

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

## **Tasmania**

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## Purpose

The Commonwealth and Tasmania 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 Tasmania.

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

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

The Performance Indicators shown in Table 1 are consistent with commonly sourced data sets, and reporting requirements under the National Education Agreement and the National Indigenous Reform Agreement.

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

**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 <sup>1</sup>
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	ABS Survey of Education and Work <i>As per NP YAT Table 3 (p14)</i>
Improved Indigenous attendance	Attendance rates for Indigenous students in years 1-10 <i>As per: NIRA p14; NEA pC-25</i>	National Schools Statistics Collection
Improved Indigenous retention	<ul style="list-style-type: none"> <li>▪ Apparent retention years 7/8 to Year 10, by Indigenous status</li> <li>▪ Apparent retention years 7/8 to Year 12, by Indigenous status</li> </ul> <i>As per NIRA p13</i>	National Schools Statistics Collection

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

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

**Note: While Tasmania accepts the baseline data for assessing attainment rates in 2012 , the current confidence intervals for the ABS Survey of Education and Work data (6.9% in 2007) used for the year 12 or equivalent attainment baseline will make it difficult to measure significant change and success over time towards the targets.**

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

## The Tasmanian Context

Tasmania is committed to participation in the Youth Attainment and Transitions National Partnership. Participation will complement Tasmania's progress towards its *Learner at the Centre* goals:

**To enable every Tasmanian to reach their potential, at all stages of life.  
To nurture a culturally rich, socially cohesive and economically productive community.**

These goals apply equally to every Tasmanian, Indigenous and non-Indigenous.

The Tasmanian approach is underpinned by the unwavering belief that our education and training system is an investment in the future of every Tasmanian; for them and for Tasmania tomorrow. Ensuring that individuals fully develop their potential will enrich their lives, and also sustain and strengthen Tasmania's community and economy. To achieve this, Tasmanians need to have exceptional opportunities for learning at all stages of their lives – learning that enables them to fulfil their highest aspirations, and which is not limited or constrained by the education and training system.

Currently our post Year 10 retention rates are low with only 61.8% of students staying on to complete Year12 and we have the lowest post school qualifications in the nation (Table 2). Research tells us that the cost to young people of early disengagement from education is profound and potentially lifelong, and can affect their relationships with family, friends and community as well as their own self perception and confidence. The cost to the community as a whole through lost productivity, ongoing skill shortages and demands on the health, justice and welfare systems is extensive. Several factors contribute considerably to this situation, particularly demographics, culture and structure of education in Tasmania.

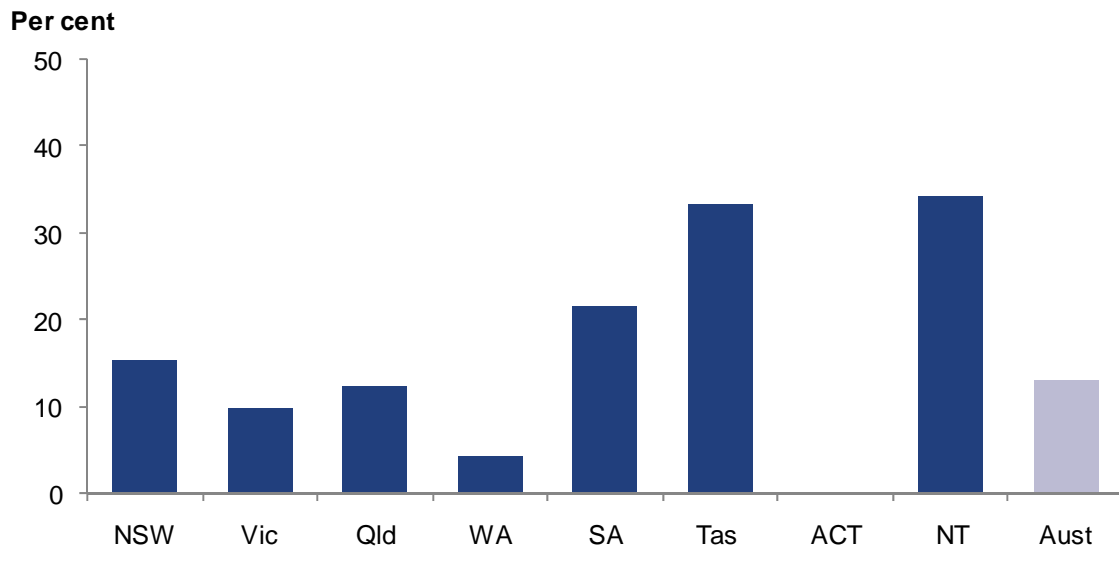
**Table 2: Post school qualifications**

	Tasmania	Australia
15 – 64 year old post-school qualifications	47.1%	52.4%
15 – 64 year olds with bachelor degree or higher	16%	20.6%

Source: ABS, *Education and Work 6227.0*

As an island state, Tasmania has unique demographics, where more of the population live in rural and regional communities than in the capital city and we have one of the highest proportions of the population living in areas of low socio-economic status of any state in Australia as defined by ABS Socio-Economic Index for areas (SEIFA). ( Figure 1)

**Figure 1: Proportion of the population of low socio-economic status (SEIFA IRSD), by States and Territories, 2006**



*Notes:*

1. Based on the proportion of the population living in areas classified as quintile 1 under the SEIFA IRSD.
2. The proportion of people in quintile 1 in the ACT is 0.2.
3. As SEIFA IRSD is an area-based measure, it masks distribution of wealth in some geographical areas.
4. See volume 2, table Additional.1 for data.

*Source:* ABS (2006) Census for Population and Housing: Socio-Economic Indexes for Areas.

*Source:* National Education Agreement: Baseline performance report for 2008.

Increased disadvantage and rurality are both associated with lower engagement rates in education and training and full time employment for young people (15 – 19) and those completing Year 12 or equivalent. (National Education Agreement: Baseline performance report 2008, p 101).

To address the issue of population spread, schools are scattered across the state to provide accessible education to all children and young people. While Tasmania offers distance education and on-line learning, in the senior years of schooling it has not been possible to provide a wide range of subject choices to meet the needs of all young people in this context. Consequently, in some instances, young people need to travel considerable distances to access relevant and appropriate education and training for post -Year 10. For many this is not considered an acceptable option and they choose to stay in their local community and try to find work instead. In times of economic hardship this problem is compounded by a decrease in employment opportunities. Regional communities are heavily reliant on single large enterprises for economic sustainability. When there is a downturn in employment, such as the result of the global financial crisis there are even fewer opportunities in these communities. Research also indicates that the degree of both rurality and low socio-economic status impacts on young peoples aspirations and consequently their participation in education and training. This is accentuated by the limited provision of post - Year 10 sites in regional areas of Tasmania.

