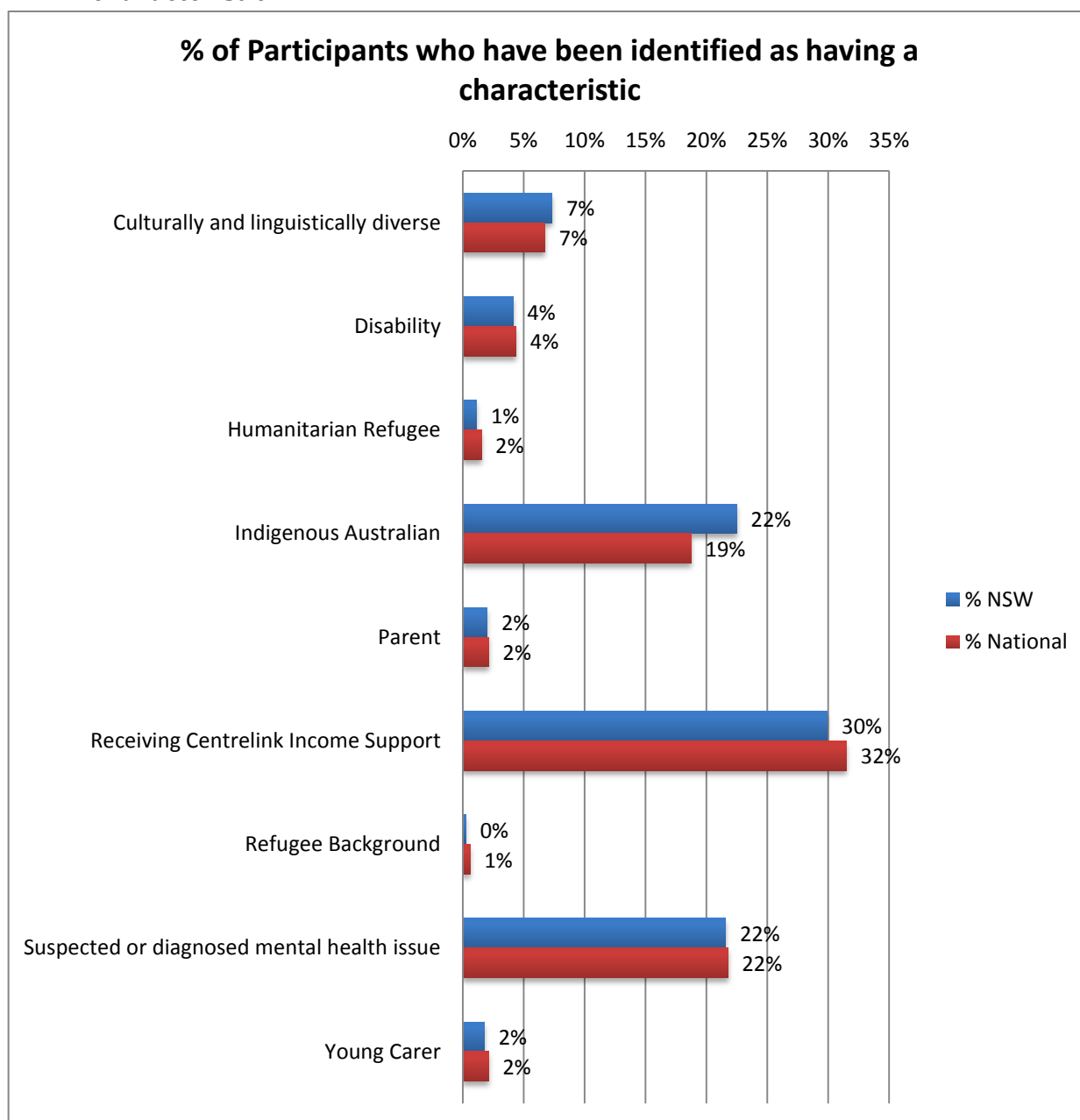


Table 7: Percentage of Participants who have been identified as having a characteristic

	NSW	% NSW	National	% National
Culturally and linguistically diverse	1572	7%	3948	7%
Disability	885	4%	2563	4%
Humanitarian Refugee	247	1%	892	2%
Indigenous Australian	4815	22%	10,955	19%
Parent	431	2%	1245	2%
Receiving Centrelink Income Support	6410	30%	18,409	32%
Refugee background	57	0%	354	1%
Suspected or diagnosed mental health issue	4622	22%	12,712	22%
Young Carer	382	2%	1232	2%

Figure 6: Percentage of Participants identified as having a barrier

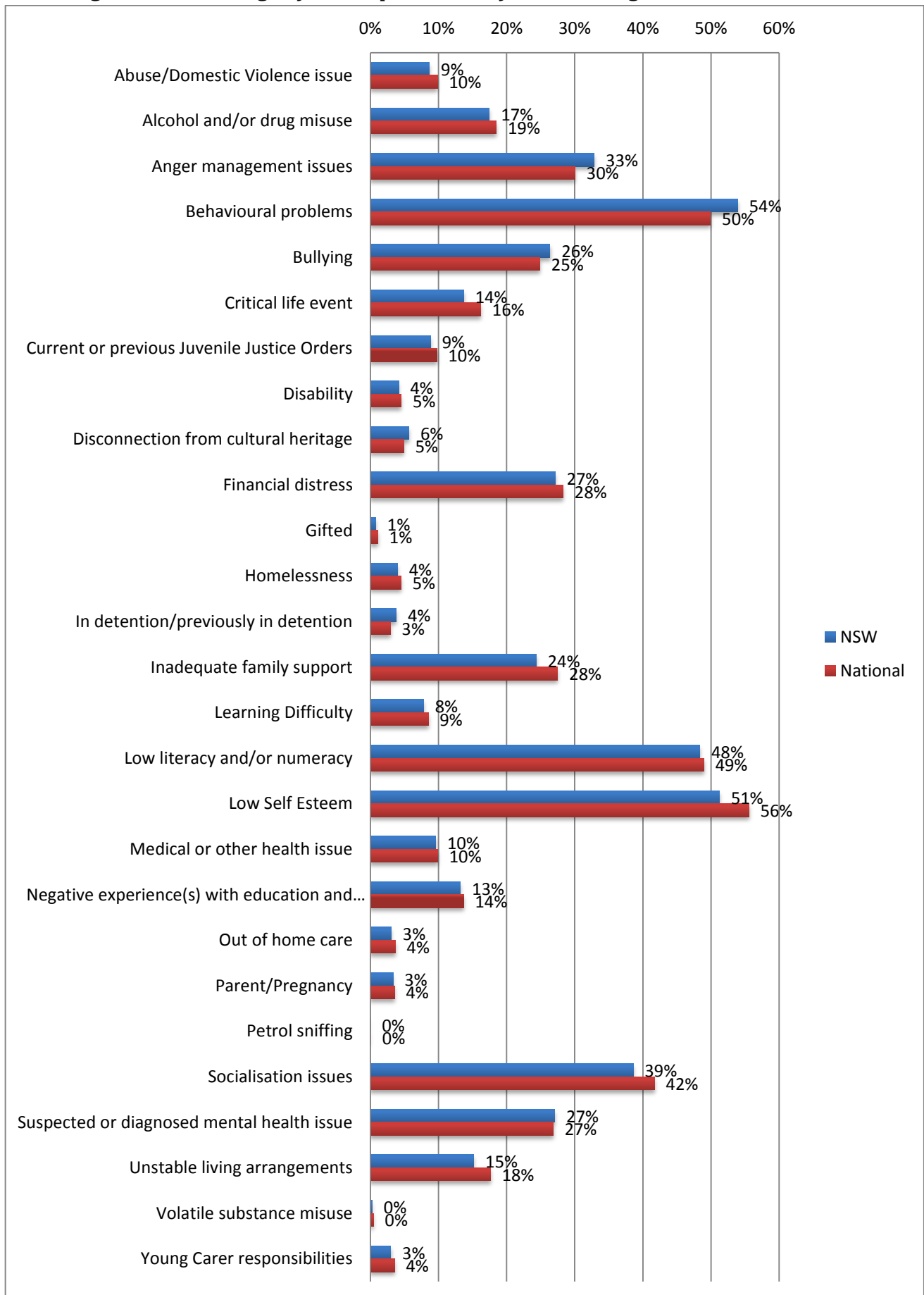


Table 8: Percentage of Participants identified as having a barrier

Barrier	NSW	National
Abuse/Domestic Violence issue	9%	10%
Alcohol and/or drug misuse	17%	19%
Anger management issues	33%	30%
Behavioural problems	54%	50%
Bullying	26%	25%
Critical life event	14%	16%
Current or previous Juvenile Justice Orders	9%	10%
Disability	4%	5%
Disconnection from cultural heritage	6%	5%
Financial distress	27%	28%
Gifted	1%	1%
Homelessness	4%	5%
In detention/previously in detention	4%	3%
Inadequate family support	24%	28%
Learning Difficulty	8%	9%
Low literacy and/or numeracy	48%	49%
Low Self Esteem	51%	56%
Medical or other health issue	10%	10%
Negative experience(s) with education and training	13%	14%
Out of home care	3%	4%
Parent/Pregnancy	3%	4%
Petrol sniffing	0%	0%
Socialisation issues	39%	42%
Suspected or diagnosed mental health issue	27%	27%
Unstable living arrangements	15%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	3%	4%

