

**NATIONAL PARTNERSHIP ON
YOUTH ATTAINMENT AND
TRANSITIONS**

Australian Capital Territory

ANNUAL REPORT 2012

MAY 2013

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

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

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

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

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

PART A: Outcomes and Performance Indicators, Australian Capital Territory

Outcome	Performance Indicator	Source	2010	2011	2012
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12	National Schools Statistics Collection (ABS)	9337	9464	9586
	Enrolment of Indigenous full-time equivalent students in years 11 and 12		132	165	186
	Enrolment of Indigenous full-time equivalent students in years 9 and 10		213	199	217
	15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher	VOCSTATS (NCVER) (a)	1,230	949	929
	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		70	31	50
	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		3	3	3
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	91.0%	N/A
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above		N/A	71.1%	N/A
	20-24 year old VET completions at Certificate II or above	VOCSTATS (NCVER) (a)	1,899	2,451	Not yet available
	Indigenous 20-24 year old VET completions at Certificate II or above		40	64	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	83.3%	N/A
Improved Indigenous retention	Apparent retention years 7/8 to year 10, by Indigenous status (d)	National Schools Statistics Collection (ABS)	96.4%	106.7%	96.3%
	Apparent retention years 7/8 to year 12, by Indigenous status (d)		58.8%	76.3%	63.1%

Notes on the data

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

PART B:

Current Landscape (Jurisdictional Context)

The ACT Education and Training Directorate's vision, priorities and performance measures are expressed in the *Strategic Plan 2010-2013: Everyone matters*. The Strategic Plan and the Operational Plans 2011 and 2012 provide the direction for setting organisational priorities and outcomes.

There are four priority areas identified in the Strategic Plan that are also reflected in the operational plans: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development. There were a number of noteworthy achievements under each priority area and significant progress was made in delivering key outputs.

Priorities in the Strategic Plan are derived from the higher level education and training objectives contained in *The Canberra Plan: Towards Our Second Century* and the associated underpinning plans. *The Canberra Plan* provides a basis for achievement against these important government objectives.

The future of the ACT depends on a well-educated and highly skilled population, capable of delivering quality services and meeting the needs and aspirations of the community across all spheres. The ACT Government's goal is to ensure that each individual has the opportunity to reach their potential and contribute to the community. To achieve this goal, the ACT has substantially reformed the education system and made significant investments in curriculum renewal, infrastructure upgrades and information technology. New schools have been built in suburbs with young populations and new models of education have been introduced, including a strong emphasis on high quality early childhood education.

A comprehensive package of education reforms and significant investment is providing the largest investment in education since self-government began and will position the ACT to meet the teaching and learning needs of the 21st century. Through the reform program, more than \$90 million has been spent on renewing education infrastructure to ensure quality teaching and learning environments. More than \$150 million has also been invested to build new schools in northern Tuggeranong and West Belconnen, and a new senior secondary school in Gungahlin as part of a well-being precinct.

These facilities provide state-of-the-art learning environments based on best-practice design and the latest sustainability principles. A commitment of \$20 million to information technology in schools will ensure the ACT continues to lead the nation in the use of IT in teaching and learning.

The ACT Government will continue these reforms and implement further measures to improve the quality of public education in the ACT. Work will also continue with the private education sector to support educational choice in the ACT.

The ACT Government is responding to the skills shortage by developing and implementing a skills strategy based on the advice of the ACT Skills Commission. Important initiatives include enhanced opportunities for vocational education and training (VET), and strategies to train, attract and retain

staff. The ACT Government has forged strong relationships with the tertiary education sector and will continue to build on these, ensuring a collaborative approach into the future.

ACT 2020 Summit

Ideas put forward at the ACT 2020 summit:

- Develop and position Canberra as a global city for education, culture and languages.
- Provide the infrastructure to attract and retain students and teachers to Canberra.
- Implement a 'lifelong learning philosophy' by creating learning opportunities throughout the lifespan.
- Redesign the notion of 'school' by developing new teaching and organisational models that create pathways and options for students and enable education in the ACT to be delivered in a range of settings.
- Strengthen the teaching profession to ensure teachers are valued and rewarded and education and learning are valued.
- Provide the opportunity for every student to achieve a post-school qualification by 2020.
- Close the gaps between industry and education providers, and use the knowledge and skills of industry professionals to teach students and build capability in teachers.
- Develop a single, national transparent-based approach to government funding and schools.

Education and Training Directorate

The ACT Education and Training Directorate (the Directorate) provides services to children and young people both directly through public schools and indirectly through regulation of non-government schools and home education, and to people of all ages through the planning and coordination of Vocational Education and Training (VET) in the ACT.

The February 2012 Census collection for schools noted 40,074 students attending 84 ACT public schools. This number included 1,890 students with special needs and 1,337 Aboriginal and Torres Strait Islander students. The number of school leaders and teachers increased to 4,100 in 2012. The *2012 Teachers' Enterprise Agreement* introduced a number of incentives to attract, recruit and retain high performing teachers in ACT public schools.

The Directorate is structured around four divisions: Learning, Teaching and Student Engagement; Strategy and Coordination; Tertiary Education and Performance; and Corporate Services. The Directorate underwent change in the senior executive team in 2012 with the departure of Dr Watterston from the Director-General position on 4 April 2012. Ms Diane Joseph became the Director-General. Dr Watterston made an invaluable contribution to education and training across the ACT, including shaping the Directorate's support systems, with a greater focus on collaboration and teamwork through the introduction of four School Networks overseen by the Office for Schools.

During 2012 the Directorate undertook significant work to deliver on an ambitious local and national reform agenda. This work has enabled the ACT education and training system to be at the forefront of many initiatives.

As well as contributing to social, cultural and academic outcomes, education and training has a significant role in driving the ACT economy. This highlights the need for every leader, every teacher, every school and every training organisation to be effective and to ensure all efforts impact on every young person in the ACT.

The vision

The vision of the Directorate is that all children and young people in the ACT learn, thrive and are equipped with skills to lead fulfilling, productive and responsible lives. Quality education is delivered in ACT public schools, making it one of the highest performing education systems in the nation. This is reflected in the high level learning experiences provided for every student every day at early childhood, primary and high schools, colleges and specialist schools in the ACT. The learning and teaching quality extends to the VET sector with students achieving the best training outcomes in Australia.

Fulfilment of the vision is supported by values of honesty, excellence, fairness and respect. Belief in these values is fundamental to ensuring ACT children and young people aspire to, and achieve, their potential. The Directorate promotes a connected and inclusive culture where everyone matters. The interconnected nature of the school system promotes ability to positively influence the lives of young people in the ACT.

The Directorate believes that a culture of improvement, innovation and accountability within the Directorate, and across the ACT public service, is essential to engender collective responsibility for improving practice in our schools and for improving service delivery for the ACT community. It is vital that students leave ACT schools and higher education and training institutions with expanded opportunities resulting from significant academic and personal growth.

In building on the reform agenda, the ACT has continued to place children and learners of all ages at the centre of everything. The focus of building a high quality learning system for all students in all settings remains. The success of this work is demonstrated by the continuing excellent results of the ACT education and training system.

The *Australian Curriculum* is an important initiative in maintaining the strength of the ACT system. During 2012 the ACT continued to lead the way nationally in the implementation of the *Australian Curriculum*, and in the development of new units within the curriculum.

In 2010, the ACT Government implemented the ACT Youth Commitment - a shared responsibility between the Directorate, business and the community to ensure that no young person in the ACT is lost from education, training or employment. To advance the ACT Youth Commitment, four Re-engaging Youth Network Boards have been established to assist businesses, training providers, government and non-government agencies to work together to keep our young people engaged in education, training or work.

The implementation of reform in training and tertiary education continues both at the national level and in the ACT context. These reforms contribute to the economic future of the ACT and Australia through the delivery of a productive and highly skilled workforce. They will also further assist individuals of working age to develop the skills and qualifications needed to participate effectively in the workforce.

During the year the Australian Government announced funding of \$8.163 million for the establishment of the ACT Tuggeranong Sustainable Living Trade Training Centre. This Trade Training Centre will provide training and employment pathways in automotive, construction, horticulture and hospitality for students attending Tuggeranong public high schools and colleges.

In recognising the critical importance of teachers and school leaders in achieving the positive outcomes described above, during 2012 a new *Teachers' Enterprise Agreement* was negotiated. The agreement includes an increase of nearly 15 percent for remuneration for most classroom teachers over the life of the agreement, a new career pathway for classroom teachers, accelerated incremental progression, reduced hours for first year teachers to support their professional development and enhanced support for school psychologists. The agreement represents a significant investment in education that values the professional status of teachers and principals in ACT public schools.

In 2013 the ACT will continue reform, including a number of national partnerships in place or in development with the Australian Government. Examples include: empowering local schools to give schools greater control over staffing profiles and greater transparency in financing; continuing to improve literacy and numeracy; providing more support for students with disability; and advancing the skills and workforce development reform agenda.

These partnerships complement the ACT agenda of building excellence in disability education; closing the learning achievement gap for Aboriginal and Torres Strait Islander students; promoting innovative, inspiring and safe learning environments; improving secondary education in ACT public schools; supporting successful transitions for all students; and strengthening leadership and system support.

Reforms and Programs Not Funded Under the Youth Attainment and Transitions National Partnership

Transitions and Careers Officers

The Transitions and Careers Officer (formally known as Moving Forward Officer) role is a fulltime equivalent (FTE) teacher placed in each ACT public college. A 0.6 FTE School leader C is located in the Transitions and Careers section of the ACT Education and Training Directorate office to oversee the project. Transitions and Careers Officers are experienced teachers with career development qualifications who facilitate the transition of students into and out of the college (years 11, 12) sector and improve students' access to further education, training or employment.

During 2012, Transitions and Careers Officers engaged with 8496 students in years 10, 11 and 12 across a range of activities, which included:

- transition support for students moving from high school to college including Pathways Planning
- career guidance
- year 11 and 12 subject selection and enrolment interviews
- programs and activities to support students who require additional transition support (1244 students accessed specific programs/flexible learning options)
- liaison with the feeder high schools in particular the Pastoral Care Coordinator and Year 10 Coordinator
- transition support for students through college and to post school destinations including development of career resource hubs within the colleges
- career expos and guests speakers focusing on student interests
- work experience (1661 students), Try a Trade, Brick and Block programs
- providing additional assistance to students undertaking Australian School-based Apprenticeships and internships (460 students)

- study assistance programs which support students to remain engaged with school and achieve a Year 12 Certificate
- coordination and management of alternative pathways to university
- supporting students who seek to leave school before the end of year 12 to engage with an appropriate education, training or employment option
- the development of a College Transition Plan to support the Pathways Planning process for year 11 and 12
- career education including:
 - individual and group career advice (4366 students some accessing multiple times)
 - opportunities for students to participate in programs that promote awareness of career options(e.g. Day Out programs – Science, Health, Animals, RMC, CIT taster courses)
 - school based career expos
 - excursions to the Canberra CareersXpo (2237 students)
 - improved methods of communication to students, parents and staff through the use of electronic media
 - careers resources for high schools and colleges
 - vocational learning including providing support to students to access vocational courses which are external to the school (302 students)
 - promoting Recognition of Prior Learning (RPL) for students undertaking both internal and external vocational courses
 - developing relationships with local industry to support students who engage in an alternative pathway through school.

The Transitions and Careers project also supports the professional learning of teachers through the promotion of the need for qualified career advisors and by providing funding assistance for teachers to undertake the Certificate IV in Career Development. There are currently 67 ACT public school teachers and administrative support staff who hold a career qualification. A further 12 teachers will complete their Certificate IV in Career Development in 2013. Funding is also available to support teachers to attend local and national professional learning opportunities in career development (12 teachers accessed funding to attend conferences in 2012).

Engaging Schools Framework

The Engaging Schools Framework (Framework) is an evidence based framework developed by KPMG for the coordination of universal (school wide), selected (small group) and positive targeted (individual) preventative and responsive strategies to promote engagement of all students in their schooling. The Framework has been written for schools. It draws on Australian and international literature and insights from stakeholders within ACT public schools. It is designed to be useful and relevant to all school staff as well as the broader school community.

The Framework outlines ‘areas of good practice’ as focus areas within schools that make a direct contribution to student engagement. The Framework also addresses enabling factors which exist at a school level to underpin and reinforce areas of good practice, and provides supporting resources.

The aim of the Framework is to provide a platform upon which schools can continue to enhance their approach to engaging *all* their students.

The Framework is intended to:

- provide a common language and shared frame of reference for all stakeholders who play a part in supporting schools to engage all students in the ACT (including teachers, schools, community organisations and government)
- identify, promote and share examples of good practice and effective strategies drawn from international research and the practical experiences of public schools in the ACT
- provide an approach to guide schools and their communities to implement good practices, and assess their progress in doing this.

This Framework is designed to help schools engage all students. The principles, good practices, strategies and enabling factors presented in the Framework will enhance engagement for students who behave and learn at a satisfactory or even exceptional level, as well as those who are disengaged or at a high risk of disengaging.

The Framework is supported by an Evaluation Plan to evaluate the Framework's implementation over a two-year period.

Network Student Engagement Teams

Building on the Directorate's School Network model, Aboriginal and Torres Strait Islander Education and Student Engagement, a Branch within the Learning, Teaching and Student Engagement Division, is committed to strengthening the delivery of resourcing in support of school improvement with a key focus on:

- utilising established networks across the system for resource deployment, school improvement and professional learning
- strengthening partnerships between central office and schools to work together to improve student outcomes.

To mobilise this commitment, the Branch developed four Network Student Engagement Teams (NSETs) that focus on:

- innovation in practice: leading through research based approaches to student engagement
- the development of sustainable models of staff and school capacity building
- a holistic approach to delivering support to networks, schools and individual students and families
- supporting the sustainable use of resources within schools and across networks.

The development of NSETs is being undertaken in four distinct phases:

1. The restructuring of Disability Education Section teams into network teams (April 2012).
2. The combining of the Student Support and Disability Education Section 'operational' teams into four network teams (October 2012).
3. The development of Targeted Support Teams within each of the four NSETs (February 2013).
4. The inclusion of members of Aboriginal and Torres Strait Islander Education and Transitions and Careers Sections into the NSET model (July 2013).

The Branch has enacted the first three phases of the development of the NSETs and has restructured support and resourcing in the areas of behaviour, counselling and disability education to work within the NSET model. The NSETs provide support to and build the capacity of schools to

address student issues in the areas of disability, behaviour, and counselling support. The NSETs became operational on 15 October 2012.

Each NSET is supported and coordinated by a Deputy Principal (SLB) who coordinates a Network Student Engagement Team (NSET). NSETs are multidisciplinary teams that consist of:

- a Senior School Psychologist who assists schools to address student issues where there are complex mental health and family issues that impact on a student's learning
- a network Behaviour Support Partner (BSP) who assists schools to address student issues where there are significant behavioural issues that impact on learning. The network BSP also works with the School Network Leader and Principals on network priorities in behaviour support
- an Executive Teacher for Disability Education who works with school executive teams and Disability Education Coordinators (DECOs) to develop sustainable plans for engaging students with disabilities in learning, and supports the development of whole school approaches to managing and utilising resourcing
- Disability Education Consultants who work with and build the capacity of staff to support students with disability.

The Network Deputy Principals, as part of NSET, also coordinate a Targeted Support Team (TST) in each network. TSTs are a multi-disciplinary teams consisting of a Senior Psychologist, Social Worker (referred to as Family Support Workers) and a Behaviour Support Partner. The teams work with students, families and schools to address the underlying issues that contribute to ongoing suspension. The teams are based in a school in each School Network to support access for disadvantaged families. The TSTs have been built upon the learning from the successful Suspension Support Team pilot.

Early feedback from School Network Leaders and Principals has indicated that the NSET model is supporting the increased positive engagement of students across the system.

The Branch is increasingly aware of the need to evaluate the outcomes of the NSETs and to formulate next steps based on this evaluation. To this end, work has commenced on:

- developing a combined data base through which to collate and utilise data on the needs of individual students, schools and networks
- developing an approach to consistently evaluating the success of specific programs and supports such as professional learning programs so that comparative data is available for future decision making
- mapping the work flow of the NSETs and TSTs and identifying areas of high pressure and areas in which there are gaps in service need.

Planning for Phase 4, the inclusion of the Aboriginal and Torres Strait Islander Education and Transitions and Careers Sections has commenced and collaborations across all sections are underway.

Alternative Education Programs

The Directorate funds a number of alternative education programs to support students who have difficulty learning in a mainstream school environment.

Three Achievement Centres are provided for students in years 7 and 8 who have not experienced a successful transition to high school or are not successfully engaged in learning. These are located at Canberra High School, Campbell High School and Wanniasa School.

Each centre can cater for approximately 18 students and focuses on intensive academic and social skills support to build the confidence and competence of students. There are three teachers and one youth support worker at each centre. A total of 21 students are currently enrolled across the three centres.

There are also three Connect 10 programs for year 9 or 10 students who have disengaged from schooling. The aim is for students to re-engage with schooling and to explore training or work options. These programs are located at Lake Tuggeranong College, University of Canberra College Lake Ginninderra and Dickson College, each catering for up to twenty students. Currently a total of 33 students are participating in the Connect 10 program; two teachers and one youth support worker operate each program. Other college staff are used to provide relevant and diversified curriculum as appropriate.

Canberra College Cares (CCCare) is run in partnership with ACT Health to provide education and support to young carers, parents and pregnant students in the ACT and surrounding districts. The CCCare program is located at Hedley Beare Centre for Teaching and Learning, Stirling and delivered by Canberra College and Connect Young Carers to Life Opportunities and Personalised Support (CYCLOPS) and other community agencies.

In 2012 the ACT Government committed \$14.5 million over four years to build and fund a new facility for Canberra College Cares program at the Phillip campus of Canberra College. The new facility will include modern classroom areas, childcare areas, play areas, health clinics, offices and counselling rooms. A purpose built facility will allow the design of academic curriculum and vocational courses to meet the individual needs of students.

The Cottage is located at Calvary Hospital and is a day mental health facility run by ACT Health for adolescents with medium to severe mental health issues. The Directorate provides a fulltime classroom teacher for the Cottage program.

The Anglicare Youth Education Program is for young people aged 15 to 19 years who have often experienced homelessness, family breakdown and trauma. The program provides an opportunity to gain a Year 10 and/or a Year 12 Certificate in a caring and supportive alternative education environment.

The Galilee Day Program is located in Kambah and is an independent alternative school for year 7 to 10 students. Galilee is funded by the Community Services Directorate and the Education and Training Directorate to provide schooling predominately for young people who are clients of Care and Protection Services and find mainstream high school challenging. Directorate staff sit on the referral panel to the program.

Students Participating in Community Enterprise (SPICE)

The Students Participating in Community Enterprise (SPICE) program is a program that coordinates work experience for students who are at risk of disengaging from their education before completing their year 10 certificate. Students referred to the program are between the ages of 12 and 15 years

from government and non-government schools. The following statistics describe the number of students involved in the program during 2012:

- 164 students were referred to SPICE
- 144 work experience placements were organised
- 23 ACT Educational Providers referred students to the program.

CIT Central Courses

CIT Central Courses provide years 9 and 10 students from ACT public schools with the opportunity to participate in a variety of vocational programs at CIT. In 2012, 73 students were involved in four different courses:

- Start your Engines
- Caring for your Pets
- Introduction to Hairstyling
- Avatars and Animation.

All students completed and received a Statement of Attainment listing the competencies achieved during the course.

Introductory English Centres (IECs)

Introductory English Centres (IECs) are for students who require intensive full-time English language instruction. There are three IECs in the primary sector, conducted at North Ainslie Primary School (Northside Primary IEC), Hughes Primary School (Southside Primary IEC) and Wanniasa Hills School (Tuggeranong Primary IEC). There is one IEC in the high school sector and the college sector, located at Dickson College (Secondary IEC).

ACT Systemic Catholic schools

The Archdiocese of Canberra and Goulburn in the Australian Capital Territory has 29 schools, 24 primary schools and five secondary colleges. There are five regional Early Learning Centre (ELC) and these are located within primary schools.

