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

South Australia

1. Purpose

The Commonwealth and South Australia 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 South Australia.

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.

1.1 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.

The two reward payments available under the National Partnership to support improved participation and attainment are 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 Vocational Education and Training (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 2 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	The proportion of young people aged 20-24 who have attained Year 12 or Certificate 2 or above ^	Supplementary measure, sourced from the ABS Survey of Education and Work

Indigenous youth	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 for 15-19 year olds
Improved Indigenous attendance	Attendance rates for Indigenous students in years 1-10	Report on Government Services
Improved Indigenous retention	▪ Apparent retention years 7/8 to year 10, by Indigenous status ▪ Apparent retention years 7/8 to year 12, by Indigenous status	Report on Government Services

* Indicator for participation reward payment (measured in 2010; payment available in 2011).
^ Indicator for attainment reward payment (measured in 2012; payment available in 2013).

1.2   State/Territory Context

South Australia is committed to making the state a vibrant, prosperous community that offers its citizens every opportunity to live well and succeed. South Australia is investing heavily to build a socially inclusive state with a high skill economy where all South Australians have the opportunity to develop the skills and capacity to participate in the community socially and economically.

The social and economic participation of young people is critical to this vision for the future. As such the South Australian government has held a long term commitment to supporting young people to participate in education, training and the labour market.

In addition to explicit learning, earning and attainment targets in South Australia's Strategic Plan, South Australia has implemented a range of strategic policy and program reforms to the education and training systems to develop, support and enhance transitions and multiple learning and work pathways. These initiatives include:

1.2.1 South Australia's Strategic Plan

The Youth Attainment and Transitions National Partnership contributes towards South Australia's Strategic Plan targets:

- T6.15 Learning or earning: by 2010 increase the number of 15-19 year olds engaged fulltime in school, work or further education/training (or combination thereof) to 90%.

- T6.16 SACE or equivalent: Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification.

- T6.19 Non-school qualifications: by 2014, equal or better the national average for the proportion of the labour force with non-school qualifications.
- T6.20 Higher education: Increase South Australia's proportion of higher education students to 7.5% of the national total by 2014.
- T6.21 VET participation: exceed the national average for VET participation by 2010.

1.2.2 The New South Australian Certificate of Education (SACE)

The new South Australian Certificate of Education (SACE) was introduced in 2009 in all South Australian schools with secondary students. Year 12 students in 2011 will be the first to graduate with the new SACE. The new SACE includes new compulsory subjects and offers greater flexibility in the way students can earn credits than was possible in the previous senior secondary certificate.

The new SACE will still be the main pathway for students to university or TAFE, but will provide many options for students who want to follow a different path. For instance, through the expansion of VET in SACE options young people will be able to commence training whilst undertaking the SACE. Students will also be able to develop their skills both at school and outside of school and count vocational training, university studies, community service, and part-time work towards their SACE.

1.2.3 Raised Compulsory Education Age in South Australia

The introduction of the new SACE coincided with the introduction of the new compulsory education age in January 2009. South Australia made this legislative change in response to research which showed that young people leaving school early without a qualification are marginalised in the labour market and have difficulty finding sustainable work. Young people who attain a qualification have better medium to long-term labour market outcomes than those who don't.[1]

The new legislation requires all young people to participate full time in an approved learning program which is education or training delivered through a school, university or registered training organisation, an apprenticeship or traineeship, or a combination of these until they turn 17. The Compulsory Education Age legislation does not change the school leaving age which remains at 16.

1.2.4 Retention and Engagement Strategies and Programs

The effort this State is making has resulted in appreciable gains in school retention. For example, South Australia has made appreciable gains in increasing school retention and the gap between Indigenous and non-Indigenous student retention is narrowing. The State's 2009 full time equivalent retention rate is 77.5%. Gains since 2000 are shown below:

Year	Year 8 to 12 FTE Retention Rate
2009	**77.5%**
2008	75.3%
2007	74.5%
2006	72.4%
2005	72.4%

[1] It's Crunch Time - Raising Youth Engagement & Attainment. www.dsf.org.au/papers/198.html
http://www.dsf.org.au/get/index.php?id=110&n=ACCESS+REPORT%3A+DSF+AND+BCA&ext=pdf&p=%2Fmedia%2Ffiles%2Fresource%2F110.pdf

2004	70.0%
2003	68.2%
2002	69.5%
2001	68.9%
2000	67.6%

Programs provided by Government and non- Government school sectors in South Australia include the following examples:

- The School to Work Transition program developed by the Independent sector and TAFE SA has been offered in three regional Independent schools in 2009. This program provides Vocational Education and Training (VET) options to retain or re-engage students particularly those with learning difficulties who require language, literacy, numeracy and communication support. The participants are supported to study VET competencies with a Community Service vocational interest. Emphasis is on providing students with hands-on learning activities. The program also facilitates supervised work observation opportunities. VET competencies from Certificate I Work Preparation and Certificate II Community Services are delivered and contribute to the students' SACE.

- The Innovative Community Action Networks (ICAN) program operating in Government schools is recognised nationally and internationally. ICAN supports young people from a range of backgrounds and experiences who have either dropped out of school entirely or who are at risk of doing so. Over 8,000 young South Australians have participated in ICAN programs or as Flexible Learning Option (FLO) enrolled students since 2005. In 2009 ICANs have operated in school communities in the metropolitan northern, western and southern suburbs and the Upper Spencer Gulf towns. In 2010 ICANs will be established in Yorke Peninsula, Riverland, Murray – Mallee and southern Fleurieu and Kangaroo Island.

- Ten Trade Schools for the Future have operated in South Australia since 2008 offering school based apprenticeships where specialist Apprenticeship Brokers match job ready students to local employers. Apprenticeships cover a range of industries including Manufacturing Electro technology, engineering, mining resources and community services.

- In 2009 the two South Australian Technical Colleges (ATCs) located in Northern and Southern Adelaide became part of the Catholic systemic senior secondary colleges/schools owned and operated by the Catholic Archdiocese of Adelaide. They are now known as St Patrick's Technical College (formerly ATC-Northern Adelaide) and Marcellin Technical College (formerly ATC-Adelaide South). The focus of the Catholic Technical Colleges has been to cater for students in Year 11 and 12 who wish to study for their Year 12 senior secondary certificate, South Australian Certificate of Education (SACE), and start an apprenticeship, an Australian School-based Apprenticeship (ASbA), while still at school. The Catholic Technical Colleges offer and support students through both academic learning and trade training - with mentoring, career advice and business and employability skills. The colleges currently deliver an integrated Year 11 and 12 academic and trade curriculum that meets both the SACE requirements and industry expectations. Students undertake trade training in Certificate III level and paid work through an ASbA in one of the following areas: Automotive, Building and Construction, Business, Commercial Cookery, Electrotechnology and Metals and Engineering.

