

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

New South Wales

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Purpose

62. States and Territories entering into this Agreement will be required to develop an implementation plan which demonstrates how they will manage and implement the Agreement.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Part 5, page 15

The Commonwealth and New South Wales 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 New South Wales.

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.

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

Most of the Performance Indicators in the National Partnership on Youth Attainment and Transitions are consistent with reporting requirements under the National Education Agreement 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	ABS 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
	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 ^	As per NEA #7 (supplementary measure, sourced from the ABS Survey of Education and Work)
	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above	ABS Census of Population and Housing & administrative data on the award of Year 12 and VET certificates
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 Collected by NEA #9 for 15-19 year olds
Improved Indigenous attendance	Attendance rates for Indigenous students in years 1-10	As per NEA #14
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 	As per NEA #13

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

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

New South Wales Context and Strategic Vision

Creating the environment to support young people reach their full potential is a central concern and priority of New South Wales.

In New South Wales delivery of education and training to young people is guided by two fundamental principles:

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

Young people in New South Wales have access to a wide range of education opportunities and pathways. At May 2008¹, the most recent data available, 79% of New South Wales 15-19 year olds and 42% of 20-24 year olds were engaged in education or training. Almost 83% of 20-24 year olds had completed Year 12 or a Certificate II or higher. The State continues to strive for improving participation and outcomes for young people.

Our commitments are renewed in the recent NSW State Plan and the Government plan to reform child protection in New South Wales: *Keep Them Safe: A Shared Approach to Child Wellbeing*:

- The NSW State Plan recognises that improving education and training participation, attainment and transitions are crucially important to providing young people with the foundations for full engagement in society, the workforce and lifelong learning. The target to increase the proportion of 20-24 year olds having completed Year 12 or recognised vocational training at Certificate II or higher aligns with the target in National Partnership Agreement on Youth Attainment and Transitions.
- The *Keep them Safe* plan commits to a range of supporting services to improve the wellbeing of children and young people, including devising individual education plans to assist school-aged children and young people in out-of-home care.

New South Wales is committed to raising the achievement bar and closing the performance gap for Aboriginal students. Moreover, NSW is committed to working in genuine partnership with Aboriginal people at all levels and recognises that a 'one-size' approach is not the most effective way in which to address the diversity of issues confronting all education sectors in working to eliminate the educational achievement gap between Aboriginal and non-Aboriginal students.

It is recognised that in order to achieve this goal of bridging the gap and improving the learning outcomes of Aboriginal students, in addition to focussing on the crucial elements of quality teaching and learning resources, it is also important to:

¹ ABS Survey of Education and Work, Catalogue no. 6227.0

- establish and maintain effective partnerships with parents and the local, regional and state Aboriginal Education Consultative Group (AECG) in relation to the planning, decision making, evaluation and monitoring of education and training as it relates to Aboriginal learners
- develop and implement personalised learning plans for students and encourage the raising of expectations
- intensify focus on key transition points: home to school, primary school to high school, high school to tertiary education and training (which includes the provision of accessible pathways to training, employment and higher education)
- implement mentoring and peer support programs.

The Board of Studies' Strategic Plan 2009-2013 also promotes high standards of achievement and improved retention rates for students from all communities throughout NSW, including Aboriginal students, through the development of sustained and active learning partnerships with communities.

In the current economic climate young people are among the most disadvantaged group of jobseekers. The Organisation for Economic Cooperation and Development 's (OECD) September 2009 employment outlook for Australia is forecasting increasing unemployment in Australia in 2010, with unemployment for young people (15-19 year olds) at almost three times the adult rate (16.4 per cent).

How Young People are Faring, the 2009 report from the Foundation for Young Australians has noted that unemployment has increased among teenagers by 6 per cent from 12.2 percent in May 2008 to 18.5 per cent in May 2009, one of the largest annual increases experienced by the group in over 20 years. The increase has been steeper for young males. The report also shows that the proportion of 15 to 19 year olds who are neither in full-time work nor full-time education has increased significantly. While the 2009 figure for New South Wales (15.6 per cent) was below the national average of 16.4 per cent, it is the highest in a decade, similar to the national trend.

To assist young people gain a foothold in the labour market, the NSW Government is committed to increasing:

- Completion of Year 10 or equivalent
- Retention to Year 12 and Higher School Certificate attainment
- School based apprenticeships and traineeships
- Apprenticeship and traineeship commencements and completions
- Post-school participation and attainment of vocational or higher education qualifications.

New South Wales is well positioned to ensure that the increased number of students who will stay-on at school, following the introduction of the new education participation requirement on 1 January 2010, receive engaging, recognised and highly valued study options which will give them the best possible start in life.

Schools have a clear direction on high standards for teaching and learning. New South Wales has developed Professional Teaching Standards which describe what teachers need to know, understand and be able to do and support the professional preparation and development of teachers. The NSW Quality Teaching (QT) model provides a framework and consistent

messages about pedagogy in public schools to support high standards and quality teaching and learning.

TAFE NSW will continue to play a key role in delivering vocational training for 15-24 year olds in New South Wales. Over 171,000 young people below 24 years of age studied at TAFE NSW in 2008, representing 44% of total students enrolled.

TAFE NSW is a major provider of training for apprentices and trainees in NSW, providing training for 42,281 apprentices and 15,320 trainees in 2008. TAFE NSW has strengthened relationships with employers through implementation of Employer eServices, which provides online access to apprentices' results as soon as they are available,

TAFE NSW Institutes have initiated Employer Services, a web-based brokerage service, which is supported through TAFE NSW's network of 132 campuses. These "one-stop-shops" make it easier for enterprises to access training advice on apprentices and trainees and government subsidies and funding; and services such as customised training, job placement and skills recognition.

The *Way Ahead* program for young Aboriginal people has proven successful in engaging and mentoring young Aboriginal youth in apprenticeships and traineeships in NSW and will be important in supporting successful transitions and increased attainment levels for Aboriginal youth. Aboriginal apprentice and trainee commencements have grown by 16.4%, apprentice and trainee retention has increased by 30% and completions have grown by more than 32% since the program was established 3 years ago. A panel of 34 Aboriginal mentors support the program.

The New South Wales *Links to Learning* program has a demonstrated history of successfully supporting young people aged 12 to 24 years experiencing barriers to participation in mainstream education or training through group and individual development and support activities in an informal and creative learning environment. CentreLink is a significant referral source for young people to the program. It is envisaged that the new Youth Connections program services will work to complement and enhance those provided by the New South Wales *Links to Learning* program.

Strong system wide 'school to work' and career adviser structures in both government and non-government schools are major elements assisting students to make informed career choices and education and training pathway decisions. Every NSW government school with a secondary enrolment has a full time (or proportional part time) Careers Adviser appointed. These trained educators support the School to Work Program. They organise and oversee career planning activities and work experience placements to inform student career decision making. Additional training is also provided to some teachers to undertake the role of Transition Advisers to support targeted students, particularly those most likely to disengage early from education or training. Non-government school students are also able to access career advice, either through advisers employed within the school or an outside agency.

School Careers Advisers, together with their school executives, will be key connectors between a their school their local Partnership Broker and Youth Connections provider to maximise the benefits to students arising from the reforms under the Youth Attainment and Transitions National Partnership.