In the 2012 reporting period within the ACT there were 7, 985 primary school students enrolled in Catholic schools of which 115 were Aboriginal or Torres Strait Islander and 5, 079 college students enrolled with 93 of these being Aboriginal or Torres Strait Islander students. The Catholic Education Office employs five Aboriginal teachers and three Aboriginal Education Workers.

The Canberra Region Pathways Trade Training Centre (CRPTTC) has provided an integrated approach to education that supports the range of academic and vocational pathways opportunities for students. The CRPTTC derives value from partnerships with industry practitioners, vocational educational and higher education providers and the community for the benefit of participants. It has assisted students to establish a vocational career pathway in conjunction with school studies and provides them with employment opportunities in the construction and hospitality industries.

Progress/ Impact as a Result of the Youth Attainment and Transitions National Partnership

The Youth Attainment and Transitions National Partnership provided a catalyst to focus on increasing the educational engagement and attainment of young people and improving their transition to post-school education, training and employment. The Directorate has continued to prioritise the improvement of secondary education in ACT public schools through implementing a range of initiatives, including establishing more flexible structures in schools and increasing community partnerships.

Under the participation measure in the Youth Attainment and Transitions National Partnership, the ACT increased the number of young people participating in year 12 or an equivalent vocational education and training qualification by 420 students, well above the target of 216.

The Directorate's continued support of VET in schools saw a 10 percent increase in Structured Workplace Learning placements. One hundred and sixty students in years 9 to 12 who are at risk of not achieving their Year 12 Certificate or who are at risk of disengaging from mainstream or alternative education settings gained a vocational certificate; 11 of these converted to an ASBA.

The increase in ACT public school enrolments continued. In 2012 there was a 0.5 percent increase in enrolment of high school students in public schools. Strong interest in the provision of year 11 and 12 education was affirmed with the *February 2013 School Census* showing a steady increase in students attending public colleges.

Further progress is evidenced by:

- 90 percent of year 10 ACT public school students in 2011 proceeded to public colleges in 2012
- 98 percent of parents were satisfied with the learning and developmental progress of their child attending an early intervention program in 2012
- 89 percent of year 12 ACT public school students received a Year 12 Certificate in 2012.

Maximising Engagement, Attainment and Successful Transitions

ACT Youth Commitment

The ACT Youth Commitment Steering Group is leading the development and implementation of the ACT Youth Commitment and comprises representatives from community groups, government organisations and the business community. Established under the Youth Attainment and Transitions National Partnership and funded by the ACT Government, the ACT Youth Commitment will be an ongoing initiative.

Under the ACT Youth Commitment three reforms are being implemented:

1. Pathways Planning
2. enhanced tracking of young people
3. the career and transitions web based service.

Funding of \$200,000 each year is provided for administration costs and a full-time School Leader C position to manage the ACT Youth Commitment and its operational aspects. A single amount of \$300,000 has been allocated for the development of the career and transition web based service.

Pathways Planning and Transitions

By the end of 2012, all students from years 6 to 12 in ACT schools, government and non-government, were engaged in the Pathways Planning process. Pathways Planning varies from school to school.

In preschool to year 6 schools a major focus is supporting the transition to a high school. In preschool to year 10 schools Pathways Planning may begin in year 5 to support the transition through primary, middle and secondary schooling. School Network Pathways Planning meetings for teachers of year 6 took place to share ideas, experience and identified challenges.

To ensure that high schools received the same information as the primary schools, Pastoral Care Coordinators and/or Student Services Coordinators from the high schools were invited to attend the relevant School Network meeting. Holding the meetings in School Networks creates greater opportunities for enhancing professional relationships between high schools and primary schools to facilitate improved orientation and transition strategies.

The Directorate continues to work on the promotion of Pathways Planning and the strengthening of the links between Pathways Planning, Transitions, Career Education and the *Australian Curriculum*.

The Pathways Plan pack is used as a resource by Youth Sector, Directorate and Community Services Directorate staff working with residents of the Murrumbidgee Education and Training Centre, and staff responsible for the Students Participating in Community Enterprise (SPICE) program. Pathways Planning has also been incorporated into relevant programs at the Canberra Institute of Technology, and the Galilee School program. Pathways Planning has encouraged a cohesive approach to supporting the career development and transitions of young people while providing a common language to strengthen understanding across sectors.

The use and management of Individual Learning Plans and Personalised Learning Plans have been linked to the elements of Pathways Planning to encourage and support personalised learning for every student. Work in this area will continue in 2013.

The final phase of Pathways Planning will occur with the implementation of the ACT career and transitions web based service at the end of 2013.

Enhanced Tracking of Young People

The Directorate has formed the Student Engagement Working Group to facilitate cross agency collaboration to enhance effective tracking and monitoring of young people from 6 to 17 years of age in the ACT. The Working Group is reviewing current procedures for participation (enrolment and attendance), including non-compliance, education options and post year 10 alternatives.

To ensure that the needs of all students are being met, and that no young person in the ACT is lost from education, training or employment, the Working Group is:

- consulting widely with all stakeholders to develop a set of guidelines to support schools, the Directorate and other agencies to effectively encourage participation (enrolment and attendance)
- developing a communication and implementation strategy
- ensuring that flexible learning options meet quality assurance criteria
- developing a register of flexible learning options.

Career and Transitions Web Based Service

The career and transitions web based service will be a gateway to more comprehensive career and transition information and resources such as *myfuture* and My Skills, and a repository for young peoples' Pathways Plans.

It is envisaged that the career and transitions web based service will also provide a means for interagency/cross sectoral collaboration and cooperation that is student centred and controlled, and a space for the Re-engaging Youth Network Boards to collaborate, up load their Action Plans and other information about their activity.

Re-engaging Youth Leadership Group

The Re-engaging Youth Leadership Group (RYLG) reports to the ACT Youth Commitment Steering Group. It focuses on the practical exploration of system needs and issues and the ways in which the RYLG can support the various agencies in their current work. The representatives from the various agencies and organisations lead RYLG activity around their nominated body of work or project.

The RYLG undertook to:

1. Advance the Engaging Schools Framework with a focus on the most vulnerable and the involvement of families.
2. Develop strategies to enhance the engagement with education of young people in care, focusing on the involvement of families and the identification of system issues.

Re-engaging Youth Network Boards

The aims of the Re-engaging Youth Network Boards (Boards) are to develop strategies and action plans that are aligned to the ACT Youth Commitment objectives, to identify and communicate current pathways into education, training or employment for the re-engagement of young people, and identify and develop future pathway opportunities.

Four Boards have been established, one in each School Network. The Chair for each Board is a prominent member of the business community.

The inaugural 'Engaging Communities Engaging Students' Expo was held on 9 May 2013. The Expo was organised by the Belconnen Re-engaging Youth Network Board with endorsement from the other three Boards.

The aim of the Expo was to provide the opportunity for schools to connect and build relationships with community and business providers whose services support students who are disengaged or at risk of disengaging to re-engage with their learning.

Feedback from stallholders and participants was overwhelmingly positive. Over 100 staff attended the Expo with at least one representative from every government high school and college.

Government primary schools also attended as did staff from several non-government secondary schools.

The Expo had 30 stalls with a mix of business, community service providers and organisations. The opening ceremony included performances by students from Kingsford Smith School and Hawker College and a speech from a University of Canberra Senior Secondary College student.

Structured Workplace Learning

Structured Workplace Learning (SWL) is the workplace component of a nationally recognised industry specific Vocational Education and Training in Schools (VETiS) program. In the ACT it is undertaken by students in years 10, 11 and 12 who are currently enrolled in the relevant VETiS course. SWL placements provide supervised learning activities in the workplace contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package.

Under the Youth Attainment and Transitions (YAT) National Partnership, the ACT Education and Training Directorate (the Directorate) took over responsibility for SWL placements from the beginning of 2010.

Funding for 2012 consisted of a School Leader C, an Administrative Officer 5 and an Administrative Officer 4. Funding of \$48, 370 was allocated for administration and programs.

The Directorate identified the following objectives and priorities for SWL.

For students:

- to give students meaningful outcomes that develop knowledge, skills and attitudes that are relevant to and recognised within a range of employment, training and further education settings
- to allow students the opportunity to receive training in an industry context outside the school and gain an understanding of the variety of roles and responsibilities in the workplace
- to assist students in basing future career choices upon current knowledge of career opportunities, occupational trends and expectations of the workplace.

For teachers:

- to satisfy relevant standards in the National Standards for Teachers – to enable VET staff to comply with legislative, administrative and organisational requirements under Standard 3: Plan for and implement effective teaching and learning and Standard 6: Engage in professional learning
- to implement a program that increases efficiencies and presents a professional image of SWL to business and industry and the wider community
- to create stronger connections and relationships between primary schools, high schools and colleges, by advertising opportunities for students to complete a SWL placement in their school network
- to streamline processes, thus reducing VET teacher workload.

System wide:

- to provide a meaningful service that meets the needs of a diverse student population in the ACT
- to identify and present best practice examples
- to create streamlined processes that enable all young people to participate in an ongoing learning and/or employment pathways planning process.

At the beginning of 2010 the ACT Education and Training Directorate purchased a new database to streamline and enhance SWL placements. The database proved so effective it is now being used for SWL placements for all public and non-government school students in the ACT.

Investigation has shown that due to the size of the ACT and its relatively small employer base, a system that can facilitate the coordination of both SWL and Work Experience (WEX) placements would be more effective and efficient. A consultant was engaged in 2012 to develop business requirement specifications (BRS) for a coordinated system. It is envisaged that an off the shelf program could be purchased to suit the needs of both the WEX and SWL programs. Once in place, students and teachers will be able to use a web based system to apply for and manage WEX and SWL placements.

ACT Board of Senior Secondary Studies (BSSS) VETiS courses require that SWL units have competencies attached to them that can be assessed in the workplace. An industry focussed checklist concentrating on employability skills was developed and made available to teachers. Specific checklists for competency based assessment in industry areas have been progressively developed. These checklists were made in consultation with industry and relevant school and college staff to assist with the gathering of evidence for assessment of students while on their work placement.

In cooperation with the BSSS VET Subcommittee, opportunities for recognition of student paid work relating to a current VETiS course being studied were investigated. Recognition of paid work commenced at the beginning of 2012 and can be given for all VET courses that have a SWL unit attached to them.

Customised leaflets about SWL for students and host employers have been published and are an excellent resource to provide information and promote the benefits of SWL. Contact with host employers to provide more detailed information on what a SWL placement entails is ongoing.

There has been significant progress in liaising with government agencies in Information Technology (IT) related areas. The Department of Defence has established a WEX program known as the DISH – Defence Signals Directorate Information Security Hub that is highly suitable as SWL placement for students studying IT at college. Department of Education, Employment and Workplace Relations (DEEWR) also have a structured IT program that the Directorate is promoting. The contact with these two agencies has been particularly valuable as placements for school students in IT are extremely difficult to source due to the higher levels of security that are often attached to this work.

As Canberra suburbs continued to expand, there was a need to liaise with new host employers in these growing areas. By visiting a range of employers and explaining the benefits of SWL, new host employers are continuing to be sourced. Several successful partnerships have already been formed.

It is particularly important to source new employers in areas where a mandatory SWL placement occurs. Host employers have been encouraged to notify the SWL administrators of specific opportunities. This information is then distributed to all relevant staff at schools and colleges. Capacity building for teachers to carry out their SWL responsibilities has been ongoing. Teachers from both public and non-government schools were offered the opportunity to up skill in industry areas of need under the Productivity Places Program (PPP). Training commenced in February 2012.

Twenty nine staff members were successful in their application and have either completed, or are working towards, Certificate III and Certificate IV qualifications. A Certificate IV in Training and Assessment (TAE) was obtained by 17 staff in 2012. There were seven staff who enrolled in Certificate III in Tourism, three in Certificate III in Business Administration and two in Certificate IV in Business Administration.

To assist VET teachers in coordinating quality SWL placements, a pilot program that employs Australian School-based Apprentices (ASBAs) specifically for SWL at each public college was implemented in 2012. These ASBAs are known as Vocational Placement Officers (VPOs) and are employed by the Directorate under the *100 ASBAs in ACT public schools program*. The responsibilities of the VPOs included:

- setting up of spreadsheets with relevant information
- distribution of SWL placement forms
- faxing/emailing forms to SWL administrators
- distribution of four way agreements to students
- distribution of workplace information sheets to students
- names of students and dates of placements emailed to VET teachers.

In 2012 the SWL program manager and administrators mentored these ASBAs and maintained regular contact throughout the year. VPOs were placed in six of the nine public colleges. Three students completed their ASBA, one gaining a Certificate III in Business Administration and two gaining a Certificate II in Business Administration. Another student completed a Certificate II in Business Administration and is transitioning into a Certificate III. There were two students who chose not to continue as a VPO for personal reasons.

Difficulties in securing work placements in the IT and Media industries continue to be the biggest issue. Contact was made in 2012 with primary school principals to ascertain if there was an interest for extra assistance at end of year activities. A positive response meant that all students who requested a Media placement were able to complete one at a local school. Ongoing discussions are occurring with relevant industry groups and the Act and Region Chamber of Commerce to assist in finding quality placements.

SWL Placement Statistics

There has been steady growth in the number of placements throughout the National Partnership.

In 2010, there were a total of 844 placements made. The breakdown was:

- 591 from public schools
- 215 from non-government schools
- 38 Worldskills participants.

In 2011, there were a total of 945 placements made. The breakdown was:

- 651 from public schools
- 254 from non-government schools
- 40 Worldskills participants.

In 2012, there were a total of 983 placements made. The breakdown was:

- 744 from public schools
- 225 from non-government schools
- 14 Worldskills participants.

For 2011 and 2012, there were slightly more females participating in a SWL placement (55%) than males (45%). Community Services accounted for the majority of placements each year (20% in 2011 and 25% in 2012). Other strong industry areas were Hospitality and IT. The industry areas of Furniture and Metal Engineering had few SWL placements.

The following graph gives a comparison of SWL placements in both public and non-government schools in 2011 and 2012.

Placements 2011/2012

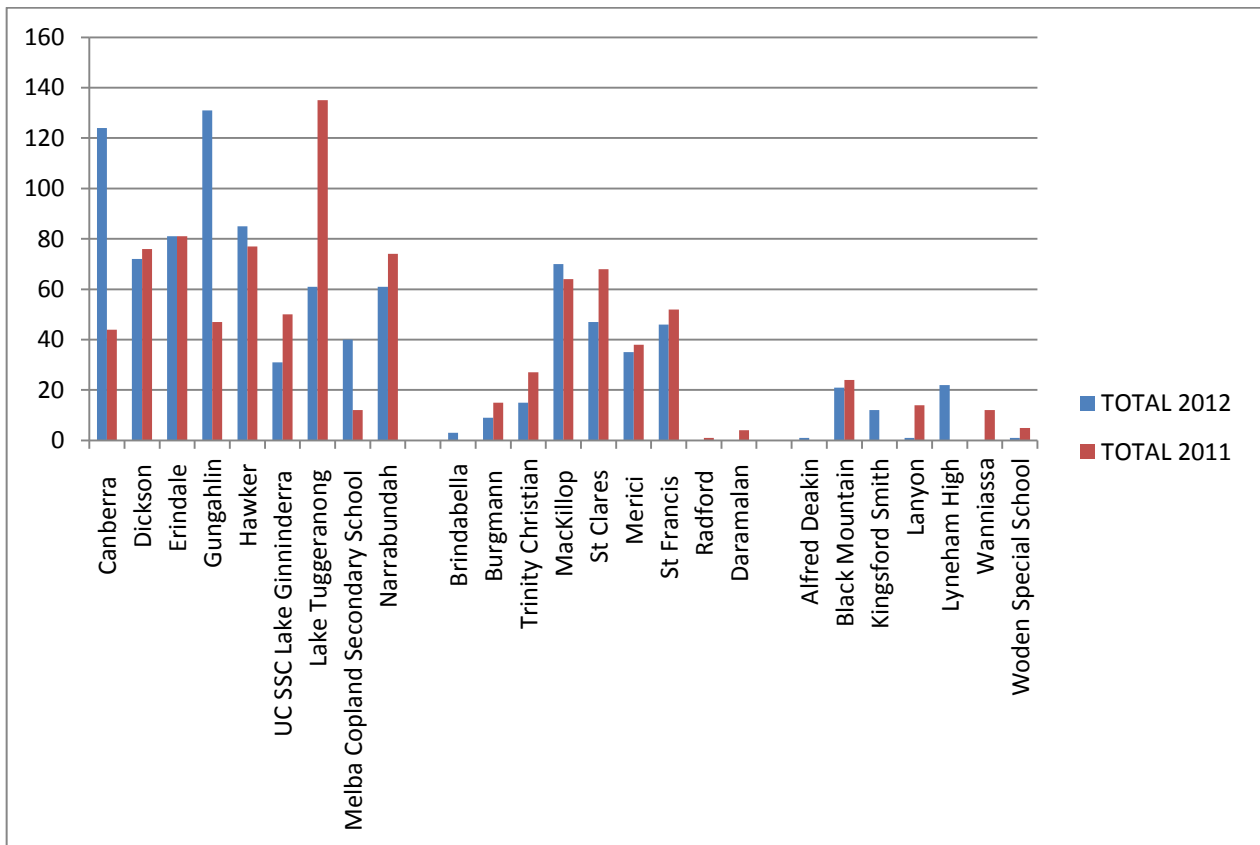


Figure 1 Structured Workplace Learning Placements 2011-2012

Throughout the length of the YAT National Partnership, the focus has been to improve both the quality and quantity of SWL placements. Past processes have been consolidated and the profile of SWL raised. New initiatives that have been embedded to enhance both objectives of the program.

Due to the fact that the ACT is a small jurisdiction it is imperative that employers are strongly supported and their perspective taken into account. The pressure on local employers will continue

to grow, especially with new initiatives such as Trade Training Centres and National Trade Cadetships, which are likely to add to the already large number of students seeking to undertake SWL placements.

Alternative Education Programs

Alternative Education activity under Maximising Education, Attainment and Successful Transitions (MEAST) provides support for ACT students in years 9 to 12 who are at risk of not achieving their Year 12 Certificate or who are at risk of disengaging from mainstream or alternative education settings. Programs assist young people to achieve nationally accredited vocational qualifications, such as Certificate II qualifications or partial qualifications, as well as assisting students to re-engage with learning or gain an Australian School-based Apprenticeship (ASBA).

Career development and Pathways Planning support, based on the *Australian Blueprint for Career Development*, is embedded within alternative programs.

Students in year 11 or 12 may be able to receive block credit from the Board of Senior Secondary Studies (BSSS) toward their Year 12 Certificate.

A School Leader C position (0.6 FTE) is employed to coordinate and manage Alternative Education Programs and funding of \$50,000 goes towards the cost of engaging training providers to deliver customised training from selected Training Packages. Additional funding of \$30,000 for training was provided by the Directorate.

Alternative Education Programs address some of the barriers young people face in accessing vocational training by:

- subsidising training costs
- maintaining small group sizes
- providing a conducive training environment
- providing flexible delivery and hours
- providing transport and lunch where necessary.

Programs are developed and delivered flexibly through negotiations between the Directorate and Registered Training Organisations (RTOs). Programs are competency based and are continually evaluated, reviewed and adapted to ensure students obtain the best outcomes without compromising training standards. New options are explored to ensure relevance, quality and variety in training delivery.

Whilst agreement with the BSSS has enabled students in years 11 and 12 to use external training toward their Year 12 Certificate, negotiations are ongoing in order to establish further flexibility for young people to attain their Year 12 Certificate.

Student successes are celebrated at the end of each program with a graduation ceremony. Nationally recognised vocational certificates are presented and families and teachers are invited to celebrate students' achievements.

In addition to vocational learning programs, three motivational workshops were offered on career pathways, goal setting and resilience; parents and carers were also invited to participate. Approximately 150 students and 30 parents attended.

