

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

QUEENSLAND

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Purpose

The Commonwealth and Queensland Governments 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 (NP) will be implemented in Queensland. The NP 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 improvements in participation, attainment and transitions, including Indigenous performance

The performance indicators for the NP are shown in Table 1 and are consistent with commonly sourced data sets and reporting requirements under the National Education Agreement (NEA) and the National Indigenous Reform Agreement (NIRA).

Two reward payments available under the NP 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 and senior schooling and Vocational Education and Training (VET).

Table 1: Summary of performance indicators

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	<i>As per Youth Attainment and Transitions NP Table 1 (p5) and Schedule B (p26)</i>
	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	<i>As per Youth Attainment and Transitions NP Table 1 (p5) and Schedule B (p26)</i>

Outcome	Performance Indicator	Source
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 Youth Attainment and Transitions NP 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

NOTE: Additional performance indicators for transfer of programs funding shown in Table 6

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

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

Context

The NP provides up to \$723 million over four years. This includes up to \$137.9 million invested in Queensland consisting of:

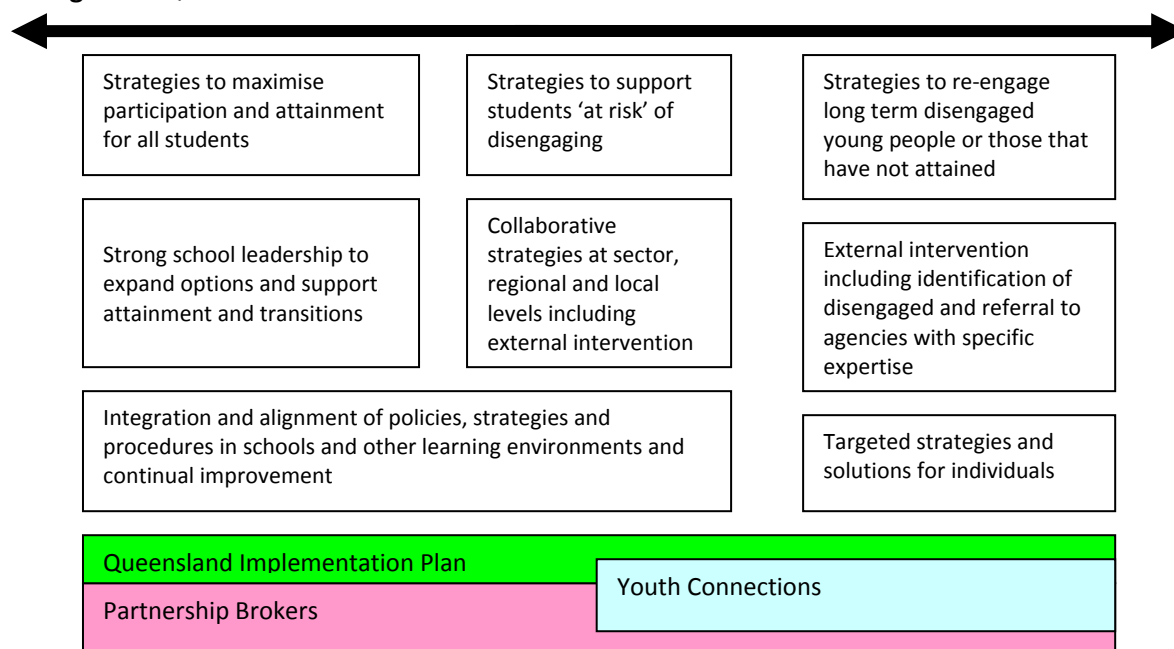
- \$22.4 million in project funding for maximising engagement, attainment and successful transitions
- \$95.5 million for two restructured Commonwealth programs to be established in Queensland: School Business, Community, Partnership Brokers and Youth Connections, and
- up to \$20.06 million in reward funding if Queensland meets the 2010 participation target and the 2012 attainment target specified in the NP.

Queensland's Implementation Plan has been developed within the broader context of the NP reforms and includes strategies to increase youth participation in education and training and attainment of a Year 12 or equivalent, or Certificate II or above qualification. Figure 1 illustrates Queensland's approach to the NP and the contribution of the Commonwealth

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.

programs to increasing the number of young people participating in education training and achieving qualifications.