Young people in Tasmania living in low socio-economic regions have increased truancy, broken attendance, more suspensions and higher rates of early leavers than their counterparts in other regions. Their family background has considerable influence on their aspirations and participation in education. Of particular relevance are educational background and occupation of parents. Parental aspirations and values in this context are considerable in influencing a young person’s desire and motivation, or lack thereof, to engage and complete Year 12 or equivalent.

Culturally this has a significant impact on young people particularly in the development of the social capital of their families and communities. A priority for Tasmania is to raise the expectations of some parents and communities in valuing education and training. Research continually demonstrates that young people turn to their family and friends for advice and unless we raise the expectations of these people in valuing education and training as a means to economic and social independence we can not, by restructuring our education system to provide increased multiple learning pathways and career counselling alone increase our participation and attainment targets. The resources young people have to access and draw upon for advice, opinions and guidance through their own networks and relationships with other people must be underpinned by understanding the valuable role education and training plays in their young people's futures and the social and economic capital of their communities.

Tasmania's education system has historically been structured in such a way that there is a significant transition phase for young people at the completion of Year 10, which in the past has been characterised by a desire of young people to leave education and seek employment, primarily to develop economic independence. The desire for this is frustrated by a lack of skills and qualifications and many young people fall through the cracks, and they have difficulty finding their way back into learning, consequently becoming unemployed and welfare dependent. With a focus on increased flexibility, course offerings, more applied learning opportunities and regional service provision combined with the Youth Participation *Guaranteeing Futures* legislation Tasmania expects to see significant attitudinal and cultural shifts in the role of post - Year 10 education and training in coming years.

Tasmania is undertaking significant reform in the area of youth engagement, career development, transition, retention and attainment particularly through *Tasmania Tomorrow* reforms. Underpinned by significant international research, longitudinal destination studies, and extensive consultation, the *Tasmania Tomorrow* reform strategy addressing Tasmania's retention and post school qualification rates by revitalising post - Year 10 education and training has now commenced through the establishment of three new statutory bodies: the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute.

The passing of the *Tasmania Tomorrow* legislation has heralded the beginning of a new era for education and training in this State. These statutory authorities bring together the best of the senior secondary colleges and TAFE Tasmania to create three new organisations focused on the provision of post - Year 10 education and training in the government sector. The State is committed to providing meaningful pathways and enhanced facilities to encourage Year 10 students to stay on to further education and training by providing localised solutions in all regions of the State.

*Tasmania Tomorrow* will mean more young people and mature Tasmanians are able to take courses that suit their learning style and students have more opportunities to achieve in education and training, and in life in general.

## **Schooling in Tasmania**

Compulsory schooling is provided for young people under the *Education Act* (1994) and the *Youth Participation in Education and Training (Guaranteeing Futures) Act* (2005). Students are required to complete the school year during which they attain the age of 16 years (*Education Act*) and then participate in education or training (*Youth Participation in Education and Training Act*) until the first of the following occurs:

- the person has participated in education or training for one year after turning 16;
- the person completes a Certificate III qualification; or
- the person turns 17.

The Department of Education comprises 138 primary schools, 31 high schools (mainly Years 7 to 10), 27 combined schools, 9 special schools and 4 senior secondary colleges (Years 11 and 12) which are organised into 4 Learning Services regions.

Primarily, post - Year 10 education is provided by the Tasmanian Academy, Tasmanian Polytechnic, Tasmanian Skills Institute and four senior secondary colleges. Additionally, there is a network of rural skill centres, one regional Learning and Information Network Centre (LINC) and several Trade Training Centres offering post year 10 education and training.

Catholic Education in Tasmania comprises 37 schools and colleges. There are 13 secondary colleges, three 'systemic' (under the governance of the Tasmanian Catholic Education Office (TCEO), four are congregation-owned and six are under the governance of the Archdiocese. All primary schools are systemic, under the governance of the TCEO. Support for all schools under the NPs will be provided by regional Directors – North, North West and South and Education Officers in each region, and the Senior Consultant for Secondary Colleges. Regional Directors lead regional teams who are aware of the needs of individual schools, students and principals.

There are currently 34 non-government, non-catholic schools in Tasmania; 33 of which are members of the Association of Independent Schools Tasmania (AIST). The Association also acts on behalf of the other schools in matters relating to Government funding and services. Seven schools are primary only, one is Kindergarten to Year 8, eight are Kindergarten to Year-10 and 16 Kindergarten to Year-12. There is one special school and currently the Australian Technical College, Northern Tasmania is a member school for Years 11 and 12. The majority of these schools are autonomous and determine their own policies and practices within those required for school registration and other government regulations. Most independent schools are located in towns but six serve rural students through their boarding houses, while most have day students travelling in from rural areas. Two schools have five additional campuses between them but only one is in a rural area.

Skills Tasmania is responsible for developing strategy and policy relating to skills development in Tasmania and for purchasing vocational education and training from the Tasmanian Polytechnic, Tasmanian Skills Institute and other Registered Training Organisations (RTOs) to support the skill development needs of Tasmanian enterprises and individuals. Skills Tasmania also manages the regulation of apprenticeships and traineeships, provides support services to RTOs and other service providers, and is generally responsible for the development, regulation and administration of the training system in Tasmania.

The Tasmanian Qualifications Authority (TQA) is responsible for consolidated statements of qualifications, and accreditation and registration in the senior secondary, vocational education and training, and higher education sectors.

Education for young people in Tasmania provides multiple pathways to a Year 12 qualification or equivalent. Students may choose subjects from more than one organisation and, through seamless enrolment processes, participate in education and training that suits their specific needs. For this process to be effective, considerable collaboration is required across the post - Year 10 organisations.

The Youth Attainment and Transitions National Partnership Implementation Plan has been developed collaboratively by a State Government Jobs, Training and Youth Transitions Working Group (with representation from the Department of Education, Skills Tasmania, Department of Premier and Cabinet, Tasmanian Qualifications Authority, Tasmanian



Polytechnic, Tasmanian Academy, and the Tasmanian Skills Institute) in consultation with the Tasmanian Catholic Education Office and Association of Independent Schools Tasmania.