The Alternative Education Program Manager also meets with teachers and students to provide information on alternative programs available or to assist in brokering the provision of vocational programs for particular cohorts of students. Assistance was provided to CCCares to broker a partnership with RTOs to re-establish training for young parents and carers on CCCare grounds in the current Certificate II Hospitality Program and Certificate II Business Program.

During 2012 assistance was provided to the clients of Murrumbidgee Education Centre, located within Bimberri, through the provision of Pathways Planning and career guidance by qualified careers advisors twice per term. This initiative has provided the most marginalised of youth with career education and has provided a pathway into work experience, internal and external vocational programs and has assisted in facilitating Australian School-based Apprenticeships (ASBAS) inside the facility for some of the students in Horticulture. A Brick and Block program was also organised within the centre in which young people learnt brick laying skills.

The following vocational courses were offered through Alternative Programs in 2012:

- Animal and Farm Skills program (Lions Youth Haven) – Statement of Attainment
- Pre-vocational Hairdressing programs - Statement of Attainment
- Bar Skills/RSA course (Access Training) – Statement of Attainment
- Wait Skills and Coffee Service Skills course(Access Training) - Statement of Attainment
- Pace It Programs (Caloola) – Certificate I Business, Certificate I Community Services, White Card
- College Pathways program (CIT) – Statement of Attainment
- Certificate II Security (QUEST).

Statistics in the table below demonstrate that there has been a high success rate with clear benefits to young people. Courses were well subscribed with the majority of students achieving either a full or partial vocational qualification.

Outcomes for 2012

2012 Programs	Program Cost	Number of Commencements	Completed Vocational Certificate	Partial Completion Vocational Certificate	Converted to ASBA
Sam Cawthorn Workshops x 3	\$6,000	150	0	0	0
Animal & Farm Skills Program	\$7,000	10	0	5	0
Pre-vocational Hairdressing (CHART)	\$10,000	11	6	0	2
Pre-vocational Hairdressing (Caloola)	\$12,000	12	10	0	4
RSA Waiting Skills (Access Training)	\$4,000	25	25	0	0
Pace It Program –	\$9,290	9	8	1	1

2012 Programs	Program Cost	Number of Commencements	Completed Vocational Certificate	Partial Completion Vocational Certificate	Converted to ASBA
Cert I Business White Card (Caloola)					
Pace It Program – Cert I Business White Card (Caloola)	\$10,000	12	12	0	1
RSA (Access Training)	\$4,000	27	27	0	0
CIT College Pathway Programs (SA) SA - Cert III Beauty SA - Cert III Fitness SA – Cert IV Business SA – Cert III Tourism SA – Cert III Construction – Glazing	\$18,500	60	46	2	2
Pace It Program – Cert I Business White Card (Caloola)	\$10,000	11	9	0	1
Cert II Security (Quest)	\$9,427	17	17	0	0
TOTAL	\$82,998	344	160	8	11

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

Year	Multiple Learning Pathways	Mentoring	Career Development
2012	\$ 9, 985.02	\$2,500	\$30, 319.33

Strategic Funding Pool

As part of the Youth Attainment and Transitions National Partnership, a Strategic Funding Pool (SFP) was established in the ACT to ensure better alignment of programs associated with youth transitions and collaboration between four key stakeholder groups:

- education and training providers
- business and industry
- parents and families

- community groups.

The SFP provides funding for projects that are innovative and sustainable and support youth attainment and transitions. Applications are assessed by a Joint Working Group (JWG) comprising representatives from the Department of Education, Employment and Workplace Relations (DEEWR), the ACT Education and Training Directorate, the ACT Partnerships Broker (ACT and Region Chamber of Commerce and Industry) and Youth Connections (Anglicare).

The 2012 round (the third and final round) for the SFP was a joint funding round for schools and community organisations. Round three opened on 31 March 2012 and closed on 1 June 2012. A total of \$273,000 was available to fund projects. Given the National Partnership concludes at the end of 2013, it was decided by the JWG that the final funding amount of \$125,000 from the 2013-14 financial year should be included bringing the total SFP funds available for round three to \$385,000.

A total of 22 applications were received. The successful projects in round three were:

- CIT in collaboration with Volunteering ACT
- Capital Careers
- Raising Hope Education Foundation
- Menslink in collaboration with the Gungahlin Regional Community Service and the Canberra Raiders
- Melba Copland Secondary School (junior campus)
- Gungahlin Regional Community Service in collaboration with Menslink.

The following table provides a summary of each project's progress and outcome:

School	Project and Summary	Progress/ Outcome
Melba Copland School (Junior Campus)	<p>Trade Up 4 a Trade</p> <p>Trade up 4 a trade is a ten week program that familiarises year 9 /10 students towards a pathway into a trade career.</p> <p>For one hour a week students experience five hands on practical trades in skills shortage areas. The remaining sessions endeavour to make students aware of the requirements of an apprenticeship, who to contact and seek advice from and how to connect and stay connected by learning.</p>	<p>In partnership with Bunnings, 13300 Apprenticeships and RGT, students in years 9 and 10 undertook a 12 session program. Bunnings provided students with hands on practical experience in carpentry, plastering, painting, tiling and landscaping. Information sessions with employers, apprentices and apprenticeship centres educated students about the conditions, requirements and expectations of being a full-time or part-time apprentice. Students completed their White Card and undertook a work experience placement in their choice of trade interest.</p>

CIT- Alternative Education	<p>Work Experience and Career Pathway Opportunities for Young People</p> <p>This project provides an opportunity for students enrolled in Access 10 and Year 12 at CIT and Anglicare’s Youth Education Program to explore employment opportunities and further study options. Participants have the opportunity to engage in a training pathway that will support their employment interests, participate in work experience in their chosen industry sector, develop an understanding of workplace expectations and culture, develop an understanding of the training needs required for that industry and be mentored throughout the process to ensure a successful outcome for the participant.</p>	<p>The program commenced with 21 students. The majority of these students have completed or partially completed a work placement. Information sessions are run to gauge interest and outline the program, and what is expected during the work placement. The program continues with numbers growing and referrals reaching maximum numbers.</p>
The Woden School	<p>Pace It Program</p> <p>The Pace It Program is a vocational program designed to re-engage at risk youth with school and connect youth with a career pathway. Students work towards a Certificate I in Community Service, White Card as well as skill sets from the Business and Retail training packages.</p>	<p>The program is being delivered to 12 students with disability by Auswide Projects Ltd (training provider) in partnership with the Directorate and Woden School.</p>
Total Funding:\$110,768		

Community Organisation	Project and Summary	Progress/ Outcome
Capital Careers	<p>GR8 4 U</p> <p>The project provided pre-vocational, nationally accredited training, work experience and support for year 11 and 12 college students with a disability to enable them to make a successful transition from school to sustainable employment in the Public Service sector.</p>	<p>Training has been delivered to students in a number of units of competency leading to Certificate 1 in Business and a Statement of Attainment in Certificate II in Government.</p> <p>Students completed work experience placements and this has lead to part time employment for some students.</p> <p>A DisabiliTEA morning tea</p>

		was held to support the introduction of the NDIS as well as a successful graduation with special guests and presentations from students about topics covered in the program.
Raising Hope Education Foundation	<p>Raising Hope 'BOOM! Mentoring'</p> <p>The Raising Hope Mentor Program provides one on one mentoring where young adults from local universities and CIT mentor high school students in the ACT. The idea behind the project is to help students who are disengaged or disengaging from the school system build confidence, feel a sense of worth and believe in themselves. Mentors will work with a number of schools to provide guidance and empower students to work through school-based issues, build self-esteem and broaden minds on future career pathways.</p>	The Raising Hope Education Foundation was officially launched during Youth Week in April this year. The ACT Minister for Education and Training was in attendance and spoke encouragingly about the future of programs like BOOM! Mentoring. Student volunteer mentors have been recruited and trained and are now being matched with high school students.
Menslink	<p>Reducing the Stigma of Seeking Help Amongst Young Men</p> <p>Through a series of workshops with Canberra Raiders players and Menslink workers, the project promotes help-seeking behaviour amongst young men. The aim is for young men to learn to feel comfortable in seeking the help and support they need early, and to reduce the perceived stigma associated with accessing counsellors, youth workers, mentors, mental health professionals and other support services as well as provide schools with a feedback mechanism to provide anonymous case studies back to Menslink that will be used to promote the benefits of early intervention.</p>	Menslink have been active in ACT schools delivering over 20 workshops to groups of young men about the dangers of staying silent and not seeking help from a mate. A successful website and video production was made in collaboration with the Canberra Raiders. Sessions and workshops in schools continue and a television advertisement is being created.
Gungahlin Regional Community Services	<p>Resourceful Adolescent Program (RAP)</p> <p>Using the Resourceful Adolescent</p>	The RAP Program has been delivered in a number of schools in the Gungahlin

	<p>Program (RAP) developed by Queensland University of Technology, a number of training sessions for parents, students, teachers and carers are taking place in the Gungahlin region. The RAP project addresses the positive participation of young people in school through increasing their adaptive problem solving skills, improving coping skills and the developing emotional fortitude. The project is aimed at year 8 and 9 students to also reduce the stigma attached to mental health. The program targets parents and families as well to build protective factors and increase harmony.</p>	<p>Network and has received positive feedback from students, teachers and parents. Sessions will continue until all schools in the Network have received the training.</p>
Total Funding:\$287,270		

Indigenous Reporting

Indigenous Participation

In 2011 the Directorate implemented the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013*. The Plan provides clear direction for closing the learning and achievement gap between Aboriginal and Torres Strait Islander students and other students and is aligned with the Directorate's strategic plan *Everyone Matters 2010-2013*.

At the *February 2013 Census* there was a total of 1,748 Aboriginal and Torres Strait Islander students in ACT schools, public and non-government.

Year level	Public Schools	Non-government Schools
Preschool-Year 6	882	184
Years 7- 8	161	67
Years 9-10	166	71
Years 11-12	146	47
Specialist schools	24	NA
Total	1379	369

The number of course enrolments in a Certificate I course by identified Aboriginal and Torres Strait Islander students aged 15 to 19 without a Year 12 Certificate as at 30 June 2012 was six.

The number of course enrolments in a Certificate II or higher course by identified Aboriginal and Torres Strait Islander students aged 15 to 19 without a Year 12 Certificate as at 30 June 2012 was 62.

Programs for Aboriginal and Torres Strait Islander Students

Aspirations program

Student Aspirations Coordinators work with Aboriginal and Torres Strait Islander students to support them in reaching their potential through successful completion of secondary school and progression to further education, training and employment options. As of May 2013, a total of 137 students are participating in the Student Aspirations Program.

In term three each year every Aboriginal and Torres Strait Islander student in years 9 to 12 is interviewed around future pathways. Students in years 5 to 10 are invited to attend university taster days at the University of Canberra and the ANU. A trip to Sydney to explore opportunities at a number of universities outside of Canberra for year 11 and 12 students is being planned for later in the year.

Scholarships program

Each year, the Directorate provides eleven scholarships of \$5,000 for students in years 11 and 12 who wish to pursue a career in teaching, and three university scholarships of \$10,000 for Aboriginal or Torres Strait Islander students who are undertaking teacher training at the University of Canberra.

Koori preschools

Koori preschool is offered at five sites. Enrolment and participation of Aboriginal and Torres Strait Islander students in the Koori Preschool program:

School	2012
Kingsford Smith	8
Narrabundah Early Childhood	13
Ngunnawal Primary	11
Richardson Primary	21
Wanniassa Hills Primary	20
Total	73

The Koori Preschool Program provides an early childhood education for Aboriginal and Torres Strait Islander children three to five years old. Children under three years old are able to attend the Koori Preschool Program when a parent or adult carer accompanies them. Currently there are 62 students participating in the Koori preschools.

Support to students

Seven Aboriginal and Torres Strait Islander Education Workers (ATSIEWs) are based in high schools and also support primary schools. The high schools include:

- Calwell High School
- Wanniassa Senior Campus
- Melrose High School
- Stromlo High School
- Telopea Park School
- Lyneham High School

- Melba Copland Secondary School.

The focus of these workers is to support school staff to improve attendance of Aboriginal or Torres Strait Islander students, support primary to high school and high school to college transitions, establish connections and build relationships between schools and Aboriginal and Torres Strait Islander families and communities.

Four Aboriginal and Torres Strait Islander Education Officers (ATSIEOs) are based in the following primary schools:

- Richardson Primary School
- Wanniasa Hills Primary School
- Ngunnawal Primary School
- Gilmore Primary School.

These officers provide support to Aboriginal or Torres Strait Islander students and their teachers in the school environment, including classroom support.

Teacher resources for Aboriginal and Torres Strait Islander literacy and numeracy have been allocated to primary schools with a significant enrolment of Aboriginal and Torres Strait Islander students. Literacy and Numeracy Officers are provided with additional professional development to ensure there is an understanding across the system of the particular needs of Aboriginal and Torres Strait Islander students.

The Directorate delivers cultural competency training for all staff across the ACT public education system. Cultural competency training aims to build cultural awareness in staff enabling them to better understand and respond to Aboriginal and Torres Strait Islander communities in the ACT.

Accepting the Challenge – improving learning outcomes for Aboriginal and Torres Strait Islander students – is a leadership program for principals and a training regime for deputy principals and aspiring leaders. The aim is to increase the capacity of school leaders to improve outcomes for Aboriginal and Torres Strait Islander students and strengthen the understanding of issues impacting on Aboriginal and Torres Strait Islander education. In 2012 a total of 133 principals, deputies and school executive participated in Accepting the Challenge workshops.

In March 2012 \$145,000 was allocated to public high schools and colleges to enable the provision of specific tutorial assistance for Aboriginal and Torres Strait Islander students based on individual need. A further \$81,500 was allocated to high schools and colleges in August 2012. The same level of funds has been distributed to high schools and colleges in 2013.

In 2012, a total of \$150,000 was provided to 31 schools with the highest Aboriginal and Torres Strait Islander student enrolment to support local activities around key actions in the national *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*.

Known as *Focus Schools*, these schools work to address matters such as readiness for school, engagement and connection, attendance, literacy and numeracy, quality teaching, leadership and workforce development as outlined in the national Action Plan.

In 2012 additional funding of \$200,000 was distributed across 12 *Focus Schools* under the *Investing in Focus Schools* initiative. In 2013, *Focus Schools* provided with this additional funding are working

in school network groups to address community engagement, attendance, transition, literacy and numeracy.

Closer collaboration with School Networks has resulted in each Network establishing a 'priority for action' in schools. Each School Network has a slightly different focus:

- **North Canberra/Gungahlin** – support for Aboriginal and Torres Strait Islander students at key transition points in their schooling, especially year 6 to 7 and year 10, 11, 12 to further education, training or employment options.
- **Belconnen** – curriculum, including how to incorporate Aboriginal and Torres Strait Islander content and perspectives in the English curriculum to improve literacy outcomes of Aboriginal and Torres Strait Islander students.
- **Tuggeranong** – attendance, including an examination of the factors that contribute to sustained school attendance and participation in the life of the school.
- **South Canberra/Weston** – vocational education and student pathways including a focus on Pathways Planning and personalised learning plans for Aboriginal and Torres Strait Islander students.

The Directorate's refreshed Reconciliation Action Plan (RAP) was endorsed by Reconciliation Australia and released by the Director-General on 3 December 2012. The refreshed RAP covers the period July 2012 to June 2014 and builds on achievements from the 2010-2011 RAP.

School level strategies and initiatives

In 2012, five schools implemented initiatives as part of the Action Inquiry Project provided by the Directorate's Aboriginal and Torres Strait Education Section.

Action Inquiry Projects looked at:

- Improving student outcomes through the use of MiniLit (Meeting Initial Needs in Literacy) and MultiLit (Making Up Lost Time in Literacy).
- Improving communication, literacy and reading through scaffolded writing experiences in years 2 and 3.

Six schools are actively involved in the Focus School Network for leaders, established to encourage collaborative professional learning between schools.

Additional strategies include:

- Attendance projects: collection and analysis of data, proactive work with community members and student incentives and recognition.
- The Aboriginal and Torres Strait Islander Transition Program specifically for Aboriginal and Torres Strait Islander students.
- Development of Personalised Learning Strategies is an integral part of teaching and learning in all ACT public schools.
- Homework Clubs in partnership with the Smith Family.

Schools maintaining strong community connections through links with Gugan Gulwan, the Yurauna Centre at CIT and Winnunga Nimmityah, the Indigenous Social Inclusion Company, and excursions to the ANU Tjabal Centre and Birrigai outdoor and environmental education centre.

The Compact with Young Australians

Education or Training Entitlement

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

National Youth Participation requirement

Non-school Education

It is recognised that there are alternative educational pathways for students to undertake school level courses other than by attending an ACT public or non-government school. At February 2013, 166 students were home educated in the ACT. In addition, a further 198 students who were of school age undertook school equivalent courses at the Canberra Institute of Technology.

Priorities Support Program

The Directorate's Priorities Support Program (PSP) aims to increase the access and participation in vocational education and training of disadvantaged learners. Funding provides access to quality vocational education and training to target groups including Aboriginal and Torres Strait Islander peoples. The funding supports vocational education and training courses which provide real opportunities for Aboriginal and Torres Strait Islander people to have their skills recognised and to move back into the workforce or to change careers. This occurs through the provision of recognition of prior learning, gap training for existing workers and up-skilling of people not currently in the workforce who may require extra skill sets to add to their previous work experience.

In 2012, the Directorate provided \$78,000 of PSP funding for delivery of the CHANCES program for Aboriginal and Torres Strait Islander people. The program presented a range of positive training opportunities for participants in a flexible and supportive environment including:

- improving individual education and employment opportunities
- creating a sense of community and social inclusion; and
- providing access to a nationally recognised qualification.

Outcomes include achievement of Certificate I in Work Preparation and achievement of Statements of Attainment in Certificate II in Business. Six students gained employment and four students were progressing to the Certificate II in Business.

Canberra Institute of Technology 2012

The Canberra Institute of Technology (CIT) provides an adult education environment for all students and aims to appropriately support and scaffold students to become successful independent learners. This is particularly important when they are studying at CIT with a vocational aim in mind. This adult learning environment may be more beneficial for some young people, particularly those who have been disengaged from the more traditional school system. Some of the wrap around support offered to all students at CIT includes:

- counselling
- youth worker support
- drop in tutorials at various learning centres across Canberra

- after-hours access to computer labs
- online information and eLearn class material
- learning support (programs to support students with difficulties with language, literacy and numeracy)
- migrant/refugee support
- fee assistance
- disability assessments for reasonable adjustments
- peer tutoring
- careers counselling and advice and CITSA (Student Association) offering support, activities and discounts.

CIT caters for a large number of students, with approximately 20,000 enrolments a year. A reasonable proportion of these are young people, many attending through traditional apprenticeships and traineeships and Australian School-based Apprenticeships (ASBAs). CIT also has significant student enrolments across the array of courses on offer and through alternative year 10 and 12 programs.

CIT offers support and assistance across all areas, however both the Yurauna Centre for Aboriginal and Torres Strait Islander students and the Vocational College offer extra support for students in their Centres. Both Centres also work in conjunction with and across CIT to ensure students receive the most appropriate and timely support and services required.

Yurauna Centre

The Yurauna Centre is the CIT Aboriginal and Torres Strait Islander education and student support centre. It provides a range of pastoral care and educational programs to meet the needs of a diverse range of Aboriginal and Torres Strait Islander students and is committed to achieving positive outcomes.

The Yurauna Centre provides the Access 10 program, which is equivalent to the ACT year 10 program. Designed for individuals to work at their own pace in a culturally supportive environment with an Aboriginal language, literacy and numeracy teacher, the program has enabled excellent outcomes for participants to gain entry to vocational programs or apprenticeships/traineeships.

Learning Options is another program for individuals who wish to improve their reading, writing and/or numeracy levels. This program enables participants to move onto further study or seek employment opportunities. The Yurauna Centre also provides a Road Ready program that enables participants to gain their learners permit in a culturally safe environment. Delivered by Aboriginal literacy and numeracy teachers, participants are supported with language development to understand and interpret road safety language to remove barriers in understanding terminology.