1.2.5 The Workforce Development Strategy

South Australia's Workforce Development Strategy, Better Skills. Better Work. Better State. is a deliberate strategy for drawing together the policies and practices that create an efficient, highly skilled workforce to support an evolving, globally competitive economy. Focused on three priority areas: a high skill economy, quality employment and better workforce planning the Workforce Development Strategy is an overarching concept that links skills with the way work is organised. These priorities continue to underpin the South Australian Government's ongoing skills reform agenda.

Acknowledged as pioneering, the Strategy represents an innovative way of integrating workforce planning, employment participation and demand considerations, and was the first such strategy in Australia. The broadening of traditional approaches from developing the workforce through the education and training systems has shifted focus to include all forms of learning and skills acquisition.

The Strategy recognises the complex interplay between the diverse range of social, fiscal, industrial relations, health and economic development policies, systems and structures which when used together can deliver the required workforce outcomes.

The workforce development approach adopted in South Australia responds to the State's dual social and economic priorities articulated in South Australia's Strategic Plan and contains specific participation and attainment targets for young South Australians.

1.2.6 Skills for South Australia

The South Australian Skills Strategy seeks improvements in South Australia's relative performance against the key national indicators of employment participation, VET participation, labour productivity, a skilled workforce and the cost per hour of delivery.

Focused on efficiencies, effectiveness and improved participation, the South Australian Skills Strategy has been designed to deliver increased choices for both learners and employers, improve responsiveness, encourage innovation in training offerings and foster a more entrepreneurial culture.

The Skills Strategy provides the infrastructure, institutional and delivery reform required to support increased VET participation and workforce development practice in South Australia. This includes provision to:
- Increase the level of total South Australian training funds allocated on a contestable basis in line with changes initiated through the national Productivity Places Program;
- Advance devolution for TAFE through new accountability arrangements which allow for revenue retention and multi-year budget arrangements for TAFE;
- Establish a network of three connected Institutes, each with RTO status with more dexterity to respond quickly to customer needs while harnessing the benefits of being part of a connected network supported by a Lead Institute model that provides a single entry point for industry containing specialist centres with close alignment to key industry sectors.

Importantly the Skills Strategy incorporates strategic reform initiatives to increase e-learning, implementing more widespread use of recognition of prior learning (RPL) – with a target of 20% of all student contact hours, establishing greater reliance on competency based assessment, supporting more work-based training including different pathways to suit the needs of individuals and their employers and the acquisition of skill sets rather than full qualifications for employees who want to up-

skill. Reform also focuses on increasing employment participation levels, embedding case management to support learners from disadvantaged cohorts, improved utilisation of public training assets and increased access by private providers to public facilities, a more integrated approach to the management and use of hard infrastructure and ICT systems and an enhanced VET workforce capability.

1.3 Links between Youth Attainment and Transitions National Partnership and other National Partnerships including reforms under the National Education Agreement

1.3.1 Smarter Schools National Partnerships

South Australia has designed an interrelationship between elements of the National Partnership Agreement on Youth Attainment and Transitions and the National Partnership Agreement on Smarter Schools Low Socio Economic Status School Communities, titled the 'Communities Making a Difference National Partnership' in South Australia.

Through the Communities Making a Difference NP South Australia is expanding programs and approaches with a proven record of success in improving engagement and educational achievement of students from disadvantaged backgrounds. The Youth Attainment NP has provided an opportunity for this State to further extend some of these approaches to increase attainment and successful transitions of young people from the ages of 15 – 24, regardless of their economic circumstances.

Both the Communities Making a Difference NP and the Youth Attainment NP aim to:

- deliver sustained improvements for young people, through personalised approaches tailored to meet their personal circumstances and learning needs

- identify and implement evidence-based initiatives, strategies and interventions which achieve improved attainment and transitions for young people

- build on, and further develop, successful community partnerships that support young people to attain satisfactory outcomes from their schooling and training

The educational outcomes of young people who remain in or return to school will be enhanced because of the continuous improvement approaches and better quality of teaching that will be delivered through the National Partnership Agreements on Literacy and Numeracy and Improving Teacher Quality. The National Partnership Agreement on Improving Teacher Quality (ITQNP) aims to deliver sustained improvements in the quality of teaching and leadership in South Australian schools, with a particular focus on the contribution of professional development opportunities for principals and teachers in maintaining a quality teaching workforce. The ITQ NP includes particular emphasis on developing a culture of ongoing school improvement and contribution to COAG's agendas for social inclusion and addressing Indigenous disadvantage.

1.3.2 National Partnership Agreement on Indigenous Economic Participation.

The Youth Attainment and Transitions National Partnership has significant links with the National Partnership Agreement on Indigenous Economic Participation. It "will improve opportunities for Indigenous people to find and retain employment and connect more Indigenous people with employment and the real economy" [2] In particular this NP will address Indigenous Economic Participation in a range of areas including the following:

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[2] NP Agreement on Indigenous Economic Participation, Note 13.

- Through the Maximising Engagement, Attainment and Successful Transitions program funding the Department of Education and Children's Services will lead a pilot destination survey for young school leavers in the Southern region which has a high proportion of Indigenous young people. This survey will expand a limited trial in SA that tracked the destinations of SACE achievers, by following up young people who have left school before completing the SACE. The pilot will include a longer term follow up of a sample of young people including all Indigenous young people originally surveyed. Support services and referral arrangements will be provided using a tailored and customised approach.

- There has been an increase of 41% in the number of Indigenous students in Independent schools in South Australia from 2003 to 2008. The Independent schooling sector will expand its *Career Pathways and Vocational Education Program – Goal Setting and Pathway Planning Activities* for Indigenous students through the Maximising Engagement, Attainment and Successful Transitions program stream in this National Partnership. The program was introduced in 2007 and feedback supports the value of reviewing, updating and expanding the delivery of the program. The updated program will include tutoring sessions, follow up work and relevant field experiences which explore:
  - Goal Setting
  - Interests – Strengths and Abilities
  - Time Management and Study Skills
  - Career Planning and Work Choices
  - Resume Preparation
  - Pathway Planning
  - Useful Contacts/Visits to Universities and TAFESA

- Catholic Education South Australia will use funds from the Maximising Engagement, Attainment and Successful Transitions program stream to enhance services focusing on post school options for students, including Indigenous students, and support the work of Catholic Education SA (CESA) teams including its Indigenous Education Team.

