

**Implementation Plan for the National Partnership Agreement on Youth
Attainment and Transitions**

Australian Capital Territory

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1. Purpose

The Commonwealth and the Australian Capital Territory (ACT) are committed to working collaboratively to increase the educational engagement, attainment and successful transitions of young people. This implementation plan outlines how the National Partnership on Youth Attainment and Transitions will be implemented in the ACT.

The National Partnership was established to achieve a national Year 12 or equivalent attainment rate of 90 per cent by 2015, provide an education or training entitlement to young people aged 15-24; better engage young people in education and training; assist young people aged 15-24 to make a successful transition from schooling into further education, training or employment; and better align Commonwealth, State and Territory programs and services related to youth, careers and transitions.

Through the National Partnership on Youth Attainment and Transitions, ACT has agreed to meet a range of targets to improve participation, lift qualifications and support successful transitions.

1.1 Monitoring annual improvements in participation, attainment and transitions, including Indigenous performance

The Performance Indicators in the National Partnership on Youth Attainment and Transitions are consistent with reporting requirements under the National Education Agreement (NEA) and the National Indigenous Reform Agreement. A summary of these Performance Indicators is provided below.

Two reward payments available under the National Partnership support improved participation and attainment subject to the achievement of targets, as assessed by the COAG Reform Council.

Improving Indigenous engagement and closing the gap in Indigenous attainment is a fundamental part of creating a fair Australia. Indigenous disaggregation of Performance Indicators provides a focus on Indigenous attendance, retention, and participation in middle secondary and lower levels of VET.

Outcome	Performance Indicator	Source
Increased participation of young people in education and training	Enrolment of full-time equivalent students in years 11 and 12*, including Indigenous students	National Schools Statistics Collection
	Enrolment of Indigenous fulltime equivalent students in years 9 and 10	
	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*, including Indigenous students	Australian Vocational Education and Training Management Information Statistical Standard collection

Outcome	Performance Indicator	Source
	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	
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 ^ <i>As per: NEA p9; NIRA p13</i>	ABS Survey of Education and Work, supplemented by census, survey and administrative data <i>As per COAG Communiqué 30 April 2009, p5</i>
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above <i>As per: NEA p9; NIRA p13</i>	ABS Census of Population and Housing (principal source) and administrative and survey data on the award of Year 12 and VET certificates ¹
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	ABS Survey of Education and Work <i>As per NP YAT Table 3 (p14)</i>
Improved Indigenous attendance	Attendance rates for Indigenous students in years 1-10 <i>As per: NIRA p14; NEA pC-25</i>	National Schools Statistics Collection
Improved Indigenous retention	<ul style="list-style-type: none"> ▪ Apparent retention years 7/8 to year 10, by Indigenous status ▪ Apparent retention years 7/8 to year 12, by Indigenous status <i>As per NIRA p13</i>	National Schools Statistics Collection

* Indicator for participation reward payment (measured in 2010; payment available in 2011).

^ Indicator for attainment reward payment (measured in 2012; payment available in 2013).

1.2 State/Territory Context

The ACT recognises that there is a unique opportunity presented by the Youth Attainment and Transitions National Partnership and the associated context established between the Commonwealth and ACT governments. The opportunity is to secure a significant change in the approach being taken to support young people and to entrench that approach for all Canberrans.

¹ Relevant data from other sources that can show improvement over time as agreed with jurisdictions will be considered in inter-Censal years to monitor progress towards the 2020 halving the Indigenous attainment gap target.

The ACT will develop a **Youth Commitment** that will ensure that the needs of each young person are at the heart of agency activities. If a student moves from school to further education and training or work, he/she will continue to be accounted for, cared for and supported.

The Youth Commitment is established on the premise that if a young person can be identified by a number they can be identified by a name. That name allows them to be known, to be understood, to be treated with respect and for their specific needs and circumstances to be catered for.

The Youth Commitment will ask all agencies that serve young people to the age of 17 to commit to ensuring that **no young person is lost from education, training or employment.**

Agencies will sign an agreement and procedures will be developed to ensure that transfer of and responsibility for the young person from one agency to another happens effectively. The responsibility of an agency is to know where a young person that they are responsible for is and what is happening to support them. If a young person moves from one agency or sector to another the responsibility of the agency extends to the effective transfer of that young person – it will no longer be sufficient to ‘let go’ it will be necessary to actually ‘hand over the baton’ and to make sure that the receiving agency/sector ‘has hold of the baton’ and that ‘the baton is not dropped’.

The ACT has made a concerted and public effort to improve outcomes in the youth, careers and transitions area in the territory. A range of key plans demonstrate this commitment.

The Canberra Plan: Towards our Second Century (Canberra Plan)- includes a theme of excellent education, quality teaching and skills development. It highlights the need for a skilled workforce adaptable to change and able to meet the diverse needs of the community.

Building Our Community: Canberra Social Plan (Social Plan)- released in 2004 and currently in review, is an expression of the ACT Government's vision that we become a place where: *All people reach their potential, make a contribution and share the benefits of our community.* One of the key priorities of the *Social Plan* is towards the ACT taking a lead in education, training and lifelong learning. The 2010 update will articulate the ACT Government's forward social policy agenda with a particular focus on community inclusion, addressing disadvantage and social sustainability.

The ACT Children's Plan (0 – 12 years) and ***Young People's Plan*** (12 – 25 years) identify Canberra as ‘a child and youth friendly city that supports all children and young people to reach their potential, make a contribution and share the benefits of our community. The refreshing of the Children's Plan 2009-2014 and the development of a revised Young People's Plan 2009-2014 is being undertaken during 2009. Both Plans build on the achievements of previous plans and will address the needs identified by children and young people in the community.

ACT Skills Future: Key Initiatives in a Long Term Strategy to Address Skills Challenge (ACT Skills Future) was launched in May 2008 to provide a long term strategy to address the shortage of skilled workers in the ACT. In ACT Government Budgets, \$51 million over four years (2008-09) and over \$40 million over four years (2009-10) has been allocated to tackle the skills shortage in the short and long term in the ACT.

ACT Skills Future aims to:

- increase the supply of suitably qualified people ready and able to join the workforce
- increase the productivity levels of the existing workforce
- increase participation of people currently outside the workforce
- enhance the linkages between the education system and the workforce.

