

**IMPLEMENTATION PLAN FOR THE
NATIONAL PARTNERSHIP AGREEMENT ON
YOUTH ATTAINMENT AND TRANSITIONS**

WESTERN AUSTRALIA

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Introduction

The purpose of this Implementation Plan is to outline how Western Australia (WA) will implement agreed outcomes under the Youth Attainment and Transition National Partnership (YAT-NP) within the context of strategic direction and reform that WA is already progressing through strong cross sectoral partnerships.

The YAT-NP reforms in WA will build upon this work, to take up the unique opportunity for State and Commonwealth program alignment and improve career and transition outcomes for all 15-24 year olds in WA. Implementation of the YAT-NP reforms will be progressed in collaboration with the Commonwealth, the Catholic Education Office, the Association of Independent Schools of WA and other key stakeholders.

Purpose

The Commonwealth and WA are committed to working collaboratively to increase the educational engagement, attainment and successful transitions of young people. This Implementation Plan outlines how the YAT-NP will be implemented in WA.

The National Partnership was established to achieve:

- a national Year 12 or equivalent attainment rate of 90% 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.

Performance Benchmarks and Reporting

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

Most of the Performance Indicators in the YAT-NP are consistent with reporting requirements under the National Education Agreement (NEA) and the National Indigenous Reform Agreement. WA will report annually against these reporting requirements; a summary of these Performance Indicators is provided below (Table 1).

Table 1

Outcome	Performance Indicator	Source	WA Response re Data 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	ABS National Schools Statistics Collection (Can be provided direct from WA.)
	Enrolment of Indigenous fulltime equivalent students in years 9 and 10		ABS National Schools Statistics Collection (Can be provided direct from WA.)
	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	Completion of Year 12 certificate information is not available in the VET Provider Collection. For this indicator to be reported, a working definition will need to be agreed, and the data could be sourced from the VET collection.
	Indigenous 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate I level		
Increased attainment of young people aged 15-24, including Indigenous youth	The proportion of young people aged 20-24 who have attained Year 12 or Certificate II or above ^	As per NEA #7 (supplementary measure, sourced from the ABS Survey of Education and Work)	NEA Indicator 7 (Table NEA36, from Survey of Education and Work unpub)
	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	NEA Indicator 8 (Table NEA38, from ABS Census every 5 years) Note that this indicator cannot be derived from admin data. Data can be collected on numbers of Year 12 certificates and numbers of VET qualifications but those data do not allow the indicator to be derived. This information can not be obtained from administrative data.
Young people make a successful transition from school to further education, training or full time employment	The proportion of young people aged 15-24 participating in post school education, training or employment six months after leaving school	ABS Survey of Education and Work Collected by NEA #9 for 15-19 year olds	NEA Indicator 9 (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, unpub)
Improved attendance Indigenous	Attendance rates for Indigenous students in Years 1-10	As per NEA #14	NEA Indicator 2 (Tables NEA 8, 9 & 10, from MCEETYA data) (Can be provided direct from WA.) NEA 2 is the source for this date not NEA 14
Improved retention Indigenous	<ul style="list-style-type: none"> ▪ Apparent retention years 7/8 to Year 10, by Indigenous status ▪ Apparent retention years 7/8 to Year 12, by Indigenous status 	As per NEA #13	NEA Indicator 3 (Table NEA 12, from ABS National Schools Statistics Collection) (Can be provided direct from WA.) NEA 3 is the source for this data not NEA 13

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

State	Population (n)	Population Share (%)	2010 Participation Target (paid in 2011)	2012 Attainment Target (paid in 2013)	Total
WA	2,188,500	10.16	\$5,080,060	\$5,080,060	\$10,160,120

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.

Vision: All students have access to high quality pathways to facilitate effective transitions between school, training, further education and employment.

Western Australian Context

WA is a vast State with a diverse economic base and a rapidly growing multicultural population. Prior to the global recession, WA experienced sustained economic growth, driven by strong demand for mineral and energy resources leading to strong demand for labour and skills.