Indigenous students at CIT in 2012

Student age	Number of students
Students aged 17 years and under at enrolment	56
Students aged between 15 to 20 years at enrolment	111
Students aged 20 to 24 years at enrolment	156
Students enrolled in year 10 studies	43
Students enrolled in year 12 studies	9

Indigenous students doing Access 10

Age	Yurauna Centre	Vocational College
Under 17 years	16	5
18 to 20 years	9	6
21 to 24 years	3	1
25 years and over	2	1

CIT Vocational College

Alternative Education Transitions Project

CIT Vocational College received a grant of \$80,000 through the Youth Attainment and Transitions National Partnership Strategic Funding Pool to deliver the Alternative Education Transitions Project in partnership with Volunteering ACT, utilising their Students Participating in Community Enterprise (SPICE) program. The project aims to provide work experience opportunities for students in the Access 10 and Year 12 Certificate programs at both CIT and the Anglicare Youth Education Program (YEP).

To date 21 students have been referred to the SPICE program to be placed in a work experience placement. Of these:

- 15 placements have been arranged – nine have completed their placement, six did not complete their placement for various reasons, including not turning up to their meetings or gaining employment
- six students are yet to be placed as they have asked for their placement to be rolled over to 2013 or SPICE is still locating a suitable placement for the student.

Access 10 completions

Statistics in the table below show that there have been substantial increases in completions over the last 5 years. A break down for Access 10 Maths, English and Science in 2012 was not available.

Course	2008	2009	2010	2011	2012
Certificate II in Access 10	24	38	41	50	70
Access 10 (Maths)	0	11	15	8	
Access 10 (English)	3	17	14	12	
Access 10 (Science)			1	2	

Year 12 completions

Year	No. of Certificates	No. of ATARs	% of Year 12 Certificates with ATAR	Median ATAR	% of ATARS >65
2012	106	37	35%	73.9	78%
2011	95	43	45%	70.85	63%
2010	80	35	44%	76.05	77%

Key Conclusions

CIT has seen an increase in the number of students achieving a Year 12 Certificate over the last three years. An increase in the proportion of students receiving a non-tertiary Year 12 Certificate is expected. There are more options for students wanting to access university who do not have the required ATAR. The data demonstrates that CIT is targeting the students who would not have completed year 12 at all.

Challenges Experienced in 2012

The Directorate tracks the whereabouts of students who appear on the student transfer register discrepancy report. In 2012, 13 students of compulsory school age were confirmed as disengaged. A further 10 students who turned 17 years of age during this period were believed to have been disengaged. Consultations with schools confirmed a further 44 students as chronic non-attenders.

The Directorate works through the four School Networks to encourage participation (enrolment and attendance) and seeks to re-engage these students through the mechanisms of the Network Student Engagement Teams, the Re-engaging Youth Network Boards, and referrals to Youth Connections.

Anecdotal evidence from services that support vulnerable young people suggests that the numbers of young people who are disengaged from education may be higher than official statistics. This may be due to young people still being enrolled but not attending, young people who did not complete transitions from one school to another or other circumstances where young people's non-engagement has gone under the radar. Conversations with Centrelink Social Workers have also backed this up, identifying that there appears to be more young people applying for benefits who are not engaged than the official data represents.

Exemptions to the Participation Requirement

Where a young person is not able to meet the education participation requirements of the ACT *Education Act 2004* due to exceptional circumstances, the Directorate has mechanisms in place to issue an Exemption Certificate.

2012 Exemption Certificates Statistics

Applications received	229
Exemption Certificates issued	189
Exemption Certificate applications refused, not applicable or pending	40

Reasons for exemptions

1. Health concerns that prevent a student attending school or attending school full time	11
2. Student support issues for which there is medical/psychological documentation or long term school avoidance that supports a break from the school environment	29
3. Overseas or extended domestic travel	129
4. Student exchange program	11
5. Starting an apprenticeship or traineeship – for students without a year 10 certificate	4
6. Employment – for students without a year 10 certificate or for students undertaking less than 25 hours per week of work	5
Total	189

Compliance and Enforcement/Monitoring

In recognising that it is imperative for the Directorate to be able to track, monitor and respond to ACT students from 6 to 17 years of age both in terms of meeting Legislative requirements and the ACT Youth Commitment, the Participation Enrolment and Attendance Steering Group (PEASG) has been established to ensure the *Education Act 2004*, and the Directorate's policies and procedures that underpin it, align and are effective.

The Participation Enrolment and Attainment Steering Group (PEADSG) is a non-statutory key advisory body of the ACT Government chaired by the ACT Education and Training Executive Director Learning, Teaching and Student Engagement, and comprises of other Executive members of the Directorate.

PEASG is a decision making body established to ensure:

- consistency with legislation, policy and procedures
- data collection processes meet ACT Legislative requirements and that data are fit for purpose
- Directorate capacity to report on and support the ACT Youth Commitment
- Directorate capacity to collect data from a number of data sources
- Directorate capacity to work effectively across Divisions, Branches and Sections within the Directorate
- Directorate capacity to work effectively with other government agencies, the youth and community sectors, business and industry, and the Commonwealth Government.

The Student Engagement Working Group has been formed as a sub-group to review current procedures for participation (enrolment and attendance), including non-compliance, education options and post year 10 alternatives and unenrolled students. The Working Group is:

- identifying and mapping current procedures
- identifying gaps in current procedures
- consulting with stakeholders to develop a set of guidelines to support schools, the Directorate and other agencies to effectively encourage participation (enrolment and attendance)

- developing a communication and implementation strategy
- developing a register of flexible learning options.

Results of this work will be measured by increased student participation and retention in education and increased attainment of year 12 or equivalent.

ANNEXURES

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

ANNEXURE 1 A - Youth Connections – National Summary

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

Some key achievements over the past three years:

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

Individual Support Services

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

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

Youth Connections service providers apply the *Personal Wellbeing Index (School Children)* to assess the Subjective Wellbeing of Individual Support Service recipients. The survey is completed at entry and exit. 18,085 participants completed the survey. A significant 6.09 percentage point increase in Subjective Wellbeing was observed from when the participant entered the program compared to when they exited the program¹. The evidence also suggests a causal link between the attainment of objectively quantifiable program outcomes and psychological wellbeing, further highlighting the positive and pervasive impact that the Youth Connections program is having on the lives of many young people who complete the program. In addition, these data suggest a considerable reduction in the proportion of young people who are likely to be depressed, or at high-risk of depression, after participating in Youth Connections.

¹ Survey results are analysed by RMIT University.

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

Outreach and Re-engagement activities

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

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

Strengthening Services in the Region Activities

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

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

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

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

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

- Outreach and Re-engagement will be replaced with Targeted Engagement Services and will be aimed at finding severely disconnected young people who are not engaged with education, training,

employment or other support services. Targeted Engagement Services will focus on identifying and connecting with young people who are not in education or training and are not in the labour force.

- Strengthening Services in the Region will be replaced with Regional Coordination Services, and will focus on developing coordinated and integrated service delivery in the region for young people at risk. Regional Coordination Services will require a focus on joining up all the relevant, available services to provide a more effective and collaborative approach that is responsive to the needs of young people in the region, particularly young people at risk.

Indigenous youth and Humanitarian Refugees

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

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

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

Provider networks

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

The national Youth Connections provider network priorities are:

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

Shout Out Events

The Youth Connections National Provider Network, funded by DEEWR, sponsored 'Shout Out' Youth Summits across the country between September-October 2012. The main focus of the events was a survey, with

attendees providing their views about the current education system, the need for support programs like Youth Connections and ways the system could be improved to support attainment for young people who are at risk of disengaging from education. Young peoples' responses were provided directly to government via a future directions paper, *The Space In-between*, prepared by the Youth Connections National Network.

Website with case studies

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

2013 DEEWR focus areas

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

Australian Capital Territory Summary

Context

Canberra is in the business of government, with almost half the workforce employed by commonwealth, territory or state governments. Private enterprise in the city is also dominated by businesses supporting government operations. This lends the region a very stable economy, with the ACT feeling very little impact from the recent global financial crisis. In 2010, after a short hiatus of one year following the Global Financial Crisis, skills shortages returned to the agenda, and are again a major concern for employers in Canberra.

In total, the ACT has a workforce of approximately 204,000 persons. The ACT boasts Australia's highest proportion of residents with non-school qualifications. The ACT is the only jurisdiction where the proportion of residents with a non-school qualification exceeds 65%, and this is approximately 8% higher than every other state and territory. The nature of these qualifications is distinctive also, with a greater proportion of academic qualifications and fewer tradespersons.

Canberra also has a very high proportion of students, with five universities, the Canberra Institute of Technology (with five campuses) and over 100 Registered Training Organisations attracting students to the city. After government, education is the city's largest employer, and both sectors encourage a transient population.

In Australia, the ACT has the highest apparent retention rate from year 10 to year 12 for full time students. In 2009, the year 10 to year 12 retention rate was 88.7% . However, this retention rate does not take account of interstate transfers which are more frequent than in other jurisdictions; it does not account for the significant numbers of students who transfer to the ACT from NSW schools just for years 11 and 12; and it does not accurately reflect the movement of students between ACT schools. The fact that the equivalent government schools' retention rate exceeds 100% illustrates the flaws in the available measurements of retention. The two public high schools immediately across the border in Queanbeyan NSW have retention rates in the low thirties, but rather than being a poor reflection on these schools, this simply reflects the proportion of New South Welsh students who come into ACT schools to complete year 12.

Program Status

In the first three years of operation in the ACT, Youth Connections provided individual support services to 866 young people. 675 (78%) 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 63 (7%) were assessed as making significant progress in addressing their barriers to engagement in education. In addition, 98 Outreach and Re-engagement activities were held to find and connect with at-risk young people, with providers linking with 3,564 young people through these activities. In this period, the provider undertook a range of initiatives to strengthen services in the region, with 109 activities being held.

In the Australian Capital Territory 97 (11%) of young people in the program were identified as Indigenous Australians. 53 (55%) Indigenous young people achieved a final outcome, and a further 14 (14%) were assessed as making significant progress in addressing their barriers.

Anglicare delivers Youth Connections in the Australian Capital Territory. The service is delivered through Service Hubs in regions throughout the territory to support young people achieve progressive and final outcomes and goals.

One of the key elements of the service model is the group work that each of the Hub Services conduct. Both in school settings and the community, group work facilitation that promotes resilience, self-esteem, and provides additional training opportunities that will further enhance career prospects will be run. These groups include but are not limited to:

- OH&S White Card.
- Choppers Program.
- Art programs.
- Pride Painters.
- Young carers support groups.
- Social and sporting activities at the Yerrabi skate park with a view to engage young people disengaged from the education system.
- Horizons program.
- A Bimberi transition program for young people.

The Central Hub will continue to work with the multicultural services in the ACT to establish and build rapport with young people who may be humanitarian refugees. Anglicare will continue to offer Road Ready and Provisional Driving Lessons through Arrow Driving School as a way to connect and build rapport with Humanitarian Refugee young people.

Challenges

In the ACT, the recruitment and retention of suitable and qualified staff has been an ongoing challenge. These concerns continue to affect Youth Connections and the wider Canberra Youth and Community Sector.

The ACT Youth Connections provider is committed to enhance all services provided by the Hubs.

Each Service Hub has been able to identify services that required Youth Connections intervention through conversations with referring services, networking opportunities and through direct requests for service.

The Youth Services Program, which funded a number of drop-in centres for youth across the ACT, ceased to operate in March 2012. This change has been in train for 18 months and has been delayed many times by changes of objectives in the Community Services Directorate. The upheaval will be significant, as it means an end to most drop-in services in favour of an outreach approach.

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	ACT	National
Receiving Individual Support Services	62	6217
Receiving Individual Support Services previously and exited	804	52191
Registered but not yet enrolled for Individual Support Services	70	3563
Total	936	61971

Table 2: ACT Contract Levels

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

Table 3: Comparison between ACT and National Participant Numbers

	Participants Level 1	Participants Level 2a	Participants Level 2b
ACT (No.)	359	358	197
ACT (%)	39%	39%	22%
National (No.)	15,825	21,124	23,491
National (%)	26%	35%	39%

Table 4: Comparison between ACT and National Participant Outcomes

	Outcomes Level 1	Outcomes Level 2a	Outcomes Level 2b
ACT (No.)	303	321	160
ACT (%)	39%	41%	20%
National (No.)	13,053	16,958	17,620
National (%)	27%	36%	37%

Figure 1: ACT – Age of Participants

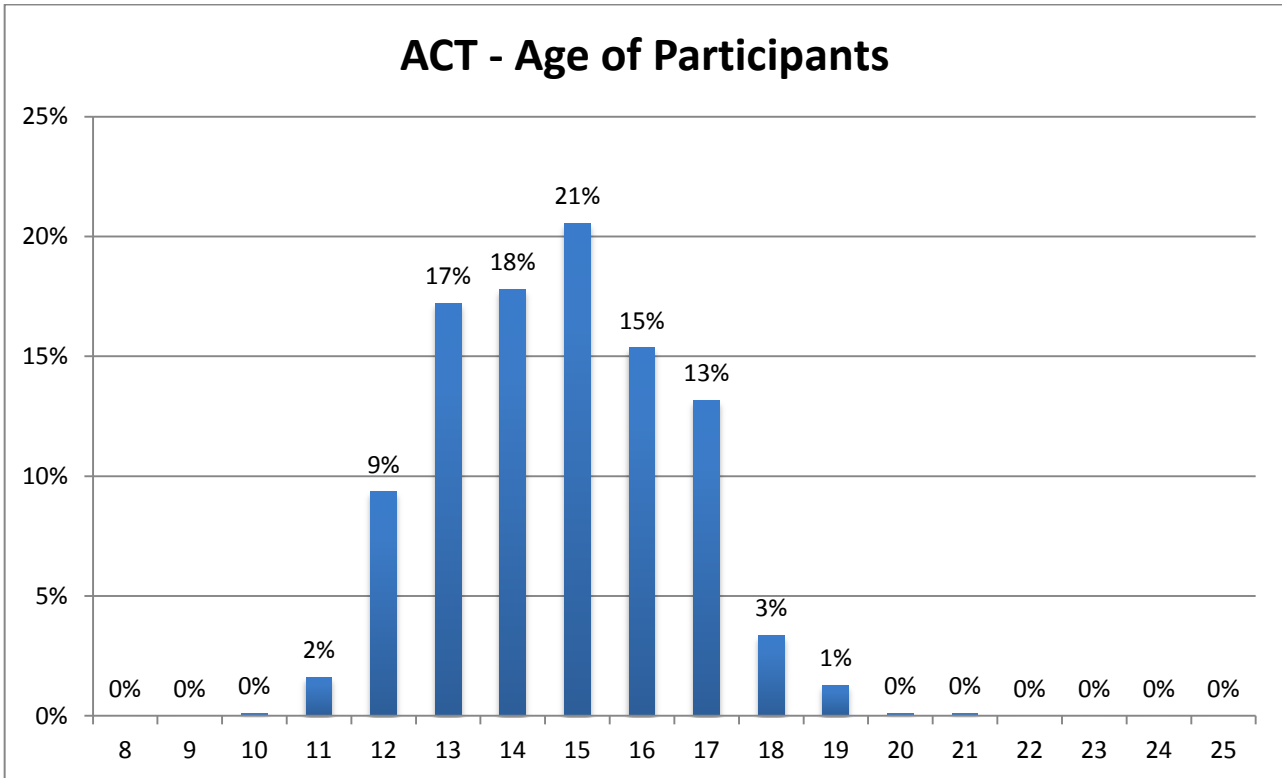


Figure 2: National – Age of Participants

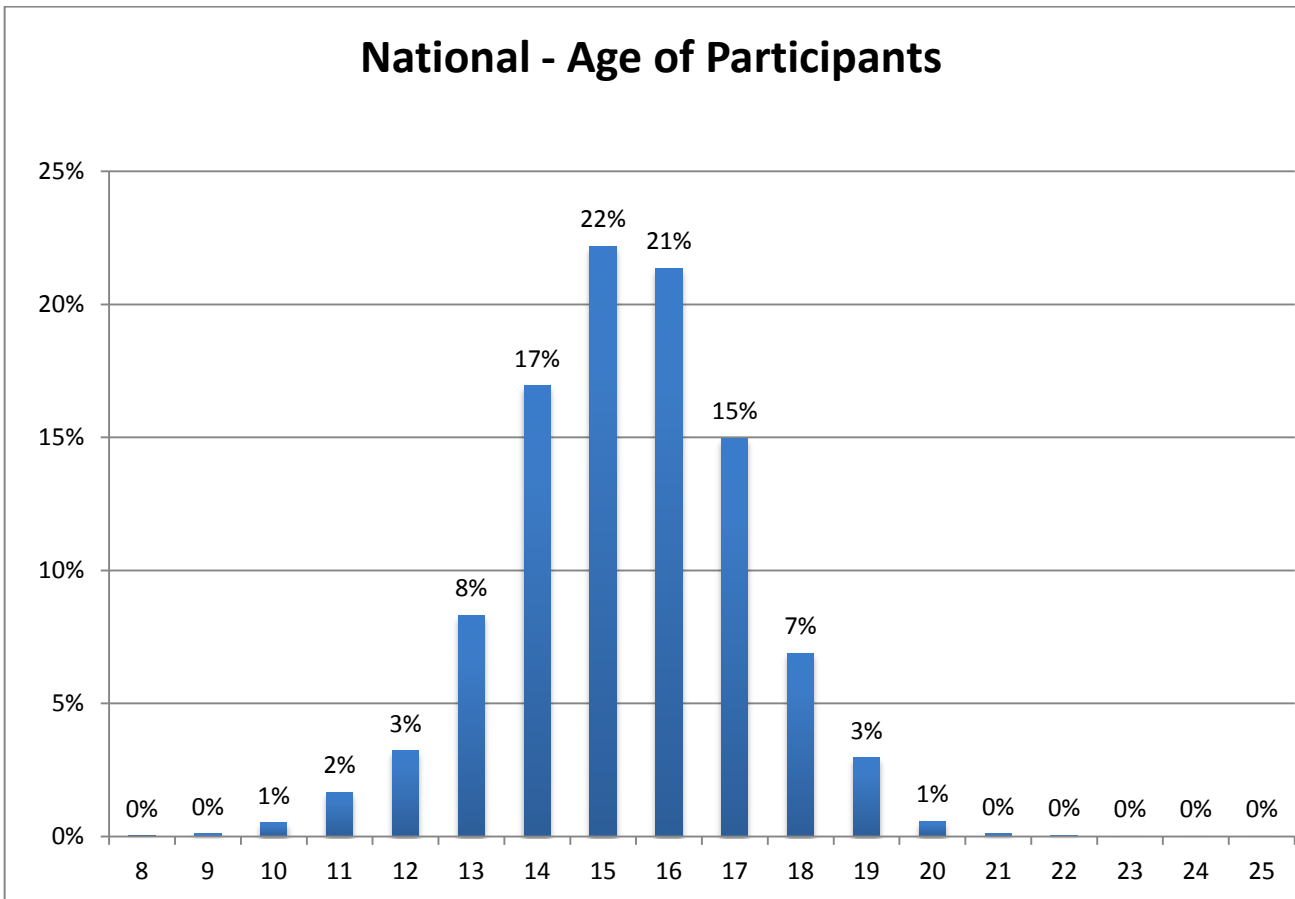


Table 5: ACT - Age of Participants

	Level 1	Level 2a	Level 2b	Total	% Total
8	0	0	0	0	0%
9	0	0	0	0	0%
10	0	0	1	1	0%
11	7	8	0	14	2%
12	37	47	4	81	9%
13	92	59	7	149	17%
14	82	63	22	154	18%
15	75	73	37	178	21%
16	32	54	52	133	15%
17	26	43	49	114	13%
18	4	8	19	29	3%
19	3	3	5	11	1%
20	1	0	0	1	0%
21	0	0	1	1	0%
22	0	0	0	0	0%
23	0	0	0	0	0%
24	0	0	0	0	0%
25	0	0	0	0	0%