Embedded in these documents are specific goals which are relevant to the YAT NP including:

- reducing poverty and exclusion for vulnerable people
- maintaining Canberra's status as the State/Territory with the lowest unemployment rate
- reducing the level of long-term unemployment and the level of unemployment experienced by vulnerable groups towards the ACT average
- reducing inequalities in children's first five years and improving the transition between home, early childhood settings and kindergarten
- increasing education participation, engagement and achievement of children and young people
- increasing literacy and numeracy levels, particularly for students at risk
- improving the transition between school, further study, and the workforce
- providing opportunities for lifelong learning.

The Minister for Education and Training released the ***Pathways to the Future*** consultation paper in August 2008. The paper identified different options to increase young people's engagement in education, training and work. Consultations ended in October 2008 and resulted in an ACT decision to increase mandatory participation in school until a student completes year 10 and for engagement in education, training or work until age 17. Legislation to effect this change was passed in the Assembly on 10 November 2009.

Over the past four years the ACT has:

- sustained outcomes regularly above national averages in literacy and numeracy for Years 3, 5 and 9 students

- increased free preschool hours for eligible 4 year olds to 12 hours per week and up to 21 hours per week for Indigenous children
- amalgamated preschool with primary schools to create continuity of learning and development for young children
- implemented a leadership program for school principals and deputy principals to enhance their knowledge and understanding of issues facing Indigenous students and their families with a focus on improving learning outcomes.
- increased support to Indigenous students and their families through the Indigenous Education Officer program
- established the ANU Secondary College program for talented mathematics, science and Japanese language students in years 11 and 12
- maintained the highest school retention rates in the country
- increased the number of apprenticeships and traineeships
- increased funding for school maintenance
- developed the *Every Chance to Learn* Curriculum framework
- introduced a system wide focus on Quality Teaching
- opened four world class Early Childhood Schools catering for children from birth to year 2.
- established the CIT Vocational College to provide an alternative education setting for students at risk of disengaging from traditional school environments
- developed two Child and Family Centres to provide prevention, early intervention and support to all families in the ACT and specifically through targeted programs to vulnerable families in the ACT
- developed primary school based programs through Schools as Communities Program to assist at risk primary school students
- developed the Murrumbidgee Educational Facility at the new Bimberi Youth Justice Centre
- developed a Reconciliation Action Plan in conjunction with the Aboriginal and Torres Strait Islander community to address Aboriginal and Torres Strait Islander disadvantage
- developed and appointed the Aboriginal and Torres Strait Islander Elected Body to work with ACT Government and its agencies to achieve positive outcomes for the local Aboriginal and Torres Strait Islander community.

The ACT has a strong Vocational learning network linking government and non government Schools, Canberra Institute of Technology, a range of RTO's, business and industry interests, government agencies and the higher

education sector. These established forums and processes allow for a consolidated approach to the YATNP in the ACT.

The ACT Government has injected significant funding in recent budgets to support the goals identified in the YAT NP as follows:

- \$0.9 million per annum allocated for **Indigenous student support**. This funding goes to the Indigenous Literacy and Numeracy program, School Leadership in Indigenous Education program and the Indigenous Students Aspirations program to support academically able Indigenous students to complete year 12.
- \$2.8 million to 27 RTOs in 2008. 2.4% of this funding was allocated to public RTOs and 97.6% was allocated to private RTOs.
- \$0.802 million to enable the Department to contract Volunteering ACT to continue to deliver the Students Participating in Community Enterprises (**SPICE**) program, accommodating anticipated growth in referral numbers.
- \$3.4 million over four years to the **Moving Forward Initiative** which placed a transitions officer in each government College in the ACT. The focus of these teachers is to ensure accurate and effective careers advice for students; facilitate smooth transitions in and out of the college sector; create better links with business, industry and higher education providers and review the A course stream within the year 11 and 12 curriculum.
- \$1.45 million over four years to enable up to **100 new ASBAs** to commence in the ACT Department of Education and Training. Following Round one, 65 schools have expressed an interest in taking an ASBA as part of the program and 13 students have already been placed.
- increased scholarships for students experiencing financial disadvantage to study vocational programs including completing years 10,11 or 12 in a VET setting.
- \$0.25million annually to establish a dedicated student support team to work with young people undertaking study within the CIT Vocational College.
- considerable investment in CIT including for CIT On line; technology equipment upgrades and capital infrastructure – all to ensure strong, contemporary vocational education provision and pathways.

The ACT has recently convened a Standing Committee enquiry into closing the educational achievement gap in the ACT.

The ACT Government endorsed the ***Policy Framework for Children and Young People with a Disability and their Families*** in collaboration with ACT Health, ACT Education and Training and the Department of Disability, Housing and Community Services. This policy provides a comprehensive

whole of government response to the individual needs of children and young people with a disability and their families.

The ACT Department of Education and Training (The Department) has undertaken additional activity as follows:

- conduct of annual survey of students called **College Graduates – Where are they now?** Results from the 2008 survey demonstrate that 92% of all graduates were employed or studying.
- release of the **Literacy and Numeracy Strategy 2009-13** which has revised and reallocated resources to ensure high quality outcomes in literacy and numeracy are delivered across all schools in the ACT.
- production of **ACT Annual Vocational Education and Training Priorities (ACT VET Priorities)**. The *ACT VET Priorities* is prepared to assist stakeholders, particularly training providers, to build awareness of:
 - factors affecting VET and workforce development in the ACT
 - sources of information about demand for VET
 - the ACT Government's annual VET priorities.

The document provides:

- an indication of the industrial, economic and political factors and trends that may affect demand for VET in the ACT
 - an overview of VET and its interaction with priorities set by government
 - an overview of skills shortages, including an indicative list of those affecting the ACT, which are relevant to the VET sector.
 - a set of priorities that will guide the government funding of vocational education.
- commencement of the implementation of the ACT curriculum framework, **Every chance to learn**, in 2008. Full implementation will be achieved by the end of 2010.
 - completion of a review of the ACT College System 2005 resulting in the **ACT Colleges Business Plan 2007-2009**. This plan has focused on implementing recommendations about student engagement, teacher quality, transitions and links and flexible learning options.
 - development of a Collaborative Plan in 2008 between ACT Government colleges and CIT resulting in stronger transition provisions and flexible vocational learning opportunities for students in Years 11 and 12.

Internal Departmental funding has included:

- \$29 500 through the Teachers' Professional Learning Fund for a program which will develop practical curriculum and support materials to assist schools in providing learning to students to better prepare them for post school learning and employment.