- To help support Indigenous young people and contribute towards the COAG 'halving the gap' in Indigenous Year 12 or equivalent attainment target, all South Australian schooling sectors agreed that Partnership Brokers operating in the Eyre and West Coast and Far North and Anangu Pitjantjatjara Yankunytjatjara (APY) Lands regions of SA would be required to provide evidence of:
  - existing successful provision of services in remote and isolated regions, particularly in South Australia, and
  - proposed strategies to service APY Lands and Far West remote communities.

1.4 Links to National Education Agreement and National Agreement for Skills and Workforce Development

While the National Agreement for Skills and Workforce Development is focused on skills developed in the vocational education and training sector and through workforce development, it acknowledges that the delivery of longer term objectives will not be achieved by skills and workforce development alone. The Agreement clearly recognises the integral links to schooling and higher education sectors and the significance of their impact on skills and workforce development objectives.

In South Australia the training obligations arising from this Partnership will be supported through the Skills and Workforce Development Agreement providing 17 to 24 year olds with prioritised access to government subsidised training places (subject to eligibility). In accordance with the amendments to the criteria for accessing the Productivity Places Program enshrined within this National Partnership, young people will also have additional access to training places under the umbrella of the Productivity Places Program.

In totality, the interaction of the education and training systems in the delivery of the Compact with Young South Australians entitle will serve to increase the required state contribution to the national participation and Year 12 or equivalent attainment rates.

1.5 Strengthened participation requirements – National Youth Participation Requirement

The National Youth Participation Requirement includes a mandatory requirement for all young people:
> a. to participate in schooling (meaning in school or an approved equivalent) until they complete Year 10; and
> b. that have completed Year 10, to participate full-time (defined as at least 25 hours per week or full time as deemed by the learning provider) in education, training or employment, or a combination of these activities, until age 17.

In January 2009 the Compulsory Education Age legislation took effect in South Australia. This legislation requires all young people between the ages of 16 and 17 to participate full time in an 'approved learning program' which is education or training delivered through a school, university or registered training organisation, an apprenticeship or traineeship, or a combination of these. The school leaving age is unchanged by the Compulsory Education Age legislation and remains at 16.

Approved learning programs include:
- Traditional secondary school, including studying towards the South Australia Certificate of Education (SACE), International Baccalaureate (IB) or Steiner Education (Waldorf Schools) Secondary Certificate
- Technical and further education (TAFE) courses or accredited courses offered by registered training organisations
- Apprenticeships or traineeships
- University degrees, diplomas or other university award courses
- Other programs authorised by the Minister for Education
- A combination of the above.

Where a young person has achieved a SACE or other qualification, under an approved learning program, there is no compulsion for them to continue to participate past the age of 16. For vocational education qualifications, Certificate 2 is considered a sufficient equivalent, as it provides a defined qualification which leads into further vocational education, such as Certificate 3, delivered by a registered training provider.

The overriding intention of the Compulsory Education Age legislation is to support young people between the ages of 16 and 17 to remain in education or training. Schools are encouraged wherever possible to support every student to remain engaged in an approved learning program and connected to school. Schools offer a variety of support mechanisms for students; for example a young person with caring responsibilities may have these incorporated into their learning program.

Exemption policies exist for each schooling sector and conditions may include:

- Continued employment
- Continued medical needs
- Continued personal circumstances

Conditional exemptions may be granted by some sectors to enable a young person to study part time.

Further information about the South Australian Compulsory Education Age including exemption information can be found at: http://www.educationage.sa.gov.au/

1.6   Lifting Qualifications – Education or Training Entitlement

1.6.1 Education and Training Entitlement for 15-19 year olds from 1 July 2009

The education or training entitlement is known in South Australia as the Youth Compact.

South Australia has an established education entitlement delivered through enrolment in the school system. Young people aged 15 – 19 are able to access their Youth Compact education entitlement by enrolling in or remaining in a secondary school.

The South Australian education system offers a range of flexible learning arrangements and environments including part time study, combinations of work and part time study towards their South Australian Certificate of Education (SACE), adult re-entry schools, flexible learning centres and an expanded capacity to commence VET qualifications as part of the revamped South Australian Certificate of Education (SACE). The new SACE commenced for year 10 students in 2009 and will enable South Australians to achieve a senior secondary certificate that includes a greater proportion of Vocational Education and Training (VET) than has been possible before.   This flexibility enables young South Australians to access a significant proportion of their Training Entitlement through a school enrolment.

Young people aged between 17 and 24 will, in the main, be accessing the Youth Compact training entitlement through the Vocational Education and Training (VET) Sector.

In South Australia the Training Entitlement is delivered through the Learn or Earn initiative (previously known as Learning Works). Effective 1 July 2009 access to the education and training systems entitlement has been managed through the Learn or Earn Information and Referral Service which provides the mechanism through which young people 15 to 19 can connect to their education or training place. The Learn or Earn service provides a central access point for 15 to 19 year olds to access their entitlement (outside mainstream admissions processes).

As the Youth Compact has not been funded by the Australian Government, South Australia has put new policy measures in place to enable this State to meet this commitment. Therefore from 1 January 2010 young people under 17 will be required to enrol in a government secondary school to access the Youth Compact.   The school will develop a customised program for each student and purchase a VET complement with enrolment funding. The student's VET learning will, where possible, form part of a South Australian Certificate of Education program.

An exemption policy will be in place for students who are 16 years of age and under 17 who do not wish to enrol in a government school to access their Training Entitlement.

1.6.2 Education and Training Entitlement for 20-24 year olds from 1 January 2010

Effective 1 January 2010 the Learn or Earn initiative (described above) will be extended to young people 20-24 years of age.

Young people will be able to access their Training Entitlement through the TAFE SA general admissions process, where priority will be given to young people 15 to 24 years of age and through the Learn or Earn Information and Referral Service. Young people in this age cohort without a preliminary qualification are also eligible to enrol in a government adult re-entry school and will be supported to do so as appropriate.

2   Areas of Reform

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

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

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

2.1   Reform Area: Maximising Engagement, Attainment and Successful Transitions

2.1.1   Project funding for Maximising Engagement, Attainment and Successful Transitions will be made available to South Australia from 1 January 2010 for the menu of reform areas: multiple learning pathways, career development and mentoring.

2.1.2   The Maximising Engagement, Attainment and Successful Transitions program is to be known as "Successful Transitions" in South Australia which reflects the elements to be implemented in this State and the key outcome being sought from this program:

Young people make a successful transition from school to further education training or full time employment.

2.1.3   The agreed South Australian allocation of project funding for Successful Transitions is outlined in the table below.