TAFE NSW Institutes provide key linkages for young people aged 15-24 between training and employment, providing career and counselling advice, mentoring and assistance with work placements.

New South Wales has built a world class VET in Schools program for senior school students delivered through schools, TAFE NSW and other approved training organisations. Vocational course options have recently been extended to Year 9 and 10 students. The integration of industry recognised, nationally accredited vocational studies in the crucial transition years of senior schooling provide flexible pathway options which enable all students to pursue study directions that best suit their interests and abilities while not closing off post school options if their circumstances or interests change.

A major strength of the NSW VET in Schools program is the importance given to workplace learning and the recognition and support by industry. Over 57,000 students undertook work placements in 2009 as part of their VET in school programs and almost 20,000 businesses supported this highly valued work place learning across NSW.

The NSW Government's trade school initiative is another key strategy that will open up more opportunities for young people across the state. These schools offer school based apprenticeships, which have been made available from 2007, and have a strong focus on trade training at Certificate III level. Each trade school specialises in one or more trade skill shortage area including automotive, construction, metal and engineering, electro-technology and hospitality and some also offer health care courses (including aged care work and nursing studies).

The ongoing review of the NSW Training Market will ensure funded training programs address industry skill needs and are structured to include models which maximise opportunities for employment outcomes. TAFE NSW will continue to play an instrumental role in delivering vocational training for young people in New South Wales.

New South Wales acknowledges that success in delivering improved education and employment outcomes for young people will be best achieved through partnerships with other government and non-government agencies and education and training sectors:

- A successful collaborative cross-sectoral approach has been adopted over many years through the NSW VET in School Consortium and Work Placement Coordination Advisory Committee to identify priority directions and joint cross-sectoral initiatives
- the NSW Board of Studies has developed flexible, though rigorous highly valued VET curriculum pathway options for young people in Years 9-12, in close consultation with stakeholders
- TAFE NSW Institutes are working with the NSW schools sectors to increase engagement, retention and completion of vocational education and training for young people who are still at school. Institutes also work in partnership with community agencies to engage with young people who have dropped out of school and who have no qualification. TAFE NSW continues to establish cooperative arrangements with industry and enterprises and to prioritise apprenticeship and traineeship training.

Linkages with other national reforms

New South Wales is committed to:

- a. working towards achieving improvements in high level outcomes for schooling agreed by COAG in the National Education Agreement and in the 2008 National Declaration on Educational Goals for Young Australians;
- b. working towards increasing the qualifications and skill level of the Australian population as agreed by COAG in the National Agreement for Skills and Workforce Development;
- c. achieving improvements in the numbers of young Australians making successful transitions from schooling into further education, training or employment;
- d. working collaboratively with the government and non-government school, training, business and community sectors to improve the support provided to young Australians to increase educational outcomes, attainment and improve transitions to further education, training or employment, with particular focus on 15 to 24 year olds and young people at risk; and
- e. increasing the participation of Aboriginal people in the skilled workforce by increasing the educational attainment and engagement of young Aboriginal Australians.

Smarter Schools National Partnerships

The goals of the Smarter Schools National Partnerships are closely linked to the Youth Attainment and Transitions Partnership, as improving school education outcomes is crucial to achieving the Youth Attainment and Transitions targets.

The National Partnership Agreements on Literacy and Numeracy, Low Socio-economic Status School Communities (Low SES) and Improving Teacher Quality align with the National Education Agreement, are founded on the belief that 'all Australian school students need to acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.' In New South Wales these Partnerships link together to create a broad platform for raising educational attainment outcomes of students in all schools.

The New South Wales Smarter Schools National Partnerships Implementation Plans recognise the consistent evidence that the quality of teaching is the single greatest in-school influence on student engagement and outcomes, that literacy and numeracy are crucial building blocks for progress to the Higher School Certificate or equivalent attainment and that social disadvantage is a major barrier constraining students' educational outcomes.

Skills and Workforce Development Agreement and Productivity Places Program National Partnership

The NSW Government also supports young people through the Skills Agreement. Funding has been allocated to support the VET in Schools Program, which broadens pathways and improve engagement, retention and outcomes for students, particularly for those likely to disengage from schooling. Funding is also used to deliver pre-apprenticeship training as well as apprenticeship and traineeship training for school students and new labour market entrants.

TAFE NSW has been supporting young people through targeted training programs and mentoring service. TAFE NSW Institutes are developing strategies to respond to the specific needs of young people, given their current, perilous position in the job market.

In 2008, 214,100 young people aged 15 - 24 years were engaged in government funded training through public and private registered training providers in New South Wales. This represents more than half of the total government-funded students in vocational education and training in New South Wales. This cohort is a priority for funding through the NSW Training Market.

In rolling out the Productivity Place Program, New South Wales is implementing the COAG decision that 15-19 year olds in casual or part-time employment working one hour a week or more, whether registered with Centrelink or not, are able to access jobseeker places.

Providers delivering Productivity Places are required to give priority to young people meeting the eligibility of the Youth training entitlement. Jobseekers, especially young people, can get the opportunity to start a new entrant traineeship – with up to 21,560 extra places available over two years (2009-2010).

Trade Training Centres

New South Wales supports the Trade Training Centres in Schools Program as part of the Commonwealth's Education revolution aims to improve access, quality and relevance of training opportunities for secondary school students.

This program complements the NSW Trade School initiative and will help improve the quality of schooling and support young people to make a successful transition from school to work or further education or training, hence contributing to achieving the goals of Youth Attainment and Transitions Partnership.

Participation and Attainment Targets

Refer to National Partnership Table 8: Participation Rate Targets in 2010 page 19.

New South Wales has agreed to the following participation targets.

For 2010, the New South Wales education and training participation target is 170,078. This is equal to an increase of 8,776 more young people participating than in 2008. [2008 AVETMISS data has been released by NCVET and will be used to update these figures.]

Refer to National Partnership Table 9: 2012 Attainment Targets page 20.

For 2012, the New South Wales attainment rate target is 85.95%.

Refer to National Partnership Table 9: 2012 Attainment Targets page 20.

For 2015, the New South Wales attainment target rate will be 89.2%.

Indigenous Year 12 or equivalent attainment Trajectory

Individual jurisdictional trajectories will be based on the national 'S' curve trajectory shape.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Schedule B, Indigenous Reporting, page 27.

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 NSW 20-24 year old Year 12 or equivalent attainment of 71.4% in 2020.

Note:

- 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.

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

States and Territories will also monitor and report on: school level strategies; leading indicators (participation, attendance and retention); and Year 12 attainment; initially for schools with 30 or more Indigenous students where this equates to 10 per cent or more of total enrolments, to be expanded over time as agreed through State and Territory implementation plans, to schools with 10 per cent or more Indigenous enrolments or more than 30 Indigenous students.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Schedule B, Indigenous Reporting, page 26.

NSW will monitor and report annually on Aboriginal students in schools with high Aboriginal enrolments.

New South Wales will initially focus monitoring and reporting on schools with 30 or more Aboriginal secondary students.

NSW will monitor and report on:

- leading indicators for Indigenous youth, including education and training participation, school attendance and retention
- Indigenous Year 12 or equivalent AQF Certificate II attainment.
- state-wide Indigenous strategies and cross sectoral initiatives
- a sample of school level strategies.