- \$5000 per annum for individual Year 11 and 12 Indigenous students who wish to pursue a career in teaching access one of ten Department funded scholarships to support their completion of post compulsory schooling. An additional three scholarships of \$20,000 per annum are available for Indigenous students who wish to undertake a tertiary course in teaching.

This Implementation Plan will build on the current ACT Government and non-government sector effort by:

- Identifying current alternate education programs and ensuring that they have inbuilt learning that leads to the attainment of VET qualifications and competencies
- Developing strategies in collaboration with CIT and other partners for early career development and the establishment of one plan one child that covers movements through school and into work or further education and training
- Ensuring that services provided by Partnership Brokers and Youth Connections providers mesh with and add value to established successful ACT activity and practices.

This implementation plan is connected to the wider range of National Partnerships agreed between the ACT and the Commonwealth

National Education Agreement: The National Education Agreement (NEA) articulates the commitment of all Australian governments to ensure that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy. The ACT Government recognises that early intervention, teacher quality and capacity and high expectations will increase student performance. These elements are evident in the three Smarter Schools National Partnerships and will support elements of the YAT Implementation Plan.

- *Smarter Schools - Teacher Quality:* The ACT Government has made a commitment to ensure that teachers delivering career advice in schools qualify in the new Certificate IV in Career Development by 2012. The opportunity will also be provided for school executives to obtain the qualification. The Department has introduced the **Quality Teaching** model into all schools to reinforce the implementation of the ACT Curriculum Framework P-10, and the Colleges' Business Plan.
- *Smarter Schools - Low Socio-economic Status (SES) School Communities:* Connections to the ACT Low SES schools identified in the ACT National Partnership will be a focus area for Business links providers under this YAT Implementation Plan (YATIP). The Canberra Institute of Technology will partner with the ACT Low SES School communities to promote the benefits, ease of access and low costs of ongoing education and training. In partnership with each school CIT will provide early career advice and practical and positive experiences in a vocational skills setting to foster aspiration and increased attainment levels.

- *Smarter Schools - Literacy and Numeracy*: This NP supports the implementation of the Department's recently released **Literacy and Numeracy Strategy 2009-2013**. It will focus on:
 - effective and evidence-based teaching of literacy and numeracy
 - strong school leadership and whole school engagement with literacy and numeracy
 - monitoring student and school literacy and numeracy performance to identify where support is needed.
 - Numeracy for Vocational Learning.

Productivity Places Program NP: Phase three of the PPP is currently open in the ACT and provides opportunities for existing workers and for job seekers. Targets under the Commonwealth Agreement for 2009 for the ACT are 769 Job Seeker places and 1325 Existing Worker places. However, the interim approach is designed to gauge the demand profile and future targets will be negotiated with DEEWR on the basis of identified demand and budget limitations.

Early Childhood Education NP: The Department commenced the implementation of the Universal Access initiative in 2009 in five early childhood schools and one Catholic school. A further eight schools will increase preschool hours to 15 per week in 2010.

Early Childhood Development Strategy

The Strategy focuses on all aspects of children's development including learning, physical, social, emotional and cultural dimensions for children from before birth to age eight. The Strategy also aims to link the range of services that all children and their families need to access at different times in the early years such as quality services such as maternal, child and family health; support for parents; and play-based learning and care.

Fee Waiver for TAFE Childcare Places NP: the Australian Government has announced the implementation of the *National Early Years Workforce Strategy*. This strategy includes the removal of TAFE fees for *Diploma* and *Advanced Diploma of Children's Services* qualifications throughout Australia.

Trade Training Centres (TTC) NP: The ACT will take a regional approach to TTCs allowing for access to expanded vocational learning opportunities in the north and southern regions of Canberra.

Council of Australian Governments (COAG) RPL program: the ACT has been working to promote the opportunities for young people to achieve nationally recognised qualifications. The focus of ACT activity is to build the ACT training system's capacity to deliver quality RPL with an emphasis on self – assessment.

Indigenous Early Childhood Development NP: has contributed towards the development of the third Child and Family Centre in West Belconnen. The

Centre will work closely with Aboriginal and Torres Strait Islander families, child care services and schools.

The National Disability Agreement: is enabling Disability ACT to better support people with a disability, including school leavers, people without formal support, and people with emergency needs.

Funding by the Commonwealth Government of \$103m for **social housing** has enabled the ACT to develop new public housing and upgrade properties to provide new opportunities for housing families in the ACT.

The ACT Government is participating in the COAG **National Early Childhood Reform Agenda – Investing in the Early Years – A National Early Childhood Strategy** to ensure that by 2020 all children have the best start in life, to create a better future for themselves and the nation.

1.3 Participation and Attainment Targets

The National Partnership documents the following agreed ACT participation rate targets:

- for 2010, the *participation target** will be 10,471, an increase of 219 on the number of individuals participating in 2008;
- For 2012, the ACT attainment rate will be 94.3 percent, the number increase from 2009 to 2012 will be 332 and the percentage increase from 2009 to 2012 will be 1.29 percent.
- For 2015, the ACT attainment target rate will be 95 per cent, the number increase from 2012 to 2015 will be 194 and the percentage increase from 2012 to 2015 will be 0.74 per cent.

*This has been adjusted based on final 2008 Australian Vocational Education and Training Management Information Statistical standard data as indicated in the NP agreement on Youth Attainment and Transitions (p.19).

The ACT funds the education of a large number of students who have residential addresses in NSW but who attend schools in the ACT. This includes students enrolled at Jervis Bay Primary School . It is estimated that around 10% of the ACT school population has a NSW address. This implementation plan recognises that NSW enrolments in ACT schools may have some impact on attainment and participation targets and will be considered if necessary, in determining reward payments.

1.4 Indigenous State/Territory Year 12 or equivalent attainment trajectories

The trajectory for all jurisdictions is set within an agreed national model yielding the national Indigenous attainment target. The agreed model requires equal percentage point improvement in non-remote areas for all jurisdictions

(except the ACT and Tasmania) and unequal improvement in remote areas, proportional to the remote rate starting point.

This approach results in a target rate for the ACT 20-24 year old Year 12 or equivalent attainment of 80.2% in 2020.

If future data improvements provide better estimates of actual Indigenous attainment, starting rates, corresponding targets and the national target may be adjusted to reflect greater accuracy. Any changes would be negotiated by the Australian Government with all jurisdictions and finalised by mid 2010.