The global downturn has brought some redundancies to WA as employers seek to reduce their costs. This has had a particular flow on effect to young people.

An indication of these changing economic conditions is reflected in the commencement of apprentices and trainees. For the 12 months to the end of July 2009, while the total number of apprentices and trainees in training increased by 2.6%, the number of apprentice commencements decreased by 25.3%; again a reflection of the contracted youth labour market opportunities. Although WA's youth unemployment rate is significant at 18.7%, it still remains well below the national average of 24.7%.*

The State Training Plan "*Training WA: Planning for the Future 2009-2018*" (*Training WA*) identifies that recent change to the global economic conditions is likely to impact upon the WA economy. It also indicates that there are reduced expectations of economic growth for WA over the next two to three years. In spite of the global downturn, WA resources sector is planning substantial future growth with announcements relating to the Midwest, the Kimberley, and Pilbara Regions. These highly significant resource developments will bring substantial demand for skilled workers.

WA has sought to balance the effects of the global downturn whilst planning for and providing, education and training opportunities for future growth and development.

WA's significantly different regional areas and a complex population mix require a multiple range of education and training responses to meet the needs of individuals, communities and industry. Addressing these needs and improving the attainment, participation and transition of young people has been and will continue to be a key priority for the WA Government. Significant system-wide reform and program redevelopment have been steadily introduced in WA since 2005. The YAT-NP Agreement will complement this work.

* September ABS Labour Force Data

Education and Training Reform:

Progressing education and training reform has been a strong feature of work undertaken across the training and public and private school sectors in WA. The proposed YAT reforms in WA complement this work and strategic direction.

Legislative Changes to the School Leaving Age: Participation

Educational reform in WA has been accompanied by legislative amendments to raise the school leaving age. *The Acts Amendment (Higher School Leaving Age and Related Provisions) Act 2005* was enacted in November 2005. From January 2006 the leaving age in WA was raised to the end of the year in which a student turns 16 years of age. As of January 2008, it was further raised to the end of the year in which a student turns 17 years of age.

To support the changes to legislation, a number of key strategies were implemented to engage students in education, training or employment. In particular, education and training reforms that support Years 11 and 12 students to participate in multiple learning pathways through the education and training system have been consolidated. The introduction of Participation and Transitions support services in all school districts has been a feature of these reforms. Further detail of this reform is covered in the Strengthening Participation Requirement section of this Implementation Plan (page 14).

Aboriginal and Torres Strait Islander Education and Training:

The WA Government's commitment to increasing the participation of Aboriginal and Torres Strait Islander young people and adults in education, training and employment is reflected in a new strategic framework for Aboriginal training and employment 2010-2013. The framework's goal that "Aboriginal young people and adults are confident and successful learners who are engaged in relevant and meaningful education and training and have the skills and qualifications for employment" is a key response to both State imperatives and other associated National Partnerships.

The WA Department of Education and the Department of Training and Workforce Development (DoTWD) have detailed key strategies for the achievement of a range of objectives that relate school level strategies, the participation, attendance and retention of Aboriginal young people and Year 12 attainment. These are detailed below:

Strategies Related to School Level Undertakings:

- Introduce a state-wide attendance strategy with a focus on Aboriginal students, where an attendance audit is conducted annually and schools are supported to make better use of the attendance data to design strategies to promote school attendance.
- Incentive programs in targeted schools for meeting attendance targets. Attendance becomes a focus of performance agreements of principals, Directors Schools and Executive Directors Schools and the Aboriginal Education and Islander Education Officers (AIEOs) will have a stronger focus on attendance.
- The development of formal partnership agreements that articulate the mutual obligations and expectations of families and schools in schools with significant proportions of Aboriginal students.
- The formation of an 'expert group' to support and improve literacy and numeracy for schools with large numbers of Aboriginal students who are not meeting minimum standards.
- Build relationships that empower Aboriginal parents and caregivers to participate in their children's learning.
- Focus the Aboriginal and Islander Education Officer Program upon more effectively building relationships between families, communities and schools.
- Provide cultural awareness professional learning for all staff.
- Incorporate Aboriginal education and training objectives and targets for improvement in all school, district and central office plans.