Figure 1: Queensland Youth Attainment and Transitions NP Continuum



Linkages with other reforms

The policy intent behind the NP is well aligned to the strategic directions of the Queensland education and training system and the Strong, Fair and Smart targets in *Toward Q2-Tomorrow's Queensland*. Implementation of the Education and Training Reforms for the Future (ETRF) since 2004 has improved participation and has placed Queensland in a strong position to achieve the agreed NP targets.

In addition to the ETRF reforms that are discussed in more detail in the 'Areas of Reform' section of this Plan, Queensland already has a number of initiatives in place which will assist in achieving the objectives of the NP, including the *Closing the Gap Education Strategy* and the *Positive Dreaming, Solid Futures Strategy*. These strategies align to the objectives of this NP and the National Indigenous Reform Agreement (NIRA) and seek to improve participation of young Indigenous Australians in education and training and increase the number of Indigenous young people achieving qualifications.

Positive Dreaming, Solid Futures

The Positive Dreaming, Solid Futures strategy aims to increase labour force participation; reduce unemployment; increase the attainment of trade and higher level skills and qualifications; and increase employment in higher skilled jobs. The Strategy seeks to achieve this by:

- maximising employment through strategic alliances
- skilling individuals for work
- building capabilities in communities to enhance community and economic development opportunities
- aligning employment support and training to the needs of Indigenous Queenslanders

Closing the Gap Education Strategy

The Closing the Gap Education Strategy seeks to close the gap in education outcomes between Indigenous and non-Indigenous students in Queensland's state schools. The Strategy aims to complement 'mainstream' education and training initiatives, with targeted local and regional interventions that evidence and experience indicate will improve attendance, retention and attainment outcomes for Indigenous students. It is based on the view that a small number of targeted service lines will drive the transformational changes necessary to achieve the required improvements in Indigenous education and close the gap in learning and life outcomes. These service lines include:

- foundation learning with a focus on literacy and numeracy
- health and physical activity as a precondition to learning
- participation to employment
- culture and enterprise

The Closing the Gap Education Strategy will help schools create an environment of high expectations and promotes the priority that 'every day, in every classroom, every student is learning and achieving'.

Consistent with the COAG target to at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020, the Closing the Gap Education Strategy has a focus on closing the gap in Year 12 retention by 2013.

Increasing the number of young people participating in education and training, attaining a year 12 or equivalent qualification and transitioning to further education, training and/or meaningful employment directly links to other reforms in the schooling and VET sectors. There is also an explicit link between reforms focused on young Indigenous people and this NP.

National Indigenous Reform Agreement (NIRA)

The NIRA recognises that overcoming Indigenous disadvantage and Closing the Gap will require a long-term generational commitment that sees major effort directed across a range of strategic platforms or 'Building Blocks'. Schooling and Economic Participation are the relevant 'Building Blocks' identified under the NIRA which relate to Youth Attainment and Transitions.

The Schooling Building Block recognises that attention to infrastructure, workforce, curriculum, literacy and numeracy, engagement and partnerships is the key to improving educational opportunities for Indigenous people in the future. This includes transition pathways into schooling and into work, post school education and training.

The Economic Participation Building Block recognises that individuals and communities should have the opportunity to benefit from real jobs, business, economic independence and wealth creation. Capacity building, training and employment programs are identified as being needed to foster economic participation for Indigenous people.

Schooling sector National Partnership Agreements

Measures in the Teacher Quality National Partnership Agreement to attract and retain the best teachers and ensure that teachers and principals continue to acquire and build new knowledge and skills throughout their careers are critical to maintaining Queensland's high level apparent retention rates and improving participation in school.

Literacy and numeracy is central to each young person's ability to participate in education and training and to attain qualifications. There is a direct correlation between a young

person's early achievement in literacy and numeracy and their longer term engagement in education and training during the senior phase of learning. Reforms being implemented through the Literacy and Numeracy National Partnership Agreement commit to improving the literacy and numeracy achievements for all students and are expected to increase the number of young people participating in education and training and attaining qualifications in the longer term.