2009-10 ($'000)	2010-2011 ($'000)	2011-2012 ($'000)	2012-2013 ($'000)	2013-2014 ($'000)	4 year total ($'000)
$968	$1,937	$1,937	$1,937	$968	$7,747

(GST exclusive)

2.1.4   The first project payment, for Successful Transitions will be paid by the Commonwealth on the first possible payment date after 1 January 2010.

2.1.5   South Australia is positioned well to apply the funding coming through the Successful Transitions stream to expand and enhance existing services that provide multiple learning pathways, mentoring and career development resulting in more young South Australians making a successful transition from schooling to further education and sustainable employment. The programs selected by South Australia have a strong evidence base in local, national

and international research[3] and have proven to be successful in the South Australian context.

2.1.6 The three South Australian schooling sectors have collaboratively developed strategies and actions for the Successful Transitions stream and will each take on responsibility for leading the activities in their own sectors. While each sector will be responsible for managing specific programs there will be joint monitoring arrangements and opportunities for key learning to inform the work of all sectors.

2.1.7 South Australia will divide funds provided for the Successful Transitions program from 2009-10 to 2013-14 between the three schooling sectors based on numbers of individual students aged between 12 and 18 enrolled in each schooling sector in 2009.

The exact split of funding will be determined during late 2009 following the completion of the Government Term 3 School Enrolment Census, and the provision of non-government Term 3 school enrolment census data to DECS from DEEWR.

2.1.8 Following approval of this Implementation Plan detailed program plans and reporting arrangements will be prepared by the South Australian schooling sectors for consideration and approval by the Sector Heads Committee.

2.1.9 Most of the reform areas selected by South Australia complement pre-existing local reforms in the careers and transitions area. Examples of the strategies that complement existing State programs are:

- A research program led by the Department of Education and Children's Services which includes the Southern Destination Survey to identify service needs in the Southern Region which has historically lower attainment rates than many other SA regions. This program builds on a pilot of a SACE destination survey;
- Industry Pathways Program that expands existing opportunities for supporting young people to achieve higher level VET qualifications;
- Mentoring programs that build on the successful secondary student mentoring initiatives in South Australia.

2.1.10 Elements of other Successful Transitions programs continue several of the most effective approaches from Commonwealth programs that are ceasing in December 2009. These program strategies will address gaps in service provision, particularly during the transition to fully developed programs for Youth Connections and School Business Community Partnerships Brokers. An example is Structured Workplace Learning in Independent schools.

2.1.11 Three reform strategies will account for approximately 60% of the program funding. These strategies, detailed in the Successful Transitions Summary Table below, are:

- Conduct a research program in the Southern Region that includes a Southern Destination Survey, analysis of results and identification of support needs;

- Provide additional places in the existing State funded Industry Pathways Program so that more students can commence studies leading to high-level VET qualifications while still at school;

- Appoint regional coordinators for pathways options (Northern, Southern, Western) to facilitate the implementation of the Youth Compact in schools with the Southern Region Coordinator providing follow up services for at

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2 See Table 1 and the Reference List

risk young people in that region identified in the Southern Destination Survey.

2.1.12 The following table summarises the major strategies and activities to be implemented in South Australia through the Maximising Engagement Attainment and Successful Transitions funding. Each schooling sector will have ownership for activities relevant to its own sector. South Australia, through its Successful Transitions and Sector Heads committees will review this approach after two years.

Table 1: Successful Transitions Program in South Australia

NP Reform Element	Strategies	Summary of Actions	Anticipated Activities	Rationale
Multiple Learning Pathways	Improving student progression to higher skill and qualification levels	▪ Provide additional places in the new Industry Pathways Program so that more higher-level VET qualifications are achieved[4]	▪ Expand the reach of industry pathways programs into more Regions during 2010 ▪ Fast track the number of industry streams available for 2010 ▪ Provide additional places in industry pathways programs	This is a key strategy in delivering successful achievement for young people at risk of leaving school early. Funding through this program will provide front-loading of the planned rollout to more regions with more pathways programs. The enhanced structured workplace learning will build on previous Australian Government programs to provide pathways to higher level VET qualifications. This program complements the VET scholarships program being provided to disadvantaged young South Australians through the 'Communities Making a Difference' (Low SES) National Partnership. The approach has been trialled in South Australia since 2007. http://www.decs.sa.gov.au/learningandwork/default.asp?navgrp=Pathways&id=ipp
	Increasing engagement by Indigenous young people and young people with a disability	▪ Support schools to increase opportunities for students with disabilities through linkages with support agencies	▪ Expansion of the School to Work Transition Program for students with special learning needs to include more clusters from metropolitan and regional schools and continued collaboration with TAFESA. The program has included delivery of Certificate I Work Preparation, Certificate II Community Services and work observation and work experience.	Employability skill development and training for young people with Special Learning Needs/Disabilities requires the establishment of partnerships and pathways among training providers, employment support agencies, schools, parents and students.
		▪ Expanding opportunities for Indigenous students in career pathways and tailored VET programs	▪ Expansion of Career Pathways and Vocational Education Program – Goal Setting and Pathway Planning Activities for Indigenous students. The program includes tutoring sessions, follow up work and relevant field experiences which explore: ▪ Goal Setting ▪ Interests – Strengths and Abilities ▪ Time Management and Study Skills ▪ Career Planning and Work Choices ▪ Resume Preparation ▪ Pathway Planning ▪ Useful Contacts/Visits to Universities	There has been an increase of 41% in the number of Indigenous students in Independent schools from 2003 to 2008. The program has been implemented in schools with enrolments of indigenous students since 2007 and feedback supports the value of reviewing, updating and expanding the delivery of the program.