Funds for the Youth Attainment and Transitions National Partnership will be received by the Tasmanian Department of Education. Reforms will be available for all sectors to access.

## **Linkages with other reforms:**

This National Partnership aligns well with the Tasmanian educational priorities outlined in *Learner at the Centre* and the *Tasmania Tomorrow* reforms which aim to increase direct retention for Year 10 to Year 12, increase the proportion of young people achieving a Tasmanian Certificate of Education and create a productive and skilled Tasmanian workforce. It also aligns with Tasmanian strategies established in other National Partnerships and Agreements.

### **Smarter Schools National Partnerships**

High quality schooling has a direct impact on the life chances of an individual. Next to parents and family, education is the most significant factor in determining a person's long term life outcomes. It also generates social, economic and intergenerational benefits. The Smarter Schools National Partnerships identify the need to invest in supporting students most in need and in improving their educational outcomes through and across a range of reform actions.

### **Smarter Schools – Quality Teaching:**

All schooling sectors in Tasmania recognise that improving teaching is central to school improvement and student achievement. The Tasmanian Improving Teacher Quality National Partnership aims to deliver system wide reforms targeting critical points in the teacher "lifecycle" to attract, train, place, develop and retain quality teachers and leaders in our schools and classrooms.

High quality teaching is crucial in engaging young people in the multiple learning pathways available to them in the senior years of schooling in Tasmania. To increase participation and attainment rates Tasmanian teachers and educational leaders need ongoing support to up-skill their industry knowledge, specialist skills, career development principles as well as understanding the needs of young people.

### **Smarter Schools – Low Socio-Economic Status (SES) School Communities**

Strategies in the Tasmanian Low SES implementation plan emphasise local solutions for local issues including addressing indigenous disadvantage and improving transitions from high school to post year 10. Young people from low SES backgrounds are at higher risk of not maintaining engagement with education and training beyond Year 10 and gaining a Year 12 qualification or equivalent.

Several reforms in the National Partnership on Youth Attainment and Transitions are supported through Tasmanian Low SES School Communities strategies. Of particular relevance are: the transition initiative that strengthens relationships between schools and post - Year 10 education and training providers, support for families through linked up services, strengthening partnerships between school, business, community and local support services and a whole-of-community focus that promotes strategic partnerships with local government, interagency departments and community organisations.

### **Smarter Schools – Literacy and Numeracy**

Literacy and numeracy form the foundation for all future learning. Young people developing literacy and numeracy skills is fundamental for their educational growth and effective

participation in their community. Tasmanian schools will be developing a systemic approach to the teaching and learning of literacy and numeracy, providing ongoing opportunities for building foundations and consolidation of fundamental skills in order to improve student learning outcomes. This will be critical to improving participation and attainment rates as there is a direct correlation between literacy and numeracy levels in school and completion of Year 12.

### **National Agreement for Skills and Workforce Development**

The National Skills and Workforce Development Agreement, sets out the commitment between the Commonwealth and other jurisdictions to work towards increasing the skill levels of all Australians, including indigenous Australians. Intended outcomes include reduction of gaps in foundation skills and building the depth and breadth of skills and capabilities required for the 21st century labour market.

## **Targets**

### **Participation and Attainment Targets**

Tasmania has agreed to the following participation and attainment targets as outlined in the Youth Attainment and Transitions National Partnership.

- For 2010 the Tasmanian participation rate will be 14796 for young people in years 11 and 12 and those 15-19 year olds not in school, who haven't completed a year 12 or equivalent and are enrolled in VET, and the increase on 2008 will be 626.
- For 2012 the Tasmanian attainment rate will be 78.35% and the percentage increase will be 4.33% from 2007.
- For 2015 the Tasmanian attainment rate will be 81.6% and the percentage increase from 2012 to 2015 will be 4.15%.

**Table 3: Participation Targets**

<b>Participation Rate</b>				
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Increase 2008 - 2010</b>
<b>Tasmania</b>	14170	14335	14796	626
<b>Australia</b>	554008	564202	586561	32553

*Source: National Partnership on Youth Attainment and Transitions, Table 8, P19*

\*Targets will be measured on improvements in the total number of young people participating in years 11 and 12 and 15 – 19 year olds without a year 12 and not enrolled in school who are enrolled in a VET course at Certificate II level or higher.

**Table 4: Targets for completion of year 12 or equivalent for 20 – 24 year olds**

<b>Attainment Rate</b>							
	<b>2007</b>	<b>2012 Target</b>			<b>2015 Target</b>		
		Target Rate %	Number increase 2009 - 2012	% Increase 2009 - 2012	Target Rate %	Number Increase 2012-2015	% Increase 2009 - 2015
<b>Tasmania</b>	75.1	78.35	1030	4.33%	81.6	1030	4.15%
<b>Australia</b>	83.5	86.73	46333	3.87%	89.93	46194	3.69%

Source: National Partnership on Youth Attainment and Transitions, Table 9, P 20

### **Indigenous Tasmanian Year 12 or equivalent attainment trajectories**

Tasmania is committed to improving Indigenous Year 12 attainment or equivalent qualifications by 2020 and has agreed to progress measures towards this target. Tasmania has set indicative targets based on a trajectory of halving the national gap in Indigenous Year 12 or equivalent attainment.