The Low Socio-Economic Status (SES) National Partnership Agreement will contribute to COAG's social inclusion and Indigenous disadvantage agendas through implementation of reforms and new models of service delivery aimed at achieving educational outcomes. Proportionately, young people from Low SES backgrounds are at higher risk of not participating in education and training and attaining a Year 12 or equivalent qualification. Improving reading, writing and numeracy skills, encouraging flexibility for school communities to respond to identified needs will support improvements in participation and attainment for young people in Queensland.

Productivity Places Program National Partnership Agreement

The key objective of the Productivity Places Program National Partnership Agreement is to provide additional VET places for both job seekers and existing workers targeted towards higher level qualifications through industry led and fully contestable arrangements. The NP provides Queensland with an opportunity to offer 148,000 additional training places over 3½ years, focussing on higher level qualifications.

New training activity will support the implementation of the Education and Training Entitlement by providing access to training for young people through industry led contestable processes. In particular, the Productivity Places Program National Partnership will target disadvantaged groups, including Indigenous Australians, which aligns with a key focus of the Youth Attainment and Transitions NP.

Targets

Participation and attainment targets

The National Partnership documents the following agreed Queensland participation and attainment rate targets:

- For 2010, the Queensland participation target will be 122,415 and the increase on 2008 will be 7,733
- For 2012, the Queensland attainment rate target will be 89.25 per cent and the percentage increase from 2009 to 2012 will be 5.25 per cent
- For 2015, the Queensland attainment target rate will be 92.5 per cent and the percentage increase from 2012 to 2015 will be 3.25 per cent

Indigenous Year 12 or equivalent attainment trajectory

Queensland is committed to improving the Indigenous attainment of Year 12 or equivalent qualifications and has agreed to establish indicative targets based on a trajectory towards halving the national gap in Indigenous Year 12 or equivalent qualifications by 2020.

The gap is defined in the NP as that between the estimated 2006 Census of Population and Housing Indigenous Year 12 or equivalent attainment rate and the projected non-Indigenous rate in 2020. The 2006 Census estimate did not make adjustments for non-reporting of Indigenous status or qualifications.

Indicative targets for Queensland based on the agreed national ‘S curve’ trajectory and methodology to establish jurisdictional trajectories to halve the gap in the proportion of young Indigenous people aged 20-24 who have attained Year 12 or Certificate II or above in comparison to non-Indigenous young people by 2020 are shown in Table 2 below.

Table 2: Queensland and Australia trajectory for halving the gap in Indigenous Year 12 or equivalent attainment by 2020

	2006	2009	2015	2020
National targets (per cent)	41.4	43.9	56.9	66.1
Qld annual indicative target (per cent)	51.7	55.0	65.5	77.6

Queensland has demonstrated strong performance over recent years in closing the gap between Indigenous and non-Indigenous participation and attainment rates in comparison with national trends and will need to continue these trends to meet the indicative targets shown in Table 2.

The indicative annual targets for Queensland are based on the following assumptions:

- 2006 starting point is taken from DEEWR spreadsheets, which are based on self-reported 2006 Census data.
- maintenance of the existing trend of Queensland Indigenous apparent retention rates from Year 7/8 to Year 12 increasing by 1.1% per year (based on 1999-2008 average)
- time lag for the implementation and impact of new policies, and their flow through to the 20-24 year old cohort, which results in school initiatives impacting from 2015 and training initiatives from 2013, with the quantum increasing each year. The total increase is divided 50:50 between the school and training
- reconciles with agreed Queensland 2020 target of 77.6% of 20-24 year olds having a Year 12 or Certificate II or above (including university qualifications).

Queensland’s Indigenous attainment rate will be monitored annually through the NP performance indicators shown in Table 1 and progress against halving the gap target will be reported against the indicative targets shown in Table 2. In non-census years, administrative data will be used to calculate the Indigenous attainment rate.

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

All parties agree that Indigenous progress needs to be monitored and to occur across the state, not just in pockets of excellence. At the State level, the Government, Catholic and Independent schooling sectors will report annually on strategies to support Indigenous attainment and transitions in schools. This reporting will be complemented by examples of school level strategies where possible.