Table 6: National – Age of Participants

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

Figure 3: ACT Age profile by Connection Level

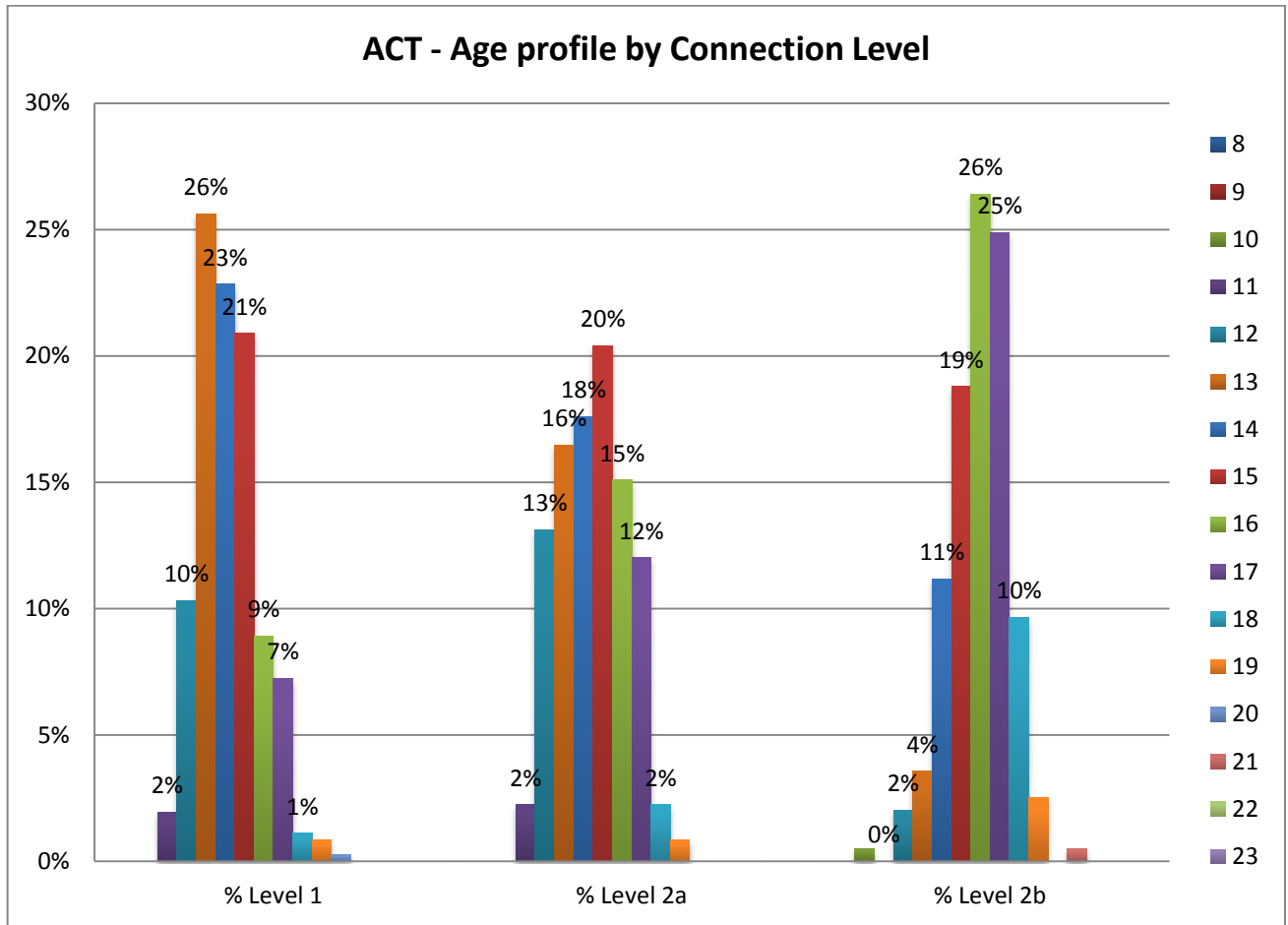


Figure 4: National Age profile by Connection Level

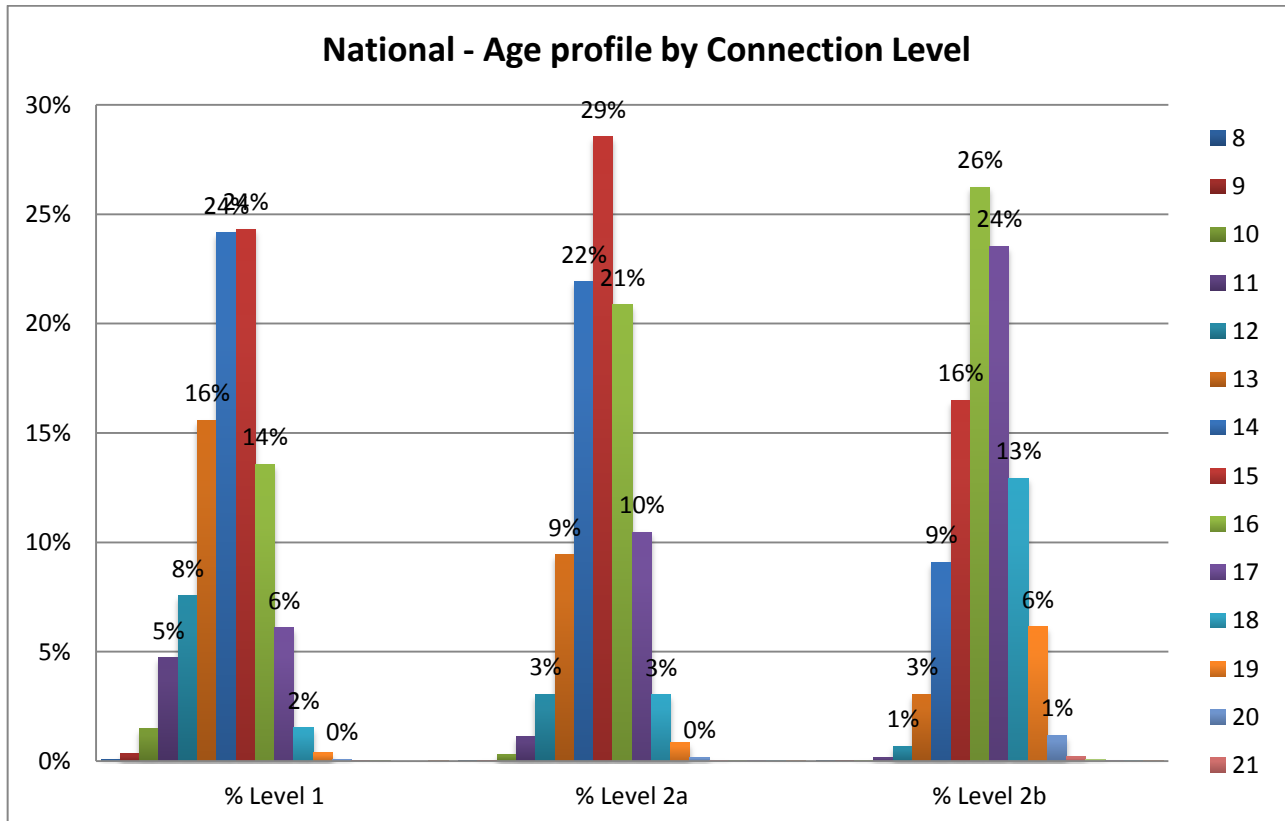


Figure 5: Percentage of Participants who have been identified as having a characteristic

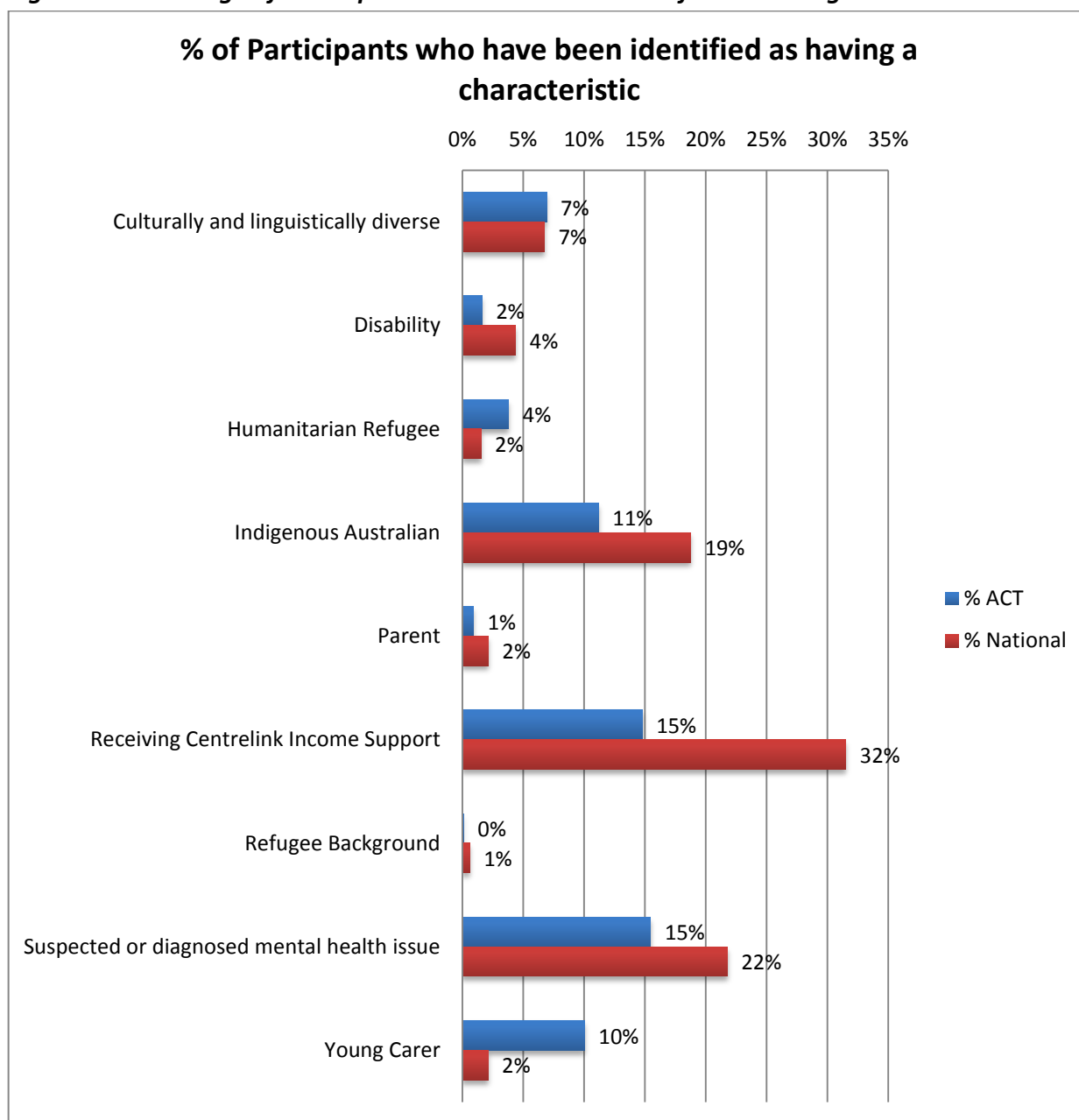


Table 7: Percentage of Participants who have been identified as having a characteristic

	ACT	% ACT	National	% National
Culturally and linguistically diverse	60	7%	3948	7%
Disability	14	2%	2563	4%
Humanitarian Refugee	33	4%	892	2%
Indigenous Australian	97	11%	10,955	19%
Parent	8	1%	1245	2%
Receiving Centrelink Income Support	128	15%	18,409	32%
Refugee Background	1	0%	354	1%
Suspected or diagnosed mental health issue	134	15%	12,712	22%
Young Carer	87	10%	1232	2%

Figure 6: Percentage of Participants who have been identified as having a barrier

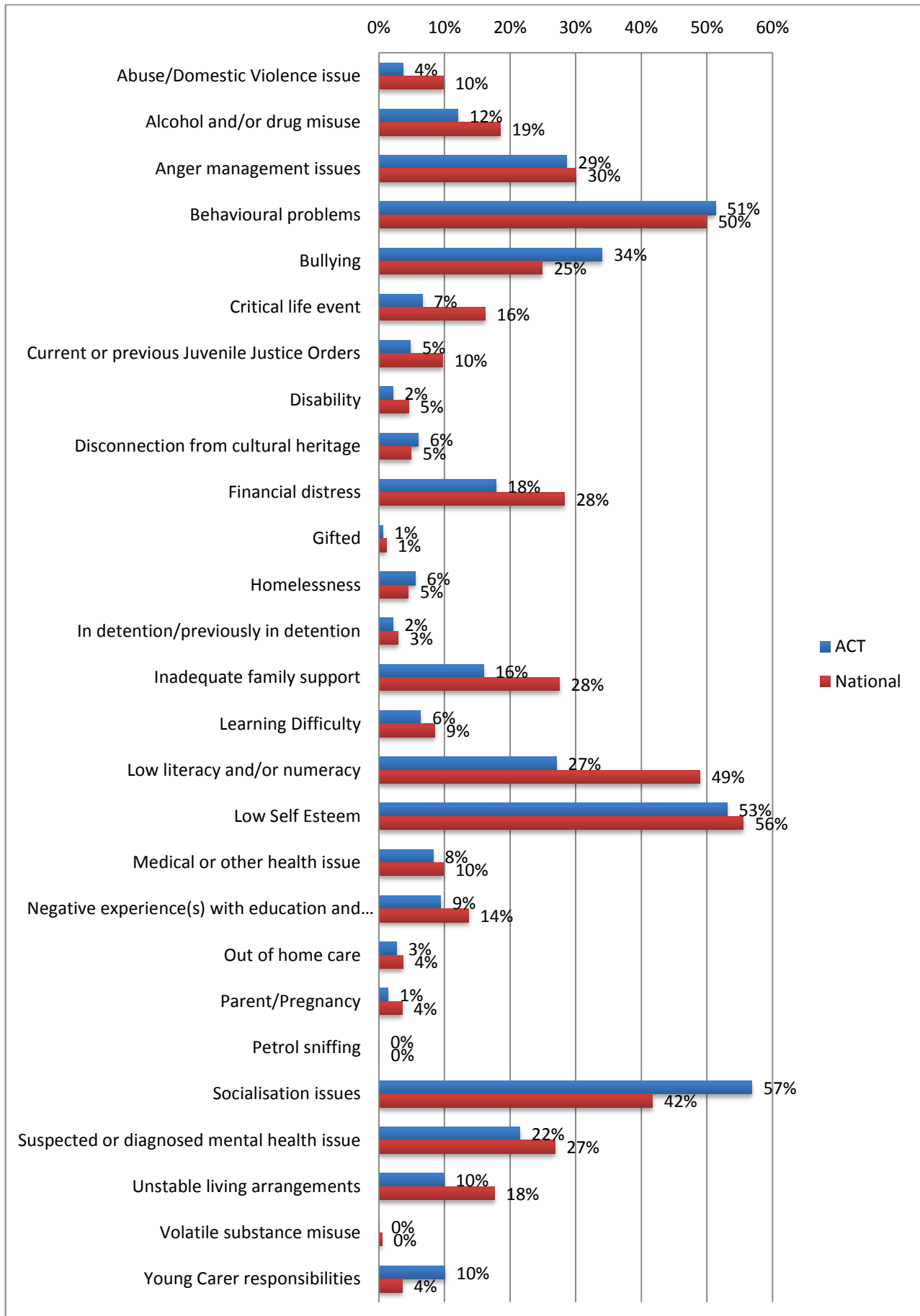


Table 8: Percentage of Participants identified as having a barrier

Barrier	ACT	National
Abuse/Domestic Violence issue	4%	10%
Alcohol and/or drug misuse	12%	19%
Anger management issues	29%	30%
Behavioural problems	51%	50%
Bullying	34%	25%
Critical life event	7%	16%
Current or previous Juvenile Justice Orders	5%	10%
Disability	2%	5%
Disconnection from cultural heritage	6%	5%
Financial distress	18%	28%
Gifted	1%	1%
Homelessness	6%	5%
In detention/previously in detention	2%	3%
Inadequate family support	16%	28%
Learning Difficulty	6%	9%
Low literacy and/or numeracy	27%	49%
Low Self Esteem	53%	56%
Medical or other health issue	8%	10%
Negative experience(s) with education and training	9%	14%
Out of home care	3%	4%
Parent/Pregnancy	1%	4%
Petrol sniffing	0%	0%
Socialisation issues	57%	42%
Suspected or diagnosed mental health issue	22%	27%
Unstable living arrangements	10%	18%
Volatile substance misuse	0%	0%
Young Carer responsibilities	10%	4%

Figure 7: ACT Participant Barriers by Connection Level

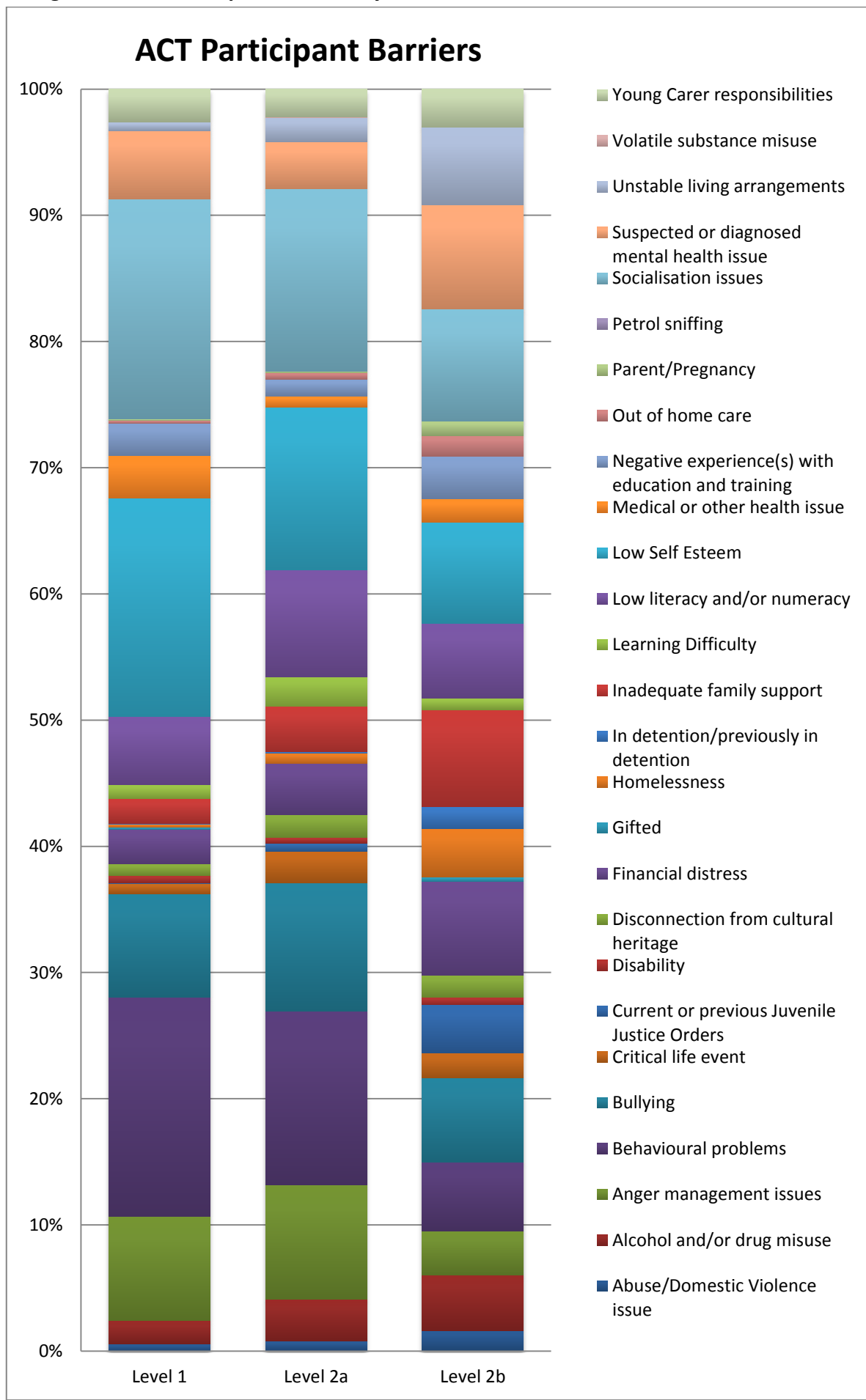


Table 9: ACT - Percentage of participants identified as having barrier, by Connection Level