Strengthened participation requirements – National Youth Participation Requirement

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

Refer to National Partnership, Part 2, clause 20-25, page 6.

Legislation

The NSW Education Amendment Act 2009 implementing the National Youth Participation Requirement received assent on 19 May 2009 with commencement of 1 January 2010.

The Education Act Amendment (School Attendance) Act which received Royal Assent on 3 November 2009 complements the changes to the school leaving age incorporated in the NSW Education Amendment Act 2009. Under the proposed amendments, the Department

of Education and Training will be able to seek information on the causes of non-attendance and convene conferences of parents, education authorities and other Government and non-government agencies to help develop an attendance plan. These measures are designed to reduce the need to proceed to court action but for chronic cases that do end up in court, magistrates will be able to order parents to attend rehabilitation programs or call in other relevant Government agencies to intervene.

Initiatives

- New South Wales has introduced student participation and leadership programs in government schools (K-12), including programs specifically for Aboriginal students. The majority of the activities are aimed at strengthening proactive student wellbeing approaches for every student including the participation of Aboriginal students.
- TAFE NSW works collaboratively with the school sectors, government and community agencies, municipal councils, industry and business in New South Wales to develop early intervention programs which maximise engagement, retention and completion of Year 10 and the Higher School Certificate. Examples include TAFE NSW offering Taste of TAFE programs for students in Years 9 and 10 who are at risk of leaving school early where students attend a TAFE college one day a week to sample courses ranging from automotive to welding, hospitality to building and human resources to Information Technology. In 2008 Taste of TAFE activities were delivered to approximately 15,000 school students to assist them in deciding on future vocational training options

V Tracks and *Deadly Days* are two initiatives introduced in the North Coast to increase the engagement of young Aboriginal learners in secondary schooling and further education, employment and training. *Deadly Days* combines hands-on vocational workshops and career expos with traditional and contemporary cultural activities, and *V Tracks* provides TAFE tasters, school-based vocational learning and work readiness programs to junior secondary students. More than 1500 students have benefited from these initiatives.

- TAFE NSW has developed a policy for *Entry and provision for young people under 17 years of age* to facilitate young people transferring to TAFE NSW for the equivalent of Year 10 of secondary education. A suite of resources is available on the TAFE NSW intranet. The resources include a PowerPoint presentation for staff, suitable courses for the equivalent of Year 10 study, posters and an information sheet for display during enrolment and frequently asked questions and answers.
- A comprehensive communications strategy for school students, parents, employers and schools has been implemented as outlined below under the section Communications Strategy to support Youth Attainment and Transitions National Partnership.

Lifting Qualifications – Education or Training Entitlement

Commonwealth, States and Territories will deliver an education or training entitlement for young people aged 15-24

Refer to National Partnership, Part 2, clause 36-40, pages 7-8.

New South Wales has implemented Education and Training Entitlement for 15 to 19 year olds from 1 July:

- Over 200 Registered Training Organisations (RTOs) have received contracts for the Productivity Places Program in NSW for 2009/2010. 175,000 qualifications will be delivered over the next four years.
- Under the Productivity Places Program contract, RTOs are required to give priority to people aged 15-19 years who are not in school (for any qualifications), amongst other priority groups.
- The Compact with Young Australians and the priority enrolment requirement for young people under the Productivity Places Program in NSW is being promoted on the NSW Training Market website, and directly, via regional consultations, to RTOs and Job Service Providers within NSW.
- The NSW Government's jobs strategy includes the commitment to employ a minimum of 1,000 apprentices per annum over the next four years through government funded initiatives. NSW Government agency capital and maintenance program budget allocations for the next four years (2009/10 to 2012/13) are directly tied to the targeted employment of apprentices, with ongoing funding levels conditional upon meeting the NSW Government jobs strategy and commitments. All government building and engineering contracts exceeding \$1 million will have a requirement that apprentices must be employed to undertake 20% of the trade work involved in the contract. This means there will be an apprentice for every four tradespeople. The target covers apprenticeships and traineeships registered in NSW.
- All TAFE NSW Institutes have been briefed on the National Partnership Agreement for Youth Attainment and Transitions, in particular the National Youth Participation entitlements for the 15-19 and 20-24 year old cohorts.
- Posters are being developed for display by TAFE NSW during enrolment periods to advise students of their options
- Web-based support resources are being developed by TAFE NSW for implementation of the Compact with Young Australians.
- TAFE NSW institutes are implementing a NSW Government funded initiative, entitled The Learning Guarantee for young people up to the age of 18, who do not have Year 12 and are not yet employed, which will support the participation objectives under the Compact with Young Australians.
- TAFE NSW Institutes have identified Institute contact staff to coordinate information on young people for internal and external stakeholders
- A cross-portfolio steering committee is developing the implementation plan for the new Youth Participation Requirement which will commence in January 2010 to support retention of young people up to the age of 17 in education, training or work.
- Monitoring systems to track the enrolment of 15 to 19 year olds in vocational education and training have been established.

New South Wales is developing strategies to implement the Education and Training Entitlement for 20 to 24 year olds from 1 January 2010:

- Under the Productivity Places Program contract, Registered Training Organisations are required to give priority to people aged 20 to 24 years who are seeking enrolment in a higher level qualification, amongst other priority groups.

- TAFE NSW has advised all TAFE NSW Institutes of the training entitlement for 20-24 year olds. Posters displayed at enrolment will carry the message: “Young people aged 15-24 should be engaged full time in education, training or employment”.
- TAFE NSW has included performance targets related to completions for young people aged 16-24 in the purchasing agreements which the Deputy Director-General, TAFE and Community Education has with each TAFE NSW Institute.

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; and
- 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.

Reform Area: Maximising Engagement, Attainment and Successful Transitions

49. Project funding for Maximising Engagement, Attainment and Successful Transitions will be made available to the States and Territories from 1 January 2010 for the reform areas of multiple learning pathways, career development and mentoring. The reform areas and indicative actions should be seen as a menu which States and Territories will be able to select from. The implementation plans will outline the actions to be undertaken in the selected reform areas.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Part 3, p 9-10.

53. States and Territories will consult with the non-government sectors in their jurisdiction about how this project funding will support government and non-government schools, Registered Training Organisations and community transition service providers to ensure all young people will have access to these programs and services and this will be detailed in implementation plans.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Part 3, p 11-12.

Funding

The allocation of project funding for Maximising Engagement Attainment and Successful Transitions to New South Wales is outlined in the table below.

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$4,246,000	\$8,492,000	\$8,492,000	\$8,492,000	\$4,246,000	\$33,970,000

New South Wales Reforms

In addition to the reforms which will be supported by the project funding above, NSW will maintain its effort and pursue an extensive cross-sectoral reform agenda to increase youth engagement, attainment and transitions in NSW schools and publicly funded vocational education and training. These reforms will include:

- *Improving access to more flexible, relevant and engaging learning options* through more flexible schooling pathways, including school based apprenticeships and traineeships; Work Education courses; and support for engagement of youth at risk of disengaging, or having disengaged, from education and training.

Work Education

NSW students in Year 7 to 10 are encouraged to take up the Board of Studies developed Work Education course. The course provides a set of broad learning outcomes that summarises the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling, including communicating ideas, working collaboratively with others and understanding the work environment.