In the Government sector, reporting will focus particularly on implementation of the Closing the Gap Education Strategy and its targets to close the gap in school retention by 2013. At the regional level, the Government sector will report annually on progress in each region towards the goals of the NP. This will be based on existing data collections and include a description of processes to support regions with significant Indigenous enrolments to have effective strategies in place to improve Indigenous attainment and transitions.

Reporting at the individual school and regional level will be through data collected directly by the Commonwealth Department of Education, Employment and Workplace Relations.

Strengthened participation requirements – National Youth Participation Requirement

The [Queensland Education \(General Provisions\) Act² 2006](#) meets the NP requirement for compulsory schooling until completion of Year 10, and for mandatory full-time participation in education, training or employment, or a combination of these activities, until age 17. The relevant sections of the Act are:

- Section 9 Meaning of compulsory school age
- Chapter 10, Parts 1-5 Compulsory participation in education or training
- Section 231 Compulsory participation phase
- Section 232 Eligible options and providers

Where a young person does not meet the requirements of the Act, parents may apply for an exemption from compulsory participation using an approved form. The form requires that the parent(s) list the reasons for seeking an exemption, which can include, but are not limited to:

- illness (if likely to last more than 10 consecutive school days)
- family reasons
- cultural or religious reasons
- work (including short term work in the entertainment industry)
- other reason/s, which must be listed on the form.

An exemption from compulsory participation is not required for a student to undertake a recognised apprenticeship or traineeship. A student in the compulsory participation phase requires a partial exemption if seeking to combine part-time work with education and/or training but does not require an exemption to engage in full-time work.

Lifting Qualifications – Education or Training Entitlement

The Education or Training Entitlement provides young people with an entitlement to an education or training place for any government subsidised qualification, subject to admission requirements and availability of government subsidised places. In relation to 20-24 year olds the entitlement must result in a higher level qualification for the individual than previously attained.

In Queensland, 15–19 year olds not at school are entitled to a government subsidised training place subject to admission requirements and course availability. This entitlement also extends to 20–24 year old students who are entitled to a government subsidised training place at a TAFE institute to undertake training at a higher AQF level than the highest currently held by the student, subject to admission requirements and course availability.

² <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

As outlined in the 'Areas of Reform' section of this Plan, Queensland's approach to this NP is focused on continuing to implement and build on the Education and Training Reforms for the Future (ETRF) which seek to ensure all young people are supported to participate in education, training or employment.

Implementation of the Education or Training Entitlement in Queensland will therefore be a continuation of existing efforts to support young people to stay engaged in education and training and re-engage those who have disengaged. This approach is expected to further increase school and VET participation levels in Queensland with demand to be met through government and non-government schools and publicly funded VET providers in the first instance.

Any additional demand that results from the Entitlement is to be met through previously agreed funding under the National Agreement for Skills and Workforce Development and the Productivity Places Program National Partnership. This funding is allocated through industry led arrangements that include contestable processes open to public and private Registered Training Organisations. These arrangements will assist to ensure that shifts in industry and student demand for training as a result of Entitlement can be met.

A review of the Education or Training Entitlement to take place in April 2011 will be based on data from the Schools Australia Statistical collection and the Australian Vocational Education and Training Management Information Statistical Standard collection. Queensland will support the review and provide this data where required.

Areas of Reform

Reform Area: Maximising engagement, attainment and successful transitions

Funding available to Queensland for reforms to maximise engagement attainment and successful transitions under the NP totals \$22.4 million over four years and is to be allocated as indicated in Table 3.

Table 3: Funding for Maximising Engagement Attainment and Successful Transitions

Element	2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
Maximising Engagement Attainment & Transitions	\$2,797,000	\$5,595,000	\$5,595,000	\$5,595,000	\$2,797,000	\$22,379,000

Queensland is positioned well to participate in implementation of this NP on the basis of the Education and Training Reforms for the Future (ETRF) that were launched in 2002 and embedded in Queensland's legislation from 1 January 2004. These reforms provide a strong evidence base for this Implementation Plan and demonstrate that Queensland's approach to improving participation and training is well founded.