Jurisdiction trajectories are a guide to anticipated progress from current to target Indigenous attainment rates. They provide an indicative path only which is not intended to present actual progress at any point.

1.5 Monitoring and reporting of Indigenous students in schools with high Indigenous enrolments

The Performance Indicators are generally consistent with commonly sourced data sets, and reporting requirements under the National Education Agreement and the National Indigenous Reform Agreement.

Two reward payments available under the National Partnership support improved participation and attainment subject to the achievement of targets, as assessed by the COAG Reform Council.

Improving Indigenous engagement and closing the gap in Indigenous attainment are fundamental to creating a fair Australia. Indigenous disaggregation of Performance Indicators provides a focus on Indigenous attendance, retention, and participation in middle secondary and lower levels of VET.

The ACT has one school that fits into this category initially (Jervis Bay PS), however greater numbers of ACT students are now identifying as Indigenous and census figures for 2010 and onwards may reveal schools to which these criteria may apply.

Current ACT activities which support Indigenous attainment are as follows:

- Commencing in 2008 and continuing, all government school Principals are required to have an Indigenous target in their Performance Appraisal Agreements. These are monitored by School Directors during Principal Appraisal Reviews.
- All Indigenous students in ACT Government schools are required to have a Personalised Learning Plan (PLP)
- ACT Government schools track Indigenous attendance and performance to inform student learning and PLP

- 78 schools are *Dare to Lead* Schools and many have developed Reconciliation Action Plans with their clusters schools and communities.
- The ACT Government has recently funded two initiatives to close the gap for Indigenous students in ACT Government schools. These are:
 - The Aspiration program
 - The Indigenous Scholarship program
- The ANU Secondary College Program which caters for talented year 11 and 12 students has a targeted focus on Indigenous students to ensure representation in the cohort
- All Indigenous students receive a scholarship to study at CIT
- CIT has a dedicated Indigenous student support Centre the *Yurauna Centre* which provides an individual case management approach with each student having an ILP
- Indigenous students at CIT have access to intensive literacy and numerous support and tutoring
- As each independent school is a self-governing and operating entity, there is no 'sector' program for Indigenous students. Each independent school works with their Indigenous students and their families directly to implement a holistic approach to education for each Indigenous student.
- Catholic Education Office (CEO) schools are responsible to the CEO, providing programs for their Indigenous students within their own school environment
- The CEO has a full-time Indigenous Education Officer who provides advice and support on Indigenous Education to principals and schools, and coordinates support and mentoring of Aboriginal Education Workers
- CEO has appointed three Aboriginal Education Workers/Home School Liaison Officers who work in all CEO Schools. They support Indigenous students within the classroom and the broader school setting to enhance the partnership between families of Indigenous students and their school. They also support teachers and staff in matters relating to Indigenous students
- All CEO schools are *Dare to Lead* schools, with some schools having already developed their own Reconciliation Action Plan
- CEO schools create individual programs that best suit the needs of individual Indigenous students
- The CEO has an Indigenous Education Advisory Committee which liaises with Indigenous Communities throughout the Diocese, providing support through cross cultural education for Indigenous and Torres Strait Islander students. The Committee includes a nominated Ngunnawal rep, a parent rep, CIT rep, as well as representatives from the CEO, principals and teachers from within the ACT

- CEO Colleges each have a nominated Indigenous Contact person who liaises with Indigenous families and promotes an environment where the Indigenous students feel welcome and valued
- All CEO schools participate in Sorry Day activities and celebrations for NAIDOC Week both as a System and individual schools

The individual schools will report their achievement for Indigenous students using the following measures:

Transitions	<ul style="list-style-type: none"> • Number of students successfully transitioning between stages of schooling
Participation	<ul style="list-style-type: none"> • Attendance data
Engagement	<ul style="list-style-type: none"> • Student satisfaction surveys • Students enrolled in ANUSCP • Students identified through ASPIRE program • Students successful in gaining scholarships
Attainment	<ul style="list-style-type: none"> • PIPS • NAPLAN • Year 10 completions • Year 12 Certificate attainment • VET qualifications

1.6 Strengthened participation requirements – National Youth Participation Requirement

All States and Territories will implement the National Youth Participation Requirement.

Legislation to address a requirement under the National Partnership for a compulsory education age was passed in the Assembly on 10 November 2009.

Activities to support the implementation of the new legislation include:

- mapping the range of provision for education and schooling across the territory and for support services for young people at risk
- development of a communication strategy to ensure that all young people are aware of their obligations under the legislation and the options that are available to them in the ACT
- forging closer links with Centrelink and Job Services Australia providers in the ACT to enable strong and successful Employment Pathway Plans for young people seeking Youth Allowance wraparound support

- identifying and developing flexible pathways for the compulsory participation requirements and linking these to attainment outcomes
- negotiating a pathways plan with all CIT students under the age of 17, providing them with targeted support to complete training
- reviewing all school policies affected by the legislative changes
- development of a process to monitor the engagement of young people under the revised legislative arrangements.

1.7 Lifting Qualifications – Education or Training Entitlement

The ACT has committed to providing data to support the review of the Education or Training Entitlement to take place in April 2011.

The ACT Government school system makes provision for students with a disability both through an inclusion focus as well as in special settings. The need to enhance the systemic pathway, and outcomes for students with a disability out of the education system and into meaningful post school qualifications and activities is a priority issue.

ACT Government schools have a student support fund which is used at the principal's discretion to enable students who are from disadvantaged circumstances to fully engage in education programs and services.

Young people aged 16- 24 years of age will be guaranteed a government subsidised place at CIT and admitted to a program subject to entry requirements and program availability. Young people who have not completed Year 10 will be supported to complete CIT's Access 10 program which may include some vocational studies. Young people until age 17 who are offered a place at CIT will be provided with careers advice and support, and will have a Pathway Plan which will demonstrate their participation in full-time education, training and/ or employment.

To support this commitment:

- CIT's Certificate II in Access 10 is tuition fee free
- needs-based fee assistance is available to support enrolment in other programs
- all Indigenous students are entitled to a scholarship for tuition fees
- CIT's careers and guidance service is available to students in transition and those seeking advice about study pathways to their preferred careers.

2. Areas of Reform

The National Partnership on Youth Attainment and Transitions also involves the clarification of roles and responsibilities between the Commonwealth and the States and Territories in the area of youth, career and transitions resulting in:

- the Commonwealth having primary responsibility for youth labour-market programs
- the States and Territories having primary responsibility for the delivery of education and training including Vocational Education in Schools work placements
- the States and Territories progressively taking primary responsibility for all youth, careers and transitions programs.