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[4] There is significant variance between the costs of Certificate 111 courses and therefore it is not practical to quantify how many additional places will be funded.

			and TAFESA	
	Improving access to Structured Workplace Learning (SWL)	▪ Appoint a coordinator for school clusters to facilitate SWL, improve student access to programs including accredited courses and community-based learning and monitor achievements	A specialist will work with a clusters of schools to promote and increase access to and student participation in SWL by: ▪ Liaising with school, industry/ employers/ businesses to establish sustainable high quality structured work placements for students ▪ Ensuring adequate induction for students and employers ▪ Coordinating, facilitating and monitoring work placements ▪ Promoting SWL ▪ Assisting new Trade Training Centres	The SWL objectives in the Commonwealth funded Local Community Partnerships program did not provide adequate numbers of placements for students or facilitate student participation in increased numbers of days in SWL. Schools with large numbers of students have self funded and appointed Work Placement specialists but schools with a smaller cohort have struggled to assist students to access SWL. Non Government schools with Trade Training Centres will require support from 2010. A work placement specialist working within a region with a cluster of schools will minimise duplication of resources, reduce the number of contacts with businesses and streamline promotion of SWL programs in local areas.
	Improving transitions	▪ Conduct a research program in the Southern region that includes a destination survey, analysis of results and identification of support needs	Appoint Contractor for 2010 to: ▪ Construct survey and research program ▪ Commence research ▪ Conduct survey three months after school leaving and follow up after 6 – 9 months and analyse results ▪ Assist with follow up services for at risk young people in Southern region identified in destination surveys ▪ Results will be analysed and recommendations provided ▪ Follow-up contact will be made with a sample from the survey and all Indigenous young people in 2011 and 2012 ▪ Identify additional young people to be referred for further support	The Southern Region shows evidence of significant disadvantage. Establishing baseline information about the number and needs of young people is a first step in identifying needs in the Region and for individuals. The research program will also provide recommendations for future action. The destination survey builds on a pilot program modelled on Victoria's destination surveys that was conducted in 2008.
		▪ Appoint regional coordinators for Pathways options (Northern, Southern, Western) to facilitate the implementation of Youth Compact in schools. The Southern regional coordinator will provide follow up services for at risk young people identified in destination surveys	▪ Regional Coordinators appointed for 2010 ▪ Regional Coordinators liaise with relevant schools and School Business Community Partnerships brokers (2010) ▪ Use data from destination survey to determine service level needs ▪ Provide and facilitate identified services	The Regions with most potential uptake of the Youth Compact entitlements require additional resources to effectively administer Youth Compact provisions and also to address the needs of associated young people. These Regions have statistical and historical records of lower attainment.

Career Development	Improving the industry relevance of career advice and tailoring it appropriately	▪ Increase completion of staff development qualifications in career education through facilitating enrolments in appropriate courses, publication and accessing of career development materials and supporting the use of existing materials in schools	▪ To enhance the capacity of career advisers and teachers in schools to provide accurate, relevant information by: ▪ Supporting increased completion of studies in career education by teachers and career advisers e.g. Certificate 4 in Career Development with RPL as offered by TAFESA as an entry point and promotion of the Post Graduate courses – Graduate Diploma and Masters available e.g. QUT, RMIT, ACU, Uni SA. Scholarships may be offered. ▪ Facilitating industry placements for teachers and career advisers ▪ Industry Focus Days for VET Coordinators and Career Advisers ▪ Supporting development and implementation of the Australian Blueprint for Career Development	Appropriate careers advice delivered by competent qualified professionals is critical to supporting young people achieving successful transitions to further education, training and suitable sustainable employment. Personnel in schools responsible for providing career advice to young people will gain: ▪ Increased careers education, knowledge and qualifications ▪ Understanding of business needs and expectations ▪ Increased understanding of apprenticeship opportunities including Australian School Based Apprenticeships (ASBA) ▪ Increased contacts with industry/business community It's Crunch Time - Raising Youth Engagement & Attainment. www.dsf.org.au/papers/198.html
Mentoring	Increasing provision of a variety of meaningful quality mentoring opportunities	▪ Conduct workshops and support staff to implement the theory and practice of successful student mentoring	Workshops and implementation support for Senior staff, pastoral care staff and career advisers exploring best practice in school-based mentoring A Pilot Mentoring program will be initiated to support the Trade Training Centres (TTCs) as they come on line from 2010. This will involve: ▪ Providing structures for linking schools, VET, business and the community ▪ Developing opportunities for tutoring, job shadowing, career exploration, SWL and ASBAs ▪ Nurturing structured relationships that bring young people together with employers and business people who can offer guidance, support and encouragement aimed at developing the competence of and future opportunities for the young person ▪ Supporting trainers and staff in TTCs	School based mentoring is a cost-effective intervention, but it is not without costs. School based programs are effective in reducing the number of students 'falling through the gaps'. While not exclusively so, most programs serve a population of students who are not coping with school or at risk of leaving school early. There is sufficient evidence to be confident about the potential and actual results of good quality mentoring practices. *Building Critical Social Infrastructure* www.dsf.org.au/resources/detail/?id=135

Outcomes and Reporting on Successful Transitions performance.

2.1.13 The South Australian Successful Transitions program specifically will contribute to the following outcome from the National Partnership:

Young people make a successful transition from school to further education training or full time employment.

2.1.14 Measurement of performance related to the reforms will be sourced from national data collections and state administrative data sets. Data will be primarily sourced from the Productivity Commission's annual Report on Government Services (ROGS), which draws on administrative data for government, independent and Catholic schools, the ABS National Schools Statistics Collection, the ABS Survey of Education and Work and the National Centre for Vocational Education and Research (NCVER) AVETMISS collection. Relevant data sets and their sources include:

- School Enrolment (ROGS)
- School Retention (ROGS)
- SACE completion (ROGS)
- School Leaver Destination (ROGS)
- Participation in VET in Schools (ROGS)
- Attainment in VET in Schools (ROGS)
- Student Attendance Rates (ROGS)

2.1.15 Data collected during the course of the Southern Destination survey also will be reported.

2.1.16 South Australia will report annually on the Successful Transitions program to the Commonwealth as required for this National Partnership using the latest publicly available data.

2.1.17 Monitoring and review of the program will be the joint responsibility of the three education sectors with advice from the Office for Youth, with senior schooling officials who are members of the State Advisory Committee taking on this role. Section 5.2 of this Implementation Plan outlines the governance arrangements for the Successful Transitions program in South Australia.

2.1.18 The program activities will be reviewed during late 2011 and may be amended as a result. South Australia will liaise with the Commonwealth regarding any program amendments following the review.

2.2 Participation and Attainment Targets

The National Partnership tables eight and nine detail the participation and attainment targets. South Australia has agreed to the following rate targets for the reward component of the National Partnership.

Participation Rate Targets
- For 2010, the South Australian target will be 44, 085. This is equal to an increase of 1,987 more young people participating than in 2008. Note that 2008 AVETMISS data has been released by NCVER and will be used to update these figures.

Attainment Rate Targets
- For 2012, the South Australia attainment rate target for the reward component of the National Partnership will be 81.45%.
- For 2015, the South Australia attainment rate target will be 84.7%.

2.3 Indigenous State/Territory Year 12 or equivalent attainment target and Trajectory

2.3.1   Individual jurisdictional trajectories will be based on the national 'S' curve trajectory shape as referenced in the National Partnership Schedule B, Indigenous Reporting, page 27.The nationally agreed option D (adjusted) provides the South Australian target for the national 2020 "Halving the Gap" target.