A significant focus of Queensland's ETRF has been to expand pathways in response to the needs of a diverse student population in ways that encourage young people to participate in education and training and to attain qualifications that support transitions from education to meaningful employment. As a result, Queensland's education and training system has the following features:

- A legislative requirement for compulsory schooling until completion of Year 10 or the student turns 16 years of age and for mandatory full time participation in education,

training or employment, or a combination of these activities for a further two years, until certain qualifications have been achieved or until age 17.

- The Queensland Certificate of Education (QCE) which is a qualification that recognises a broad range of options in the senior phase of learning. The first cohort of students eligible for QCEs completed year 12 in 2008 and nearly 70 percent of this cohort were awarded a QCE upon completion of school.
- The structure of the QCE also provides opportunities for young people who may not meet the full requirement of the qualification when they complete or leave school to continue with education and training to achieve this qualification.
- Cross sectoral District Youth Achievement Planning (DYAP) processes across Queensland to coordinate programs and services targeted to young people at the local level in order to reduce duplication and use resources more efficiently.
- Youth Support Coordinators who provide early intervention and prevention aimed at supporting young people aged between 12 and 18 years of age enrolled in a formal Queensland secondary education or training program who are at risk of disengaging or withdrawing prematurely from education and training.
- Senior Education and Training (SET) planning is being used by schools and young people to plan future pathways.
- Young people in the compulsory participation phase have access to a broader range of flexible options. The amount of VET in schools and the number of School-based Apprenticeships and Traineeships (SATs) have grown significantly and these options are available in many schools across the State.
- Schools are more flexible in how they support young people in the senior phase of learning through strategies such as more flexible timetabling and support.
- The Queensland Academies and Industry Gateway schools provide additional options for young people and foster collaborative arrangements between the industry and education sectors.
- The Get Set for Work program assists young people aged 15-19 years who are early school leavers or are at risk of disengaging to prepare for employment.
- The Next Steps survey of every student who completed Year 12 in the previous year in Queensland collects information about the initial study and employment destinations of young people after leaving school.
- The Early Leavers survey which is a statewide survey on the destinations of students who left Queensland Government schools prior to completing Year 12. The survey collects information about the initial study and work destinations of young people after leaving school, and has been conducted on an annual basis since 2007.
- Innovative programs have emerged through targeted and flexible funding that are encouraging those most at risk of disengaging to stay engaged. Some of these programs have focused on particular groups of young people including Indigenous students and young parents.

These reforms have changed young people's experiences by broadening the available pathways to engage with and succeed in education and training, attaining qualifications and making successful transitions to employment. The ETRF has already had a significant impact on improving opportunities for young people to participate in education, training and employment and attain qualifications and forms the basis for the State's contribution to this NP. As a result, Queensland's Implementation Plan and reform areas focus on continuing and refining existing effort rather than implementing a new wave of reforms or programmatic responses.

Queensland's achievements and evidence based for this Plan is therefore demonstrated by:

- Queensland's 2008 participation and attainment rates as measured by Schools Australia and the Survey of Education and Work are above the national average and place Queensland's performance within the three highest performing jurisdictions.
- consistent high level apparent retention rates of between 77.5 – 79.3 per cent over the last four years as measured by the Schools Australia collection
- an increasing trend over the last four years in the number and proportion of young people who were attending school and/or employed full time as measured by ABS Labour Force data.
- Queensland's 9,048 School-based Apprenticeship and Traineeship (SAT) commencements in 2008, which accounted for approximately 42 per cent of total national commencements and represent a 46 per cent increase from the nominal baseline of 6,200 commencements in 2006.
- a rise in the proportion of 20-24 year old young people in Queensland attaining a Year 12 or equivalent qualification from 79.1 percent in 2002 to 84.3 percent in 2008 as measured by the ABS Survey of Education and Work.

The NP targets require a concerted effort to improve participation rates by 2010 and Year 12 or equivalent or Certificate II attainment rates by 2012. Strategies focussed on schooling and school aged young people will be primarily required to achieve the 2010 participation target and strategies focusing on VET and re-engaging young people will be required to achieve the 2012 attainment target.