To support the achievement of this, and the other outcomes being sought under the National Partnership, from 1 January 2010, a range of the Commonwealth's current Youth Career and Transition programs will be consolidated and streamlined into four new reform areas.

2.1 Reform Area: Maximising Engagement, Attainment and Successful Transitions

The agreed ACT allocation of project funding for **Maximising Engagement Attainment and Successful Transitions** is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$206,000	\$412,000	\$412,000	\$412,000	\$206,000	\$1,650,000

ACT schools and colleges offer flexible pathways which lead to tertiary study and to recognised vocational education and training (VET) qualifications. Students can begin apprenticeships while they are still at school. Innovative programs, many in partnership with business and industry, increasingly link school studies with the worlds of work and community.

Young people in the ACT have access to a range of settings and programs which support individual learning needs and encourage the completion of school and VET qualifications. These include but are not limited to:

- CIT Vocational College
- Achievement Centres for students in years 7 and 8 at Canberra High School, Campbell High School and Wanniasa School.
- Connect 10 program in each school district located at Lake Tuggeranong College, Lake Ginninderra College and Dickson College
- CCCares conducted by Canberra College in partnership with ACT Health, Connecting Young Carers to Life Opportunities and Personalised Support (CYCLOPS) and other community agencies.

- Students Participating In Community Enterprise (SPICE).
- Pastoral Care Coordinators, School Youth Health Nurses and Youth Workers in ACT Government High Schools.

In the reform area the ACT will undertake a range of activities that will connect to current programs and strategies adding value and sustainability to an already high priority area for ACT government.

Performance indicators as identified for each of the reform areas will be the indicators for transfer of funding for Commonwealth programs to the ACT should the ACT choose to assume these. Details related to this are at page 31.

2.1.1 ACT Reform 1 - ACT Youth Commitment

The ACT will develop a Youth Commitment. The Youth Commitment will aim to establish a shared responsibility among the people and organisations serving young people up to the age of 17 by developing practices that seek to ensure no young person is lost from education, training or employment.

Procedures will be developed to ensure that transfer of and responsibility for the young person from one agency to another can happen effectively. The responsibility of an agency is to know where a young person that they are responsible for is and what is happening to support them. If a young person moves from one agency or sector to another the responsibility of the agency extends to the effective transfer of that young person – it will no longer be sufficient to ‘let go’ it will be necessary to actually ‘hand over the baton’ and to make sure that the receiving agency/sector ‘has hold of the baton’ and that ‘the baton is not dropped’.

The **ACT Youth Commitment** will ensure that the needs of the young person are at the heart of agency activities and that if a student moves from school to further education and training or work, he/she continues to be accounted for, cared for and supported.

Funding for this reform will come from existing ACT government resources
Performance indicators for this Reform include:

- Sign up of agencies to the Youth Commitment
- Retention of students to year 10 in schooling and until age 17 in education, work or further training

2.1.2 ACT Reform 2 - Structured Workplace Learning

<p>Outline of the proposed program/strategy</p>	<p>As a result of this agreement the Commonwealth will shift VET in schools work placement responsibility to the states and territories. In order to ensure that this universal service is still available in the ACT the Department will build on the 2009 work commenced by the <i>On the Job Training Initiative</i> funding.</p> <p>Under this funding the ACT engaged four Structured Workplace Learning (SWL) Champions to work with schools to Identify barriers to SWL and Identify solutions. Innovative programs being pursued include:</p> <ul style="list-style-type: none"> • Potential partnerships with other agencies • Identifying synergies between SWL and WEX • Identifying opportunities for paid work to satisfy SWL requirement <p>This reform will entrench administrative arrangements for SWL within the ACT Department of Education and Training.</p>
<p>Appropriateness and Effectiveness - Evidence that the proposed program/strategy will work</p>	<p>SWL is a long standing, recognised strategy to support student understanding about the workplace enabling them to make informed choices about their futures.</p>
<p>Efficiency</p>	<p>This strategy builds on work commenced in 2009 an outcome of which will be the identification of areas for improvement. A technology based solution will be examined in the out years of the YATNP.</p>
<p>Integration and Governance</p>	<p>In June 2009 the ACT Department of Education and Training convened a meeting of providers delivering SWL and Work Experience (WEX) programs. The meeting sought to identify opportunities for synergy and efficiency across SWL and WEX programs so as to improve efficiency and effectiveness of work based learning programs.</p> <p>In July 2009 the Department convened a meeting of key stakeholders to consider implementation options and policy responses to the Youth Compact and YAT NP. Feedback from that forum supporting this reform include:</p> <ul style="list-style-type: none"> ○ support for greater access to ‘work based’ learning ○ links to A course review ○ links to discussions around flexible structures and programs in schools ○ need to recognise skills acquired by students outside of school.

	<p>During Term IV 2009 consultation will occur to map a transition strategy from existing arrangements to new operating processes and systems. Consultation will include:</p> <ul style="list-style-type: none"> • The existing ACT LCP • Non-government schooling sectors • Schools • Employers • CIT
Performance Assessment	<p><i>Short term:</i></p> <ul style="list-style-type: none"> • Outcomes of investigation to identify barriers to SWL and identify solutions completed by end 2009 • Strategies to implement required changes developed and commenced mid 2010 <p><i>Longer term:</i></p> <ul style="list-style-type: none"> • New model of service delivery in place • Students continue to have at least the same level of access to SWL and WEX as was provided under the LCP model. • Investigation, and implementation of, if possible, a technology solution that directly links students and employers.
Monitoring and Review	The strategy will be monitored as part of the internal departmental governance structure for this NP.
Impact on Indigenous young people	The implications for SWL and WEX for Indigenous students will be considered as a sub-set of the investigation to identify barriers and solutions to SWL.
Funding and estimated costs	<p>For 2010 and 2011 the program requires the following funding (Staffing: \$280,000) 2 x (0.5) FTE SLC 1 x (0.8) ASO 5 1 X (0.8) ASO 4</p> <p>In 2012-2013 resource needs will be dependent on outcomes of work in the first two years of the program.</p>
Timeframes	Funding for this component will be reviewed at the end of 2011.
Involvement of non-government sector	Outcomes of this initiative will be available to all secondary schools in the ACT.