Figure 7: NSW Participant Barriers by Connection Level

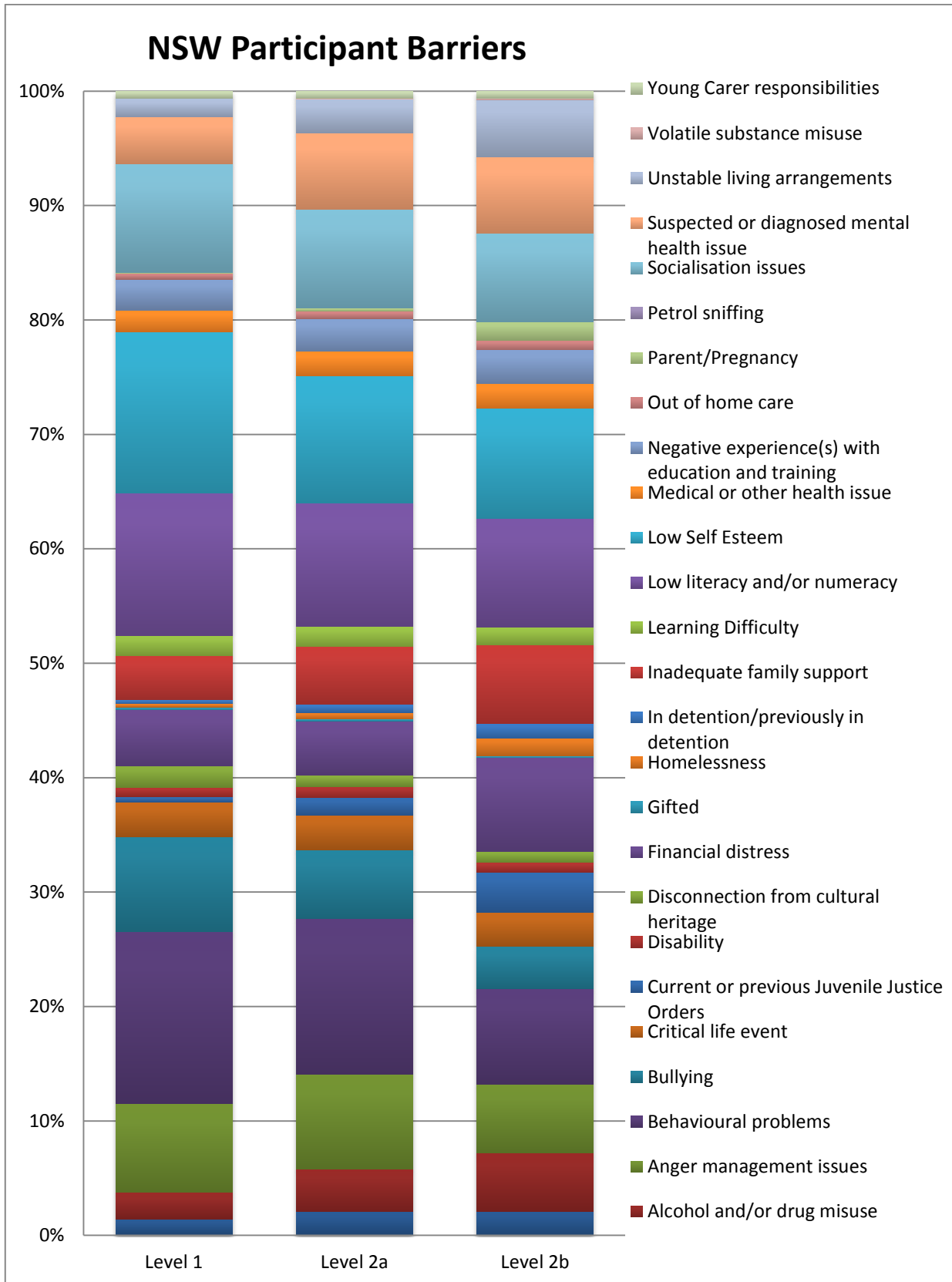


Table 9: NSW - Percentage of participants identified as having barrier, by Connection Level

Barrier	NSW Level 1	NSW Level 2a	NSW Level 2b
Abuse/Domestic Violence issue	5%	10%	11%
Alcohol and/or drug misuse	8%	18%	26%
Anger management issues	28%	40%	31%
Behavioural problems	54%	65%	43%
Bullying	30%	29%	19%
Critical life event	11%	15%	15%
Current or previous Juvenile Justice Orders	2%	7%	18%
Disability	3%	5%	4%
Disconnection from cultural heritage	7%	5%	5%
Financial distress	18%	23%	42%
Gifted	1%	1%	1%
Homelessness	1%	3%	8%
In detention/previously in detention	1%	4%	7%
Inadequate family support	14%	24%	35%
Learning Difficulty	6%	8%	8%
Low literacy and/or numeracy	45%	52%	48%
Low Self Esteem	51%	53%	49%
Medical or other health issue	7%	10%	11%
Negative experience(s) with education and training	10%	14%	15%
Out of home care	2%	3%	4%
Parent/Pregnancy	0%	1%	8%
Petrol sniffing	0%	0%	0%
Socialisation issues	34%	42%	40%
Suspected or diagnosed mental health issue	15%	32%	34%
Unstable living arrangements	6%	14%	26%
Volatile substance misuse	0%	0%	0%
Young Carer responsibilities	2%	3%	3%

Figure 8: National Participant Barriers by Connection Level

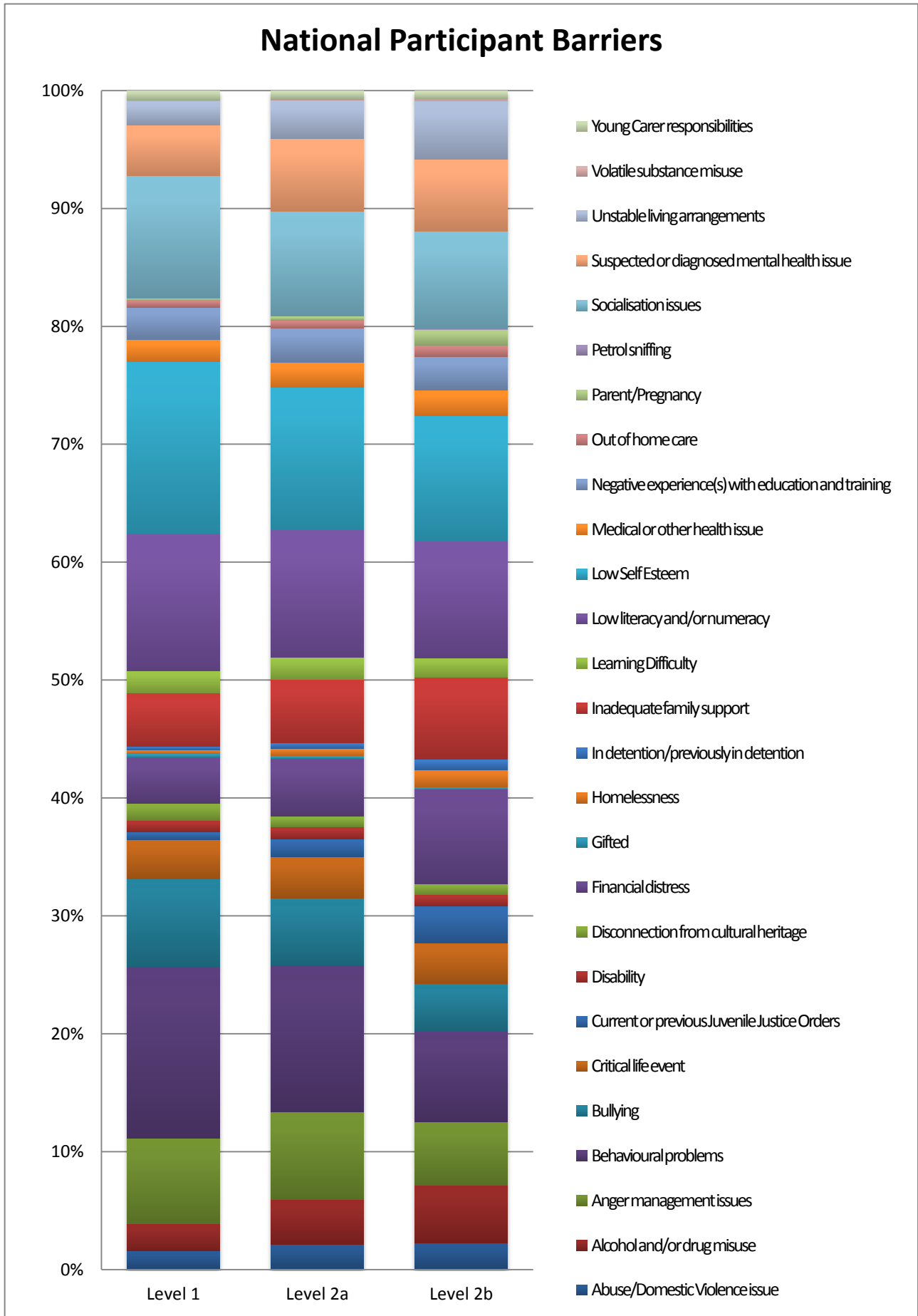


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

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

Outcomes

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

Participant outcomes	NSW	NSW %	National	National %
Young people enrolled in individual support services	21,403	-	58,408	-
Young people who have achieved a progressive outcome*	15,937	74%	42,873	73%
Young people who have achieved a final outcome**	13,237	62%	34,793	60%

Table 12: Participant Outcomes – exited participants

Participant outcomes	NSW	NSW %	National	National %
Young people enrolled in individual support services	19,808	-	52,191	-

Participant outcomes	NSW	NSW %	National	National %
Young people who have achieved a progressive outcome	14,916	75%	38,928	75%
Young people who have achieved a final outcome	12,503	63%	32,136	62%

*A progressive outcome represents a young person making significant progress in addressing their barriers to full engagement in education.