Barrier	ACT Level 1	ACT Level 2a	ACT Level 2b
Abuse/Domestic Violence issue	2%	3%	7%
Alcohol and/or drug misuse	7%	13%	19%
Anger management issues	29%	35%	15%
Behavioural problems	62%	53%	24%
Bullying	29%	39%	29%
Critical life event	3%	9%	9%
Current or previous Juvenile Justice Orders	0%	3%	17%
Disability	2%	2%	3%
Disconnection from cultural heritage	3%	7%	8%
Financial distress	10%	15%	32%
Gifted	1%	0%	2%
Homelessness	1%	3%	17%
In detention/previously in detention	0%	1%	8%
Inadequate family support	7%	14%	34%
Learning Difficulty	4%	9%	4%
Low literacy and/or numeracy	19%	32%	26%
Low Self Esteem	62%	49%	35%
Medical or other health issue	12%	3%	8%
Negative experience(s) with education and training	9%	5%	15%
Out of home care	1%	2%	7%
Parent/Pregnancy	0%	1%	5%
Petrol sniffing	0%	0%	0%
Socialisation issues	62%	55%	39%
Suspected or diagnosed mental health issue	19%	14%	36%
Unstable living arrangements	3%	7%	27%
Volatile substance misuse	0%	0%	0%
Young Carer responsibilities	9%	8%	13%

Figure 8: National Participant Barriers by Connection Level

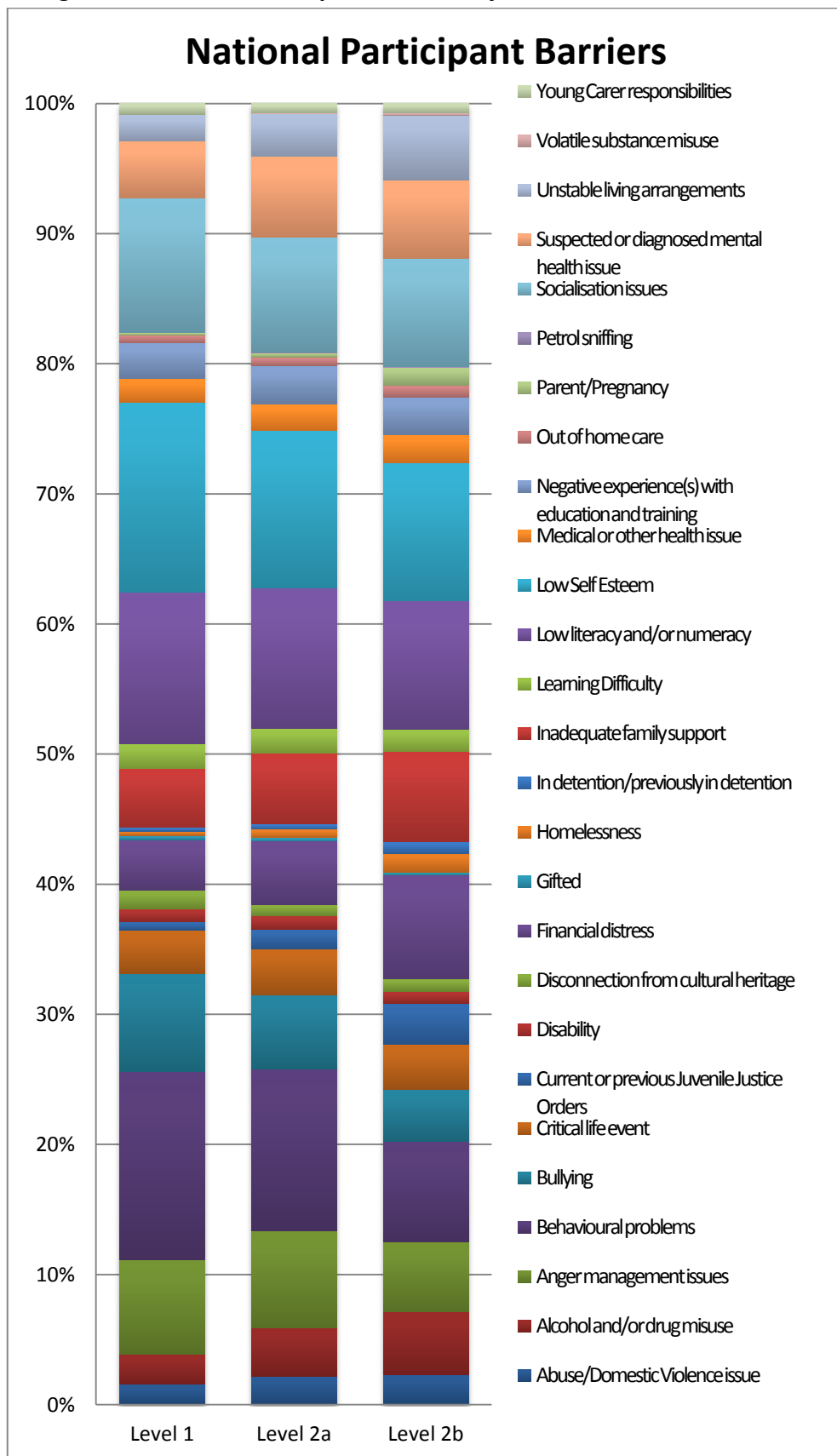


Table 10: National - Percentage of participants identified as having barrier, by Connection Level

Row Labels	Level 1	Level 2a	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	ACT	ACT %	National	National %
Young people enrolled in individual support services	866	-	58,408	-
Young people who have achieved a progressive outcome*	717	83%	42,873	73%
Young people who have achieved a final outcome**	675	78%	34,793	60%

Table 12: Participant Outcomes – exited participants

Participant outcomes	ACT	ACT %	National	National %
Young people enrolled in individual support services	804	-	52,191	-
Young people who have achieved a progressive outcome	691	86%	38,928	75%
Young people who have achieved a final outcome	656	82%	32,136	62%

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

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

Figure 9: ACT - Number of young people achieving outcomes

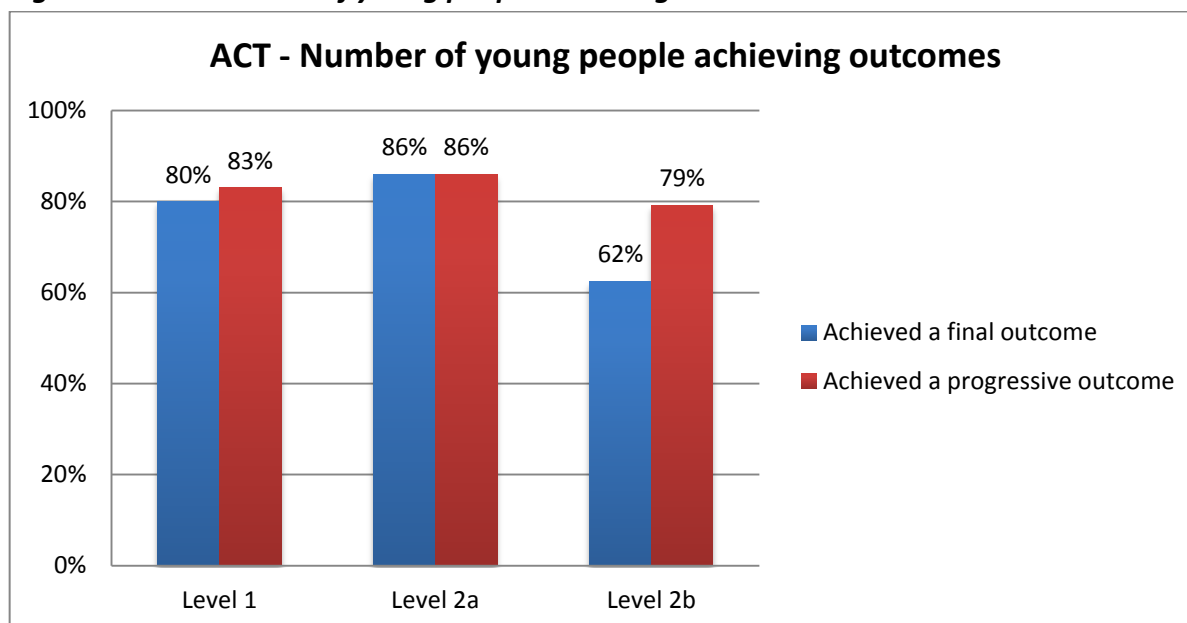


Table 13: ACT - Number of young people achieving outcomes

ACT Participant outcome achievement	Level 1 No.	Level 1 %	Level 2a No.	Level 2a %	Level 2b No.	Level 2b %
Achieved a final outcome	287	80%	308	86%	123	62%
Achieved a progressive outcome	298	83%	308	86%	156	79%

Figure 10: National - Number of young people achieving outcomes

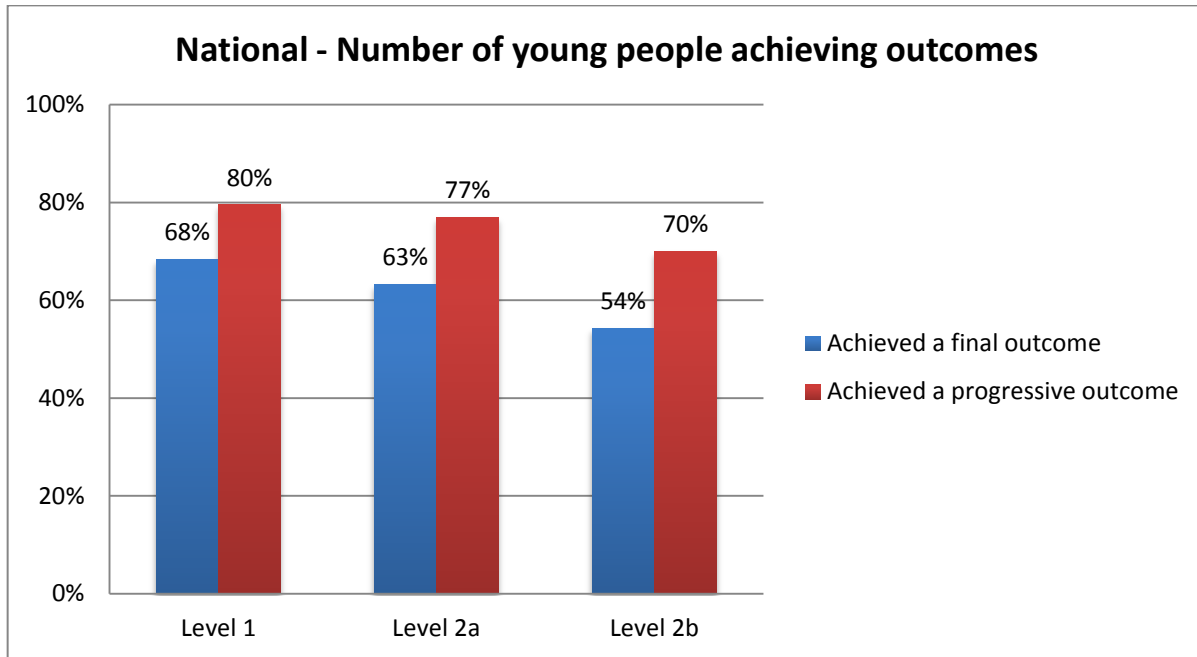


Table 14: National - Number of young people achieving outcomes

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

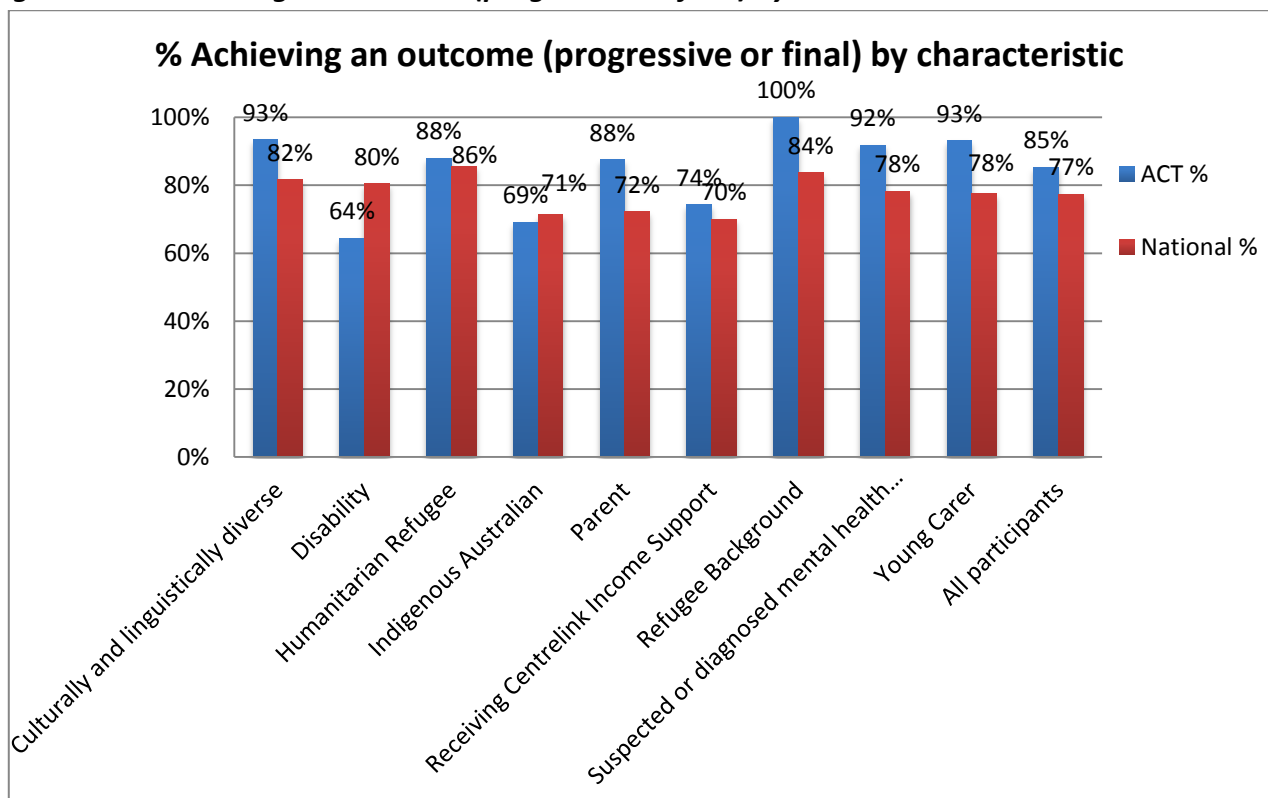


Figure 12: % Achieving a final outcome by characteristic

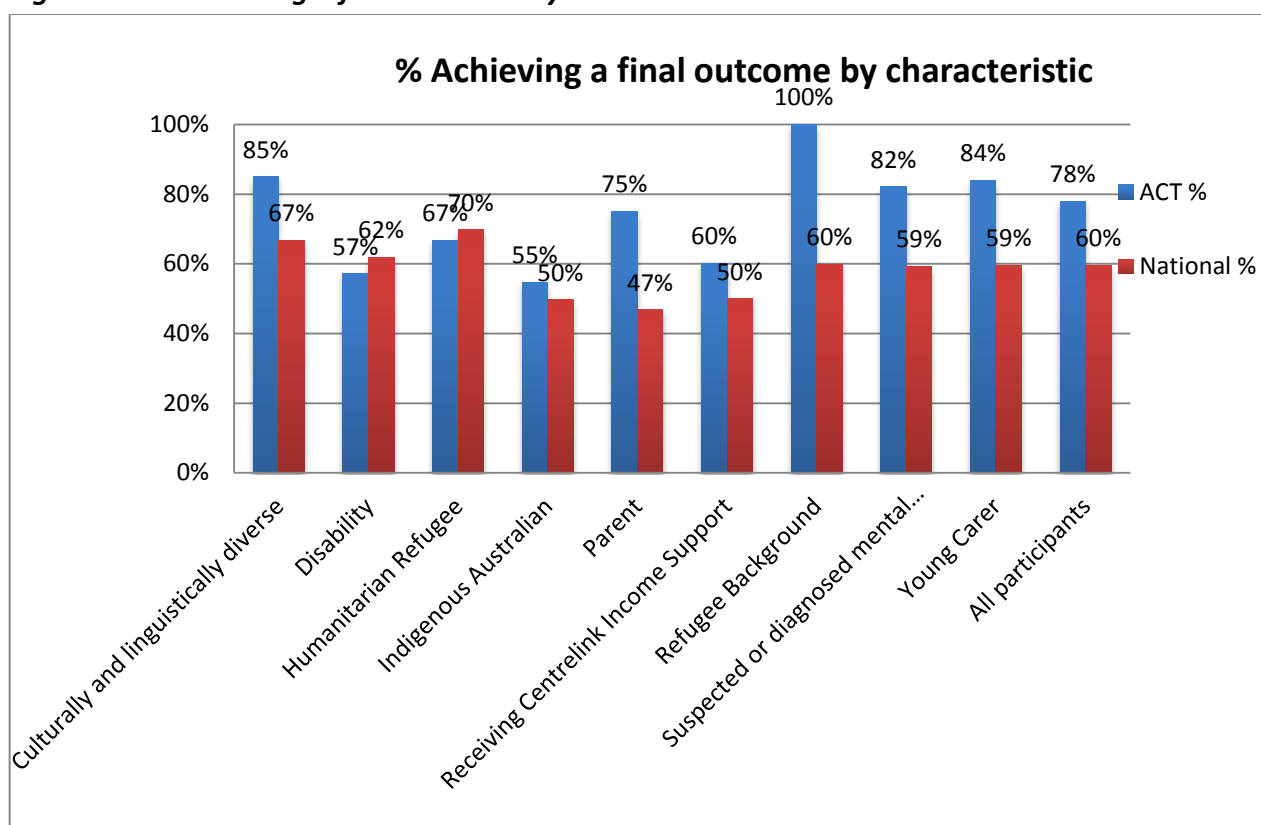


Table 15: ACT- Participant outcome achievement by characteristic

ACT	Achieved an Outcome	Achieved a Final Outcome	Not yet achieved	Grand Total	% of total achieving an outcome	% of total achieving a final outcome
Culturally and linguistically diverse	56	51	4	60	93%	85%
Disability	9	8	5	14	64%	57%
Humanitarian Refugee	29	22	4	33	88%	67%
Indigenous Australian	67	53	30	97	69%	55%
Parent	7	6	1	8	88%	75%
Receiving Centrelink Income Support	95	77	33	128	74%	60%
Refugee background	1	1	0	1	100%	100%
Suspected or diagnosed mental health issue	123	110	11	134	92%	82%
Young Carer	81	73	6	87	93%	84%