The Board of Studies developed Work Studies course for Years 11-12 provides engaging patterns of study for senior students, particularly those not seeking a university pathway. It helps students to see the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. This subject develops students' skills in accessing work-related information, career planning, presenting themselves to potential employers, and functioning effectively in the workplace.

Flexible pathways

All schools can provide students flexible pathway options to undertake the HSC over a period of up to five years. Students can make use of this option to undertake paid work, to deal with personal and family circumstances, or to pursue goals such as high level sport.

School-based apprenticeships and traineeships

In addition to school-based traineeships, school-based apprenticeships were introduced from 2007. The number of school-based apprentices in training grew from 185 at December 2007, to 481 at December 2008, to 616 at June 2009. At 30 June 2009 there were 2729 young people in NSW schools combining a school based apprenticeship or traineeship with their school studies.

The growth is supported by the Board of Studies Industry-based Learning course, which enables students enrolled in school-based apprenticeships and traineeships to count the employment skills learned in the workplace towards their HSC. Access to this course is being reviewed to explore the possibilities of allowing students engaged in pre-apprenticeship/traineeship programs who undertake substantial time in the workplace to also to count the workplace learning towards their HSC.

Independent Industry Support Services

The state-wide network of NSW State Training Services regional offices supports school-based apprenticeships, school-based traineeships and Trade Schools across NSW.

The Service promotes part time school based apprenticeships and traineeships to employers parents and students, assists schools to match interested students with suitable employers, assists employers to structure appropriate employment and training arrangements to meet both apprenticeship/traineeship and school requirements and assists schools to understand employer and workplace requirements.

The State Training Services regional offices liaise with industry stakeholders, including employers, schools, registered training organisations, Australian Apprenticeships Centres, group training organisations, Job Services Australia agencies and the community agencies to establish support frameworks and networks for school based apprenticeships and traineeships.

Trade Schools

The NSW Government's initiative to establish 25 Trade Schools as part of the Government's Learn or Earn policy provides students with flexible school based pathways into industry areas such as Construction, Metals and Engineering, Hospitality, Healthcare/Nursing Studies, Child Care, Automotive, Electrotechnology and Primary Industries. These specialisations reflect both national skills shortage areas and local labour market demands.

Students in trade schools will be able to undertake a VET in schools course or a school based apprenticeship or traineeship while completing their HSC.

Pre-apprenticeship training

TAFE NSW provides pre-apprenticeship training as part of ensuring pathways for young people into employment. For example, in 2008 TAFE NSW - Hunter Institute offered a pre-apprenticeship course in Metal Fabrication and Welding designed specifically for Aboriginal people

- *Creating opportunities to extend learning beyond the classroom*

Links to Learning

The *Links to Learning* program supports young people aged 12 to 24 years who experience barriers to participating in mainstream education or training. *Links to Learning* deliver group and individual development and support activities in an informal and creative learning environment.

New South Wales will seek recognition for young people participating in this program to have their participation hours recognised alternative program and count towards requirements for receipt of Youth Allowance (Other).

Early intervention learning programs

These programs concentrate on strategic and collaborative partnerships between TAFE NSW and schools to increase the retention and engagement of learners in education, employment and training. This is achieved through a focus on TAFE taster programs and school-based vocational learning in the earlier years of secondary schooling.

For example, TAFE NSW - New England Institute, through the *4x4 4U* project provides pre-vocational training for school students at end of Year 10 in a range of areas including Automotive, Graphic Design, Beauty Therapy, Nursing, Furniture Making, Digital Arts and Media, Web Design and Mining (Resource and Infrastructure), opening up career options and pathways into further study at TAFE NSW.

Vocational pathways beyond school

TAFE NSW and other publicly funded RTOs will continue to give priority in training delivery for young people aged 15 - 24 years in New South Wales. In 2008, 15-24 year olds represented more than half of the total government-funded students in vocational education and training in New South Wales, with the majority at TAFE NSW.

TAFE NSW has a history of working with community agencies to provide education and training for young people who have disengaged from school.

Providers delivering Productivity Places are required to give priority to young people meeting the eligibility of the Youth training entitlement. Jobseekers, especially young people, can get the opportunity to start a new entrant traineeship – with up to 21,560 extra places available over two years (2009-2010).

School to Work Programs

School to Work Programs in government and catholic schools will continue to encourage schools to extend learning beyond the classroom through the incorporation of vocational learning perspectives in all teaching areas, work experience and volunteering.

Structured Workplace Learning

Over 57,000 work placements were provided for senior school VET students across the State in 2009 as part of the contextual learning element of VET in Schools courses. As outlined below, the major reform opening vocational options for Year 9 and 10 students and the continuing review of senior school vocational courses will further extend workplace learning opportunities to young people in NSW schools.

- *Providing a comprehensive program and subject choice, flexible timetabling and instruction*

In 2009 New South Wales launched the major reform initiative to open vocational pathways options to Year 9 and 10. This reform followed the recommendations of Strategic Evaluation of New South Wales VET in Schools, the piloting in 25 schools across schooling sectors NSW and an extensive evaluation study which found:

- Strong support from students, parents and teachers for the introduction of integrated vocational course options for interested Year 9 and 10 students. The research supporting the Strategic Evaluation of New South Wales VET in Schools found that 75 percent of students taking vocational courses for the Higher School Certificate said they would have liked to study VET courses before Year 11. The evaluation research of the pilot program found that students taking vocational courses in Years 9 and 10, their teachers and parents, all strongly endorsed the program.

- The evaluation research of the pilot program found that students taking vocational courses in the Years 9 and 10 pilots who had been reluctant, school-avoiding or poorly behaved had become enthusiastic and involved students with the opportunity to participate in vocational courses. It was also found that students not regarded as at risk of disengagement indicated a heightened enjoyment of their schooling experience.
- Students taking vocational courses in the Years 9 and 10 pilots overwhelmingly felt that their participation in vocational studies helped their achievement levels in their traditional general studies. This was particularly so for mathematics where students gained a new-found awareness of the importance of mathematics to the pathways they may wish to pursue.

The model being adopted for the implementation vocational options for Year 9 and 10 students involves:

- students taking vocational courses must also complete their studies to meet the requirements for the award of the School Certificate, including the development of essential literacy and numeracy skills
- vocational courses will be based on industry developed national training packages and delivered and assessed in accordance with the AQTF
- optional participation by students to suit their needs, supported by individualised careers and transition planning allowing for clear curriculum pathways to further education and training
- the opportunity to achieve higher levels of training (VET qualifications) by the time students complete their schooling.

This major reform will be substantially rolled out over the coming four years and will play a key role in supporting the engagement, retention and achievement of young people in New South Wales schooling and their transition to post school education and training and employment.

Over the period of the Agreement VET in School options for Year 11 and 12 students will continue to be reviewed, expanded and improved, ensuring flexible study options for senior school students. Flexible delivery will continue to be enhanced by cooperative arrangements across schools and TAFE NSW and use of technology to connect classrooms across schools particularly in regional and remote areas.

- *Increasing engagement by young Aboriginal people and young people with a disability* through improved targeted program support.

Broad ranging initiatives will continue to support increasing engagement by indigenous young people, including:

- The innovative *Get Real* program at Dubbo senior college and surrounding schools. Opportunities to expand the program will be pursued through the application of Agreement project funding outlined below.