Implementation Risk Assessment

Risk	Risk Level	Risk management approach
Integration difficulties of Departments MAZE and WEX/SWL databases with non-government schools	High	<ul style="list-style-type: none"> Negotiate with existing LCP for migration of existing systems while migration is occurring (short term). WEX/SWL DET database upgrade being negotiated with InTACT – specifications include capacity to integrate with non-government schools (medium term).
Insufficient human resources	Medium	<ul style="list-style-type: none"> Analysis of resources being undertaken throughout Term IV 2009 (short term) Web based solutions being available through specifications for WEX/SWL database upgrade. Exploration of web-based solutions (medium term).
Ineffective change management	High	<ul style="list-style-type: none"> Communication strategy being jointly developed with DEEWR as part of YAT NP implementation.

Performance indicators for this Reform include:

- New model of service delivery developed and in place
- Structure workplace learning rates improved.

2.1.3 ACT Reform 3 - Alternate programs review and career development model

Outline of the proposed program/strategy	<p>Alignment of current ACT alternative programs with National Qualification (Training package/ Employability Skills) outcomes</p> <p>A. In 2010 and 2011, trial the introduction of targeted VET programs that lead to a nationally recognised accreditation in each of the following alternate programs available in the ACT:</p> <ul style="list-style-type: none"> ○ CCCares ○ Connect 10 ○ Galilee ○ Bimberi Youth Detention Centre ○ Two identified targeted high school programs <p>2011-2013: extend the model dependent on evidence of improved outcomes.</p>
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	<p>B. Establish a career development model based on the <i>Australian Blueprint for Career Development</i> that would also include career development approaches to alternate courses:</p> <ul style="list-style-type: none"> • The development of an early careers model for high school students in partnership with the ACT tertiary sector • Explore the effectiveness and possible implementation of programs run by external agencies • Integrate transition strategies into mainstream programs <p>This strategy will be Supported by the ‘case management’ provided via the <i>Youth Connections</i> program. These strategies support the YAT NP targets for:</p> <ul style="list-style-type: none"> • Increased participation of young people in education and training • Increased attainment (year 12 or equivalent) for people aged 15 – 24 • Successful transitions from school to further education and training.
<p>Appropriateness and Effectiveness - Evidence that the proposed program/strategy will work</p>	<p>These strategies are based on research that shows that students with Year 12 or VET equivalent are more likely to be in education, work or further training twelve months after completing school and that early career advice is needed to open up opportunities for all students, but particularly for the most disadvantaged.</p> <ul style="list-style-type: none"> • <i>ACT College Business Plan</i> and <i>Moving Forward</i> budget initiative have identified the review of Accredited (A) courses as an important activity. This initiative further develops that effort. • The reform would take an incremental approach by targeting specific programs and then applying that learning to a greater group of activities and programs. • The July meeting of stakeholders supported: <ul style="list-style-type: none"> ○ the need to increase flexible course offerings ○ the need to provide alternative pathways. • <i>The Australian Blueprint for Career Development</i> will be applied as a framework for the alignment of alternative programs with Certificate outcomes. This framework approach will allow career development activities to be included in the program enhancement.
<p>Efficiency</p>	<p>These strategies build on existing effort to extend opportunities for disengaged and disadvantaged students using infrastructure and processes that are already in place in the ACT.</p>
<p>Integration and Governance</p>	<p>In July 2009 the Department convened a meeting of key stakeholders to consider implementation options and policy</p>

	<p>responses to the Youth Compact and YAT NP. Feedback from that forum supporting this reform include:</p> <ul style="list-style-type: none"> • Support for greater access to 'work based' learning • Links to A course review • Links to discussions around flexible structures and programs in schools • Links to need to recognise skills acquired by students outside of school. • The achievement of Certificate II outcomes will require stronger partnerships to be developed between program providers and RTOs.
Performance Assessment	<ul style="list-style-type: none"> • Attainment of year 12, or movement towards Cert II qualifications will increase for the targeted groups in alternate settings • Pathway planning for students in low SES schools identify learning from early career development activity
Monitoring and Review	<ul style="list-style-type: none"> • The strategy will be monitored as part of the internal departmental governance structure for this NP
Impact on Indigenous young people	<ul style="list-style-type: none"> • Indigenous students are currently over-represented in alternate programs
Funding	<ul style="list-style-type: none"> • The existing staffing resources of the Department (in particular those of the Transitions, Careers and Vocational Learning Unit) and the <i>Moving Forward</i> team of college teachers will be applied to supporting the initiative. • A steering group made up of officers from TCVL, Student Services, the CIT and other relevant stakeholders will support the approach and provide advice to its implementation. • A project officer (0.6 SLC) will be engaged to lead the initiative by liaising with and supporting targeted programs, and developing a template approach that can be applied to other alternate programs. Cost: \$100,000. • Program funding of \$5 000 per setting will be allocated to alternate programs for implementing the initiative in their site. Total cost pa 2010-2011 \$30,000. • Total cost pa 2012-2013 \$50,000.
Timeframes	Commence activity beginning of 2010
Involvement of non-government sector	<p>Non government schools will be invited to identify a high school program that can be included in the first round of alternate programs for funding.</p> <p>No Non government schools in the ACT are identified as Low SES.</p>

Implementation Risk Assessment

Risk	Risk level	Risk management approach
The capacities of participants will not be sufficient to achieve Cert II competencies	Low	<ul style="list-style-type: none"> Additional support (both already available and identified as being needed) will be provided particularly in the context of the Department's Literacy and Numeracy strategy.
RTOs not available or unwilling to fulfil the roles required	Low	<ul style="list-style-type: none"> A range of existing partnerships already in existence can be built upon. Incentives available through PPP and other programs will support some of the progress.
Ineffective change management	High	<ul style="list-style-type: none"> Communication strategy being jointly developed with DEEWR as part of YAT NP implementation
Insufficient financial resources	Medium	<ul style="list-style-type: none"> Pursue application via the ACT Government's PSP program.

Performance indicators for this Reform include:

- Number of students in these settings with VET qualifications leading to Certificate II attainment

2.2 Reform Area: School, Business and Community Partnerships

The agreed ACT allocation of project funding for **School Business Community Partnership Brokers** is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$252,000	\$503,000	\$503,000	\$503,000	\$252,000	\$2,012,000

The agreed allocation of the ACT Strategic Funding Pool for **School Business Community Partnership Brokers** activities is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$125,000	\$250,000	\$250,000	\$250,000	\$125,000	\$1,000,000

Overview

Program Implementation in the ACT

- The School Business Community Partnership Broker Program (SBCPB) in the ACT will be implemented in line with the RFT and

Guideline documentation.