Queensland's reforms for maximising engagement, attainment and successful transitions have been drawn from an evidence base which includes the State's experience and achievements under the ETRF, a gap analysis that identified areas requiring a renewed focus, a 2009 youth attainment and transitions research literature review conducted by the Australian Council for Education Research and outcomes from the August 2009 Queensland Youth Attainment and Transitions Think Tank which included leading academics, practitioners and policy officers.

The State, Catholic and Independent schooling sectors will invest the available project funding in the strategies and indicative actions shown in Table 4 to maximise engagement, attainment and successful transitions for young people, once funds for systemic initiatives have been deducted. This approach has been agreed through a consultative process that has included the non-government, vocational education and training, community services and employment sectors.

The indicative strategies and actions are designed to support engagement with young people and work in an integrated way with the non-government, VET, and community sectors and the restructured Commonwealth programs. The strategies and actions are detailed in Table 4 and the project funding to support these reforms is shown in Table 3.

Table 4: Queensland reform areas for maximising engagement, attainment and transitions

NP REFORM AREA	STRATEGIES	INDICATIVE ACTIONS
Multiple learning pathways	Use existing State and Commonwealth resources more efficiently and effectively	<ul style="list-style-type: none"> • Facilitate coordination of new Commonwealth programs with Queensland’s existing youth planning processes and the Youth Support Coordinator Program to align and better coordinate State and Commonwealth resources • Collaborate with the Commonwealth to ensure Youth Connections program providers focus on working with disengaged young people as their priority to complement Queensland’s existing strategies • Target VET in schools on qualifications that will support attainment and successful transitions for young people • Improve the economies of scale for VET in schools programs by forming clusters of schools and better utilising local infrastructure
Multiple Learning Pathways Career development	Flexible and customised approaches for communities and individuals	<ul style="list-style-type: none"> • Revitalise regional and local planning processes to improve services for young people and focus on youth attainment and transitions for young Queenslanders • Schools undertake planning so that all students are on track to achieve a Queensland Certificate of Education (QCE), Certificate II, Queensland Certificate of Individual Achievement or an International Baccalaureate Diploma • Schools assist students to plan their transition through senior secondary school and into further education, training, or training and employment combined with training • Support these processes by expanding Senior Education and Training planning processes (or equivalents) • Commonwealth Youth Connections providers and Queensland Youth Support Coordinators collaborate to ensure that young people who drop out of school, or who are at risk of dropping out of school are supported to make a transition to other education or training options
Multiple learning pathways	Improved monitoring of young people’s participation in education and training and achievement of qualifications	<ul style="list-style-type: none"> • Expand Early Leavers survey to non-government school leavers to improve destination data • Investigate options to expand Next Step and Early Leavers surveys to provide better longitudinal data on young people’s destinations and pathways and to incorporate a referral service for young people • Research patterns of education and training and scope improvements to existing data collection practices to build policy and/or operational responses to improve reporting and intervention practices for young people who are at risk of disengagement

Reform Area: School, business and community partnerships and individualised, personalised support for young people at risk

Commonwealth Government funding to be invested Queensland for the establishment of two restructured Commonwealth programs under the NP totals \$95.5 million over four years and is to be allocated across the years as indicated in Table 5.

Table 5: Funding for School, Business and Community Partnerships and Individualised, Personalised Support for Young People at Risk

Element	2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
Partnership Brokers	\$4,559,000	\$9,118,000	\$9,118,000	\$9,118,000	\$4,559,000	\$36,472,000
Youth Connections	\$7,383,000	\$14,766,000	\$14,766,000	\$14,766,000	\$7,383,000	\$59,064,000

The Australian Government will implement two programs, the School Community Partnership Brokers Program and the Youth Connections Program in 16 regions across Queensland. A key strategy identified in Queensland's reforms is to *'Facilitate coordination of new Commonwealth programs with Queensland's existing youth planning processes and the Youth Support Coordinator Program to align and better coordinate State and Commonwealth resources'*.