2.3.2   South Australia has identified an Indigenous State/Territory Year 12 or equivalent attainment interim trajectory for 2015. The South Australian trajectory enables time for newly developed capacity to improve attainment of Indigenous young people:

2006 starting point	2015 interim trajectory	2020 target
37.3%	51.5%	63.3%

2.4 Monitoring and reporting on Indigenous students in schools with high Indigenous enrolments

2.4.1   The Department of Education and Children's Services (DECS) South Australia will report annually on strategies and leading indicators for Indigenous year 11 and 12 students in government schools with high numbers of Indigenous secondary enrolments identified as specified   in Schedule B of the National Partnership, commencing in 2010 and expanding this strategy in 2012.

2.4.2   Leading indicators that will be reported on annually by DECS for year 11 and 12 Indigenous students in these schools include participation, attendance and retention and year 12 attainment.

2.4.3   DECS is investigating the feasibility of combining administrative data sources to be able to calculate accurate data on attainment, that includes information on achievement of Certificate 2 or beyond by Indigenous students. Once this data has been proven to be robust South Australia will advise the Commonwealth and include this new information in annual reporting.

2.4.4   Catholic and Independent sector authorities and in South Australia will seek further discussion with the Commonwealth on reporting leading indicators for Indigenous students in non-Government schools.

2.5 Reform Area: School, Business and Community Partnerships

School Business Community Partnership Brokers will improve community and business engagement with schools and registered training organisations to extend learning beyond the classroom, increase student engagement, deepen learning experiences, lift attainment and improve educational outcomes.

Overview of program implementation in South Australia

Partnership Brokers will support the efforts of the South Australian State Government to achieve the South Australian specific targets identified in this National Partnership.

Partnership Brokers will harmonise their efforts with South Australian Government programs and policy directions where relevant.

Along with other Australian Government and State Government initiatives, Partnership Brokers will contribute to the achievement of targets in South Australia's Strategic Plan, namely:

- T6.15 Learning or earning, that aims to by 2010 increase the number of 15-19 year olds engaged full time in school, work, or further education/training (or combination thereof) to 90%; and

- T6.16 SACE or equivalent that seeks to increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification.

Partnership Brokers will collaborate with all schooling sectors and regional groups in delivering the strategic plan for their region and will also need to consider current and future State government initiatives in preparing their strategic plan.

Partnership Brokers will focus on working with regional industry and will add value to and further enable the work and efforts of schools in building sustainable connections with industry and enterprises. Partnership Brokers will complement local industry and local school needs and their work will be driven by the needs of industry and schools in the Service Region.

The Environmental Scan will include identification and appraisal of the capacity of any existing regional groups to build new partnerships and foster better connections with industry and enterprise. The Environmental Scan will lead to the development of the strategic plan for the Service Region.

The results of the Environmental Scan will identify whether there is an appropriate regional advisory body in the Service Region that is responsible for developing stronger links between education providers, local business and industry.

Where an appropriate regional advisory body already exists, the Partnership Broker should tap into and complement this existing service. Where an appropriate regional advisory body does not exist, the Partnership Broker should establish one in consultation with relevant stakeholders.

In regions where there is no Innovative Community Action Network (ICAN), the Partnership Broker will assist the Youth Connections Provider to establish a community assessment and referral team. These teams would then operate independently of the Partnership Broker and would:

- identify services available to at risk young people in their region;

- convene meetings to discuss appropriate referral options for young people in their region;

- link with existing State services; and

- refer young people in the highest priority groups to the most appropriate services.

In all Service Regions, the Partnership Broker will be responsible for holding a range of local forums, including forums with school principals from all sectors, with at least one in each of the first and third years of the Contract. These forums must be relevant to the needs of schools and local industry.

The Commonwealth, in consultation with relevant South Australian State Government agencies, may develop additional State-specific outcomes and KPMs for Partnership Brokers in South Australia. This will be done in consultation with successful tenderers as part of the contract process and is likely to include:

- Establishment of regional advisory body and community assessment and referral team (where appropriate);

- Local forums with schools principals from all sectors are held during the first and third years of the Contract; and

- Schools report that regionally agreed services that enhance and extend their efforts to achieve the objectives of the NP and contribute to the

achievement of targets in South Australia's Strategic Plan have been provided by the Partnership Broker.

In the South Australia, contracts will be offered to successful applicants for a three year period, with an option to extend the contract for a further one year.

Whether the Australian Government elects to exercise this option to extend will depend upon South Australia's progress towards the National Partnership outcomes. Where the South Australian Government can demonstrate achievement of agreed transition and attainment outcomes and agrees to accept funding for the Partnership Brokers program, funding will be transferred to the South Australian Government.

If funding for the program is transferred to South Australia, there is no requirement for the South Australian Government to continue the specific program. If the program ceases, the project funding will be used for additional career and transition support services.

Partnership Brokers will be contracted by the Commonwealth with South Australian Government involvement in the selection process of successful tenderers.

To help support Indigenous young people and contribute towards the COAG halving the gap in Indigenous Year 12 or equivalent attainment target, Partnership Brokers operating in the Service Region Eyre and West Coast + Far North & APY Lands (South Australian Service Region Numbers 4 and 5) must provide evidence of existing successful provision of services in remote and isolated regions, particularly in South Australia, and proposed strategies to service APY lands and Far west remote communities.

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

2009-10 ($'000)	2010-2011 ($'000)	2011-2012 ($'000)	2012-2013 ($'000)	2013-2014 ($'000)	4 year total ($'000)
$1,645	$3,291	$3,291	$3,291	$1,645	**$13,163**

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

The Youth Connections program 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.

Overview of program implementation in South Australia

The model for Youth Connections in South Australia will deliver coordinated Commonwealth and State services to maximise the benefits of Commonwealth funding and provide optimal services for at risk young people. Youth Connections Providers will work collaboratively with other providers in the region to offer customised services designed around the needs of individual at risk young people. The model for South Australia is therefore highly tailored, and will look different in each region as it will be based on existing services in that region.

In 2010, the South Australian Department of Education and Children's Services will expand its school retention program, Innovative Community Action Networks (ICAN), so that there will be an ICAN presence in seven regions of South Australia. Youth Connections Providers in South Australia will not duplicate the services provided by ICANs, which use a partnership and local support approach, to develop ways to

reshape learning pathways for young people who are at risk of not completing Year 12.