- There will be 1 region in the ACT. The Partnership Brokers program region is aligned to Youth Connections program region.
- Initial contract period for Partnership Brokers in the ACT will be for two years with the option to extend twice for one year.
- The ACT will develop a priority list for strategic funding for negotiation with the Commonwealth through governance arrangements.

Roles and Responsibilities

Role of the Commonwealth/DEEWR

- Contract management
- Overall program management
- Provide ACT DET with the SBCPB environmental scan for clearance/endorsement.
- Ensure that the successful Partnership Broker organisation consults with ACT DET in the development of its strategic plan.
- Provide ACT DET with the Partnership Broker strategic plan for clearance/endorsement.
- Provide ACT DET with YATMIS data that will allow the ACT to monitor its progress against the YAT NP targets.

Role of ACT

- Participation in evaluation and provider selection
- Collaborate with successful provider to ensure that activity is meshed with ACT current and proposed effort

Shared responsibilities

- YATMIS will be developed as a vehicle for transmission of information between ACT DET and DEEWR.
- Jointly manage the Strategic Funding Pool

2.3 Reform Area: Individualised, Personalised Support for Young People at Risk

The agreed ACT allocation of project funding for **Youth Connections** is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$544,000	\$1,088,000	\$1,088,000	\$1,088,000	\$544,000	\$4,352,000

Overview

In the ACT, Youth Connections services will be delivered in accordance with the following principles:

- Youth Connections services delivered are to be complementary to existing services for at risk young people in the service region.
- Youth Connections providers are to link young people with existing specialist support services, where they are available and when appropriate
- Services will be Program Guidelines and Request for Tender
- Youth Connections services will target young people aged 12 – 18
- In the ACT, Youth Connections contracts will be offered to successful applicants for a guaranteed two year period, with an option to extend the contract twice for a further year.
- There will be 1 region in the ACT. The Youth Connections program region is aligned to the Partnership Broker program region.

Roles and Responsibilities

Role of the Commonwealth/DEEWR

- Contract management
- Overall program management
- Provide ACT DET with the YC environmental scan for clearance/endorsement.
- Ensure that the successful YC organisation consults with ACT DET in the development of its strategic plan.
- Provide ACT DET with the YC strategic plan for clearance/endorsement.
- Provide ACT DET with YATMIS data that will allow the ACT to monitor its progress against the YAT NP targets.

Role of the ACT

- Participation in evaluation and provider selection

Shared responsibilities

- CW is managing the program and the contract
- YATMIS will be developed as a vehicle for transmission of information between ACT DET and DEEWR.

2.4 Conditions for transfer of program responsibilities and funding

In accordance with Clause 51 of the National Partnership Agreement for Youth Attainment and Transitions, the funding for School Business Community Partnership Brokers (Partnership Brokers) and Youth Connections will be transferred to States and Territories following demonstrated achievement of outcomes. These outcomes include significant reform to achieve the agreed COAG participation and attainment targets outlined in the National Partnership and to ensure that more young people make a successful transition from school into further education, training or employment. This wider reform, coupled with the reforms to be undertaken by the ACT using the project funding under the maximising engagement, attainment and successful transitions component of the National Partnership, will form the basis of the demonstration of agreed outcomes.

The ACT will provide the Australian Government with a submission that satisfies the requirements outlined below at the agreed timeframe for review (timeframe for review to be determined through the governance structures outlined below) should the jurisdiction wish to apply to have the project funds for the Partnership Brokers and Youth Connections programs transferred to the ACT.

The submission process provides an opportunity for the ACT to provide to the Australian Government clear evidence of achievement of significant reform in the youth attainment and transitions agenda that has resulted in an improvement for young people. The submission process will also ensure a smooth transition of the above programs from the Australian Government to the ACT and provides an opportunity for the ACT to outline the wider reforms that have been undertaken which support an improvement in participation, engagement, attainment and transitions.

The submission must include detail on:

- the context of the reform, including previous effort (up to approx. 5 years) that demonstrates a commitment to the agenda and includes evidence such as growth trends;
- implementation and achievement of wider reforms that contribute to achieving the participation and attainment targets and outcomes specific to jurisdiction reform areas;
- information about the implementation of the jurisdiction reform areas under the maximising engagement, attainment and successful transitions - chosen from multiple learning pathways, career development and mentoring including:
 - performance indicators;
 - evidence of achieving outcomes (participation, attainment, engagement and transitions); and
 - future activity.

- specific jurisdiction support for the implementation of the two programs – Partnership Brokers and Youth Connections;
- implementation and achievement of reforms specifically relating to Indigenous young people with evidence of improved outcomes;
- implementation and achievement of reforms that support specific groups, such as young people with special needs
- if the jurisdiction has achieved the agreed outcomes, and the Australian Government were to hand over the project funds:
 - whether the jurisdiction will continue the programs
 - if so, whether the jurisdiction plans to change the programs and how they will continue to improve them; and
 - arrangements for program transfer; or
 - if not, the jurisdiction would be required to outline how schools will have ongoing partnerships with key stakeholders in the community and how a safety net for disadvantaged youth will be provided; and arrangements for cessation of programs.

In the event that the Australian Government assesses the submission as not providing evidence of reform significant enough to warrant the transfer of the program funding, the ACT may follow the Dispute Resolution process outlined in the National Partnership Part 7 Governance Arrangements clause 99-102, and as a last step "the dispute . . . may be referred by a Party to COAG for consideration".

The specific performance indicators and outcomes for the ACT are outlined below and reflect the reform areas being targeted by the ACT under the 'Maximising engagement, attainment and successful transitions' component of the NP.

Reform	Performance indicators include:
ACT Reform 1 ACT Youth Commitment	<ul style="list-style-type: none"> ○ Sign up of agencies to the Youth Commitment ○ Retention of students to completion of year 10 in schooling and until age 17 in education, work or further training
ACT Reform 2 Structured Workplace Learning	<ul style="list-style-type: none"> ○ New model of service delivery developed and in place ○ Structured workplace learning rates
ACT Reform 3 Alternate programs review and career development model	<ul style="list-style-type: none"> ○ Number of students in these settings undertaking VET qualifications leading to Certificate II attainment

3. Evaluation and Audit Arrangements

3.1 Evaluation

The ACT will work in partnership with the Commonwealth to develop and implement a national formative evaluation of the initiatives covered by the National Partnership on Youth Attainment and Transitions and contribute to this evaluation as required.