Table 16: National- Participant outcome achievement by characteristic

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

Figure 13: ACT – Final outcomes achieved

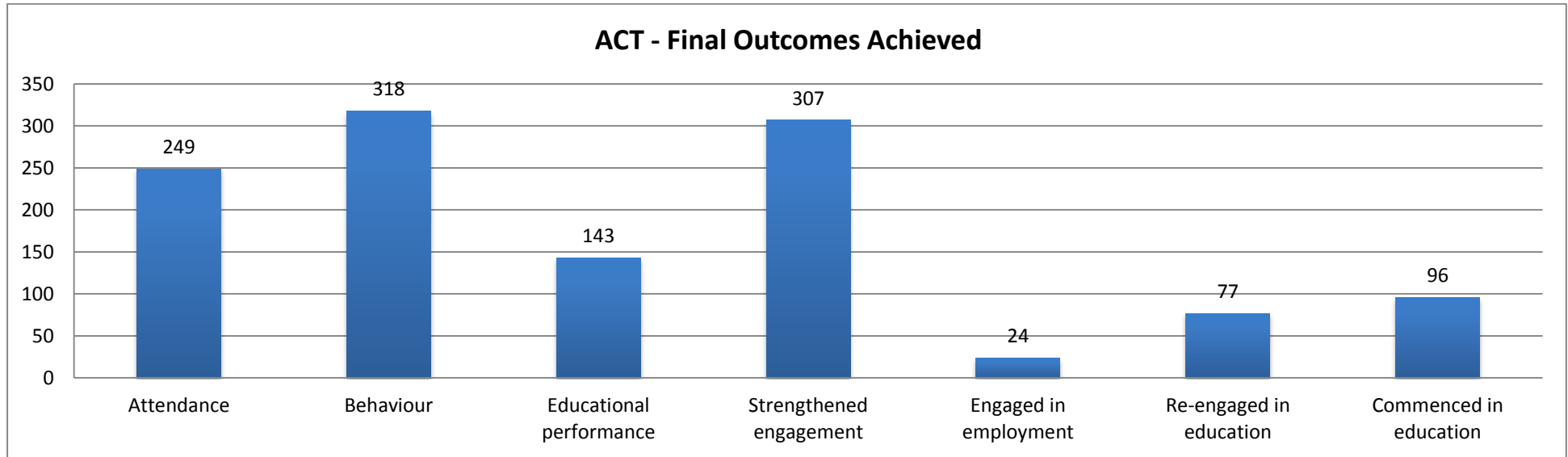


Figure 14: National – Final outcomes achieved

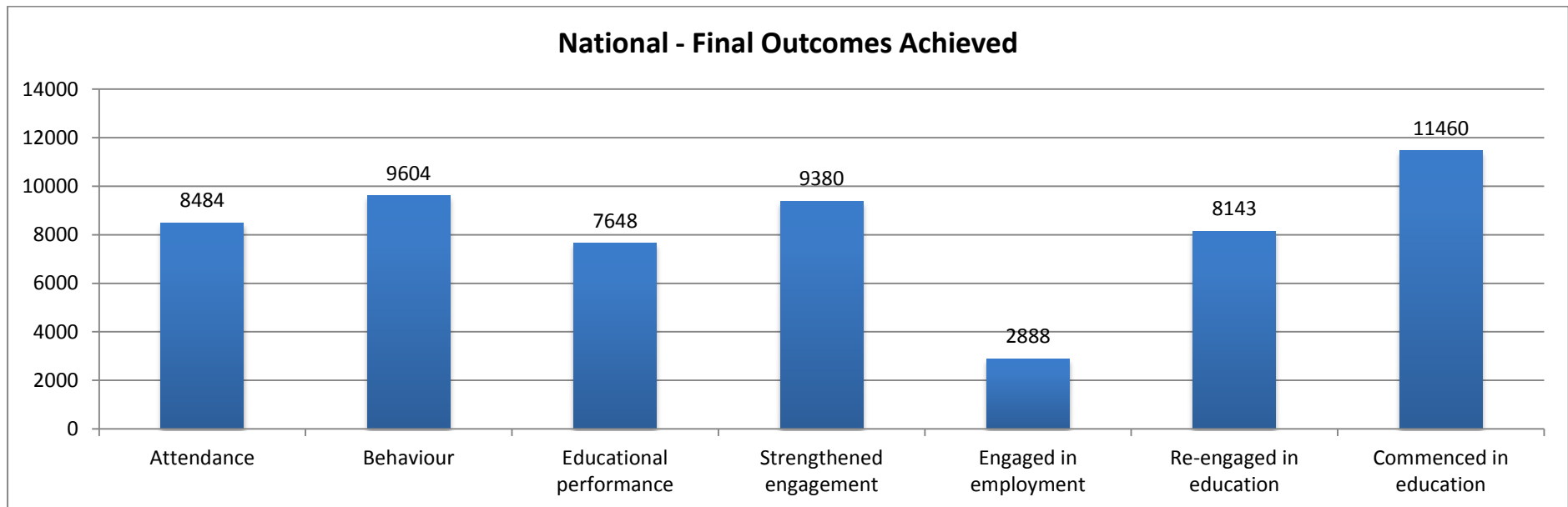


Figure 15: NSW – Final Outcomes Achieved by Connection Level

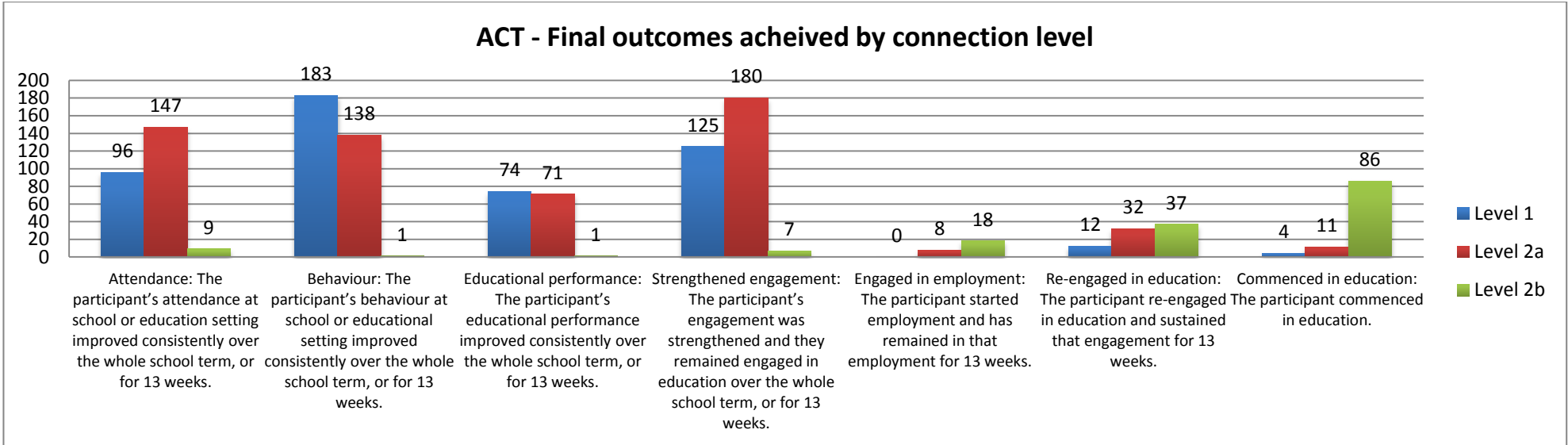


Figure 16: National – Final Outcomes Achieved by Connection Level

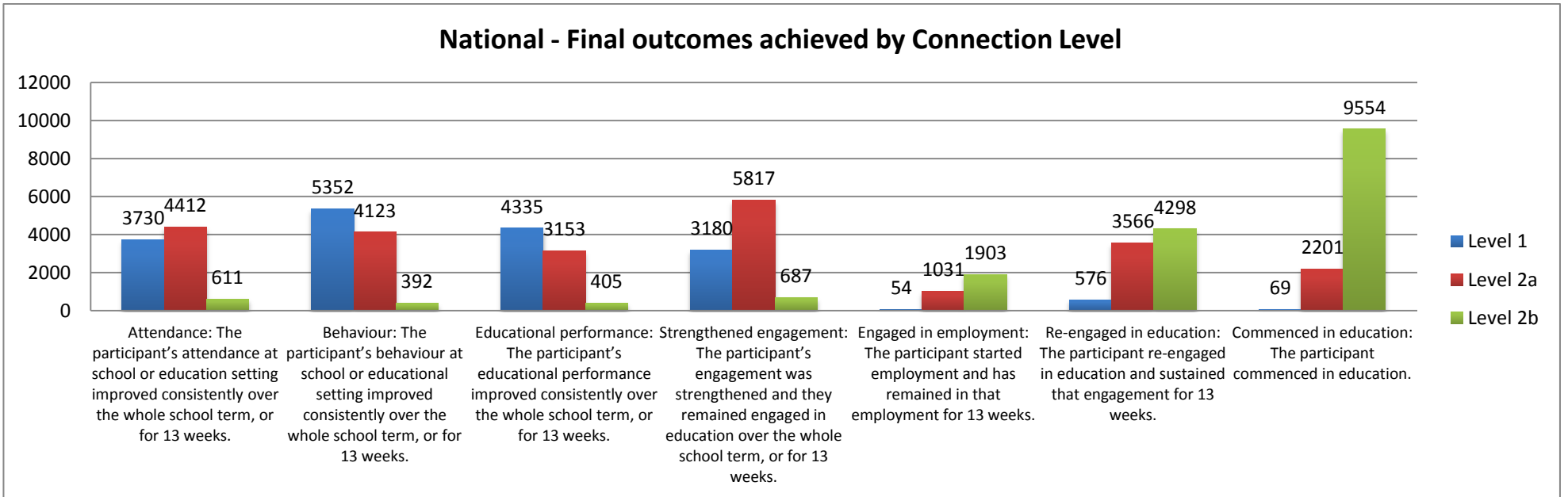


Table 17: ACT- Final Outcomes achieved by Connection Level

Final Outcomes Achieved	Level 1	Level 2a	Level 2b	Total
Attendance: The participant's attendance at school or education setting improved consistently over the whole school term, or for 13 weeks.	96	147	9	249
Behaviour: The participant's behaviour at school or educational setting improved consistently over the whole school term, or for 13 weeks.	183	138	1	318
Educational performance: The participant's educational performance improved consistently over the whole school term, or for 13 weeks.	74	71	1	143
Strengthened engagement: The participant's engagement was strengthened and they remained engaged in education over the whole school term, or for 13 weeks.	125	180	7	307
Engaged in employment: The participant started employment and has remained in that employment for 13 weeks.	0	8	18	24
Re-engaged in education: The participant re-engaged in education and sustained that engagement for 13 weeks.	12	32	37	77
Commenced in education: The participant commenced in education.	4	11	86	96

Table 18: National- Final Outcomes achieved by Connection Level

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

Indigenous

Figure 17: % of Total Indigenous participants by State

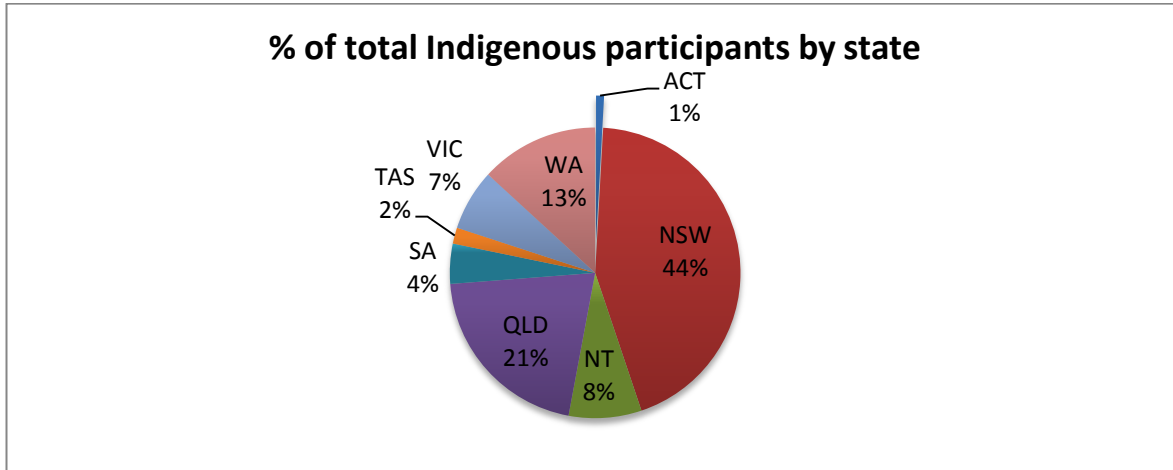


Table 19: % of Total Indigenous participants by State

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

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

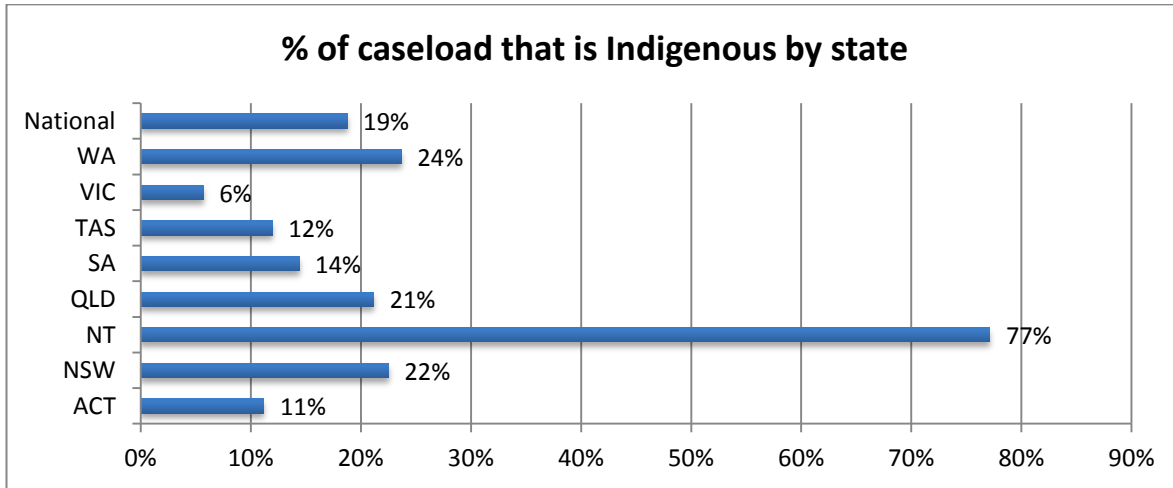


Table 20: % of caseload that is Indigenous in each State

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

Table 21: Indigenous participants – ACT and National

	ACT	National
Indigenous Participants	97	10,955
All Participants	866	58,408
% Indigenous	11%	19%

Table 22: ACT and National- Indigenous participant outcomes achievement

	ACT	ACT %	National	National %
Indigenous young people enrolled in individual support services	97	-	10,955	-
Indigenous young people who have achieved a progressive outcome	65	67%	7434	68%
Indigenous young people who have achieved a final outcome	53	55%	5436	50%

Humanitarian Refugee

Figure 19: % of Total Humanitarian refugee participants by state

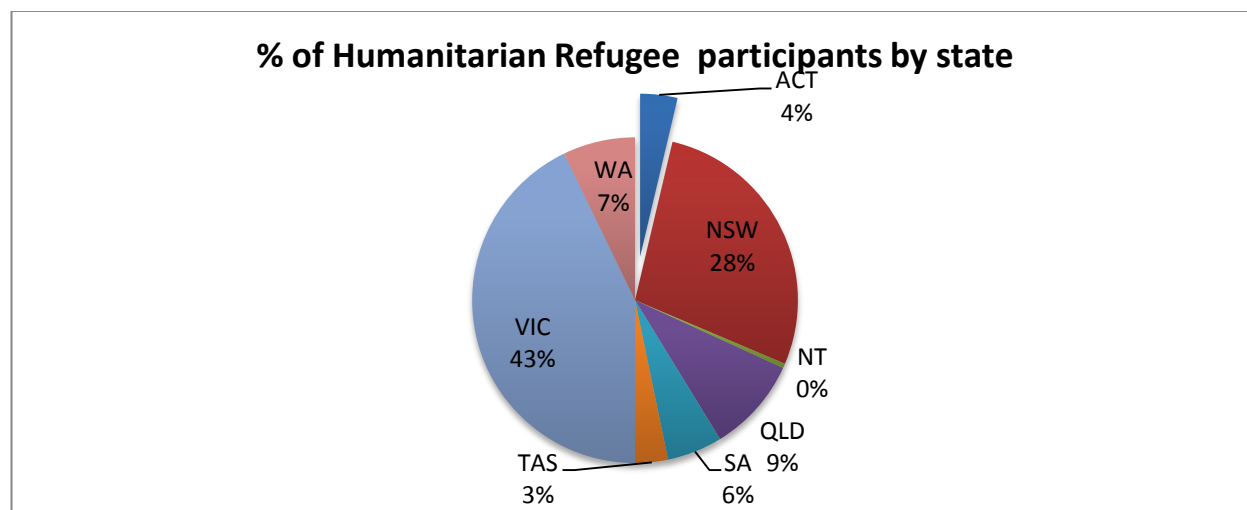


Table 23: % of Total humanitarian refugee participants by State

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

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

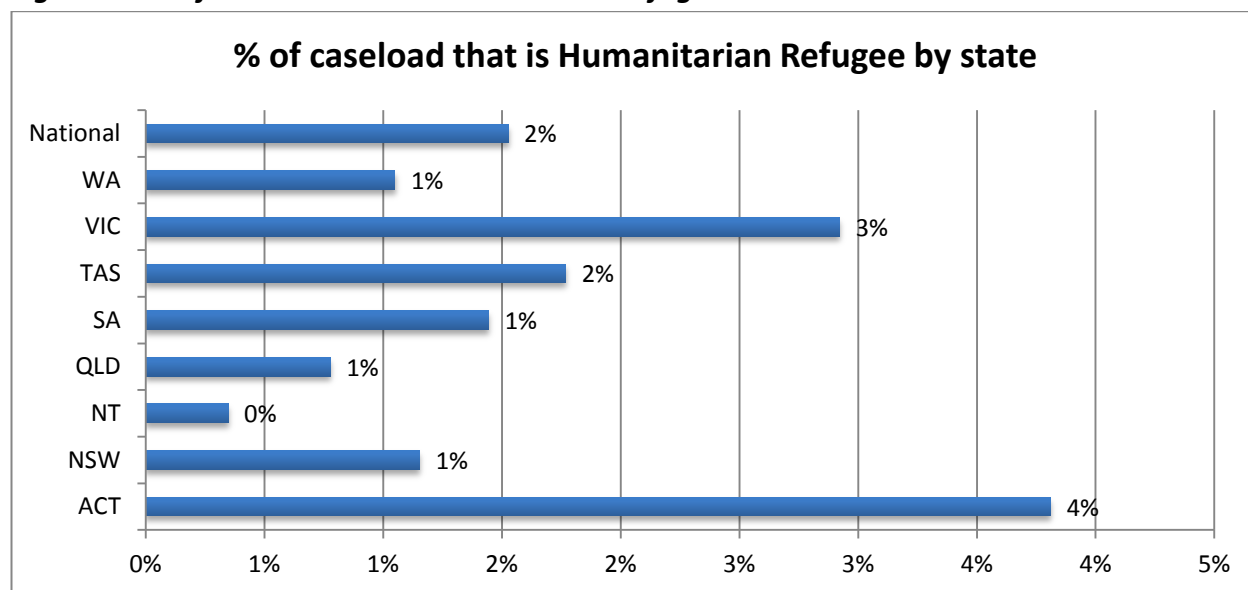


Table 24: % of caseload that is humanitarian refugee in each State

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

Table 25: Humanitarian refugee participants – ACT and National

	ACT	National
Humanitarian Refugee Participants	33	892
All Participants	866	58,408
% Humanitarian Refugee	4%	2%

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

	ACT	ACT %	National	National %
Humanitarian Refugee young people enrolled in individual support services	33	-	892	-
Humanitarian Refugee young people who have achieved a progressive outcome	29	88%	730	82%
Humanitarian Refugee young people who have achieved a final outcome	22	67%	622	70%

Outreach and Re-engagement Services

Providers in the Australian Capital Territory have conducted 98 Outreach and Re-engagement activities (some were held multiple times, resulting in 164 events). These activities were attended by more than 3,564 people.

Table 27: ACT Outreach and Re-engagement activities

Number of people attending each event	Number of events
<10	75
<20	51
<50	29
<500	9

67 of these activities were identified as having an Indigenous focus; 76 were identified as having a humanitarian refugee focus.

Strengthening Services in the Region

Providers in the Australian Capital Territory have conducted 109 activities to strengthen services in their region. 42 of these activities were identified as having an Indigenous focus, 36 were identified as having a humanitarian refugee focus.