**A final outcome represents re-engagement or a sustained improvement in a young person's engagement with education, training or employment.

Figure 9: NSW - Number of young people achieving outcomes

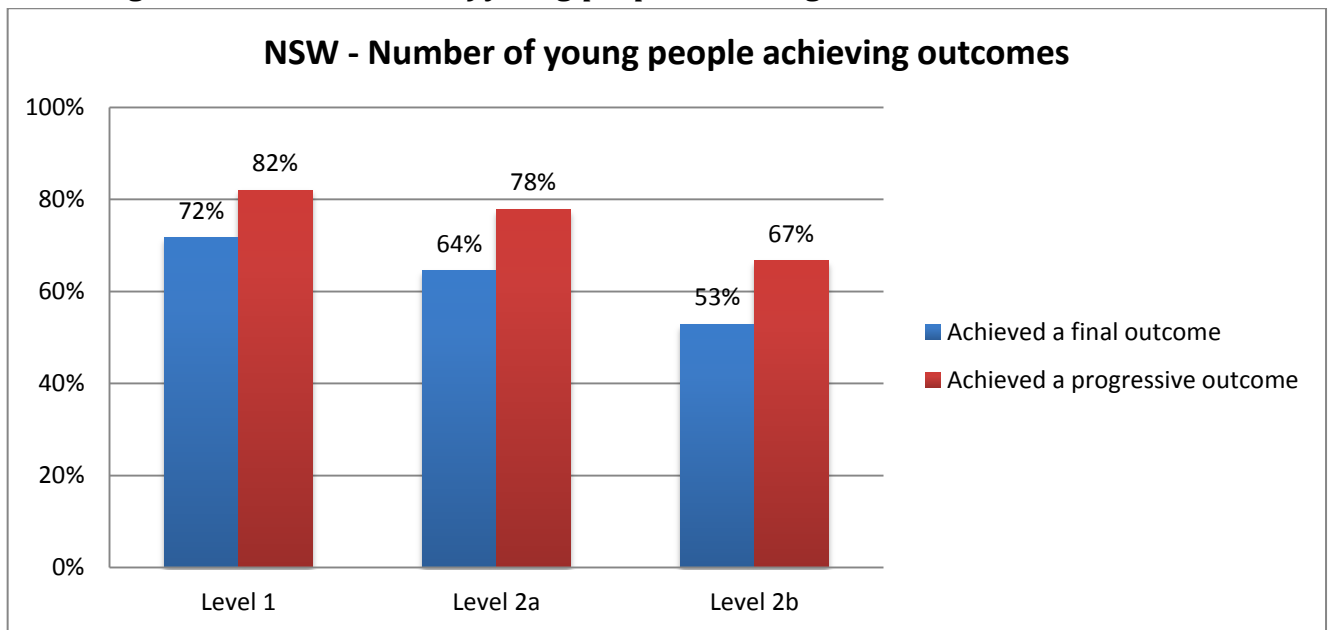


Table 13: NSW - Number of young people achieving outcomes

NSW Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	5242	72%	5139	64%	3734	53%
Achieved a progressive outcome	6000	82%	6204	78%	4705	67%