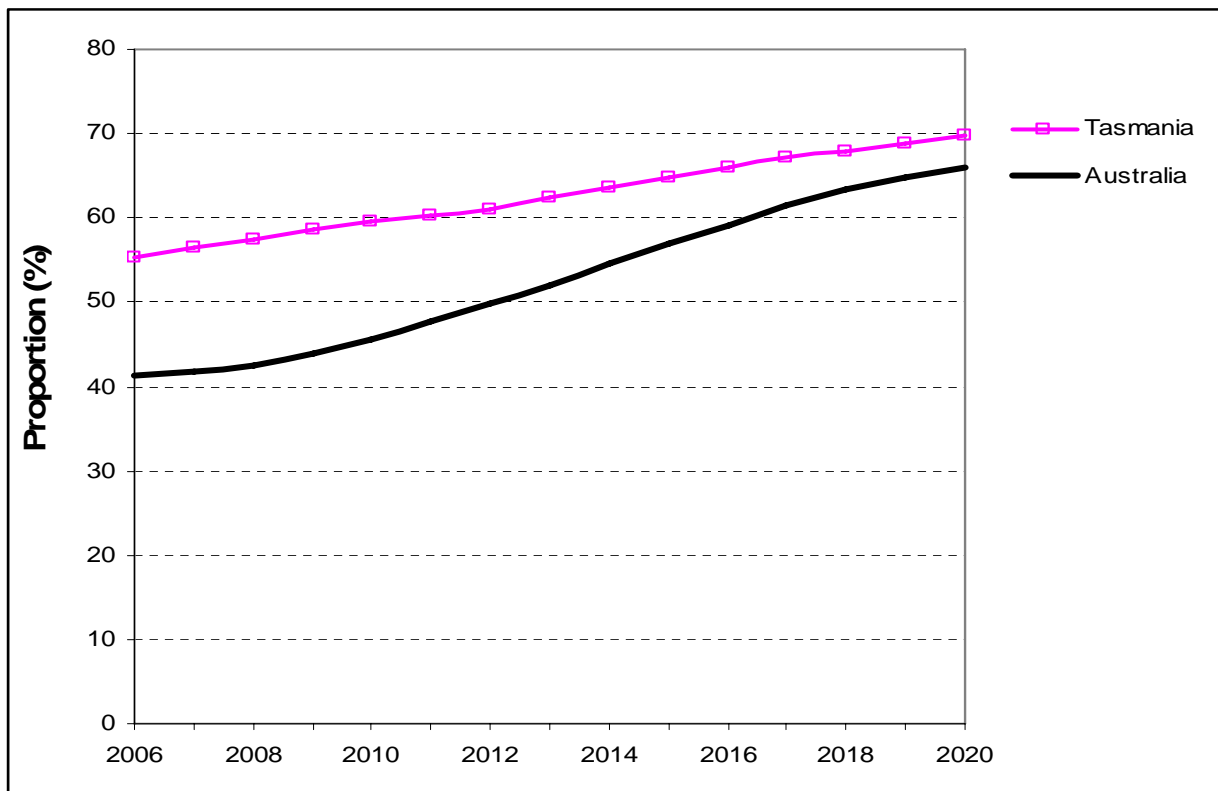
The gap is defined as that between the estimated 2006 census of Population and Housing Indigenous Year 12 or equivalent attainment rate and the projected non-Indigenous rate in 2020.

Indicative targets are based on the national 's curve' trajectory and methodology to establish the trajectory to halve the gap in the proportion of 20 – 24 year old Indigenous Tasmanians who attain Year 12 or equivalent in comparison with non-Indigenous young people by 2020 as shown in Table 5 below.

**Table 5: Tasmanian and Australian trajectory for halving the gap in Indigenous year 12 or equivalent attainment by 2020**

	2006	2009	2012	2015	2018	2020
Tasmania	55.2	58.7	61.1	64.85	68	69.7
Australia	41.4	43.9	49.8	56.9	63.3	66.1

**Figure 1: Tasmanian and Australian trajectory for halving the gap in attainment of year 12 or at least certificate II by indigenous 20 – 24 year olds, 2006 – 2020**



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

Under the National Partnership Agreement on Youth Attainment and Transitions, Schedule B, Indigenous Reporting, states and territories are required to monitor and report on: school level strategies; leading indicators (participation, attendance and retention); and Year 12 attainment; initially for schools with 30 or more Indigenous students where this equates to 10 per cent or more of total enrolments, to be expanded over time as agreed through state and territory implementation plans, to schools with 10 per cent or more Indigenous enrolments or more than 30 Indigenous students.

In Tasmania, the school enrolment specifications that apply to this mandate will have limited applicability (either currently or over time) given the small distribution of Indigenous students through mainstream Tasmanian schools.

Currently the Department of Education monitors and reports on all Kindergarten to Year 10 students including Indigenous students:

- enrolment – through two censuses conducted during the year – February and August
- Aboriginality – self-identified as Aboriginal or Torres Strait Islander
- daily attendance .

The Tasmanian Qualifications Authority (TQA) reports on Year 12 attainment (or equivalent) for all young people enrolled in a senior secondary college, (or high school with a senior secondary campus) the Tasmanian Polytechnic, the Tasmanian Academy and the Tasmanian Skills Institute.

Due to the significant and complex nature of the *Tasmania Tomorrow* reforms which began implementation in 2009, Tasmania is yet to finalise systems and processes to enable the delivery of comprehensive participation and attendance data for post-Year 10 students.

Currently this impacts on the capacity for Tasmania to provide effective school level strategies or leading indicator data for all Indigenous young people post-Year 10.

Through Tasmania's *Early School Leavers* survey, participation rates for Indigenous young people, post-Year 10, will be monitored and reported. Data from this survey will be available in October 2010 and 2011.

As part of the Maximising Engagement, Attainment and Successful Transitions (MEAST) reforms, Tasmania will be able to report on:

- retention data – from Year 10 to Year 12
- trends in administrative data
- school level strategies.

## **Strengthened participation requirements – National Youth Participation Requirement**

Young people are required to participate in education under two Acts in Tasmania.

1. Under *The Education Act (1994)* all young people are required to be enrolled in a school or home educated until the end of the year in which they turn 16.
2. Under the *Youth Participation in Education and Training (Guaranteeing Futures) Act 2005* a young person must participate in one or more eligible education or training options once they turn 16:
  - for one year after obtaining the age of 16 years; or
  - until they have obtained a Certificate III; or
  - until they turn 17.

During the participation phase, young people are required to participate full-time in one or more eligible options. Young people may be exempt if they are in 25 hours or more of paid employment per week.

*Learner at the Centre 2009 – 2012* is the Tasmanian Government's comprehensive plan to improve outcomes for learners at all stages of development. Strategies targeted in *Learner at the Centre* to increase participation and attainment include:

- the establishment of the Tasmanian Polytechnic, Academy and Skills Institute,
- the Guaranteeing Futures initiative including
  - *Youth Participation in Education and Training Act*
  - Pathway Planning for high school students
  - support for those at risk of not successfully transitioning post -Year 10
- Secondary School Renewal and Flexible Delivery initiatives through the Low SES Communities NP
- Implementation of phases 1 & 2 of Trade Training Centres in Schools program

## **Lifting Qualifications – Education or Training Entitlement**

Tasmania has a State entitlement for a guaranteed place in education and training post -Year 10 for 2 years for those aged 15 – 19. The State Government implements this entitlement through a variety of post -Year 10 education options enabled through the Tasmania

Tomorrow reforms, which include the Tasmanian Polytechnic, Tasmanian Academy, senior secondary Colleges and the Tasmanian Skills Institute for apprentices and trainees.