In the seven regions where there is an ICAN or will be an ICAN from 2010, service provision will enhance existing State services provided through the ICAN. In the remaining five regions where there is no ICAN, Youth Connections Providers will offer a full range of services to at risk young people. More information on the regional construct and breakdown of services in ICAN and non-ICAN regions is provided below as part of this Appendix.

In all regions, the Youth Connections provider will focus on severely disengaged young people, although it is anticipated that they will also offer some services to young people most at risk who are still in school or an approved learning program. In addition, preference will be given to Priority Groups of young people that have been developed in consultation with the Department, the relevant South Australian State Government agencies and the non-government schooling sector.

It is anticipated that Youth Connections Providers in South Australia will primarily be offering Type Two services however there will be differences in the mix of services on offer between Service Regions, depending on whether the region has a new or existing ICAN, or does not have an ICAN.

Youth Connections Providers may assist the Partnership Broker to establish and maintain a regional advisory body where this service does not already exist in the region. This regional advisory body would be responsible for developing stronger links between education providers, local business and industry. The Partnership Broker will assess whether or not there is a need for this service in the region.

In non-ICAN regions, the Partnership Broker and Youth Connections Provider will establish a community assessment and referral team. These teams will then operate independently of the Partnership Broker and will:

- identify available services for at risk young people in their region;
- convene meetings to discuss appropriate referral options for young people in their region;
- link with existing State services; and
- refer young people in the highest priority groups to the most appropriate services.

In South Australia, Youth Connections Providers must have effective and collaborative working relationships with all relevant stakeholders, including the Department, State Government agencies, the non-Government schooling sector, schools, education and training providers, local service organisations, parents, families and the local community.

Contracts with successful tenderers will be for three years with a 1 year extension clause. The Youth Connections programs will be contracted by the Commonwealth. Relevant South Australian State Government agencies will be involved in the selection process of successful tenderers and ongoing contract management.

An additional $300,000 is available in South Australia for a Youth Connections – Specialised Services Program to link with the South Australian Juvenile Justice system for young people in or exiting the system. All Youth Connections Providers in South Australia will need to be aware of this program so that they can link into it where appropriate. A separate select Request for Tender will be run for this program.

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

2009-10 ($'000)	2010-2011 ($'000)	2011-2012 ($'000)	2012-2013 ($'000)	2013-2014 ($'000)	3 year total ($'000)

$2,556	$5,112	$5,112	$5,112	$2,556	**$20,448**

2.7 Conditions for transfer of program responsibilities and funding

The funding for Youth Connections and School Business Community Partnerships Brokers will be transferred to States and Territories following demonstrated achievement of outcomes. The outcomes for South Australia reflect the reform areas being targeted by this State.

South Australia has made significant investment in programs aimed at improving retention of young people as described in section 1.2 of this Implementation Plan and is showing a growth trend in numbers of young people with year 12 or equivalent attainment.

This State expects that the continued concerted effort through State and Commonwealth initiatives will result in further increases in attainment although it must be noted that new efforts are targeting young people experiencing severe disengagement who may have multiple or aggregated disabilities and disadvantage.

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 may be transferred to States and Territories following demonstrated achievement of outcomes. South Australia may seek to transfer funding for these programs by way of a submission to the Commonwealth six months prior to an agreed juncture point for provider contracts. (June 2012 or June 2013) The submission will:

- Outline the context of the reforms undertaken within this National Partnership, including previous effort (up to approx. 5 years) that demonstrates a commitment to the agenda and includes evidence such as growth trends;

- Summarise the required annual reports for the National Partnership.

- Provide information on the implementation of Partnership Brokers and Youth Connections and include information provided by the Commonwealth on the contribution of these programs to participation, engagement and successful transitions based on the performance indicators in the Table below;

- Outline specific South Australian support for the implementation of the two Commonwealth managed programs;

- Demonstrate implementation of reforms funded by this National Partnership that support other specific groups, such as young people with special needs; and,

- Where the Commonwealth managed programs will cease, South Australia will, in conjunction with the Commonwealth determine arrangements for program cessation.

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, South Australia may follow the Dispute Resolution process outlined in the National Partnership Part 7 Governance Arrangements clause 99-102, and as a last step "the dispute . . . may be referred by a Party to COAG for consideration".

The performance indicators and outcomes for South Australia that reflect the reform areas being targeted in South Australia, and delivered by State and Commonwealth managed programs are provided below:

Table 2: Conditions for transfer of program responsibilities and funding

NP Outcomes	NP Performance Indicators	NP Activities	NP Indicative Outcomes for Transfer of Funds (Clause 52)	Reporting
Increased participation of young people in education and training	▪ 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	▪ School Community Business Partnerships Brokers ▪ Youth Connections Providers ▪ Multiple Learning Pathways ▪ Mentoring ▪ Career Development	**Participation** ▪ Increased participation and engagement of young people aged 15-24 in education and training ▪ Improved access to a broad range of flexible and relevant learning options **Engagement** ▪ Improved access to quality career development and pathways planning ▪ Improved access to quality mentoring programs ▪ Improved early identification and support for young people disengaged or at risk of disengaging from education ▪ Well established, sustainable partnerships exist between the education sectors, between jurisdictions and with schools, industry, families and the community **Attainment** ▪ Increased qualification attainment of young people aged 15-24, including Indigenous youth **Transitions** ▪ Increased numbers of young people make smooth and efficient transitions from school to further education, training and employment.	Measurement of performance related to the indicators will be sourced from national data collections and state administrative data sets including the following. Data will be drawn from the latest available Productivity Commission annual Report on Government Services (ROGS), which draws on administrative data for government, independent and Catholic schools, the ABS National Schools Statistics Collection, the ABS Survey of Education and Work and the NCVER's AVETMISS collection. Relevant data sets include: ▪ School Enrolment (ROGS) ▪ School Retention (ROGS) ▪ SACE completion (ROGS) ▪ School Leaver Destination (ROGS) ▪ Participation in VET in Schools (ROGS) ▪ Attainment in VET in Schools (ROGS) ▪ Student Attendance Rates (ROGS) ▪ State data obtained through the Southern Destination Survey ▪ Commonwealth reports on ▪ School Community Business
Increased attainment of young people aged 15-24, including Indigenous youth	▪ 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	▪ School Community Business Partnerships Brokers ▪ Youth Connections Providers ▪ Multiple Learning Pathways ▪ Mentoring ▪ Career Development		
Young people make a successful transition from school to further education, training or full-time	▪ The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	▪ School Community Business Partnerships Brokers ▪ Youth Connections Providers ▪ Multiple Learning Pathways ▪ Mentoring		

NP Outcomes	NP Performance Indicators	NP Activities	NP Indicative Outcomes for Transfer of Funds (Clause 52)	Reporting
employment		▪ Career Development		Partnerships Brokers ▪ Youth Connections Providers These data will be reported by 31 May in each specified reporting year (NP Clause 72) as relevant to the transfer of funds process.