Figure 10: National - Number of young people achieving outcomes

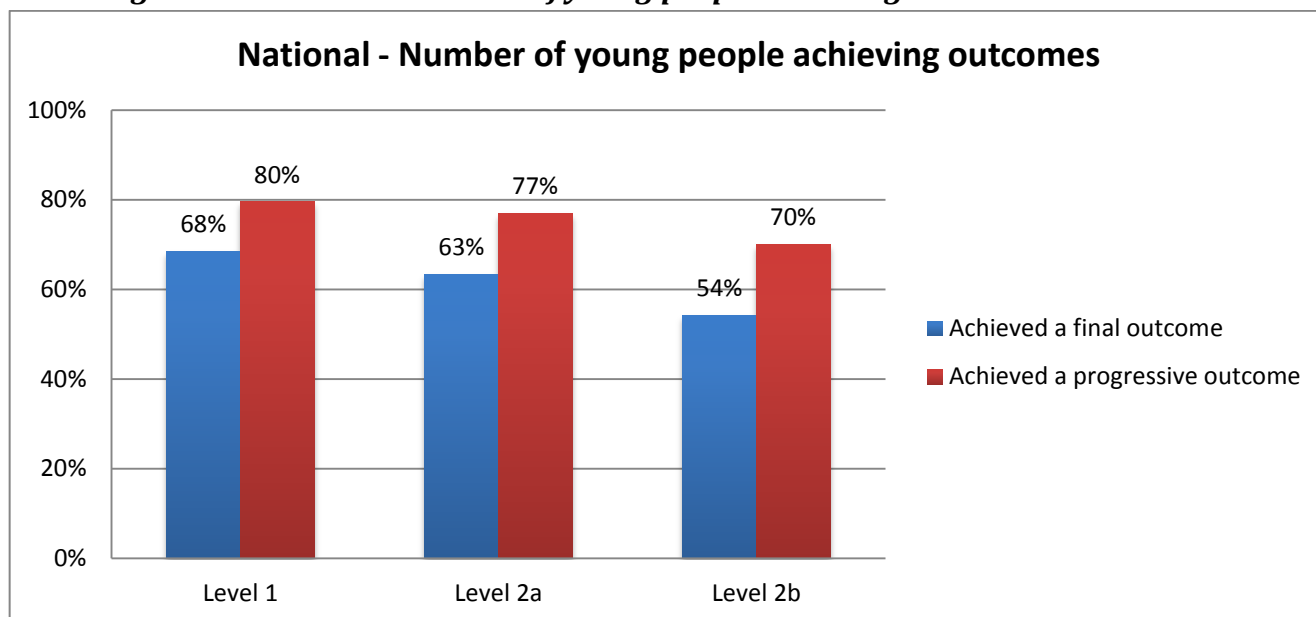


Table 14: National - Number of young people achieving outcomes

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

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

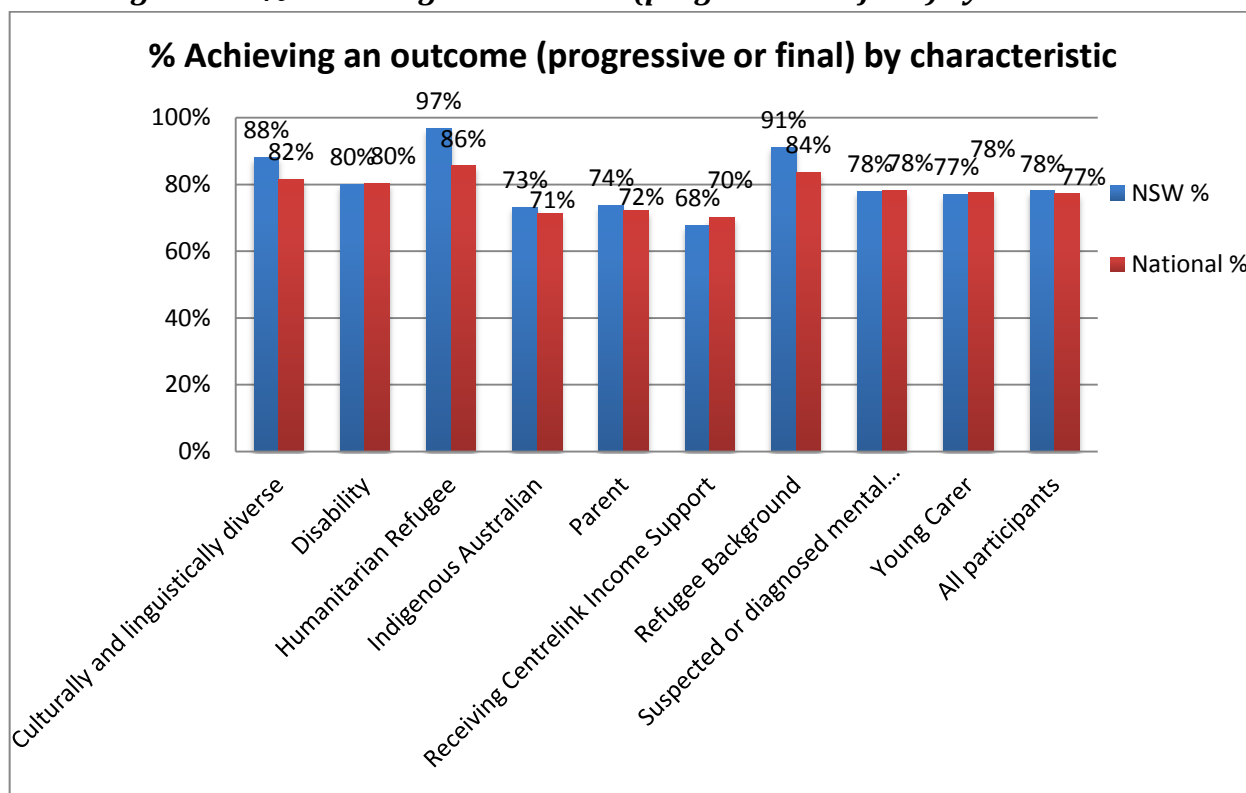


Figure 12: % Achieving a final outcome by characteristic

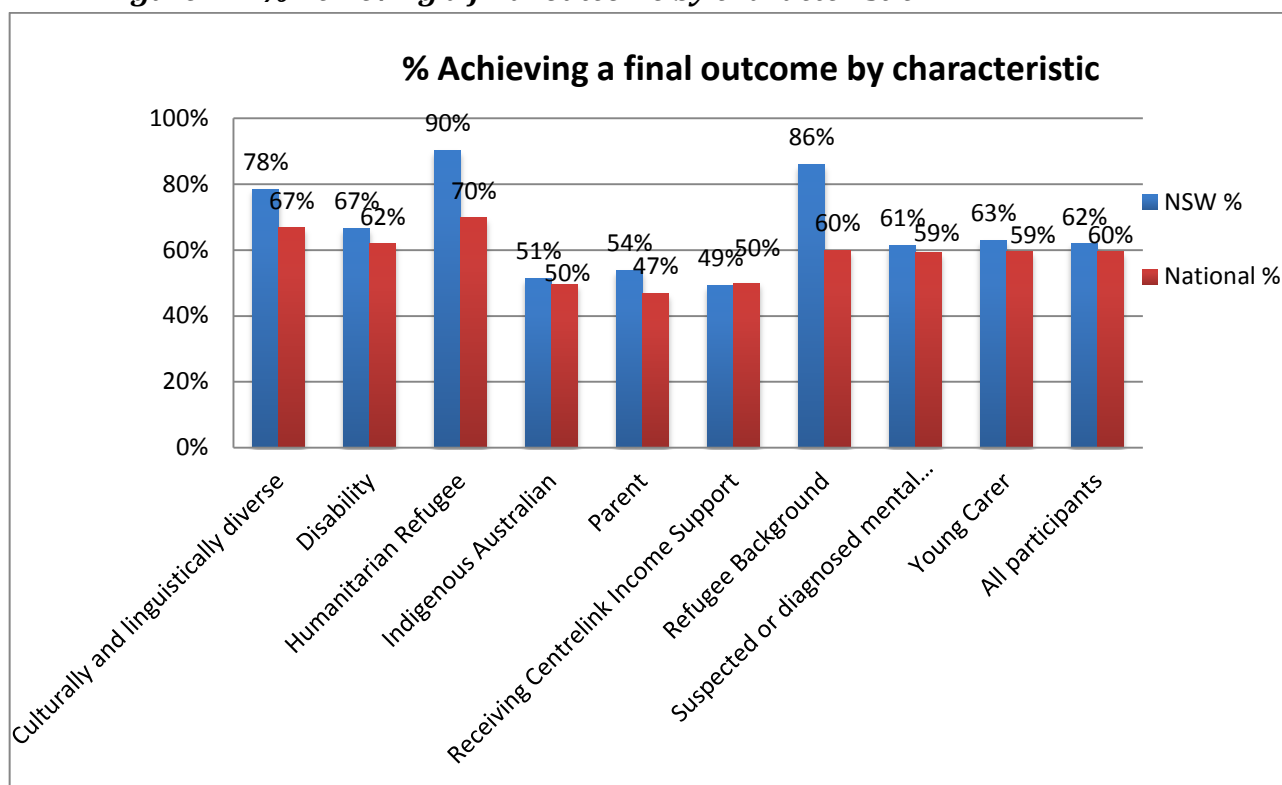


Table 15: NSW- Participant outcome achievement by characteristic

NSW	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	1385	1234	187	1572	88%	78%
Disability	708	589	177	885	80%	67%
Humanitarian Refugee	239	223	8	247	97%	90%
Indigenous Australian	3526	2473	1289	4815	73%	51%
Parent	318	232	113	431	74%	54%
Receiving Centrelink Income Support	4346	3151	2064	6410	68%	49%
Refugee background	52	49	5	57	91%	86%
Suspected or diagnosed mental health issue	3599	2836	1023	4622	78%	61%
Young Carer	294	240	88	382	77%	63%

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	10955	71%	50%
Parent	898	583	347	1245	72%	47%
Receiving Centrelink Income Support	12884	9197	5525	18409	70%	50%
Refugee background	296	212	58	354	84%	60%
Suspected or diagnosed mental health issue	9949	7521	2763	12712	78%	59%
Young Carer	957	733	275	1232	78%	59%