As part of its ongoing activity the ACT will evaluate the outcome of investigative work undertaken by the SWL champions to determine improvements in SWL and WEX for 2010 and the future.

3.2 Audit arrangements

The ACT has internal audit processes that will capture compliance with the terms of this implementation plan. These can take account of any relevant instructions from State and Federal Treasury.

3.3 Communications Strategy to support Youth Attainment and Transitions National Partnership

All parties to this Agreement Commit to the delivery of a communication strategy to support implementation of this National Partnership

Refer to National Partnership on Youth Attainment and Transitions, Schedule A, p24

Commonwealth Communication Strategy

To support the implementation of the National Partnership on Youth Attainment and Transitions, the Commonwealth will, in line with key messages outlined in Schedule A of the National Partnership, develop, implement and maintain a Youth Attainment and Transitions website. The website will be the primary source of information in relation to Youth Attainment and Transitions related material including all elements being implemented under the National Partnership. It will also include information and links to other relevant Commonwealth and State and Territory government websites.

Other Communications Channels

The Commonwealth will also look for opportunities to promote the key messages outlined in Schedule A of the National Partnership through a range of other communications channels, these will include:

- Media releases;
- Presentations at conferences and other forums;
- Program Providers including through Provider State and National Networks; and
- Fact Sheets.

Stakeholder Consultation

In the development of the Youth Attainment and Transitions Website and any other related communications activities the Commonwealth through DEEWR will collaborate with States and Territories via the multilateral governance group established to oversee the development, implementation and ongoing management of all elements of the National Partnership (further detail outlined below).

Where appropriate the Commonwealth may also consult with other relevant peak groups and key stakeholders in the development and implementation communications activities.

The ACT will develop a communication strategy for this Implementation Plan to ensure that all stakeholders are aware of its implications. The Department will use a range of communication strategies including meetings of various stakeholder groups; the Department's website; The CIT website; school communication channels including newsletters, and principal alerts; and print media advertisement.

The ACT will develop a Territory Network of stakeholders. The operation of the Territory Network will be a key mechanism for the ongoing coordination of the YAT NP activity, the work of the Partnership Brokers and Youth Connections providers and the harmonisation of this activity with the broader ACT activity. The Territory Network will be a Canberra Region forum and will be established alongside a broader stakeholder forum (relevant to the Partnership Brokers and Youth Connections goals and the achievement of the broader NP targets).

Funding for the Territory Network meetings will be provided by DEEWR as outlined in the Partnership Brokers and Youth Connections Guidelines.

The Territory Network meeting will include providers from the Canberra Region incorporating the Southcoast, Monaro, Regional NSW etc. This regional approach recognises the shared role that the ACT has with the surrounding NSW region and the significant cohort of NSW residents undertaking their education in the ACT.

The Canberra Region forum will be run alongside the annual Directions Conference. In so doing Partnership Brokers and Youth Connections providers will be able to benefit from the significant professional development available through the Directions conference and to connect directly with other key stakeholders.

As DEEWR has indicated, sponsorship funds from the Commonwealth are to be significantly limited in the future - DEEWR sponsorship was an important support for the Directions conference - by establishing this regional forum adjacent to the Directions conference the ACT will work with DEEWR to address the sponsorship shortfall and increasingly position the Directions conference as a regional PD opportunity- for schools and DEEWR providers. - something that stakeholders indicate they are increasingly grateful for.

3.4 Program Governance Arrangements

The Commonwealth and State and Territory Governments will have joint responsibility for overseeing the development, implementation and ongoing management of all elements of the Youth Attainment and Transitions National Partnership.

This will be achieved across two governance structures, as follows:

- a multilateral group to consider issues that are common to all jurisdictions, and
- a governance structure for each jurisdiction.

Governance structures will be flexible, and membership may change depending on the issue(s) being considered.

Multilateral Governance Group

The Commonwealth will manage a multilateral governance group, who will consider issues related to the implementation and ongoing management of all elements of the National Partnership.

The Commonwealth will develop terms of reference and membership for this multilateral group, however membership will consist of representatives from each state and territory and DEEWR.

The multilateral group will consider issues which are of interest and consequence across all jurisdictions. Issues which only relate to an individual jurisdiction will be considered through that jurisdiction's governance structure.

Terms of reference and membership of the multilateral group - *The Australian Government will develop in consultation with State and Territory Jurisdictions and embed into the respective Jurisdiction Implementation Plans. These documents will be generic across all Jurisdictions once finalised and endorsed.*

State and Territory Governance Structures

Together with the Commonwealth, each State and Territory will determine the most appropriate governance structure for their jurisdiction. As indicated, governance structures can be flexible and represent the best advisory mechanism for that individual state or territory.

State and Territory Governance structures will be responsible for discussing and considering the following issues:

- Development and implementation of the state/territory implementation plan
- Strategic oversight of the implementation of the School Business Community Partnership Brokers and Youth Connections, including alignment with State and Territory Programs and initiatives
- High level oversight of provider planning and achievement of outcomes

- Ongoing management of the two Commonwealth programs, including advice to providers and feedback to DEEWR
- other issues related to Youth Attainment and Transitions in that jurisdiction, as appropriate.

In developing a jurisdictional level governance structure, the Commonwealth and States and Territories will consider the following:

- Membership, including, and the appropriateness of different working groups for consideration of different issues
- Roles and responsibilities of the governance structure and the individual members;
- Consideration of the involvement of the non-government school sector; and
- Involvement of other key State or Territory Stakeholders, including industry and community representatives, where appropriate.

ACT Governance Structures

The ACT will establish the Youth Commitment Steering Group (YGSG). The Terms of Reference for the YGSG will include:

- Implementing and monitoring the ACT Youth Commitment
- Monitoring of progress against the Youth Attainment and Transitions National Partnership (YAT NP)
- Aligning programs and service delivery associated with the ACT Youth Commitment and YAT NP.
- Advising the ACT Government on policy responses needed to achieve the successful implementation of the Youth Commitment and YAT NP.

The ACT Department of Education and Training will also convene an internal governance group to oversee the implementation of this plan across the life of the NP within ACT DET.

The Governance arrangements for the ACT Strategic Funding Pool will consist of a small group with representation from the ACT Department of Education and Training, DEEWR and the Partnership Broker. Terms of reference for this group will be determined early in 2010.