3. Evaluation and Audit Arrangements

3.1 Evaluation

South Australia 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 funded by the Commonwealth and contribute expertise to this evaluation as required.

Funds have not been provided in this National Partnership for State level evaluation. Once the scope of the national evaluation for the Youth Attainment and Transitions National Partnership is known South Australia may put supplementary evaluation measures in place that are informed by any frameworks or mechanisms used to evaluate complementary approaches developed for the 'Communities Making a Difference National Partnership'. Should South Australia identify any supplementary measures advice will be provided to the Commonwealth.

As outlined in clause 40 of the National Partnership, the education and training entitlement will be reviewed separately in April 2011 by COAG senior officials who will report to COAG on the effectiveness of the entitlement and make recommendations to COAG on whether the entitlement should be extended past 31 December 2011, taking into account economic considerations. This process sits outside of the National Partnership agreement.

3.2 Audit arrangements

Appropriate auditing arrangements for the component of funding that flows to South Australia through this National Partnership will be put in place by South Australia 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.

4. Communication

4.1 Communication Strategy to support Youth Attainment and Transitions National Partnership

Parties to the National Partnership agreement commit to the delivery of a communication strategy to support its implementation.

4.1.1 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 Communication 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.

S*takeholder 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 consultation 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.

4.1.2 South Australian Communications Plan

As part of this national agreement, South Australia is required to develop and implement a communications plan to inform the local community of these changes

DECS and DFEEST launched a jointly funded marketing campaign, entitled Learn or Earn, on 21 October 2009. The campaign supports the Youth Compact in South Australia and underpins broader school to work policy including the new South Australian Certificate of Education (SACE), school based apprenticeships and the raising of the compulsory education age to 17.

The primary objectives of the campaign are to -

- Generate awareness of increased opportunities for young people to access publicly subsidised training and education.
- Demonstrate the benefits of learning for young people - completing Year 12 or an equivalent qualification gives young people the best possible foundation for success in the future.
- To inform the target audience about the process for accessing training support.
- To increase the number of applications and enrolments by young people in training.
- To enhance awareness of South Australian Government strategies to ensure young South Australians are supported by additional training in difficult economic times.

Key messages for the South Australian campaign are derived from the communications strategy that was developed by DEEWR for the National Partnership Agreement on Youth Attainment and Transitions as follows:

- Young people aged 15-24 should be engaged full-time in education, training or employment or combination thereof.
- Education and training pays off.
- Completing Year 12 or an equivalent qualification gives young people the best possible foundation for success in the future.

The primary campaign elements are a 30 second radio commercial; print promotional post card to be distributed throughout schools, registered training organisations etc and advertising in street and selected mainstream press. In addition, a dedicated website will be created www.learnorearn.sa.gov.au to complement the 1800 hotline. The call to action on all print and radio advertising will direct young people to the website and hotline for further information.

The campaign was approved for implementation by the Premier's Communications Advisory Group. Detailed evaluation will be undertaken post campaign in December 2009.

5. Consultative and Governance Arrangements

The Commonwealth and State and Territory Governments will have a collective responsibility for overseeing the development, implementation and ongoing management of the Youth Attainment and Transitions National Partnership. The respective roles and responsibilities are broadly set out in the National Partnership Agreement.

Two specific structures are being established to support the Commonwealth and South Australia, as follows:
- a multilateral consultative group to consider issues that are common to all jurisdictions, and
- a consultative and governance structure within South Australia.

5.1   Multilateral Consultative Group

The Commonwealth will manage a multilateral consultative group, which will consider matters related to the implementation of the National Partnership, as they arise.

The Commonwealth, in consultation with the States and Territories, will develop terms of reference for the multilateral consultative group, and membership will consist of appropriate representatives from each state and territory with appropriate input from the Independent and Catholic education authorities.

The multilateral group will consider matters which are of interest and consequence across all jurisdictions. Issues which only relate to an individual jurisdiction will be considered through direct negotiation by South Australia with the Commonwealth.

5.2   State and Territory Consultative and Governance Structures

The Minister for Education and the Minister for Employment, Training and Further Education are responsible for the full implementation of the National Partnership.

The South Australian Implementation Plan has been agreed by the South Australian Government through Cabinet reporting processes.

Both Ministers will report to Cabinet on implementation and outcomes, and on behalf of the State to the Commonwealth as appropriate. Both Ministers will facilitate communication, high level planning and monitoring of achievement of outcomes through established processes.

The Implementation Plan was developed by a core project team hosted by DECS in collaboration with DFEEST and development included extensive consultation across Government and with the non-government school education sectors:

- The Department of Education and Children's Services (DECS)
- Catholic Education SA (CESA)
- The Association of Independent Schools of South Australia (AISSA)
- The Office for Youth (OfY)
- The Department of Employment Training and Further Education (DFEEST)
- The DEEWR South Australian State Office

The South Australian consultative and governance arrangements will be as follows:

Partnerships and Youth Connections Committee

This group will oversee the activities and contributions of the School, Business and Community Partnerships and Youth Connections components of the National Partnership. The committee will be convened by DEEWR, South Australia with representation from the three education sectors and the Youth portfolio.

Terms of Reference will be developed for this committee during early 2010.

Successful Transitions Committee

The Successful Transitions Committee will report to the Sector Heads Committee that comprises the leaders of the South Australian Government, Catholic and Independent schooling sectors. Senior officials from the three schooling sectors and the Office for Youth will have membership of the Successful Transitions Committee.

Terms of reference for this committee will be developed in early 2010.

Lifting Qualifications Committee

This Committee will be responsible for maintaining an overview of progress in all elements of the Youth Attainment and Transitions National Partnerships with specific responsibility for monitoring progress on:

- Increased attainment
- Education or Training Entitlement (Youth Compact).

The committee will report to the Minister for Education and the Minister for Employment, Training and Further Education through the Chief Executives of DECS and DFEEST. Membership will consist of senior officials from DFEEST, DECS and Office for Youth.

Generally, the other duties of the Committee will include the following as appropriate to the scope of their role:

- Monitoring of the State Implementation Plan;

- Receiving and considering reports on progress and achievements from Partnerships and Youth Connections Committee and Successful Transitions Committee
- Oversight of State evaluation activities
- Other issues related to Youth Attainment and Transitions in South Australia, as appropriate.
- Provision of reports to the Commonwealth as required.

Terms of reference for this committee will be developed in early 2010.

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