District Youth Achievement Planning (DYAP) processes are currently established in varying forms and structures in each Education Queensland region. DYAP committees may comprise (but are not limited to) representatives of Education Queensland, Queensland Catholic Education Commission, Independent Schools Queensland, state and non-state schools; local, state and Commonwealth government agencies; community organisations; local employers and business; TAFE and other training organisations; higher education providers; Youth Support Coordinators and community support officers.

School Business and Community Partnership Brokers Program

The Commonwealth School, Business and Community Partnership Brokers Program will work with stakeholders to contribute to revitalising regional youth planning processes and align to existing partnerships, governance mechanisms and structures where they exist. In this context, careful planning will ensure that state and non-state schooling sectors, community and human service departments as well as training, higher education and industry stakeholders are active participants in the governance processes that support regional level decision making.

Brokers will play an important role in fostering relationships between clusters of schools, training organisations, businesses and industry to create strategic partnerships to make classroom learning more meaningful to students by connecting this learning to real life applications and creating opportunities for learning beyond the classroom. While this role does not extend to placing students in structured workplace learning, Partnership Brokers will support the establishment of sustainable partnerships between schools, businesses and industry.

Youth Connections Program

Youth Connections Program providers will work with regional youth planning processes and Partnership Brokers in order to improve efficiency and effectiveness by better aligning State and Commonwealth programs to meet the needs of young people at the local level.

Young people who are still engaged in education will not be the focus of Youth Connections service delivery in Queensland. In Queensland, schools and schooling sectors will primarily work with young people in school who are most at risk of disengaging. Youth Connections providers will establish and maintain relationships with State funded Youth Support Coordinators and youth planning processes in their region. Youth Connections Providers and Youth Support Coordinators will collaborate and share information to ensure gaps in support services are addressed and efforts are aligned to avoid duplication.

A key role for the Youth Connections Provider in each region is to work with the Queensland Department of Education and Training, schooling sectors and training organisations to locate and re-engage young people who have disengaged from education and/or training. This will include analysis of non-participation reports that identify young people in the compulsory participation phase who appear not to be enrolled in full-time education and training options for a period of three months or longer.

Conditions for possible transfer of program responsibilities and funding

The NP provides an option to transfer Commonwealth program funding and responsibility to Queensland. The State may seek to transfer funding for the Commonwealth School, Business, Community Partnership Brokers (Partnership Brokers) and/or Youth Connections programs by way of a submission to the Australian Government six months prior to an agreed juncture point for provider contracts (June 2011, June 2012 or June 2013). The submission will:

- outline the context of reforms undertaken, including previous effort that demonstrate a commitment to the agenda and include evidence such as growth trends
- outline specific support provided for the implementation of the two programs
- demonstrate achievement of outcomes for maximising engagement, attainment and successful transitions based on the performance indicators in Table 6 and other information
- demonstrate implementation of reforms specifically relating to Indigenous young people and include evidence of improved outcomes for Indigenous youth such as growth trends, and
- specify if Queensland intends to continue the program/s or outline how the funding will be used for additional careers and transition services that will ensure support for partnerships between schools and key stakeholders in the community and disadvantaged youth.

As identified in this Plan, significant reform to education and training systems, structures and processes has occurred over the last decade in Queensland. These reforms have positioned Queensland amongst the top three highest performing jurisdictions in Australia in terms of young people participating in education and training and attaining Year 12 or an equivalent qualification.

As a result of strong positive trend growth over previous years, it is expected that Queensland's performance will normalise over the life of the NP and slight improvements over current performance will require a concerted effort. As trends improve, sharper targeting of reforms and strategies is required in order to focus efforts on the cohorts of young people who are not exhibiting the same trends as other young Queenslanders.

The additional performance indicators proposed in Table 6 are intended to collectively demonstrate achievement of additional outcomes for young people in Queensland over and above the national participation and attainment target outcomes. Over time, it is expected that the measures associated with these indicators will show increases in the number of young people completing school with meaningful qualifications as well as improvements in young people's transitions to further education, training and/or employment.

Queensland's performance for the purpose of considering a transfer of program responsibility and funding will be assessed on the basis of progress against:

- the nationally agreed NP participation reward target,
- movement towards achieving the nationally agreed NP attainment target that recognises seasonal and contextual influences
- the additional performance indicators shown in Table 6 , and
- other information contained in the submission.