- Implement effective teaching strategies to support the learning and outcomes of Aboriginal children.
- Implement a career action plan to increase the employment of, and career pathways for, Aboriginal people.

Strategies that Address Aboriginal Participation, Retention and Attendance:

- The introduction of a case brokerage approach for identified students and to improve interagency partnerships. This will provide individualised support for at-risk 15-17 year olds to access the most suitable education, training and employment option to meet their needs through the Participation Coordinators.
- Develop strategies that address adult literacy and numeracy and re-entry into further education and training.
- Implement Aboriginal school-based training as a school to work transition initiative which supports Aboriginal students as they progress through various pathways such as school-based traineeships or apprenticeships to complete their WA Certificate of Education (WACE), Enterprise and Vocational Education Coordinators work across school districts to support school-based training.

Strategies Related to Year 12 Attainment:

- The expansion of sporting academies and sports programs for engaging Aboriginal young people who may otherwise have been at risk of leaving school early.
- Manage and expand a tutorial assistance scheme for Aboriginal students not meeting minimum standards in literacy and numeracy and for all Year 11 and 12 Aboriginal students.
- Provide targeted case management strategies for both high achieving Aboriginal students and those at risk of leaving school early. Senior School Engagement Programs cater for 16 and 17 year old Aboriginal students at risk of leaving school early. Refocus these to include 15 year olds. Ensure that engagement programs and flexible schooling options ensure students are engaged in education, training, employment or a combination of these options.
- The “Follow the Dream” strategy provides ongoing academic extension in a supportive environment and enables high achieving Aboriginal students to aim for completion of Year 12 and entrance into tertiary studies. Expand “Follow the Dream” to enable all Aboriginal students in Years 11 and 12 to have access to the program through university support.
- Continue to support sporting academies and sport programs which provide mentoring to support a student’s transition through school and into post-school destinations.
- Provide engagement programs and flexible schooling options to enable Aboriginal students to access the range of programs in schools that meet their needs.
- Develop a fully integrated 0-17 years model of schooling in Kununurra as an early learning and education service hub for outlying remote communities.
- Provide career development services for Aboriginal students and their families to support informed career and study choices.
- Provide case management and mentor for Aboriginal trainees to link them to future post traineeship employment opportunities.
- Advance Aboriginal VET outcomes by closely integrating effort between TAFEWA, registered training providers, industry and employers.
- The introduction of a grants program to fund special projects that engage at risk Aboriginal students in remote communities and students in curriculum and re-engagement (CARE schools).
- Curriculum support to facilitate WACE delivery in remote Aboriginal schools.

- AISWAs “Future Footprints” program aims to improve education outcomes for Aboriginal students from remote communities who are at boarding schools in Perth.
- In addition to the above strategies, WA has a series of programs developed under the Education and Training Participation Plans (ETPP) in each Education District. A number of these programs specifically target Aboriginal student participation and attainment.

The Association of Independent Schools of WA:

The Association of Independent Schools of WA (AISWA) in progressing education reform (as outlined in other sections within the IP) works with member schools to maximise student engagement, participation and attainment by supporting schools in a range of programs and initiatives which compliment the priorities for the YAT National Partnerships. These include:

Completion of Year 12

All independent schools have implemented programs aimed to support senior secondary students' completion of Year 12. The AISWA, VET consultant, together with the ROSLA Consultant, work extensively with schools to support such programs.

Vocational Education and Training Programs in Schools

Completion of full qualifications as part of VETiS (up to Certificate 3 and above) and an increased uptake in School Based Traineeships feature strongly in independent schools.

On the Job Training/Workplace Learning

Students are involved in a variety of on the job training (as part of VET programs) and workplace learning opportunities in a range of industry areas.

Strong industry and Community Partnerships

Independent schools have a sound history of partnerships, involving a wide range of business, industry and community groups, which align with the initiatives of the Community and Education Engagement Partnerships and Youth Connections.

Career Development and Transition Support

Career and Transitions programs have been implemented across the independent school sector including a focus on Indigenous students and students at educational risk.