Figure 13: NSW – Final outcomes achieved

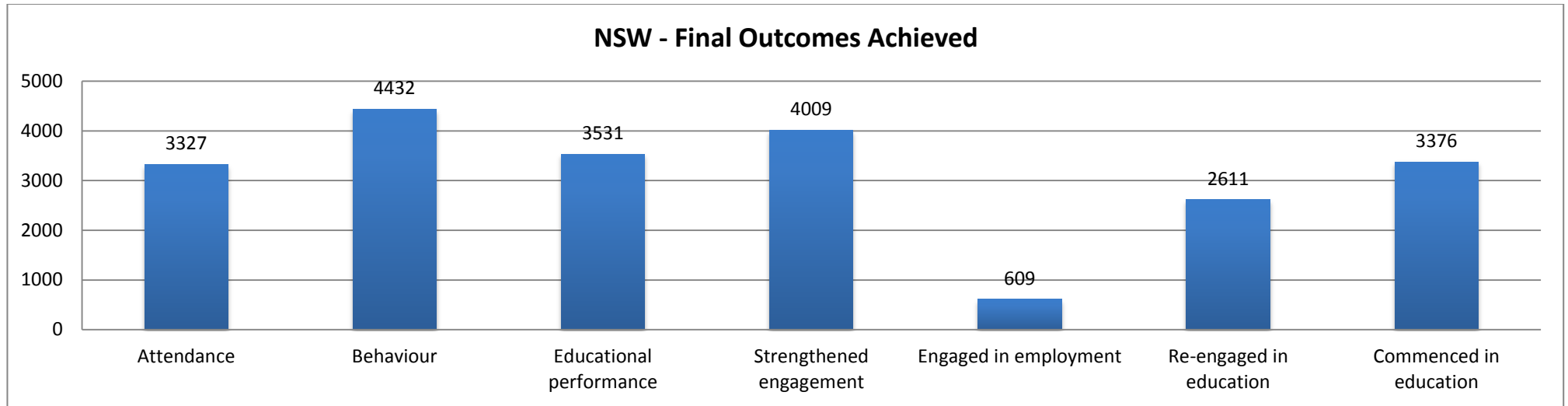


Figure 14: National – Final outcomes achieved

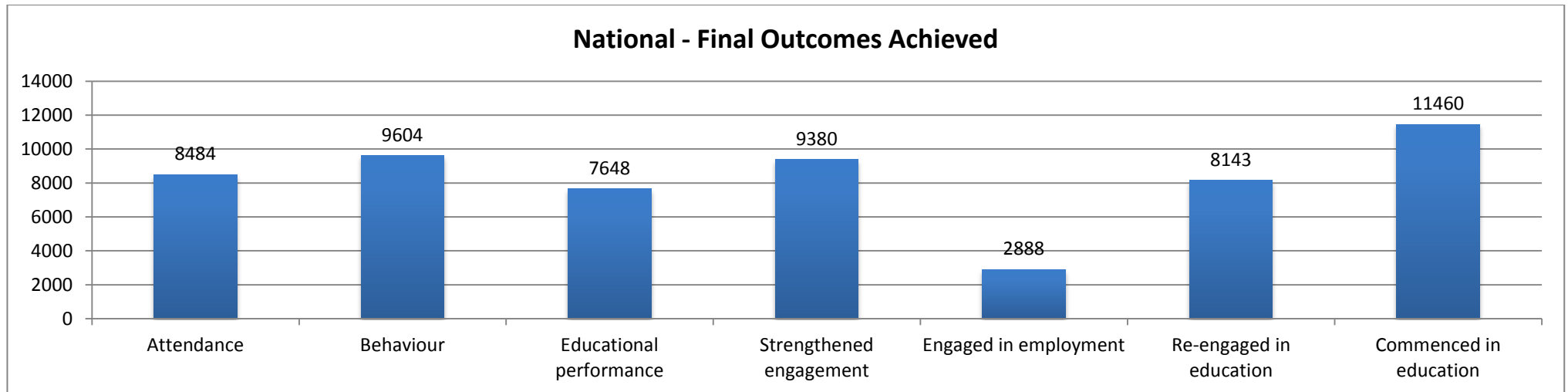


Figure 15: NSW – Final Outcomes Achieved by Connection Level

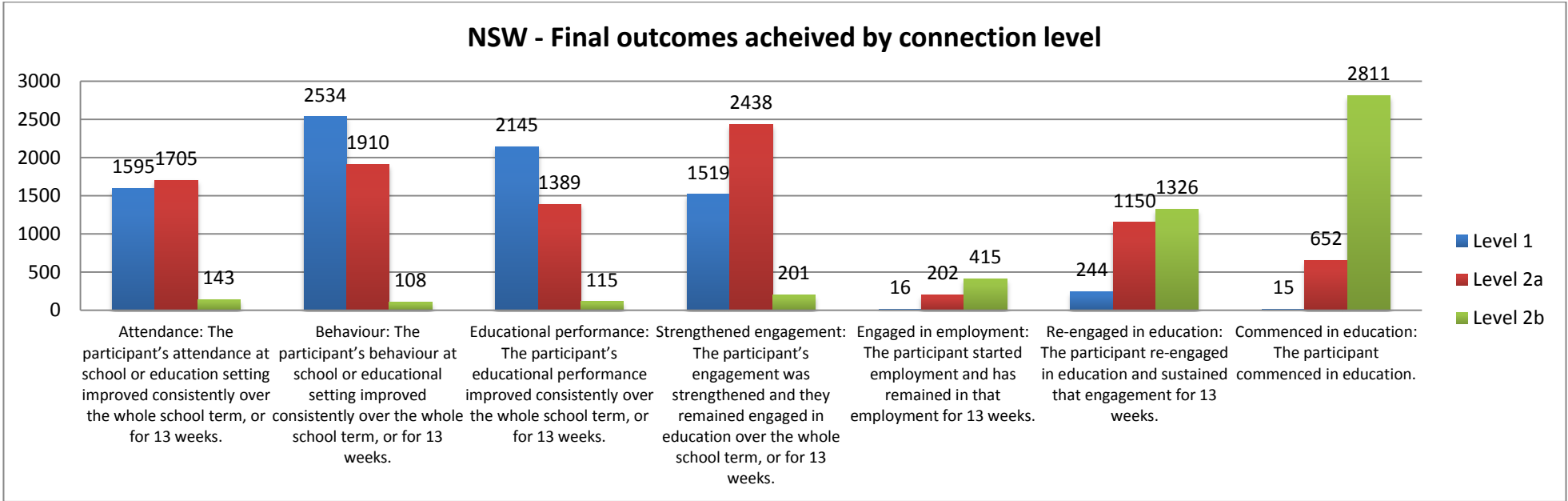


Figure 16: National – Final Outcomes Achieved by Connection Level

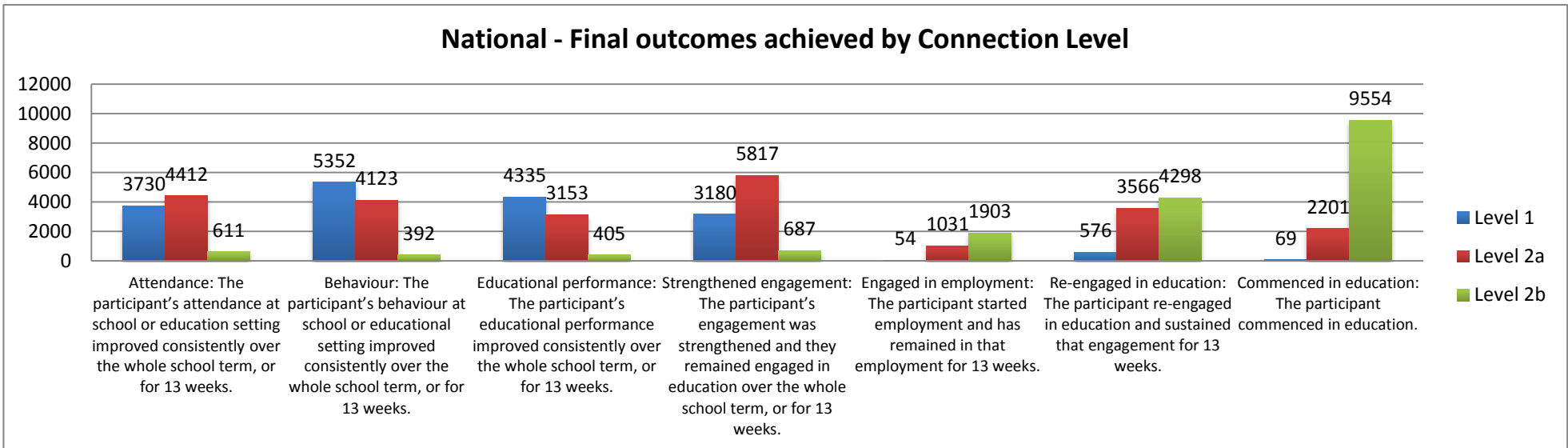


Table 17: NSW- Final Outcomes achieved by Connection Level

NSW 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.	1595	1705	143	3327
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	2534	1910	108	4432
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	2145	1389	115	3531
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	1519	2438	201	4009
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	16	202	415	609
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	244	1150	1326	2611
Commenced in education: The participant commenced in education.	15	652	2811	3376

Table 18: National- Final Outcomes achieved by Connection Level

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

Indigenous

Figure 17: % of Total Indigenous participants by State

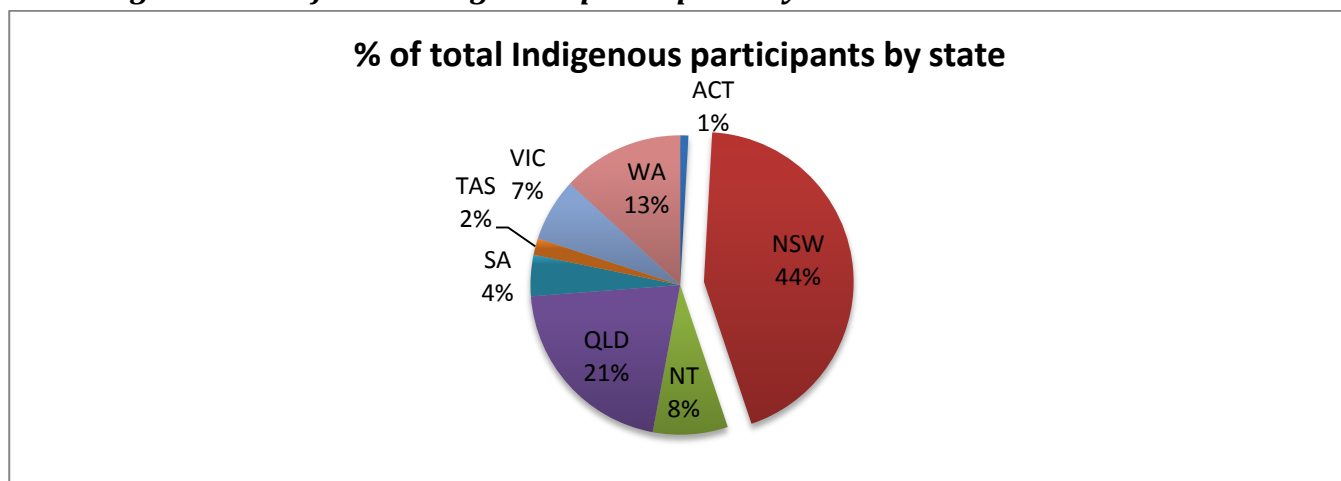


Table 19: % of Total Indigenous participants by State

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

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

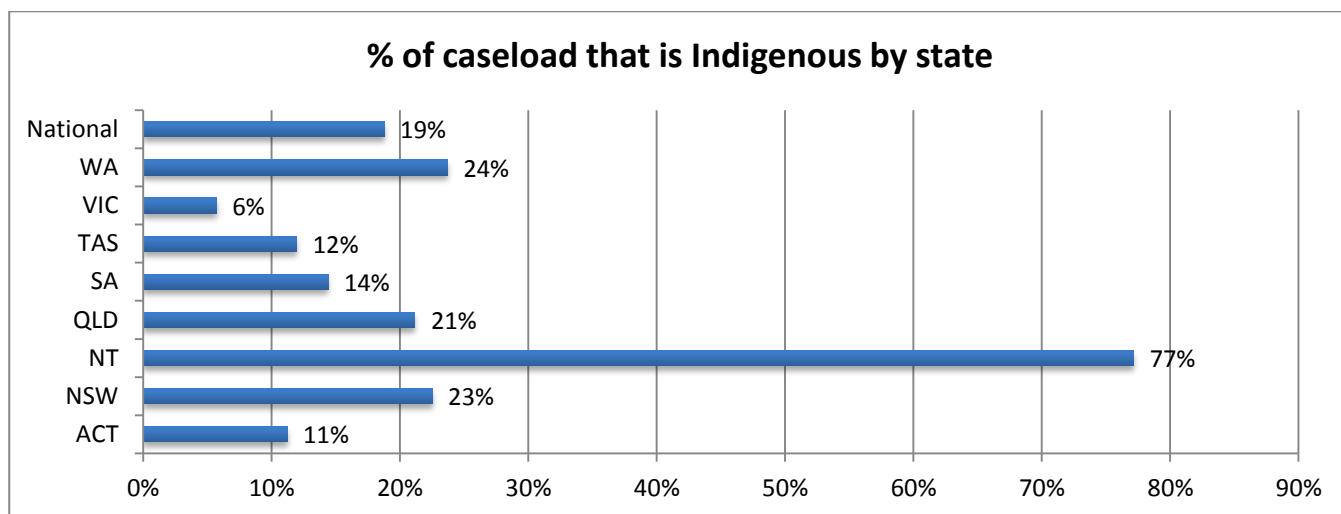


Table 20: % of caseload that is Indigenous in each State

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

Table 21: Indigenous participants – NSW and National

	NSW	National
Indigenous Participants	4,815	10,955
All Participants	21,403	58,408
% Indigenous	22%	19%