- The *Hands On* program involving TAFE NSW South Western Sydney Institute, schools, parents and community Elders providing information and referral, case management, coordinated training programs and support services that aim to re-engage and improve the educational and employment outcomes for Aboriginal young people.
- The *Murra Project* which supports school-based traineeships in policing for Aboriginal students in Years 11 and 12. The project involves partnership between Lake Illawarra Local Area Command (NSW Police), TAFE NSW and Warrigal Employment.

For young people with a disability the *Career Moves* web Portal is purpose designed to assist young people with a disability, their parents and teachers access comprehensive information on disability transition support programs in NSW.

The Portal (<http://www.careermoves.net.au/>) caters to the wide range of needs of young people with a disability to assist their transition through and from school to further education and employment. *Career Moves* provides comprehensive information from NSW, Commonwealth and non government agencies.

- *Improving student progression and credit transfer to higher skill and qualification levels*

NSW continues to strengthen the opportunities for school and VET students to progress to higher skill and qualification levels through:

- enhancing HSC VET curriculum provision enabling access to VET pathways leading towards AQF VET Certificate III and IV qualifications
- training pathways commencing in Years 9 and 10 allowing the achievement of higher level VET qualifications by the time students finish their schooling
- strengthening opportunities for school based apprenticeships and traineeships, particularly in the Certificate III trade areas
- strengthening pathways from Certificate II to Diplomas for TAFE students to improve career pathways.

NSW continues to encourage the recognition and prior learning and credit transfer within HSC VET courses through the introduction of simplified and more flexible policies and procedures.

- *Offering universal high quality individualised career development and pathways planning*

Career Advisers

Every NSW government school with a secondary enrolment has a either a full time, or proportional part time, Careers Adviser appointed. These trained educators support the School To Work Program. They organise and oversee career planning activities and work experience placements to inform student career decision making, and are integral to a school's career and transition team.

Teachers retrained by the Department as Careers Advisers must complete a postgraduate qualification in career education, for example, from RMIT, Edith

Cowan University or the Australian Catholic University. Careers Advisers who are 'new scheme' teachers are required to undertake accreditation at Professional Competence level and to maintain their accreditation.

All Catholic school students are also able to access career advice, either through advisers employed within the school or an outside agency.

Transition Adviser Training Program

This program will continue to provide specific additional training to identified staff to help support targeted students, particularly those most likely to disengage early from education or training, to plan their transition from school into further education, training or employment. The program focuses on a team approach in schools as well as making connections with the school's community and creating 'link-ups' with relevant external agencies such as TAFE NSW to support students in their journey through school. More than 80 teachers have been trained to undertake this role. The case management safety net approach of the Transition Adviser who focuses on the particular skill and transition needs of an individual student complements the overarching work of the Careers Adviser who works to support the career development capacity of whole cohorts of students.

NSW will leverage from the synergies between this work and the outcomes required of Youth Connections and Partnership Brokers. The 2009 Transition Adviser training will emphasise working collaboratively with Youth Connections and drawing on the strategic capacity of Partnership Brokers to improve student progression and attainment.

Pathway planning

The School to Work (STW) Program will continue to support the full range of government school students in Years 9-12 to individually plan their transition pathway through and from school.

- *Improving the industry relevance of career advice*

Careers Advisers and school executives are ideally placed to be key connectors between schools, business and industry and Partnership Brokers to improve the industry relevance of career advice. Current Careers Advisers networks, which are often cross sectoral, provide a further platform for this activity.

NSW will provide professional development in all regions to support government school Principals and schools to work effectively with Partnership Brokers and Youth Connections.

The *Industry Showcase* model will continue to be promoted. To date, it has supported over 3,000 students to raise their career aspirations while improving their understanding career options.

The School to Work Program will continue to support students with up to date industry based career knowledge that is tailored to the needs of students and their families. Schools reported in December 2008 that over 79,000 students had attended careers expos; 310 were using industry-specific sites and over 450 schools were using *myfuture*. All Catholic schools in New South Wales also use *myfuture*. All

ten DET school regions and Catholic dioceses have *myfuture* master trainers, an initiative unique to NSW.

NSW will continue to support student career development and the development of employability skills through schools' purposeful building of strategic connections, partnerships and networks with business, industry, education providers, past students, parents and families, and the community.

- *Increasing the provision of quality mentoring opportunities for youth at risk*

The *Way Ahead* program for young Aboriginal people will continue to engage and mentor young Aboriginal youth in apprenticeships and traineeships in NSW.

The *Norta Norta* program provides targeted support, including mentoring and/or leadership programs to Aboriginal students in the middle and senior years of schooling to accelerate progress in student achievement.

TAFE NSW will continue its efforts supporting young people through targeted training programs, counselling and mentoring.

- *Aligning policies, programs and services to complement the new School Business Community Partnership brokers and Youth Connections network, to remove overlap and enhance collaboration to maximise outcomes for young people.*

NSW has worked collaboratively with the Commonwealth to establish the Partnership Broker and Youth Connections networks in NSW aligning service regions with the administrative areas of NSW government schools, TAFE NSW and non government school sectors.

NSW has collaborated in the design of the Partnership Brokers and Youth Connections programs ensuring the alignment of policies and programs and removal of overlap. Funding structures have been jointly developed ensuring service regions are funded in proportion to the effort required to raise participation and attainment.

NSW will work with the Commonwealth to maximise the positive contribution the new Partnership Brokers and Youth Connections providers can bring to enhance the educational attainment and transitions outcomes of young people in NSW.

Allocation of project funds for Maximising Engagement, Attainment and Successful Transitions

New South Wales will allocate these project funds provided under the Agreement for Maximising Engagement, Attainment and Successful transitions to the following strategies:

- *Expanding and Providing Equitable Access to Structured Workplace Learning Opportunities*

The reforms to the New South Wales Higher School Certificate introduced for Year 11 students in 2000 and Year 12 students in 2001 have provided the foundation for high standards as well as flexible pathways for students through the senior schooling years. These pathway options include the integration of industry recognised accredited vocational courses into the senior secondary curriculum enabling

students to pursue vocational pathways whilst keeping open options to pursue the full range of education and career paths, including higher education.

The major reform initiative to open vocational pathways options to Year 9 and 10 outlined above will play a key role in supporting the engagement, retention and achievement of young people in New South Wales schooling and their transition to post school education and training and employment.

The strength of the NSW model of VET in Schools and the crucial importance of workplace learning to student engagement and retention are well established by the Strategic Evaluation of New South Wales VET in Schools² undertaken in 2005 by Bert Evans AO, Chair of the NSW Board of Vocational Education and Training. Broad ranging consultations with school sectors, teachers and industry together with research by the Centre for Post Compulsory Education and Lifelong Learning at the University of Melbourne³ found:

- 6 out of 10 students surveyed reported that their VET program influenced their decision to stay on at school to Year 12.
- 74 percent of boys with the lowest level of prior achievement said VET influenced them to stay on.
- Employers value the competencies and employability skills gained by students.
- Employers, teachers and students say VET courses increase students' self confidence.
- Students valued highly the contribution of work place learning in making them work ready.
- 90 percent of VET students reported that their work placement raised their confidence.
- 69 percent of VET students said their VET subject made it easier for them to get a job.
- 16 percent of students who did a work placement gained a job with their work placement employer.
- All industry parties consulted agreed that VET courses give students a competitive edge in their transition to the labour market.