Indigenous Education and Training

The *Future Footprints* program supports Indigenous students from remote regions, studying in Perth boarding schools, with their transition through school and to further education, employment and/or training. AISWA works closely with schools (including Indigenous Community Schools and CARE schools) that have students at school as a result of the Raising the School Leaving Age legislation, but are disengaged from education.

Students at Educational Risk

AISWA has implemented a transition program for students with disabilities to support their transition to the senior secondary years of schooling and post school options. Five independent Curriculum and Engagement (CARE) Schools work solely with students disengaged from mandatory schooling.

Catholic Education:

Catholic schools have been developing a number of initiatives and policies which align closely with imperatives and priorities in the YAT-NP. These include:

Establishing strong industry and community partnerships

As part of developing employment competencies, transition plans and VET opportunities, schools have been systematically working with local and regional employers, employer groups and peak bodies, community groups, Local Community Partnerships and a range of other employment brokers and skills groups. This aligns closely with the proposed SBCPB and YC programs.

Encouraging completion of Year 12 or equivalent

Schools have developed specialised programs, support services, training programs and access to School Based Traineeships and apprenticeships to encourage students to complete Year 12 and achieve a Western Australian Certificate of Education (WACE) and often a Training Credential, typically to Certificate II level or higher. These programs and support will continue to improve Year 12 attainment rates in Catholic schools which currently exceed 98%.

Focussed VET programs, school based traineeships and apprenticeships

Schools have substantially increased VET offerings in terms of numbers of students, hours, full completion of qualifications including higher levels and a focus on emerging skills shortage areas. Increase access to School Based Traineeships and Apprenticeships to engage students in education. Through this focus it is anticipated the VET programs will give more choice to students to match employment opportunities.

Providing support for transition and developing career planning services

A strong focus on career planning has been implemented, from early years of school and developing transitional plans to effect smooth movement to post-secondary options. More work will be undertaken to inform school personnel how career development could be embedded within the curriculum in the form of career education programs, with a strong experiential component such as work experience, work integrated learning.

Providing support for special cohort schools

A number of schools with disengaged and Aboriginal students including those within remote areas provide support for students with special needs. Catholic Education will continue to work with individual schools to develop individual projects for students so they are able to continue at school and achieve to their optimum.

More on-the-job training possibilities

Workplace learning has been a feature of Catholic schools for some time with students involved in a variety of industry placements and mixing more generic employment-related competencies with embedded Training Package competencies. Through the recently formed Reference Group of Principals from a variety of schools there will be a strong focus on encouraging students to participate in more than 20 days of on-the-job training and complete certificates.

Encouraging students to attain Certificate II and above

In support of the YAT-NP the Catholic Education Office is implementing new funding guidelines to encourage students to attain Certificate II and above by Year 12. A reference Group consisting of Principals from a variety of schools across the system has been formed to align with the National Partnership Agreements. This group will meet in 2010 to have the guidelines in force for the 2011 school year. The 2010 school year will be a planning year to implement the changes for enrolment in 2011.

Managing a tutorial assistance scheme for Aboriginal students who don't meet the standards for literacy and numeracy

Schools with Aboriginal students aim to improve literacy and numeracy skills at key points of schooling. Tuition programs provide students with opportunities to access the school learning program. This is done in an individualised or small group setting. There is a positive relationship between tuition support and improved attitudes to learning, academic performance, attendance, retention and participation. Research has demonstrated there is a rise in student self-esteem when they are involved in a more individualised program. This program will continue in line with the target of addressing the literacy and numeracy issues for Aboriginal students.

Developing and supporting engagement programs for students who are not engaged in education or training

The Learning and Teaching Consultants at the Catholic Education Office will be working with schools to provide a vital educational service for students who are not engaged in education or training. The Consultants will also be assisting schools who are the sole educational providers within their community. School guidelines will see the implement of programs to engage students

in educational opportunities to encourage a Year 12 equivalent or a WACE. Students will have access to a variety of programs organised by the school to engage them in worthwhile opportunities.