Table 22: NSW and National- Indigenous participant outcomes achievement

	NSW	NSW %	National	National %
Indigenous young people enrolled in individual support services	4,815	-	10,955	-
Indigenous young people who have achieved a progressive outcome	3367	70%	7,434	68%
Indigenous young people who have achieved a final outcome	2473	51%	5,436	50%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

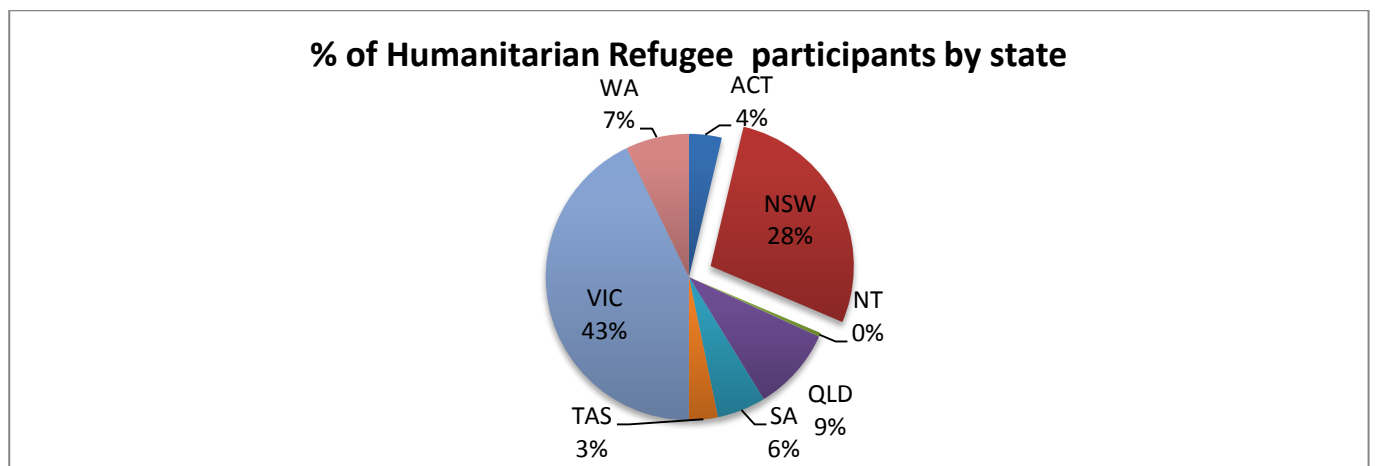


Table 23: % of Total humanitarian refugee participants by State

	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

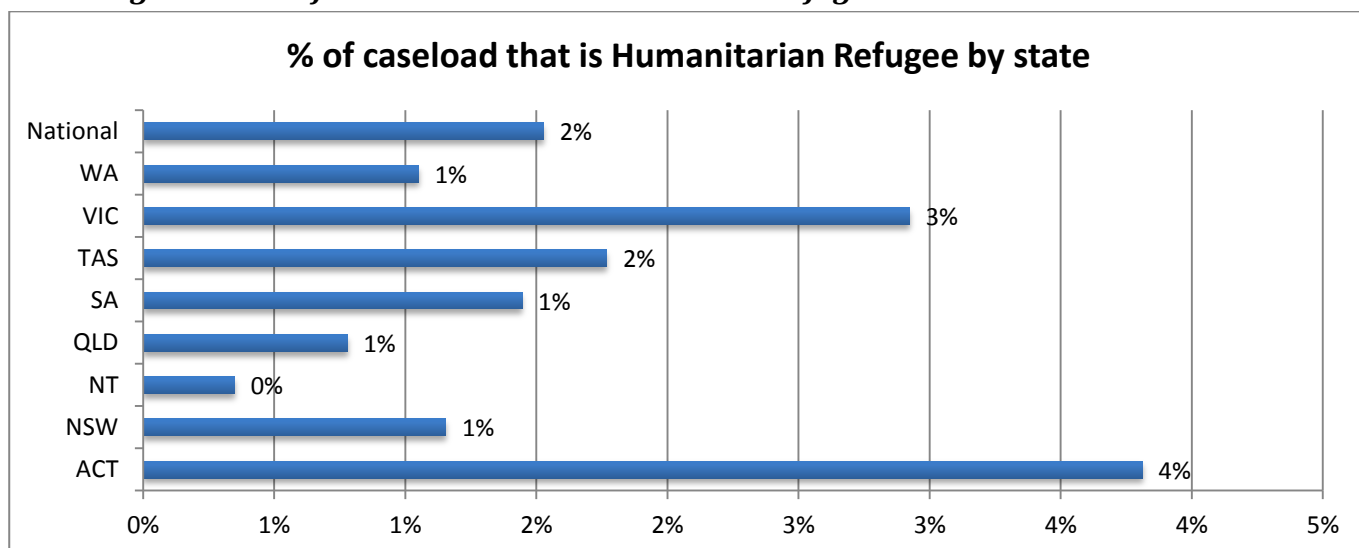


Table 24: % of caseload that is humanitarian refugee in each State

	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 – NSW and National

	NSW	National
Humanitarian Refugee Participants	247	892
All Participants	21,403	58,408
% Humanitarian Refugee	1%	2%

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

	NSW	NSW %	National	National %
Humanitarian Refugee young people enrolled in individual support services	247	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	230	93%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	223	90%	622	70%

Outreach and Re-engagement Services

Providers in New South Wales have conducted 3560 Outreach and Re-engagement (some were held multiple times, resulting in 8753 events). These activities were attended by more than 193,873 people.

Table 27: NSW Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	5275
<20	1652
<50	1158
<500	623
>500	45

1743 of these activities were identified as having an Indigenous focus; 330 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in New South Wales have conducted 1424 activities to strengthen services in their region. 344 of these activities were identified as having an Indigenous focus, 127 were identified as having a humanitarian refugee focus.

Table 28: NSW 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.	1013	3.8
Families and communities are more positively involved in the lives of at risk young people.	343	3.4
Families of at risk young people are more involved in their community.	220	3.1
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	292	3.3
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	328	3.3
Schools and education providers increased their referrals to support at risk young people.	319	3.5
Schools and education providers make referrals earlier to support at risk young people.	315	3.4
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	237	3.4
The use of infrastructure in the region to support at risk young people is better coordinated.	629	3.6
There are improved referral channels for community resources which support at risk young people.	722	3.7
There was a reduction in the duplication of community resources which support at risk young people.	385	3.5
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	492	3.3
There was an increase or improvement in the available services for families of at risk young people.	364	3.4
Young people disengage less frequently from school or education providers.	288	3.0

ANNEXURE 1 B – School Business Community Partnership Brokers - NSW

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 (ICSEA⁹) 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 data¹⁰) 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

⁹ 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.

¹⁰ 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.

approximately 5400 (39%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'¹¹. 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 Victoria¹²) 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.

¹¹ Data cited is accurate as at 2 April 2013.

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.

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 2011¹³. 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 region¹⁴ (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.

New South Wales Summary

Context

Partnership Brokers have focused their efforts on strategic and sustainable partnerships involving relevant stakeholders including: New South Wales Department of Education and Communities, Catholic, Independent

¹³ Data sourced from the 2012 Annual Partnership Broker Provider Survey.

¹⁴ Data sourced from the 2012 Annual Partnership Broker Provider Survey.

and alternative education sectors, mental health, youth, industry and parental peak bodies, employment service providers (Job Services Australia and Disability Employment Services) and local councils.

The Partnership Brokers program has matured significantly since the inception of the program in 2010. Partnership Brokers have developed a good understanding of the needs of their regions and key stakeholders. Over the last six months, they have become more active in supporting strategic partnerships involving a cluster of regions or at a state-wide level.

The level of collaboration between Partnership Brokers and Youth Connections providers in NSW has significantly improved in 2012. There is a better understanding of the region's Partnership Broker and Youth Connections providers' strengths and the region's needs leading to strategic partnerships being implemented. In most regions, Partnership Broker and Youth Connections providers are working well together and progressing sustainable partnerships to support the achievement of the YAT National Partnership objectives. Overall, the level of collaboration in NSW is expanding beyond Partnership Broker and Youth Connections providers with significant contributions from mental health, youth, industry and parental peak bodies.

The Partnership Brokers and Youth Connections state networks have established working groups to focus on the following priorities:

- Mental Health
- Skills Shortage
- Parental engagement
- Alternative Education and Juvenile Justice

Program Status

As at April 2013, there were 682 active and self-sustaining partnerships associated with Partnership Brokers in NSW involving approximately 2215 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 6311 Outcomes Framework Key Performance Measure (KPM) evaluations with around 2707 (43%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

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

The initiatives undertaken by the Mental Health and Skills Shortage Working Groups, in particular have resulted in highly strategic partnerships with state wide impact. The Youth Mental Health partnership will be presented at the Youth G20 forum in St. Petersburg as an example that can potentially expand in other jurisdictions.

Challenges

While the information above indicates significant progress, individual providers and the program have also faced many of the challenges outlined in the National Summary. In particular, NSW Partnership Brokers have acknowledged challenges in establishing partnerships that involve parental engagement in regions with a higher level of families of a migrant/refugee background. Providers recognise the need to engage with parents and community, however, the limited number of organised bodies that are representative of these stakeholder groups presents an ongoing challenge. The Parental Engagement working group is looking at ways to address this challenge.

The skills shortages and how to bridge the space "in between" education and employment is a challenge and an opportunity that is being addressed at a strategic level by the Skills Shortage Working Group.