Guidelines are currently being developed for Memoranda of Understanding between the State Government and the Tasmanian Polytechnic which propose to place 15 – 19 year olds and 20 – 24 year olds, along with retrenched workers, second chance learners and people from equity groups as first order priority for government funded training.

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

## **Areas of Reform**

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

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

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

### **Reform Area: Maximising Engagement, Attainment and Successful Transitions**

Through this Implementation Plan, all sectors and post year 10 education and training organisations have committed to joint responsibility for students to ensure they are participating in and completing education and / or training during the compulsory participation phase and beyond. Tasmania will focus on two key strategies at a systemic level and a number of individualised strategies locally. The focus is on a strong accountability model where post year 10 providers determine what strategies work best for them but always focusing on improved participation of and attainment for young people.

A complex and diverse array of educational opportunities is available to young Tasmanians through multiple learning pathways in the post year 10 environments. Being a small island State with a scattered population through urban, regional and rural locations it has not always been viable for all programs to be offered in all locations across the State.

Considerable work has been and continues to be done to develop partnerships between organisations and across sectors to ensure appropriate learning pathways are available to all students. The Tasmanian Polytechnic, Tasmanian Academy and Tasmanian Skills Institute are continuing to broaden their delivery to regional and remote areas of Tasmania, and the Catholic and Independent sectors are working collaboratively with the State sector to develop the most appropriate local solutions to education and training, particularly through the Trade Training Centre initiative and in partnering with the Tasmanian Polytechnic.

Because in many cases schools finish offering programs at year 10 in Tasmania, culturally for some year 10 students, this has been the finishing point for their education. For others, there is a significant transition phase which occurs at the completion of year 10, where they are required to choose another education or training institution to continue their learning, often not in their home location. We know young people need considerable support to make a smooth and effective transition into these environments. MEAST reforms will provide flexible and customised approaches that support 15 to 19 year olds to make this transition and continue participating in appropriate and relevant education and training options.

The three key strategies for maximising engagement, attainment and successful transitions are:

1. Improved monitoring of young people's participation in education and training and achievement of a Tasmanian Certificate of Education (TCE) or its equivalent for 15 – 19 year olds in post year 10 organisations [Tasmanian Polytechnic, Tasmanian Academy, Senior Secondary Colleges, AIST and TCEO schools, and the Tasmanian Skills Institute].
2. Strengthened accountability model based on participation and attainment data that will inform the negotiation of targets for participation and attainment with providers of post year 10 education and training.
3. Establishing and enhancing flexible and customised approaches by education and training providers in supporting 15 – 19 year olds to overcome barriers to participation and achievement of learning outcomes (TCE / VET qualifications / apprenticeships /traineeships)

Performance Indicators for these reform strategies are outlined in Table 10.

### ***Improved monitoring of participation and attainment for 15 to 19 year olds***

Tasmania is committed to strengthening accountability and responsibility for ensuring all young people make a smooth transition from high school to senior secondary education and training and that they complete year 12 or its equivalent.

Our goal is to have all young people attaining one or more of the following:

- Tasmanian Certificate of Education (TCE)
- Qualifications Certificate
- Tasmanian Certificate of Education achievement
- Certificate II or higher vocational qualification
- International Baccalaureate Diploma
- Southern Cross Educational Enterprise (SCEE): General Certificate or Academic Certificate
- or employed under a contract of training completing an apprenticeship or traineeship.

In acknowledging that some young people leave education before the end of year 10, during the transition phase to year 11, and before completing year 12, all sectors have agreed to share the responsibility for students in this context. The Youth Participation in Education and Training (Guaranteeing Futures) legislation requires young people to open a participation record with the Tasmanian Qualifications Authority (TQA) during year 10. This includes information about the intended eligible option the young person plans to participate in the following year (education or training) or if they are applying for an exemption to work for 25 or more hours per week or a dispensation. This is then used to track and monitor young people during their participation phase which is: for one year after they turn 16, until they turn 17 or have completed a certificate III AQTF qualification. By strengthening the collaborative responsibility for participation and attainment across all sectors, we will ensure better monitoring and support for young people at risk of disengaging.

Ensuring completion and submission to the Tasmanian Qualifications Authority (TQA) of the participation records is the responsibility of the school principal. Problems associated with the completion of participation records include the large number of students who drop out of education during year 10 and noncompliance and incomplete records being provided to the TQA. Investment in this strategy will allow for:

- Strengthened processes in year 10 to ensure every student completes a participation record
- Redesigned participation record to ensure best information is gathered
- Stronger accountability in schools and TQA to comply and meet deadlines.

TQA will process participation records at the conclusion of the school year and match these with enrolment lists for post year 10 education and training providers at the beginning of the following school year to identify students who have not enrolled anywhere.

TQA will also identify early school leavers who do not complete year 12 or its equivalent to assist providers in re-engaging them with education or training if they are not in 25 hours or more of paid employment per week.

To ensure all young people are on a pathway post year 10, TQA will develop and implement an Early Leavers Survey and Post Year 12 Destination Study. By improving TQA's current data collection practices to include information from all providers of education and training post year 10, Tasmania will have a complete picture of what education or training young people (15 – 19) are doing. Early school leavers will be identified by matching participation records with census enrolment data in March each year. In conjunction with this, a targeted telephone destination survey will be developed and used by TQA to determine what these young people who have not completed year 12 or its equivalent are doing and to track young people once they complete year 12 or equivalent.

Valuable information will then be available about education, training, employment and other destinations post year 10 and post year 12 that will inform policy and practice. This will be particularly useful in targeting intervention strategies that re-engage young people with education or training if they are not in 25 hours or more of paid employment per week and not in education or training. The information gained through this process will also be used to provide information to post year 10 providers on disengaged young people of compulsory age, who in the Tasmanian system “belong” to no-one until enrolment occurs.

### ***Strengthened accountability model***

This reform strategy will strengthen accountability by all education and training providers across all sectors to ensure Tasmania reaches or exceeds the participation and attainment targets for young people as agreed to in the National Partnership. The Department of Education will negotiate participation and attainment targets with providers of post year 10 education and training and use reward funding to invest in those providers and strategies that are successful, in order to build accountability for “ownership” of young people in a system where the physical structures don't always facilitate a seamless transition for young people to complete year 12 or equivalent.