Table 28: ACT 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.	83	4.3
Families and communities are more positively involved in the lives of at risk young people.	15	3.4
Families of at risk young people are more involved in their community.	6	2.7
Regional solutions were implemented to improve careers and transitions services in the region with a focus on supporting at risk young people.	16	3.4
Schools and education providers established procedures with other agencies to identify at risk young people earlier.	29	4.3
Schools and education providers increased their referrals to support at risk young people.	32	4.3
Schools and education providers make referrals earlier to support at risk young people.	36	4.0
Schools and other education providers were assisted to establish or share their best practice models for working with at risk young people.	21	4.1
The use of infrastructure in the region to support at risk young people is better coordinated.	46	4.0
There are improved referral channels for community resources which support at risk young people.	50	4.2
There was a reduction in the duplication of community resources which support at risk young people.	12	3.8
There was an increase in the number of schools that strengthened their procedures to support young people at risk of disengaging.	63	3.8
There was an increase or improvement in the available services for families of at risk young people.	18	3.7
Young people disengage less frequently from school or education providers.	27	3.6

ANNEXURE 1 B – School Business Community Partnership Brokers - ACT

National Summary

Introduction

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

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

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

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

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

Program Status

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

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

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

with approximately 5400 (39%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'⁴. Approximately 86 per cent of the partnerships being supported by Partnership Brokers are newly created. The remaining 14 per cent are pre-existing partnerships that are being enhanced with support from the Partnership Brokers.

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

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

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

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

Social Return on Investment Evaluation

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

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

⁴ 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 2011⁶. Among the most commonly reported priorities for partnership development were:

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

Collaboration between Partnership Brokers and Youth Connections providers

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

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

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

Australian Capital Territory Summary

Context

In the ACT, DEEWR and the ACT Education and Training Directorate (ETD) set aside a portion of Partnership Broker program funding to establish a Youth Attainment and Transitions Strategic Funding Pool (YAT SFP). The YAT SFP is jointly managed by DEEWR and ACT ETD through a Joint Working Group, which includes the Partnership Broker and Youth Connections program providers as non-voting members. YAT SFP funds are used to support partnership initiatives that are generated through a submission process. Applications for funding can be submitted by schools, stakeholders from the broader community or the Partnership Broker. The Partnership Broker's role is to work with stakeholders to develop their funding submissions, and to assist them to explore other sources of support for initiatives not funded through the YAT SFP.

In alignment with all states and territories of the Commonwealth, the ACT Government introduced changes to the ACT Education Act 2004 at the beginning of 2010, requiring young people to remain in education until completing year 10 and then to participate in education, training or employment until either completing year 12 or equivalent or reaching the age of 17. In response to this, the ACT ETD has collaborated with the ACT Department of Disability, Housing and Community Services (DHCS) and many government and non-government agencies in the community to develop the ACT Youth Commitment.

An increasingly sophisticated small business sector is a significant contributor to the ACT economy. The Information and Communications Technology, Finance and Construction sectors are also major contributors to the region's economy. The ACT is also a hub for research activities with the strong presence of government and a number of universities.

Program Status

As at April 2013, there were 21 active and self-sustaining partnerships associated with Partnership Brokers in the ACT involving 72 partner organisations. These partnerships are undertaking a range of activity to support the learning and development of young people in their community. Approximately 24 per cent of these partnerships have an Indigenous focus. There have been approximately 383 Outcomes Framework Key Performance Measure (KPM) evaluations with around 124 (32%) of those evaluations rating the partnership's progress as 'Considerable' or 'Achieved'.

The Partnership Broker and Youth Connections providers in the ACT have a strong collaborative relationship, with regular meetings and a number of partnerships they are working together to support.

Recently submitted Partnership Broker snapshots have provided some excellent examples of partnership initiatives across a broad range of focus areas involving a variety of stakeholders. An example of an ACT snapshot has been included at the end of this report.

Challenges

While the information above indicates significant progress, individual providers and the program have also faced many of the challenges outlined in the National Summary. In the ACT, some key stakeholders, with well established relationships with the previous Local Community Partnership (LCP) program provider, initially resisted the implementation of the Partnership Brokers program and the provision of a more strategic, facilitation role. This is particularly true for schools that had become reliant on the direct service delivery provided under the LCP program.

Another challenge faced by the Partnership Broker in the ACT is the perception that they are representing the Chamber of Commerce. Stakeholders with little understanding of the role of the Partnership Broker sometimes based their perception of the program's intent on assumptions about the role of the Chamber of Commerce in the local community. This led to expectations that the Partnership Broker would support partnerships by providing funding and employment opportunities, rather than through strategic facilitation and capacity building.

In 2010, the ACT Government announced a cut to funding for public schools of one per cent. One of the implications of this efficiency dividend is a reduction in ETD staff. This reduction is occurring in the context of a commitment from ETD to students under the ACT Youth Commitment, and has been identified as a

challenge for Partnership Brokers who are seeking to engage with ETD personnel in a way that supports the development of strategic partnerships.

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 (ACT)	Percentage of organisations in partnerships (ACT)	Total number of organisations in partnerships (Nationally)	Percentage of organisations in partnerships (Nationally)
Business & Industry	25	35%	1508	29%
Community	15	21%	1645	31%
Education & Training	30	42%	1968	37%
Parents & Families	2	3%	167	3%
Total	72	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 (ACT)	Percentage of Total (ACT)	Total (National)	Percentage of Total (National)
Accommodation and Food Services	3	4%	121	2%
Administrative and Support Services	3	4%	208	4%
Agriculture, Forestry and Fishing	0	0%	101	2%
Arts and Recreation Services	1	1%	190	4%
Construction	1	1%	81	2%
Education and Training	39	54%	2409	45%
Electricity, Gas, Water and Waste Services	0	0%	23	0%
Financial and Insurance Services	3	4%	55	1%
Health Care and Social Assistance	9	13%	703	13%
Information Media and Telecommunications	1	1%	65	1%
Manufacturing	0	0%	77	1%
Mining	0	0%	60	1%
Other Services	5	7%	724	14%
Professional, Scientific and Technical Services	3	4%	67	1%
Public Administration and Safety	1	1%	232	4%
Rental, Hiring and Real Estate Services	0	0%	10	0%
Retail Trade	3	4%	113	2%
Transport, Postal and Warehousing	0	0%	65	1%
Wholesale Trade	0	0%	4	0%
Total	72	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 (ACT)	Percentage of schools in partnerships (ACT)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in ACT
Primary	1	13%	220	20%	59%
Secondary	6	75%	587	53%	20%
Combined	1	13%	291	27%	21%
TOTAL	8	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 (ACT)	Percentage of schools in partnerships (ACT)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in ACT
Government	6	75%	858	78%	65%
Independent	0	0%	120	11%	13%
Catholic	2	25%	120	11%	22%
TOTAL	8	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.

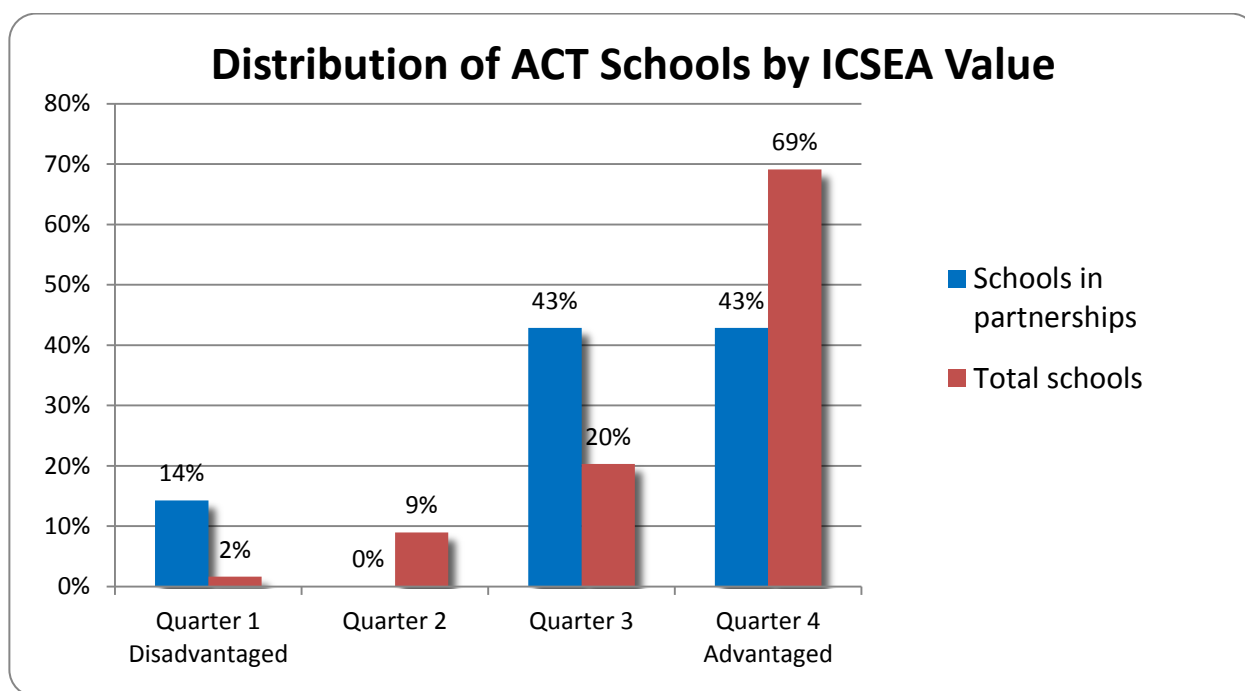


Table E – Number of Schools in Partnerships by ARIA Code

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 (ACT)	Percentage of schools in partnerships (ACT)	Number of schools in partnerships (Nationally)	Percentage of schools in partnerships (Nationally)	Number of schools in ACT
Major Cities of Australia	7	88%	517	47%	99%
Inner Regional Australia	1	13%	292	27%	1%
Outer Regional Australia	0	0%	188	17%	0%
Remote Australia	0	0%	54	5%	0%
Very Remote Australia	0	0%	47	4%	0%
TOTAL	8	100%	1098	100%	100%

Partnerships

Table F1 and F2 – Number of Partnerships Created by Status

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

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

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

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

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

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

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

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

Total Number of Active partnerships (%)	Total Number of Self Sustaining partnerships (%)	Total Number of Active/Self-Sustaining partnerships (%)	Total Number of Draft/Inactive/Terminated partnerships (%)	Total number of State partnerships (%)
5 (9%)	16 (30%)	21 (40%)	32 (60%)	53 (100%)

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

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 (%)
2 (40%)	3 (19%)	5 (24%)	3 (9%)	8 (15%)

Indigenous partnership percentages in the bottom row were calculated using the total partnerships by status in the row directly above. For example, 40% of the total active partnerships in ACT 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 (ACT)

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

Year (month)	Active	Self-sustaining
2011 (April)	100%	0%
2011 (September)	88%	12%
2012 (April)	68%	32%
2012 (September)	36%	64%
2013 (April)	24%	76%

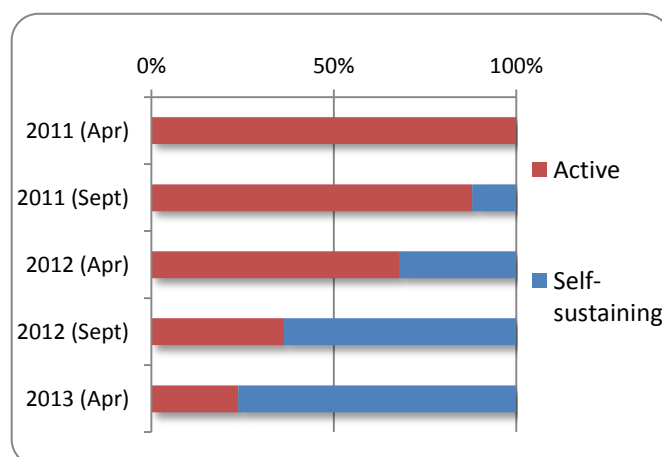


Table H – Number of Partnerships by Partnership Category

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 (ACT)

Number of Pre-Existing Partnerships (ACT)	Percentage of Pre-Existing Partnerships (ACT)	Number of Brokered Partnerships (ACT)	Percentage of Brokered Partnerships (ACT)	Total Number of Partnerships (ACT)	Total Percentage of Partnerships (ACT)
12	(23%)	41	(77%)	53	(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	Number 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.	232	51 (22%)	39 (17%)	60 (26%)	56 (24%)	26 (11%)

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.	48	19%	17%	23%	29%	13%
Shared Decision Making -Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made.	48	21%	17%	33%	21%	8%
Communication - There is effective communication between partners.	48	23%	17%	27%	27%	6%
Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it.	48	21%	17%	25%	25%	13%
Review - Partners monitor and review their partnership and progress towards goals.	40	28%	18%	20%	18%	18%

The data above shows that:

Providers reported 35% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.

Providers reported 39% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.

There are 48 partnerships (90% of the total number of partnerships in ACT) that have demonstrated to some extent that ‘*partners have a clear, shared, realistic goal*’. Providers reported that 42% of these partnerships have *achieved* or made *considerable progress* against this partnership characteristic.

Table I2 – Outcome – Education & Training	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Education and training providers partnering with stakeholders in their community to ensure all young people participate in challenging, relevant and engaging learning that broadens personal aspirations and improves education and transition outcomes.	114	29 25%	18 16%	31 27%	22 19%	14 12%

Table I2 continued – Outcome – Education & Training (Breakdown of the KPMs which contribute to the outcome above)	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
An increase in the number of education and training providers who accredit community-based learning	26	31%	12%	31%	19%	8%
An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors	30	23%	20%	30%	17%	10%
An increase in the number of education and training providers who have increased their career practitioner capacity	20	35%	15%	20%	25%	5%
Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders	38	18%	16%	26%	18%	21%

The data above shows that:

Providers reported 31% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome

Providers reported 41% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome

There are 38 partnerships (71% of the total number of partnerships in ACT) 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 39% of these partnerships have *achieved* or made *considerable progress* against this KPM

Table I3 – Outcome – Business & Industry	Total KPM Evaluations	1 – Limited	2 – Some Progress	3 – Satisfactory	4 – Considerable Progress	5 – Achieved
Business and industry actively engaged in sustainable partnerships that support the development of young people, contribute to the skills and knowledge of the future workforce and improve young people’s education and transition outcomes.	76	24 32%	16 21%	17 22%	11 14%	8 11%

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	27	30%	22%	19%	19%	11%
An increase in the number of businesses providing professional development opportunities for teachers and career practitioners	21	43%	14%	24%	10%	10%
An increase in the number of businesses providing quality workplace and community learning opportunities for young people	28	25%	25%	25%	14%	11%

The data above shows that:

Providers reported 25% of partnerships that have been evaluated have *achieved* or made *considerable progress* against this outcome.

Providers reported 53% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.

There are 28 partnerships (53% of the total number of partnerships in ACT) that have made progress towards increasing '*the number of businesses providing quality workplace and community learning opportunities for young people*'. Providers reported that 25% 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. ³	84	18 21%	24 29%	14 17%	18 21%	10 12%

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	17	12%	29%	24%	24%	12%
An increase in the number of parents and families that are actively involved in career transition planning for their children	15	27%	27%	7%	27%	13%
An increase in the number of parents and families that are better informed about learning and career options	20	25%	30%	15%	20%	10%
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	17	24%	24%	24%	18%	12%
An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations	15	20%	33%	13%	20%	13%

The data above shows that:

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

Providers reported 50% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome

There are 20 partnerships (38% of the total number of partnerships in ACT) that have made progress towards providing '*an increase in the number of parents and families that are better informed about learning and career options*'. Providers reported that 30% 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.	109	19 17%	26 24%	23 21%	26 24%	15 14%

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	13	31%	23%	15%	23%	8%
An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people	17	24%	18%	24%	29%	6%
An increase in the number of community groups that partner with stakeholders to harness and grow community resources for young people	13	15%	23%	23%	31%	8%
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	14	7%	36%	14%	29%	14%
An increase in the number of community groups that partner with stakeholders to improve young people's employability and life skills	18	17%	22%	17%	17%	28%
An increase in the number of community groups that partner with stakeholders to provide mentoring and coaching opportunities for young people	16	19%	19%	31%	25%	6%
An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community	18	11%	28%	22%	17%	22%

The data shows that:

Providers reported 38% of partnerships that have been evaluated have *achieved* or made *considerable progress* against outcome.

Providers reported 41% of partnerships that have been evaluated have made *limited* or *some progress* against this outcome.

There are 18 partnerships (34% of the total number of partnerships in ACT) that have made progress towards providing 'an increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community'. Providers reported that 39% of these partnerships have achieved or made considerable progress against this KPM.

PARTNERSHIP BROKERS

SCHOOL + BUSINESS + COMMUNITY

Mentors ACT!

Purpose

To make mentoring support available to every young person in the ACT.

Partnership Members

Menslink
Volunteering ACT
The Smith Family
Communities at Work
Red Cross
School Volunteer Program of the ACT
Australian Youth Mentoring Network

Context and Goals

Many studies have shown that mentoring improves student attendance at school and strengthens their participation in education. Effective mentoring can build stronger connections between young people and the broader community, develop self-awareness and decision-making skills, promote improved mental health, support the development of positive relationships, and reduce harmful influences like drugs and alcohol.

Through research conducted in 2010, it was identified that approximately 500 young people in the ACT had an approved mentor matched with them through a recognised mentoring agency. Each agency has a waiting list of young people seeking a suitable mentor. This need is to be addressed through the creation of a partnership between these mentoring agencies and with The Australian Youth Mentoring Network.

“ Mentors ACT! is a way in which we can gather everybody and say there is a pool of people out there who are prospective mentors, let’s not waste this talent. ”
Olga Srbovski , The Smith Family

The Partnership’s Approach

To achieve their goal of increasing mentoring opportunities for young people, the partnership organised and held events that led new volunteers into the most appropriate agency. Partners also collaborated to submit an application for funding to raise awareness of the benefits of mentoring throughout the community.

Benefits

More mentors supporting more young people in the ACT.

Agencies involved in mentoring strengthened through using the benchmarks developed by the Australian Youth Mentoring Network

Mentors remaining in the role for at least twelve months due to the support and training that they receive through the partnership

Next Steps

An application for funding in 2011 was successful. This has enabled the development of a logo and creation of a web portal which can provide referral to the different agencies involved in mentoring. Work has begun on the development of resources to encourage more community members to consider becoming mentors. Several new mentoring programs have already commenced in 2012.



Support from the Partnership Broker

The Partnership Broker has taken an active role in conducting research into the need for more mentors and the various programs that are operating in the ACT. They identified and approached agencies directly to engage them in the partnership.

The Partnership Broker, as an independent supporter not involved in mentoring, had a key role in bringing mentoring organisations together, casting the vision of universal mentoring and supporting the developing partnership. They have also been active in promoting the partnership to the wider community – raising awareness of the value of mentoring in terms of youth attainment and transitions.

TOP TIP

Supporting partners to develop a funding application provided a great way of building a strong relationship between the partners and clarifying the goals and objectives of the partnership.

Partnership Broker services provided by Ready PB team at the ACT Chamber of Commerce and Industry. For more information visit: www.youth.gov.au/transitions

ANNEXURE 1 C – National Career Development

National Summary: Activity during the 2012 calendar year

Background

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

National Career Development Strategy research projects

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

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

National Career Development Strategy

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

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

Job Guide

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

Career Information Products

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

myfuture website

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

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

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

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

myfuture video competition

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

Scholarships for Career Advisers Program

The Australian Government's Scholarships for Career Advisers initiative were provided to support practitioners to enhance their skills, particularly during the transition phase when the Professional Standards for Australian Career Development Practitioners was being introduced. There were two Scholarship categories: a Study Scholarship or an Industry Placement and both were available to advisers in schools, TAFEs and universities. There were 86 Study Scholarship winners and 17 Industry Placement winners in 2012.

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

Australian Career Service (ACS) Judith Leeson Award

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

Australian Vocational Student Prize

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

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

National Career Development Working Group (NCDWG)

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