The other main challenge that continues to exist with a limited number of stakeholders is their expectation that Partnership Brokers should be providing direct service delivery of the type provided under previous Commonwealth programs.

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 (NSW)	Percentage of organisations in partnerships (NSW)	Total number of organisations in partnerships (Nationally)	Percentage of organisations in partnerships (Nationally)
Business & Industry	618	28%	1508	29%
Community	671	30%	1645	31%
Education	867	39%	1968	37%
Parents and Families	61	3%	167	3%
Total	2217	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 (NSW)	Percentage of total (NSW)	Total (National)	Percentage of total (National)
Accommodation and Food Services	40	2%	121	2%
Administrative and Support Services	91	4%	208	4%
Agriculture, Forestry and Fishing	36	2%	101	2%
Arts and Recreation Services	80	4%	190	4%
Construction	27	1%	81	2%
Education and Training	1016	46%	2409	45%
Electricity, Gas, Water and Waste Services	14	1%	23	0%
Financial and Insurance Services	29	1%	55	1%
Health Care and Social Assistance	261	12%	703	13%
Information Media and Telecommunications	29	1%	65	1%
Manufacturing	46	2%	77	1%
Mining	26	1%	60	1%
Other Services	313	14%	724	14%
Professional, Scientific and Technical Services	25	1%	67	1%
Public Administration and Safety	114	5%	232	4%
Rental, Hiring and Real Estate Services	5	0%	10	0%
Retail Trade	44	2%	113	2%
Transport, Postal and Warehousing	24	1%	65	1%
Wholesale Trade	0	0%	4	0%
Total	2220	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 (NSW)	Percentage of schools in partnerships (NSW)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in NSW
Primary	112	22%	220	20%	66%
Secondary	321	62%	587	53%	19%
Combined	85	16%	291	27%	14%
TOTAL	518	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 (NSW)	Percentage of schools in partnerships (NSW)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in NSW
Government	408	79%	858	78%	68%
Independent	50	10%	120	11%	14%
Catholic	60	12%	120	11%	19%
TOTAL	518	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.

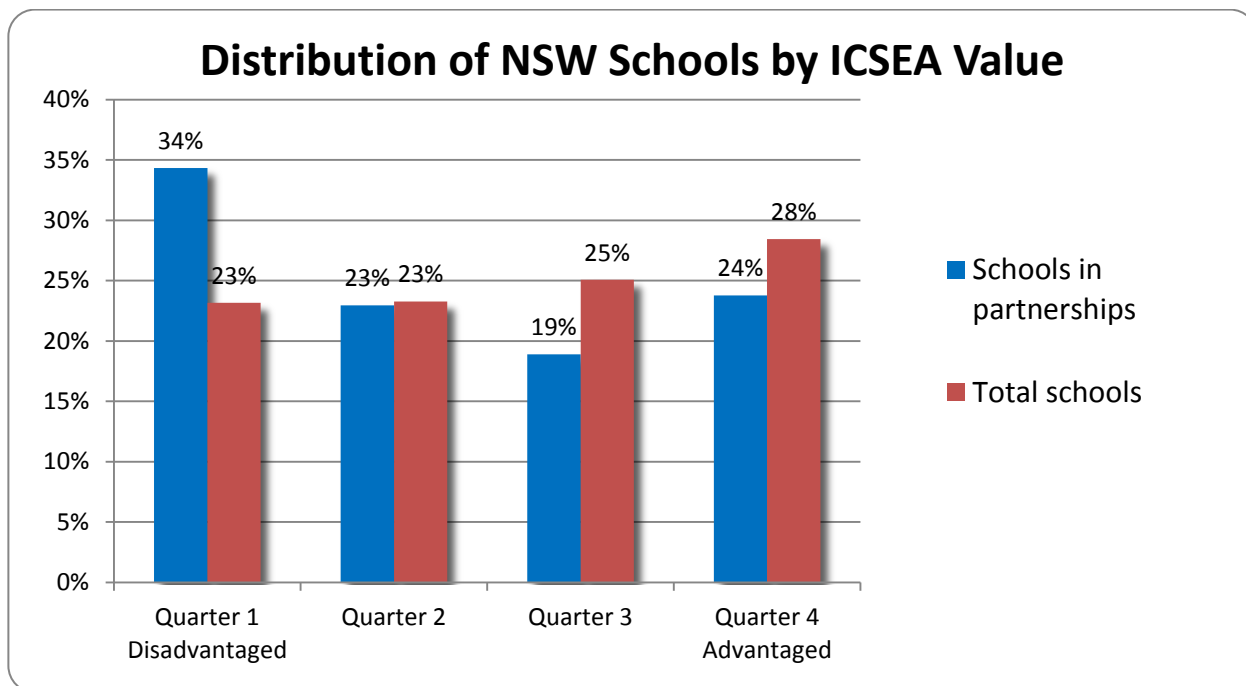


Table E – Number of Schools in Partnerships by ARIA Code

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 (NSW)	Percentage of schools in partnerships (NSW)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	No. of schools in NSW
Major Cities of Australia	296	57%	517	47%	57%
Inner Regional Australia	152	29%	292	27%	27%
Outer Regional Australia	60	12%	188	17%	14%
Remote Australia	8	2%	54	5%	1%
Very Remote Australia	2	0%	47	4%	0%
TOTAL	518	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 by Status for NSW

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 (%)
449 (34%)	233 (18%)	682 (52%)	641 (48%)	1323 (100%)

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

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 (%)
93 (21%)	41 (18%)	134 (20%)	123 (19%)	257 (19%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 21% of the total active partnerships in NSW are Indigenous.

Table F2 - Number of National Partnerships Created by Status

Note: National figures do not include Victoria.

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

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

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

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

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

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

Year (month)	Active	Self-sustaining
2011 (April)	85%	15%
2011 (September)	79%	21%
2012 (April)	72%	28%
2012 (September)	74%	26%
2013 (April)	66%	34%

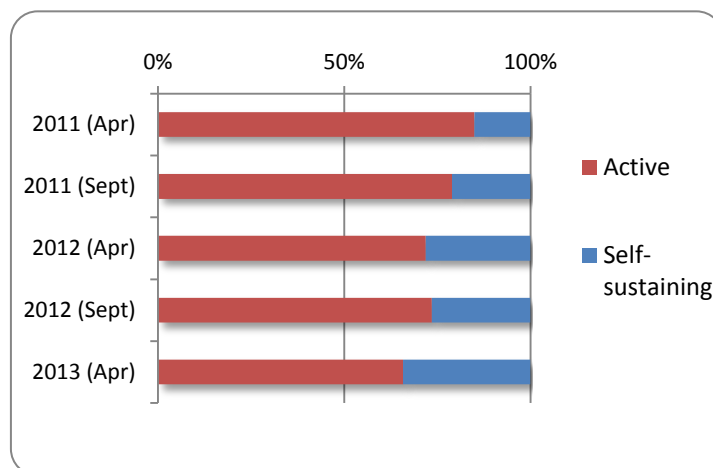


Table H – Number of Partnerships by Partnership Category

This table shows the category of partnerships.

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

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

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

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

Number of Partnerships by Partnership Category (NSW)

Number of Pre-Existing Partnerships (NSW)	Percentage of Pre-Existing Partnerships (NSW)	Number of Brokered Partnerships (NSW)	Percentage of Brokered Partnerships (NSW)	Total Number of Partnerships (NSW)	Total Percentage of Partnerships (NSW)
160	(12%)	116	(88%)	1323	(100%)

Number of Partnerships by Partnership Category Nationally

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

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

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

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

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

Table I1 – Outcome – Partnership Characteristics	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
High quality partnerships are established that link key stakeholders together with shared commitment, goals and outcomes to improve young people’s education and transition outcomes.	4859	675 (14%)	592 (12%)	1071 (22%)	1170 (24%)	1351 (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.	1,016	10%	12%	22%	26%	31%
Shared Decision Making -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	996	14%	13%	22%	24%	28%
Communication - There is effective communication between partners.	1,004	12%	12%	25%	24%	27%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	995	13%	12%	20%	27%	28%
Review - Partners monitor and review their partnership and progress towards goals.	848	23%	13%	21%	20%	24%

The data above shows that:

- Providers reported 52% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.
- Providers reported 26% of partnerships that have been evaluated have made limited or some progress against this outcome.

There are 1,016 partnerships (77% of the total number of partnerships in NSW) that have demonstrated to some extent that ‘partners have a clear, shared, realistic goal’. Providers reported that 57% of these partnerships have achieved or made considerable progress against this partnership characteristic.

Table 12 – 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.	1647	240 (15%)	237 (14%)	366 (22%)	399 (24%)	405 (25%)

The following KPMs contribute to this outcome:

Table 12 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	161	20%	22%	20%	20%	17%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	369	15%	13%	21%	23%	28%
An increase in the number of education and training providers who have increased their career practitioner capacity	242	18%	14%	29%	22%	16%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	875	12%	13%	21%	26%	27%

The data above shows that:

Providers reported 49% of partnerships that have been evaluated have *achieved* or *made considerable progress* against this outcome.

Providers reported 29% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.

There are 875 partnerships (66% of the total number of partnerships in NSW) 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 53% of these partnerships have achieved or made considerable progress against this KPM.