This strategy will involve negotiating participation and attainment targets with the Tasmanian Academy, Tasmanian Polytechnic, Tasmanian Skills Institute, Senior Secondary Colleges, and the Catholic and Independent school sectors to ensure a collaborative commitment to reaching Tasmania's participation and attainment targets. It will be enhanced by the tracking of early school leavers described previously and supported by the development of localised flexible and customised strategies for supporting 15 to 19 year olds.



### ***Flexible and customised approaches by education and training providers to support 15 to 19 year olds to overcome barriers to participation and attainment***

In Tasmania, there are multiple pathways with flexible entry and exit points and students may choose a senior secondary pathway that suits their learning style. Whilst these options are available, a plethora of factors including demographics, socio-economic status, parental values, health issues, and the desire for financial independence can all be contributing factors to young people not completing year 12 or its equivalent. Using National Partnership facilitation funding and data on where young people are, post year 10 providers will develop strategies to re-engage and retain young people in education and training.

Collectively Tasmania's post year 10 education and training organisations are committed to increasing the participation and attainment rates for young people. This will require re-engagement activities as well as other strategies that will result in retention of young people until they complete their TCE or an equivalent qualification. However each post year 10 provider and sector has identified issues specific to their cohort of young people that need addressing. In consultation with the Department of Education, each provider and sector will develop approaches that meet the needs of their clients in order to meet their individual participation and attainment targets and demonstrate strong accountability to the Tasmanian priorities.

Resources will be allocated on a needs basis with additional support being provided to the Polytechnic for an outreach program to re-engage young people who are not meeting the participation requirement. The Catholic and Independent sectors have committed to identifying students at risk of not continuing beyond year 10 so they can be flagged as a priority for follow up early the following year. Other strategies will be diverse and focus on retention of students and can be seen in Table 5.

The Tasmanian Skills Institute, for example, will implement a student support model which is aimed at all trainees and apprentices irrespective of industry background. The model will provide life skills development, personal counselling, disability support, advisory services, financial advice / support and career / pathway counselling to apprentices, targeting 15 – 19 year olds. The model will involve an enhanced induction program for apprentices that includes a major component of life skills education and support, a mentor program for workplace supervisors to provide them with skills to assist trainees and apprentices through effective communication strategies; and a mentoring program for Tasmanian Skills Institute Trainers and Assessors who work with apprentices and trainees to enhance communication and focus on life skills development. The program will support apprentices from their first day of training through to completion of their apprenticeship.

Organisations and sectors will be rewarded for their contribution to increasing the participation rates each August and reward payments will be made for increased attainment of qualifications by 15 – 19 year olds in 2014.

The key focus for Tasmania's strategy is to improve participation and attainment and post year 10 educational providers will decide what works best for young people in their organisation.

**Table 5: Tasmanian reform areas for Maximising Engagement, Attainment and Successful Transitions**

NP Reform area	Strategies	Indicative Actions
Multiple Learning pathways	Improved monitoring of young people's participation in education and training and achievement of qualifications	<ul style="list-style-type: none"> <li>○ Redesign participation record to ensure best information is gathered</li> <li>○ Build stronger accountability by TQA and schools to comply and meet deadlines</li> <li>○ Strengthen data collection through TQA and Department of Education</li> <li>○ Establish Early School Leavers survey</li> <li>○ Establish post Year-12 destination study</li> <li>○ Improve reporting of post year 10 destinations to inform policy direction and intervention strategies</li> </ul>

NP Reform area	Strategies	Indicative Actions
Multiple learning pathways	Strengthened accountability model based on participation and attainment data	<ul style="list-style-type: none"> <li>○ Strengthen accountability by all post year 10 education and training providers to meet national participation and attainment targets</li> <li>○ Negotiate participation and attainment targets for each sector of post year 10 education and training</li> <li>○ Tie investment and reward strategies to achievement of targets</li> </ul>
Multiple learning pathways  Career Development  Mentoring	Customised approaches by post year 10 education and training providers to overcome barriers to participation and achievement of learning outcomes	<ul style="list-style-type: none"> <li>○ Engage parents in some communities in understanding the value of education</li> <li>○ Improve access to relevant and engaging learning options</li> <li>○ Improve access to structured workplace learning</li> <li>○ Increase high quality mentoring opportunities</li> <li>○ Strengthen pathway planning and career counselling</li> <li>○ Expand Pathways Leaders Network beyond Catholic schools into other sectors</li> <li>○ Support and mentoring for beginning teachers</li> <li>○ Mentoring support for apprentices and trainees</li> <li>○ Polytechnic Outreach Program</li> <li>○ Build on Youth Learning Officer strategy</li> </ul>

### **Funding**

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

**Table 6: Facilitation funding for Maximising Engagement, Attainment and Successful Transitions**

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$315,000	\$630,000	\$630,000	\$630,000	\$315,000	\$2,520,000

**Table 7: Reward funding for Maximising Engagement, Attainment and Successful Transitions**

2010 Participation Target (Paid in 2011)	2012 Attainment Target (Paid in 2013)	Total
\$1,158,073	\$1,158,229	\$2,316,145

### **Reform Area: School, Business and Community Partnerships**

In Tasmania, the School Business Community Partnership Brokers (Partnership Brokers) are required to consult with the Department of Education Learning Services Management Teams, the Tasmanian Polytechnic, the Tasmanian Academy, Independent schools and their association and the Tasmanian Catholic Education Office in developing their environmental scan, strategic plan and relationships with schools. Partnership Brokers are also required to consider current and future State government initiatives in preparing their strategic plan.

A priority requirement for all Partnership Brokers in Tasmania is to support identified low socio-economic status schools to develop sustainable partnerships in line with the National Partnership on Low Socio-Economic Status School Communities. Specific strategies to support these schools will be outlined in the Environmental Scan and Strategic Plan in consultation with the Department of Education Learning Services Management Teams, and where applicable Independent schools and their association and the Tasmanian Catholic Education Office. While this is an identified priority area in Tasmania, Partnership Brokers are still required to broker partnerships with all education providers within their region and can not focus on the identified low socio-economic status schools to the detriment of other education providers.

#### ***Support for Indigenous Young People***

Partnership Brokers will also recognise groups and locations where young people in a region (primarily in the age range of 10 -19) can be identified as experiencing particular disadvantage. A focus on Indigenous young people will be included in Partnership Broker outcomes.

#### ***State and National Provider Networks***

As part of the Partnership Brokers program, DEEWR will fund and maintain a State and National Provider Network. Each Partnership Broker will determine who their nominated Network delegate will be to represent their interests at Network meetings. The State Network members will in turn elect the office holders for the network. The office holders of the Network will be an Executive Committee and will comprise of metropolitan and regional delegates from the Contract Holders. Two of the Executive Committee will then be elected as Chair and Deputy Chair. The Chair & Deputy Chair will act as delegates to the National Provider network.