Over 80% of student enrolments in NSW Higher School Certificate VET in School courses are in Industry Curriculum Framework courses which include Structured Workplace Learning as a mandatory element. Other VET in School courses endorsed for the HSC also includes Structured Workplace Learning as a required or recommended element.

The reforms opening vocational pathways options for Year 9 and 10 students enable early entry to HSC courses or to endorsed School Certificate courses which link smoothly to senior school vocational courses. Most of these students will have an immediate work place learning requirement as part of their early entry to HSC vocational courses. Students taking School Certificate vocational courses are likely to be retained in increasing numbers and move into Year 11 and 12 vocational courses with consequent increases in state-wide work placement requirements.

² Strategic Evaluation of Vocational Education and Training in Schools in New South Wales, Bert Evans AO, 2005, <http://www.bvet.nsw.gov.au/pdf/stratevalnsw.pdf>

³ Destination and Satisfaction Survey of 2004 HSC VET Students in New South Wales, Centre for Post Compulsory Education and Lifelong Learning, Melbourne University, Oct 2005

The economic downturn and the youth participation requirement will increase the number of early school leavers seeking Year 10 equivalent programs in TAFE NSW. It is proposed that students in vocational Year 10 equivalent programs in TAFE NSW will also have access to structured workplace learning to smooth their transition to further education, training and employment in the economic recovery.

Project funding under the Agreement will be applied to implement streamlined and coordinated funding support for work placement coordination for VET in School students and TAFE students in Year 10 equivalent courses in NSW. The new arrangements will remove duplicated administrative arrangements, streamline program governance and establish clear demarcation of NSW and Commonwealth responsibilities in the delivery of Structured Workplace Learning.

Over 57,000 students undertook work placements in 2009 as part of their VET in school programs with almost 20,000 businesses provided workplace learning opportunities for these students. Significantly increased numbers are expected in schools and TAFE in 2010 due the reforms being implemented including in particular the new school leaving age requirements and the opening of vocational options for students in Years 9-10. Where possible and cost effective, New South Wales will negotiate contracts with the new Partnership Brokers to coordinate work placements for students taking vocational courses in 2010.

- *Targeted support for at risk students* - to support their engagement and successfully completion of the NSW School Certificate, Higher School Certificates and entry level vocational qualifications.

Supplementary funding will support the engagement of students in remote areas without accessible SWL opportunities to undertake work placements in Sydney or other centres. Additional funding will also be allocated to provide students with disability the opportunity to fully participate and achieve recognised vocational qualifications through completion of workplace learning.

New South Wales will also expand a range of successful education and transition models designed to maximise engagement and attainment of at risk youth. Based on the success and professional learning from these pilot projects it is proposed to extend the models to other regions and at risk student groups in New South Wales.

The New South Wales Board of Vocational Education and Training sponsored a range of pilot Innovation Projects during 2006-2008 which provided additional targeted and locally customised support to at risk student groups. The pilot projects promoted and facilitated student engagement and achievement through vocational pathways in school and beyond. The pilot groups included:

- Aboriginal students at Dubbo Senior College
- Refugee students in Western Sydney government and Catholic schools
- Pacific Islander students in South Western Sydney
- Arabic background students in South West Sydney
- Youth at risk across all regions through Industry Showcase events

Evaluations of these highly successful pilot projects provide a strong evidence base to guide wider implementation of initiatives to engage youth at risk in education and training and smooth transitions to higher attainment and employment.

Key success factors identified in the pilots included:

- Strong local partnerships – of schools, TAFE NSW, Local Community Partnerships, Group Employers, business, local government and community
- Involving parents as key stakeholders and influencers
- Having key support staff with relevant cultural and linguistic skills to liaise with students and parents and provide mentor support where necessary
- Looking for innovative often simple local solutions – eg the clothing pool for Aboriginal students to be appropriately dressed for work placements and transport to get them there
- Local ownership - of project design and management

One of the stand out pilot projects was the *Get Real* program for Aboriginal students at Dubbo Senior college which worked closely with Western Institute of TAFE – Dubbo Campus, University of Sydney – Dubbo Campus, the Dubbo Business Partnership Program, Dubbo City Council, *The Daily Liberal*, Dubbo City Development Corporation, Dubbo Chamber of Commerce, and numerous employers such as Fletcher International Exports, Commonwealth and ANZ banks, Big W and Readings Cinema, Access Group Training, Central West Group Apprentices and MIGAS-Group Training Company, The Aboriginal Employment Strategy and the East Dubbo Women’s Groups and Wirrumbah Elders Group.

The Get Real program at Dubbo Senior College has raised Aboriginal Year 10 student attendance by 7 percentage points and Year 12 attendance rates by 4 percentage points from 2006 to 2008 and doubled Year 10 to 12 apparent retention rates 25 percent in 2004 to 51 percent in 2008. The program has also evidenced almost 100 percent of Year 12 Aboriginal students attaining their Higher School Certificate with increased numbers making successful transitions to apprenticeships and traineeships. Reflecting the impressive performance of the initiatives at Dubbo Senior College the Commonwealth Minister recently appointed the school as a new partnership broker to deliver the Indigenous Youth Leadership Program from 2010.

Based on the success and professional learning from these innovation projects, New South Wales will expand the innovation project initiatives to other regions and at risk student groups in New South Wales.

- *Supporting coordinated state-wide and regional engagement with Partnership Broker and Youth Connection networks* to maximise benefit to NSW youth.

Project funding for Maximising Engagement Attainment and Successful Transitions will also be allocated to promote and facilitate the effective engagement of the new Partnership Broker and Youth Connections networks with schools, school regions and TAFE NSW Institutes.

New South Wales has consulted the non government school sectors in developing this implementation plan. The non government school sectors endorse the planned use of

project funds and are an essential part of the VET in Schools and Structured Workplace Learning governance arrangements in New South Wales which will advise on the application of these funds.

Reform Area: School, Business and Community Partnerships

44.b. School Business Community Partnership Brokers (Community and Education Engagement)
i. A program will be put in place under this Agreement in collaboration with the States and Territories. School Business Community Partnership Brokers will improve community and business engagement with schools and registered training organisation to extend learning beyond the classroom, increase student engagement, deepen learning experiences, lift attainment and improve educational outcomes.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Part 3, p9

Overview

Program Implementation in New South Wales

- Allocation of funding for the New South Wales School Business Community Partnership Brokers (Partnership Brokers) program across the 30 regions is weighted towards regions with lower Year 7 to 12 retention rates.
- The Partnership Brokers program will be implemented in line with the RFT and Guideline documentation.
- Partnership Brokers program regions are aligned to Youth Connections program regions. Youth Connections funding includes a focus on supporting Aboriginal young people and contributing towards the COAG halving the gap in Aboriginal Year 12 or equivalent attainment target. Partnership Brokers in New South Wales will liaise with and assist Aboriginal-specific Youth Connections initiatives as required.

Length of Contract

In New South Wales the contract will in the first instance be for two years with the option of review to extend for one year and potentially a further one year.