Supporting traineeships for Aboriginal school leavers within remote and rural Catholic schools
Schools are offering Aboriginal traineeships through the Indigenous Remote Service Traineeships Program to provide a structured pathway for young Aboriginal people to make the transition into the workforce in a supported, structured and sustainable manner. Schools will encourage higher level qualifications for these traineeships to provide greater transferable skills, career pathways and qualifications that are more robust than entry level qualifications. Certificate III or IV attainment is the desired outcome from the traineeships program. Within remote communities some of the Aboriginal trainees are beginning at Certificate II level and working towards a Certificate III within two years.

Public Schools Sector

Public schools in WA through the *Plan for Public Schools 2008-2011* reflect State and National aspirations to improve education outcomes for all young people. This document is a statement of commitment to a strong public school system that earns the respect of the community for the quality of the education it offers. The goal is for:

- every school a good school;
- every teacher a good teacher; and
- every student a successful student.

Lifting Qualifications WA Focused Reforms Including: Education or Training Entitlement Strategies

Training System Reform-Supporting Multiple Learning Pathways:

Training reform in WA is extensive and has been accompanied by legislative changes to the *Vocational Education Act (1996)* which was amended by the State Government in June 2009. These amendments modernise the WA training system, increase flexibility and diversity to meet current and future skill development needs, and brings the legislation in line with the requirements of today's workforce.

WAs progressive focus on training is also reflected in the State Government's, planning for the future document, *Training WA* and the WA State budget commitment 2009-2010 of \$47.4 million for training programs and services. VET in Schools (VETiS) programs, School Based Apprenticeship and Traineeship Programs and training places for 15-24 year olds are an important element of this commitment.

Training WA sets the vision, goals and key deliverables for the WA training system for the next decade. It outlines the direction for the training system to maximise the development of skills as well as training and employment outcomes for all Western Australians. The framework will increase both productivity and participation in training through:

- a skilled workforce;
- a contemporary apprenticeship and traineeship system;
- individual participation in training;
- support for regional communities;
- a vibrant and diverse training market; and
- training system capability and capacity.

These are supported by immediate, medium and long term initiatives which have been designed to respond to the impact of the economic downturn as well as substantially reforming the training system over the medium to long term.

The Department of Training and Workforce Development is currently progressing \$47.4 million of immediate initiatives announced as part of the 2009 WA State budget. Most initiatives commenced in July 2009 including:

- **Career Development Reforms:** Enhancement of the State Government's career development services to ensure all Western Australians have greater access to professional careers advice and training information to assist them in making informed choices about future education and employment options. This reform will provide high quality and enhanced career information to students, parents, carers and teachers.

The career development reforms will include the introduction of pilot programs between selected schools and career centres to establish enhanced career services for school students. Following evaluation of the pilots, new services will be implemented bringing a more consistent approach to career development delivery.

A significant upgrade of the DoTWD career development website will also be undertaken to provide greater access to high quality WA focused online careers information and advice.

- **Course Fee Exemptions for Unemployed People:** This initiative provides course fee exemptions for eligible unemployed people to undertake one vocational education and training qualification. Course exemptions apply for up to 12 months from the commencement of the qualification.
- **RPL Course Fee Concessions:** Provision of course fee concessions to encourage Western Australians who have obtained skills, but have no formal qualification to have their skills formally recognised.
- **Additional Foundation Skills Qualifications:** Assist people disadvantaged in the labour market gain foundation skills as a pathway to further VET training and employment. An additional 1500 places at Certificate I level will be made available over two years.

The Foundation Skills places will enable additional training to be provided to clients belonging to equity target groups to improve participation and attainment outcomes. The training will be customised to meet the specific needs of each distinct client group and where appropriate, have a high degree of community involvement and support.