#### ***Contract period and Program Administration***

In Tasmania, Partnership Brokers contracts will be for a three-year period, with an option to extend the contract for a further year. Whether the Australian Government elects to exercise this option to extend will depend upon Tasmania's progress towards the National Partnership outcomes. Where the Tasmanian 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 Tasmanian Government. If funding for the program is transferred to Tasmania, there is no requirement for the Tasmanian Government to

continue the Partnership Broker program. If the program ceases, the project funding will be used for additional career and transition support services.

The Tasmania Department of Education will work in collaboration with DEEWR through a range of mechanisms to guide the implementation of the Partnership Brokers Program in Tasmania including:

- Regular program management meetings;
- Joint delivery of program induction and Professional Development workshops;
- joint visits to providers (at least one per year);
- Access to providers at other key meetings such as State Provider Network meetings, and other key events such as conferences etc; and
- establishment of a State Advisory Committee to guide the implementation of the School Business Community Partnership Brokers, Youth Connections and Maximising Engagement Attainment and Successful Transitions elements of the National Partnership in Tasmania.

The Tasmanian Department of Education will liaise with the non-government education sector authorities and keep them informed on matters relating to the Partnership Brokers program.

### **Funding**

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

**Table 8: Funding for School Business Community Partnership Brokers**

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$527,000	\$1,054,000	\$1,054,000	\$1,054,000	\$527,000	\$4,215,000*

\* **Note:** the annual allocations shown above will be topped up by \$24,000 per annum (as agreed by the Commonwealth and Tasmania. The additional funds amount to \$96,000 in total over the four-year period and are being drawn from the Tasmanian Allocation of the Facilitation Funding for Maximising Engagement, Attainment and Successful Transitions.

### **Reform Area: Individualised, Personalised Support for Young People at Risk (YOUTH CONNECTIONS)**

In Tasmania the Youth Connections program will be provided to young people aged 11-17, however, Youth Connections providers will have the flexibility to offer services outside of this age range where required.

Youth Connections program providers will work closely with the Department of Education Learning Service Management Teams, the Tasmanian Polytechnic, the Tasmanian Academy, Independent schools and their association and the Tasmanian Catholic Education Office to identify eligible young people who would benefit from Youth Connections in their service region.

#### **Type One Service Delivery: assisting young people most at risk of disengaging**

In Tasmania, a focus of Youth Connections providers' effort for this cohort of young people will be on students in upper primary schools. Providers will partner with principals and classroom teachers to identify students most at risk of disengaging in this setting. When working with primary students, significant adults in the student's life will be (where appropriate) involved in the management.

***Type Two Service Delivery: assisting young people who are disengaging or who are severely disengaged***

In Tasmania, providers will collaborate with all existing providers (particularly Department of Education learning Services Management Teams, the Tasmanian Polytechnic, the Tasmanian Academy, Independent schools and their association and Tasmanian Catholic Education Office) of supporting services within their region for at-risk young people to maximise outcomes by eliminating duplication of effort.

Young people who are provided with support through flexible learning will be encouraged to pursue a pathway which will connect them back into education and training opportunities. Where existing flexible education programs do exist in a region, the Youth Connections providers will not duplicate these services and link with them where appropriate. This will be done through consultation and collaboration at a regional level with education providers.

A priority focus for Type 2(b) services will be students identified through the Flexible Learning database which is maintained by Educational Performance Services (EPS) in the Department of Education.

***Type Three Service Delivery: re-engagement and outreach activities***

In working to strengthen services in Tasmania, providers must also work with any government agencies supporting the individual.

***Type Four Service Delivery: strengthening regional services***

In Tasmania, Youth Connections providers will develop awareness of, and approaches to, current interagency and non-government organisation initiatives established with education providers to avoid duplication of services.

***Support for Indigenous Young People***

All Youth Connections providers in Tasmania will all be required to have a proportion of outcomes for Indigenous Australians in their service region.

***State and National Provider Networks***

As part of the Youth Connections program, DEEWR will fund and maintain a State and National Provider Network. Each Youth Connections provider will determine who its nominated Network delegate will be to represent their interests at Network meetings. The State Network members will in turn elect the office holders for the network. The office holders of the Network will be an Executive Committee and will comprise metropolitan and regional delegates from the Contract Holders. Two of the Executive Committee will then be elected as Chair and Deputy Chair. The Chair and Deputy Chair will act as delegates to the National Provider network.

***Contract period and Program Administration***

In Tasmania, contracts for Youth Connections will be for an initial contract period of three years, with an option to extend the contract for one additional year.

Whether the Australian Government elects to exercise this option to extend will depend upon Tasmania's progress towards the National Partnership outcomes. Where the Tasmanian Government can demonstrate the achievement of agreed transition and attainment outcomes, the service fees for Youth Connections will be transferred to the Tasmanian Government. Whether the Tasmanian government elects to continue Youth Connections is a decision that will be made at that time.

The Tasmania Department of Education will work in collaboration with DEEWR through a range of mechanisms to guide the implementation of the Youth Connections Program in Tasmania including:

- Regular program management meetings;
- Joint delivery of program induction and Professional Development workshops;
- joint visits to providers (at least one per year);
- Access to providers at other key meetings such as State Provider Network meetings, and other key events such as conferences etc; and
- establishment of a State Advisory Committee to guide the implementation of the School Business Community Partnership Brokers, Youth Connections and Maximising Engagement Attainment and Successful Transitions elements of the National Partnership in Tasmania.

The Tasmanian Department of Education will liaise with the non-government education sector authorities and keep them informed on matters relating to the Youth Connections program.

### **Funding**

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

**Table 9: Funding for Youth Connections**

2009-10	2010-2011	2011-2012	2012-2013	2013-2014	4 year total
\$831,000	\$1,663,000	\$1,663,000	\$1,663,000	\$831,000	\$6,651,000

## **Conditions for transfer of program responsibilities and funding**

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

Tasmania will provide the Australian Government with a submission that satisfies the requirements outlined below at the agreed timeframe for review of September 2012 should the jurisdiction wish to apply to have the project funds for the Partnership Brokers and Youth Connections programs transferred to Tasmania.