Roles and Responsibilities

Role of the Commonwealth

DEEWR will execute contracts for the Schools Business Community Partnerships program to be delivered across NSW from 1 January 2010. The Department will have policy, program management and contract management responsibility including providing infrastructure support through a dedicated youth attainment and transitions website and the Youth And Transitions Management Information System (YATMIS). The Department will facilitate state and national program networks to support collaboration with the Department. The Department will also support providers through an induction, and providing ongoing advice and professional development and training.

The Department will make payments to contractually compliant providers and take action as required in instances of under performance or malpractice. The Department will also manage the Partnership Broker Monitoring Evaluation and Reporting Framework (MERF), collect and analyse information on the overall performance of the program, and manage the review of progress towards NP outcomes and the handover of program funding to NSW as targets are achieved.

Role of New South Wales

New South Wales will support coordinated state-wide and regional engagement with Partnership Brokers to maximise benefit to young people in NSW.

Opportunities will be promoted for school executives, career advisers, school communities and , where relevant, TAFE NSW to work closely with Partnership Brokers to foster closer links and partnerships with industry and strengthen regional learning communities embracing all regional stakeholders.

Shared responsibilities

- Joint monitoring of program Providers.

Funding

The agreed 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
\$7,066,000	\$14,133,000	\$14,133,000	\$14,133,000	\$7,066,000	\$56,530,000

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

c. Youth Connections

i. A program will be put in place under this Agreement in collaboration with the States and Territories. Youth Connections will provide an improved safety net for youth at risk through the provision of tailored case management and support to help young people to re-connect with education and training and build resilience, skills and attributes that promote positive choices and wellbeing.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Part 3, p9

Overview

In New South Wales, Youth Connections Services will be delivered with an awareness of the other support agencies operating in this space, particularly schools and TAFE colleges, other government agencies and non government organisations and of existing alternative learning options. The Youth Connections provider must not duplicate these services and must show they have linkages to these agencies/facilities, where appropriate. Clear referral arrangements and coordination of services will be crucial to effective local service delivery.

In New South Wales, Youth Connections providers will deliver these services as described in the RFT and Guideline documentation, except for Service Two delivered to young people who are disengaging or who are severely disengaged.

In respect of Type Two, New South Wales Youth Connections providers will assist young people who:

- are in school, however are at imminent risk of disengaging, only if referred by the enrolling school;
- have recently disengaged from school or other education environment; or
- are severely disengaged from school, education, family and community.

In New South Wales, Youth Connections providers must ensure that assistance is provided to students who may become disengaged because of special learning problems.

Eligible young people

In New South Wales, the priority of Youth Connections Services will be to young people aged 11-19.

Other Stakeholders of Youth Connections Services

In working to strengthen services in regions in New South Wales, Youth Connections providers must also work with:

- Links to Learning programs
- School Counsellors
- Schools as Community Centres
- School to Work programs
- Pastoral programs run by schools

- The Better Futures programs and projects for young people coordinated and managed by the regional offices of the NSW Department of Community Services
- The programs run by Y.O.T.S (Youth off the Streets), Juvenile Detention Centres, Police and Citizens Youth Clubs, Smith Family and other non government organisations;
- Aboriginal Education Consultative Group Inc (AECG)
- NSW Aboriginal Land Council and Local Aboriginal Lands Councils
- Aboriginal Medical Centres
- TAFE NSW.

Length of Contract

In New South Wales the contract will in the first instance be for two years with the option of review to extend for one year and potentially a further one year.

Support for Indigenous young people

Allocation of funding for the New South Wales Youth Connections program includes a focus on supporting Indigenous young people and contributing towards the COAG halving the gap in Indigenous Year 12 or equivalent attainment target.

Nine New South Wales Youth Connections Regions have a minimum Indigenous target ranging from a minimum of 10% up to 34% of young people to be serviced in the region.

These targets will mean Providers in these nine regions will be required to address mandatory criteria in the RFT demonstrating experience in delivery of services to Indigenous communities in a culturally appropriate manner, including the development of support materials which are culturally specific. Providers will also be required to have an Indigenous engagement strategy within their region, ensure all staff undertake cross cultural training, and employ Indigenous case workers (within 12 months of commencement of the contract period) whose role is to work with Indigenous young people.

A further 14 Youth Connections Regions in New South Wales have been flagged with the requirement that providers have an Indigenous engagement strategy within their region and ensure that all their staff undertake cross cultural training.

Support for young humanitarian refugees

Allocation of funding for the New South Wales Youth Connections program also includes a focus on supporting young humanitarian refugees.

Four New South Wales Youth Connections Regions have a minimum humanitarian refugees target ranging from a minimum of 5% up to 10% of young people to be serviced in the region.

These targets will mean Providers in these four regions will be required to have a humanitarian refugee engagement strategy and will be encouraged to employ a case worker (within 12 months of commencement of the contract period) to work with these young people who is accepted by the majority of humanitarian refugee country profile community.

A further five Youth Connections Regions in New South Wales have been flagged with the requirement that providers have an humanitarian refugee engagement strategy within their region and ensure that all their staff undertake cross cultural training.

Roles and Responsibilities

Role of the Commonwealth

DEEWR will execute contracts for the Youth Connections program to be delivered across NSW from 1 January 2010. The Department will have policy, program management and contract management responsibility including providing infrastructure support through a dedicated youth attainment and transitions website and the Youth And Transitions Management Information System (YATMIS). The Department will facilitate state and national program networks to support collaboration with the Department. The Department will also support providers through an induction, and providing ongoing advice and professional development and training.

The Department will make payments to contractually compliant providers and take action as required in instances of under performance or malpractice. The Department will also manage the Monitoring Evaluation and Reporting Framework (MERF), collect and analyse information on the overall performance of the program, and manage the review of progress towards NP outcomes and the handover of program funding to NSW as targets are achieved.

Role of New South Wales

New South Wales will support coordinated state-wide and regional engagement with Youth Connections providers to maximise benefit to young people 'at risk' in NSW.

Opportunities will be promoted for schools, TAFE NSW and other publicly funded training providers to work closely with Youth Connections providers in their region.

Shared responsibilities

- Joint monitoring of program Providers.

Funding

The agreed 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
\$11,206,000	\$22,412,000	\$22,412,000	\$22,412,000	\$11,206,000	\$89,648,000

Outcomes to be achieved for transfer of Commonwealth programs

51. The funding for these two programs will be transferred to States and Territories following demonstrated achievement of outcomes. Table 2 lists indicative outcomes. The outcomes for each State and Territory will be negotiated as part of the implementation plan and will reflect the reform areas being targeted by each State and Territory.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Part 3, p 10.

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 vital roles to be played by the Partnership Broker and Youth Connections programs and the reforms to be undertaken by New South Wales 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.

New South Wales will provide the Australian Government with a submission that satisfies the requirements outlined below for review by June 2011, should the New South Wales wish to apply to have the project funds for the Partnership Brokers and Youth Connections programs transferred to New South Wales.

The submission process provides an opportunity for New South Wales 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 New South Wales and provides an opportunity for New South Wales 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 Aboriginal young people with evidence of improved outcomes;
- implementation and achievement of reforms that support specific groups; and
- 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, New South Wales 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".