Table 13 – 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.	1119	204 (18%)	169 (15%)	241 (22%)	265 (24%)	240 (21%)

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	381	21%	14%	21%	24%	20%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	183	17%	19%	21%	22%	20%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	555	17%	14%	22%	24%	23%

The data above shows that:

Providers reported 45% 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 555 partnerships (42% of the total number of partnerships in NSW) that have made progress towards increasing '*the number of businesses providing quality workplace and community learning opportunities for young people*'. Providers reported that 47% 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.	1353	336 (25%)	253 (19%)	313 (23%)	257 (19%)	194 (14%)

Table I4 continued – Outcome – Parents & Families (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom	300	24%	22%	22%	16%	15%
An increase in the number of parents and families that are actively involved in career transition planning for their children	180	26%	18%	24%	18%	15%
An increase in the number of parents and families that are better informed about learning and career options	294	24%	17%	26%	19%	14%
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	294	26%	18%	23%	20%	14%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	285	25%	18%	21%	21%	14%

The data above shows that:

Providers reported 33% of partnerships that have been evaluated have achieved or made considerable progress against this outcome.

Providers reported 44% of partnerships that have been evaluated have made limited or some progress against this outcome

There are 300 partnerships (23% of the total number of partnerships in NSW) 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 31% 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.	2192	317 (14%)	373 (17%)	555 (25%)	495 (23%)	452 (21%)

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	192	14%	14%	29%	24%	19%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	469	12%	17%	26%	23%	22%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	316	12%	19%	26%	22%	22%
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	220	19%	16%	26%	20%	19%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	393	16%	16%	24%	23%	21%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	262	16%	18%	21%	23%	21%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	340	15%	18%	26%	22%	19%

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 31% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.

There are 469 partnerships (35% of the total number of partnerships in NSW) 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 45% of these partnerships have *achieved* or *made considerable progress* against this KPM.

JAMES MEEHAN LEARNER DRIVER MENTOR PARTNERSHIP

Purpose:

To provide students with the training needed to obtain their provisional driving licence, a barrier for most youth completing education and training or seeking employment.

Partnership Members:

- James Meehan High School
- Clintons Toyota
- MG My Gateway
- Ingleburn Rotary
- DEEWR
- Campbelltown Catholic Club
- TAFE NSW
- Youth Safe
- Campbelltown Council
- Macquarie Fields Police LAC

Context and Goals

James Meehan High School is situated in a low socio-economic (SES) community on the outskirts of South-Western Sydney. Over 2008/09, the school, in partnership with several community members, held a number of career events for parents and students in the region. The events identified transport as a major barrier to education and employment for students in the community from low SES families.

The Learner Driver Mentor partnership was established to support the students of James Meehan High School to obtain their P1 provisional licence, opening opportunities into education, training and employment.

The Partnership's Approach

The partnership developed an action plan, which aimed to have the learner driver mentor program embedded into the school's activities by the end of 2011.

Partners devised a program that would allow students to obtain driver training whilst in their senior years of schooling, particularly targeting those students who would not otherwise have had the opportunity.

Partners also sourced sponsorship for a new car, which was donated to the school for use in this program. Partners established regular steering committee meetings to explore possible funding sources and resolve legal and insurance challenges.

Benefits

One hundred students across years 11 and 12 participated in two road safety workshops.

150 hours of professional driving lessons will have been provided to fifteen students by the end of 2012.

Improved student motivation to attend school.

Increased student understanding of road safety and safe driving.

Improved access to education, training and employment opportunities for participants.

" We get the kids their licence and it helps break the cycle of unemployment because people can't drive."

Steve Marshall, Ingleburn Rotary

Next Steps

The partnership plans to source additional mentors, with partners attending local Chamber of Commerce meetings to promote the initiative. Further support will also be provided to those students who started the program last year, to complete the required hours by the end of 2012.



Support from the Partnership Broker

The Learner Driver Mentoring partnership was an existing partnership that required support to move forward. The Partnership Broker's main objective was to source a range of stakeholders who would support, enhance and bring to life the partnership's vision. Partnership Brokers sourced five additional partners who collaborated with existing partners, resulting in a vehicle for the school and students.

TOP TIP

Involving all partners in planning and decision making is critical to maintaining an effective partnership.

PARENTAL ENGAGEMENT STRATEGY

Purpose: To build the capacity of Arabic parents & families to engage in their child's education.

Partnership Members:

- Bankstown City Council
- Canterbury City Council
- Centrelink – Bankstown
- Department of Education & Communities
- South Western Sydney Institute of TAFE
- Youth Connections (MTC Work Solutions)

Context and Goals

Through the Partnership Broker's stakeholder consultation processes, it was identified that parental engagement in the Canterbury-Bankstown region was limited and difficult to maintain, particularly within the Arabic community.

A number of stakeholders decided to work together in partnership to focus on the development and implementation of strategies that improve the engagement of Arabic parents & families in their child's education.

The Partnership's Approach

The Parental Engagement Strategy Partnership facilitated consultation sessions bringing community, education and parent stakeholders together to identify the challenges experienced by parents when engaging in their child's education. These sessions provided a foundation for action, allowing the partnership to develop a tailored, strategic approach to achieving its goal of increased parental engagement.

The partnership's approach included the establishment of a 'Parental Taskforce' consisting of parents from primary and secondary schools in the region. The partnership and the taskforce work collaboratively focusing on two key objectives. The first of these objectives is to educate parents and build their capacity to engage, and remain engaged, throughout their child's entire educational journey, both at school and at home. To support this goal, the partnership provides opportunities through a series of targeted presentations and workshops.

“ I am really starting to build up my confidence to actively participate in my child's learning. It's great to know that we have the support of the Partners. ”

The second objective is to improve the transitions of young people from primary to secondary school by building relationships that support and maintain parental engagement during and after the transition to high school.

Benefits

- Increased and improved communication between parents & families, young people and schools.
- The partnership is currently building the capacity of the 'Parental Taskforce' so that they can mentor, lead and support other parents.
- Empowering the taskforce and its members to take an active role in the education of their children.
- This partnership has demonstrated to the wider community the improved outcomes that can be achieved when education and community stakeholders work together for a common purpose.

Next Steps

The partnership plans to expand their strategy in the future to include more parents and families from primary and secondary schools. The concept of a 'Parental Taskforce' has real potential to be replicated by partnerships in other regions.



The Parental Engagement Strategy Partners

Support from the Partnership Broker

During the initial stages of this partnership, the Partnership Broker spent considerable time and effort developing strong partnering foundations, building the capacity of partners and ensuring effective relationships were established and maintained.

As the partnership developed, the partners began to demonstrate shared responsibility and ownership of the partnership's strategy and its successes. This allowed the Partnership Broker to take a 'back seat'; monitoring the partnership and only providing support when required.

TOP TIP

Think outside the box and be innovative when developing your partnership's strategy.

Fivebough Wetlands Project

Purpose:

To provide an incentive for senior students to remain at school through hands-on, community based learning experiences.

Partnership Members:

- Leeton High School
- Land and Property Management Authority
- TAFE NSW Riverina Leeton Campus
- Leeton Shire Council
- Local Aboriginal Lands Council

Context and Goals

Since the introduction of the new school leaving age, some senior students are finding it difficult to remain focused and engaged with school. Leeton High School were searching for a longer term, practical initiative to increase student participation, promote a sense of ownership for young people and encourage them to remain engaged with their education through to the completion of Year 12.

Fivebough Wetlands is Leeton's premier tourist attraction and attracts both Australian and international bird watchers. The wetlands feature walking tracks, viewing mounds and bird hides, however, there are very few amenities, such as barbecue areas, picnic tables or signage. The Fivebough Wetlands Project addresses this issue and the issue of student engagement by supporting students to plan, design and implement improvements to the wetland's facilities and operations.

The Partnership's Approach

The partnership established the Fivebough Wetlands Project to provide students with hands-on learning opportunities and a chance to contribute to the community.

Year 11 Work Studies students examined the site, developed a project plan in conjunction with the Wetlands Trust and the Lands Council and began planning for picnic facilities and seating. The construction work for signs that will assist visitors was carried out both at school and at TAFE then erected on site. Students also developed strategies for advertising the project and promoting the wetlands. The project created great opportunities for learning and personal development with a strong focus on practical engagement and community responsibility.

"After the initial idea was generated, the Partnership Broker contacted and facilitated meetings with all stakeholders, bringing extra partners in as required"

Benefits

Eight students will complete a First Aid and OH&S White Card induction course and have completed a basic bricklaying course.

A *Statement of Attainment* will be issued to three students participating in the Manual Production Welding component at TAFE.

Students gain experience in a range of skills, such as: Metal Fabrication, Carpentry, Construction, Brick and Block Laying, Graphic Design and Print, Photography and Project Management and tree planting.

The Fivebough Wetlands partnership project will improve the facilities for the community and visitors, while building the students' sense of community.

Next Steps

The Fivebough Wetlands Project is a long term program targeting disengaged students. Fifteen students are currently engaged in the program for 2011, but this figure is expected to grow with new cohorts of students coming through.



Leeton High School students discuss fabrication of the new metal frames for the Wetlands

Support from the Partnership Broker

Following the initial meeting to discuss the project, the Partnership Broker was called upon to engage partners and build the partnership. They assisted the partners to develop common goals and guidelines for how they would work together. The Partnership Broker will also assist partners to develop and undertake review and evaluation procedures.

TOP TIP

It is important that partners stay focused on the partnership's purpose and 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.