Transfer of program responsibilities may be submitted for in September 2012. the submission from Tasmania will include details on:

- the context of the reform, including previous effort (up to approx. 5 years) that demonstrates a commitment to the agenda and includes evidence such as growth trends;
- implementation and achievement of wider reforms that contribute to achieving the participation and attainment targets and outcomes specific to jurisdiction reform areas;

- information about the implementation of the jurisdiction reform areas under the Maximising Engagement, Attainment and Successful Transitions - chosen from multiple learning pathways, career development and mentoring including:
  - performance indicators;
  - evidence of achieving outcomes (participation, attainment, engagement and transitions); and
  - future activity.
- specific support for the implementation of the two programs – Partnership Brokers and Youth Connections;
- implementation and achievement of reforms specifically relating to Indigenous young people with evidence of improved outcomes;
- implementation and achievement of reforms that support specific groups, such as young people with special needs; and
- if the jurisdiction has achieved the agreed outcomes, and the Australian Government were to hand over the project funds:
  - whether the jurisdiction will continue the programs
    - if so, whether the jurisdiction plans to change the programs and how they will continue to improve them; and arrangements for program transfer; or
    - if not, the jurisdiction would be required to outline how schools will have ongoing partnerships with key stakeholders in the community and how a safety net for disadvantaged youth will be provided; and arrangements for cessation of programs.

In the event that the Australian Government assesses the submission as not providing evidence of reform significant enough to warrant the transfer of the program funding, Tasmania 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".

**Table 10: Performance Indicators for Possible Transfer of Commonwealth Programs Funding**

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 Statistical Collection
	Enrolment of Indigenous fulltime equivalent students in years 9 and 10	
	15-19 year olds without a Year 12 Certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at certificate II level or higher, including Indigenous students	Australian Vocational Education and Training Management Information Statistical Standard collection (AVETMISS)
Increased attainment of young people aged 15 – 24, including Indigenous youth	Progress towards meeting the NP agreed targets for the proportion of young people aged 20 – 24 who have attained Year 12 or Certificate II or above, disaggregated by indigenous and non-indigenous	As per NEA Indicator 7 (Table NEA36, from Survey of Education and Work, unpublished) ABS Survey of Education and Work
	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:  Tasmanian Certificate of Education, Tasmanian Certificate of Education – Achievement, Qualification Certificate, International Baccalaureate Diploma, VET qualification, SCEE General Certificate or Academic Certificate– disaggregated by Indigenous and non-Indigenous	TQA Participation and Achievement Report
Young people make a successful transition from school to further education, training or full-time employment	The proportion of young people aged 15 – 24 participating in post-school education, training or employment six months after leaving school	ABS Survey of Education and Work  Collected by NEA Indicator 9 for 15 – 19 year olds (Table NEA 41 for 15 – 19 year olds, which could be extended by the SCRGSP to 15 – 24 year olds as well, from survey of Education and Work, unpublished)
Tasmanian Reform Areas: Improvement in Maximising Engagement, Attainment and Successful transitions	Percentage of students awarded a Tasmanian Certificate of Education or equivalent qualification by the end of year 12	TQA Participation and Achievement Report
	Percentage of Students who completed year 12 or equivalent and are in full time education or training, in full time employment, or both part time work and part time education or training	TQA Post Year 12 Destination Studies



# Evaluation and Audit Arrangements

## Evaluation

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

## Audit arrangements

Appropriate auditing arrangements will be put in place by Tasmania as required to ensure compliance with the terms of this Implementation Plan. This will take account of any relevant instructions from State and Federal Treasury.

## Communications Strategy to support Youth Attainment and Transitions National Partnership

### ***Commonwealth Communication Strategy***

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

### ***Other Communications Channels***

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

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

### ***Stakeholder Consultation***

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

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

### **Tasmanian communication strategy**

To support the implementation of the National Partnership on Youth Attainment and Transitions the Department of Education will, in line with key messages outlined in schedule A of the National Partnership:

- Provide a link to the Commonwealth Youth Attainment and Transitions website from the Department of Education website

- Work with the Commonwealth to provide dual media releases.

### ***Other communication Channels:***

The Department of Education will keep stakeholders informed of initiatives through

- Media releases;
- Articles promoting initiatives and success stories in relevant Department of Education publications; and
- Department of Education information sharing systems

At major points in Maximising Engagement, Attainment and Supporting Transitions reform strategies information will be provided to stakeholders.

## **Governance Arrangements**

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

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

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

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

### **Multilateral Governance Group**

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

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

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.

### **Tasmanian Governance Structures**

In Tasmania the governance body for implementing the Tasmanian Implementation Plan will be made up of representatives from.:

- Department of Education
- Skills Tasmania
- The Tasmanian Polytechnic
- The Tasmanian Academy
- The Tasmanian Skills Institute
- Tasmanian Qualifications Authority
- Department of Premier and Cabinet
- Association of Independent schools Tasmania
- Tasmanian Catholic Education Office

### **Role of the Governance body**

- Strategically oversee the implementation of Tasmania's MEAST reform strategies

- Provide advice, guidance and formulate protocols for the communication of reform strategies and other communication responsibilities as outlined in schedule A of the National Partnership.
  - Provide feedback and advice to the Department of Education on implementation issues as they arise
  - Strategic oversight of the implementation of the School Business Community partnership Brokers and Youth Connections, including alignment with State programs and initiatives
  - High level oversight of provider planning and achievement of outcomes
- Representatives from this Committee will represent Tasmania on the State Advisory Committee

### **State Advisory Committee**

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

### ***Advisory Committee Membership***

The Advisory Committee will be made up at a minimum of representatives from:

- The DEEWR Tasmanian State Office
- The Tasmanian Department of Education, The Association for Independent Schools Tasmania and the Tasmanian Catholic Education Office

### ***Role of the Advisory Committee***

The Advisory Committee will have responsibility for:

- strategically overseeing the implementation of the School Business Community Partnership Brokers and Youth Connections Programs in Tasmania ensuring:
  - Implementation is consistent with the overarching strategic direction of the National Partnership and the outcomes being sought.
- high level oversight of provider strategic , environmental and service plans (as applicable) and monitoring the achievement of outcomes;
- ensuring the implementation of the programs aligns with the requirements of key stakeholder groups;
- formulating advice, guidance and protocols for program providers in relation to the implementation on relevant matters as they arise;
- identification of any issue that have major implications for successful implementation of the programs;
- providing feedback and advice to DEEWR program managers on program implementation issues as they arise;
- review any proposed changes to the programs and make recommendations to DEEWR program managers.

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