New South Wales will address its planned reform focus to all elements of the 'Maximising engagement, attainment and successful transitions' menu listed at Table 2 of the Agreement. Outcomes will be assessed by the following performance indicators:

	Outcome	Performance Indicator	Source
1	Increased participation of young people in education and training	For all young people and Indigenous youth separately: <ul style="list-style-type: none"> ▪ FTE enrolments in Year 11 and Year 12 ▪ Grade progression rates Year 10,11 and 12 ▪ VET enrolments in Certificate II or above for those without a Year 12 certificate and not enrolled in school ▪ VET in Schools enrolments 	ABS National Schools Statistics Collection Australian Vocational Education and Training Management Information Statistical Standard collection
2	Increased attainment of young people	For all young people and Indigenous youth separately: <ul style="list-style-type: none"> ▪ The proportion of 19 year olds who have attained Year 12 or Certificate II or above ▪ The proportion of 20-24 year olds who have attained Year 12 or Certificate II or above ▪ Higher School Certificates and VET Cert. II+ qualifications issued 	ABS Survey of Education and Work Board of Studies data AVETMISS ABS National Schools Statistics Collection School level reporting (for identified high enrolment schools?)
	Increased engagement of young people in education and training	For all young people and Indigenous youth separately: <ul style="list-style-type: none"> ▪ Attendance rates in Years 7-12 	NSW DET administrative data
3	Young people make a successful transition from school to further education, training or full-time employment	<ul style="list-style-type: none"> ▪ 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
4	Outcomes related to MEAST project funding allocations	<ul style="list-style-type: none"> ▪ Multiple learning pathways <ul style="list-style-type: none"> ▪ Year 9-12 structured workplace learning placements ▪ VET in School enrolments ▪ VET in School attainment ▪ Separate data for Indigenous and targeted at risk groups ▪ TAFE NSW Year 10 equivalent enrolments and work placements ▪ Career development <ul style="list-style-type: none"> ▪ Improved engagement and quality of regional industry advice to inform school career advisers ▪ Mentoring <ul style="list-style-type: none"> ▪ Expanded culturally and linguistically relevant support for at risk students 	NSW Board of Studies Evaluation reports on initiatives targeting at risk groups Advice from schools TAFE NSW

Program Governance

The Commonwealth represented by DEEWR will work with New South Wales to establish a State Advisory Committee to guide the implementation of the School Business Community Partnership Brokers and Youth Connections Programs in New South Wales

Advisory Committee Membership

The Advisory Committee will be made up of representatives from:

- The DEEWR New South Wales State Office
- The New South Wales Department of Education and Training
- Government and non-government school sectors
- TAFE NSW
- The New South Wales Department of Community Services
- Peak industry groups
- Parent and community – including Aboriginal groups

Role of the Advisory Committee

The Advisory Committee will advise on the implementation of the School Business Community Partnership Brokers and Youth Connections Programs in New South Wales regarding:

- Consistency with the overarching strategic direction of the National Partnership and the outcomes being sought.
- High level oversight of provider strategic , environmental and service plans (as applicable) and monitoring the achievement of outcomes;
- The alignment of the programs with the requirements of key stakeholder groups;
- Guidance and protocols for program providers in relation to the implementation on relevant matters as they arise;
- Any issues that have major implications for successful implementation of the programs;
- Review of any proposed changes to the programs.

Role of individual Advisory Committee members

The role of the individual members of the Committee includes:

- understanding the programs and outcomes they are seeking to achieve;
- identifying and making linkages with other initiatives across the State/Territory;
- appreciating the significance of the programs for some or all major stakeholders and representing their interests when appropriate;
- being an advocate for the program outcomes; and
- being committed to, and actively involved in pursuing the program outcomes.

Evaluation and Audit Arrangements

Evaluation

58.i develop and implement a formative evaluation of the initiatives covered by this Agreement to support further development and continuous improvement.

Refer to National Partnership Agreement on Youth Attainment and Transitions, Part 4, p13

New South Wales 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.

Audit arrangements

Appropriate auditing arrangements will be put in place by New South Wales as required to ensure compliance with the terms of this implementation plan. This will take account of any relevant instructions from State and Federal Treasury.

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.

NSW Communications Strategy

New South Wales has launched an extensive communications strategy concerning the implementation of the youth participation requirement and the specific requirements and options available to young people under the age of 17 years in New South Wales. The strategy is tailored to the interests of key stakeholder groups and separately targets staff, parents, students, employers and the community. The strategy covers:

- Customised web-based and hardcopy Information Packages for students, parents, school and regional staff and employers were launched with the passage of the Education Amendment Act 2009 which mandated the new school leaving age requirements. Copies of the materials developed have been provided to the non-government sector.
- Information Packages for DET staff have incorporated a range of support materials to guide implementation.
- Further guidance has been provided at the start of Term 4, 2009 including
 - a manual of advice for Principals
 - a parent magazine for distribution to the parents of all Year 9 and 10 students;
 - vodcasts of students as examples of pathways planning
 - a publication for schools on examples of existing good practice, and
 - an updated set of frequently asked questions.
- Targeted communications and resource materials are distributed through the TAFE intranet and training and support provided through TAFE NSW Institutes to key staff groups. Communication and support will be ongoing from September 2009 to June 2010.
- A new website will provide information to parents and students on:
 - School based apprenticeships and traineeships,
 - General apprenticeships and traineeships,

- Recognition of competency,
- Qualifications available under the Productivity Places Program for job seekers. Under PPP priority places are given to 15-19 year olds who are not at school and to 20-24 year olds who are seeking access to higher level qualifications.
- Pre-vocational and pre-apprenticeship courses
- Corporate Partners for Change program which provides free pre-vocational training for disadvantaged job seekers. These program targets industries experiencing skills shortages and teams up with employers to deliver training and work experience linked directly to real jobs.
- Training opportunities specifically targeted to disadvantaged groups
- Information to parents and school students about apprenticeships and traineeships and vocational education and training opportunities will also be disseminated through
 - school information evenings
 - career expos in regional and metropolitan areas
 - printed and visual material made readily available at schools, expos, forums
- Regional briefings will be offered to education and training providers, Australian Apprenticeships Centres, industry and employer representatives, Job Services Providers, School Business Community Partnership Brokers and Youth Connections on training products and services available.
- Advice will also be provided through targeted posters and an information sheet, the TAFE NSW and TAFE NSW Institute internet sites, nominated contacts in all TAFE NSW Institutes, and formal consultation with other agencies and organisations including the non-government school sector.

With regard to the youth education and training entitlement,

- TAFE NSW has communicated with staff about youth entitlements, including incorporating the requirement to achieve targets for young people into the purchasing agreements which Deputy Director-General, TAFE and Community Education has with TAFE NSW Institutes
- TAFE NSW communicates with external stakeholders through the TAFE internet, Institute internet sites, local course information brochures and information sessions.

Further work is planned to explore the potential of social networking channels as a medium to communicate with young people, both inside and outside education and training, to more effectively deliver messages consistent with the key messages outlined in Schedule A to the Agreement.

Governance Arrangements

New South Wales will consult key stakeholders for advice on the development and implementation of this plan through its well developed existing forums for consultation, including all education and training sectors, government agencies concerned with youth policy, peak industry and community interests.

In developing this plan, New South Wales has consulted widely through these channels and will continue in the implementation of the plan to seek feedback and advice.