Where there is agreement between the Australian Government and Queensland Government about the achievement of outcomes, funding for the programs will be transferred as set out in the terms of the NP. Where agreement cannot be reached, either party may seek an independent assessment of the submission via 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".

Table 6: Performance Indicators for Possible Transfer of Commonwealth Programs Funding

	Outcome	Performance Indicator	Source	Timing	Description / rationale
1	Increased participation of young people in education and training	<ul style="list-style-type: none"> ▪ Enrolment of full-time equivalent students in years 11 and 12. ▪ 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a VET course at Certificate II level or higher 	ABS National Schools Statistics Collection		<ul style="list-style-type: none"> ▪ Agreed in the NP and is the focus of QLD strategies
			AVETMISS		
2	Increased attainment of young people aged 15-24, including Indigenous youth	<ul style="list-style-type: none"> ▪ Progress towards meeting the NP agreed targets for the proportion of 20-24 year olds who have attained Year 12 or Certificate II or above, disaggregated by indigenous and non-indigenous ▪ Percentage of Year 12 students who are completing or completed a School-based Apprenticeship or Traineeship or were awarded one or more of the following: Queensland Certificate of Education, International Baccalaureate Diploma, VET qualification - disaggregated by Indigenous and non-Indigenous 	<p>ABS Survey of Education and Work</p> <p>Year 12 Outcomes Report (Queensland Service Delivery Statement 3-114)</p>	<p>Preliminary data available in February and published released in April each year</p> <p>Disaggregated data available by May each year</p>	<ul style="list-style-type: none"> ▪ Agreed in the NP and is the focus of QLD strategies ▪ Demonstrates achievement of a qualification over and above attainment by competing school ▪ Aligns with existing Queensland Government targets listed in the Service Delivery Statement
3	Young people make a successful transition from school to further education, training or full-time employment	The proportion of year 12 completers studying or in paid employment six months after completing Year 12	Next Steps destination survey	Data available in July each year and report published in August	<ul style="list-style-type: none"> ▪ Demonstrates success of SET planning and transitions planning
4	State and Territory reform areas (Improvement in maximising engagement, attainment and successful transitions)	<p>Percentage of students awarded a Queensland Certificate of Education by the end of Year 12</p> <p>Percentage of students who completed Year 12 and who are in full-time education or training, in full-time employment, or both part-time work and part-time education or training</p>	<p>Year 12 Outcomes report (Queensland Service Delivery Statement 3-114)</p> <p>Next Steps Survey (Queensland Service Delivery Statement 3-114)</p>	<p>Preliminary data available in February and published released in April each year</p> <p>Data available in July each year and report published in August</p>	<ul style="list-style-type: none"> ▪ Demonstrates success of multiple pathways for attaining a qualification before leaving school ▪ Allows for statewide data and breakdown by sector if required ▪ Demonstrates success of SET and transitions planning

Evaluation and Audit Arrangements

Evaluation

Queensland will participate in a national evaluation of the NP that will be funded and managed by the Commonwealth.

Audit arrangements

Appropriate audit arrangements will be put in place by Queensland 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.

Commonwealth communications strategy

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

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 NP. 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 that will consider issues related to the implementation and ongoing management of all elements of the NP. The Commonwealth will develop terms of reference and membership for this multilateral group, however membership will consist of representatives from each state and territory. 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.

Queensland governance structures

The Implementation Plan has been developed in collaboration with Education Queensland, the Queensland Catholic Education Commission, Independent Schools Queensland, TAFE Queensland, Skilling Queensland, the Department of Employment, Economic Development and Innovation and the Department of Communities. Ongoing officer level collaboration between these agencies and organisations will occur during the implementation of this NP.

A cross-sectoral Chief Executive Officer (CEO) governance committee chaired by the Director-General, Department of Education and Training has provided the primary authorising environment for endorsement of this plan amongst the three schooling sectors.

The CEO governance committee will play an ongoing role in monitoring the success of this NP and overseeing progress reports to DEEWR throughout the various stages of implementation.