Other Key State Government Initiatives that Impact on the YAT Targets:

- **Key targets include:**
 - 5000 more apprentices and trainees in training by 2012;
 - 30,000 Aboriginal people enrolled in employment related training 2009-2012;
 - 33,000 Western Australians enrolled in Certificate I foundation courses 2009-2010; and
 - proportion of VETiS training in key priority industry areas will increase from 23% of enrolments to 40% by 2012.
- **Improve the Flexibility and Choice of Trades Training for students and employers:**

This initiative progresses the development of a range of delivery models that support flexibility for workplace learning and improvements to induction processes for apprentices and trainees.
- **Increasing Participation of Young People in Training:**

More young people are being encouraged in to training through the following initiatives:

 - VETiS will be refocused to align with state and local employment opportunities;
 - Engagement and transition skills development in schools enhance student capacity;
 - Better coordination of training information and support services for current and potential apprentices, trainees and their employers; and

- Second chance education and training through senior college campuses.

Establishment of the WA ApprentiCentre:

In 2008, the State Government undertook strategies to enhance the sign-up and induction process for apprentices, trainees and employers, to:

- Adopt a closer management, by the Apprenticeship and Traineeship Support Network of apprenticeships and traineeships.
- Educate employers and apprentices and trainees about the flexibility and options available to them when negotiating a Training Plan Outline.

The *ApprentiCentre* was officially launched in October 2007, replacing the Apprenticeship and Traineeship Support Network (ATSN) to provide an increased focus on the apprenticeship and traineeship system. The DoTWD has re-branded services and products to increase the *ApprentiCentre's* profile with industry including new logos, uniforms for staff, decals on cars and support material.

The ApprentiCentre core responsibilities are to:

- Provide 32 Apprenticeship Officers in the metropolitan area with responsibility for specific industry areas, ensuring more industry specific and relevant responses.
- Increase the support and mentoring services provided to employers, apprentices and trainees.
- Establish the NewsCentre, a newsletter specifically designed for employers and produced on a quarterly basis.
- The creation of the ApprentiCentre website that provides an easy to navigate one-stop shop for information and links to all services associated with apprenticeships and traineeships.
- A Jobs Board has been a significant enhancement and service for employers and potential apprentices and trainees. It is a free online apprentice and trainee vacancy listing service on the ApprentiCentre website for employers and prospective apprentices and trainees.
- The Apprentice Edge card provides access to discounts at a number of leading retailers in WA. The card is available to all apprentices and trainees at no cost.
- An Ambassador program which features 25 current and former apprentices and trainees who have been nominated to tell their story in web based interviews which feature on the ApprentiCentre website.

Minimum Entrance Requirements for TAFEWA:

A comprehensive review of the minimum entrance requirements and selection criteria for the WA TAFE system was undertaken to develop a new approach to the TAFE admissions process, which takes into account:

- The wider range and changed structure of VET qualifications associated with the introduction of Training Packages.
- The increasing complexity of the entry requirements and selection criteria.
- The planned introduction of a new standards based curriculum framework for post compulsory schooling.
- The need to enhance the range of post school options and generally improve access to VET.

In response to this review, a new selection and TAFE admissions process was introduced in 2006, making TAFE entry easier and more accessible. Recent surveys have revealed a very high level of client satisfaction with the reformed entry arrangements.

VETiS and the Western Australian Certificate of Education:

The WA Certificate of Education (WACE) is awarded to secondary school students who satisfy all the requirements as set down by the Curriculum Council. Over the past few years, through WACE reform, VETiS programs have become a significant part of the WACE requirements. These reforms make it easier for students undertaking substantial VET programs including School Based Traineeships (SBTs) and Schools Based Apprenticeships (SBAs) to meet the WACE requirements for Year 12 Certification.

Full or partial Australian Qualifications Framework (AQF) qualifications may be attained through three delivery modes: Stand Alone VET, VET integrated into Curriculum Council courses and VET Industry Specific courses (developed by the Curriculum Council and Industry). Through these reforms it is now possible for students to meet 80% of the WACE requirements from VET.

Education and Training Entitlement:

Youth Compact: The implementation of a Compact with Young Australians (Youth Compact) entitlement states that:

- Young people aged 15-19 years will have an entitlement to an education or training place for any government-subsidised qualification, subject to admission requirements and course availability.
- Young people aged 20-24 years will have an entitlement to an education or training place for any government-subsidised qualification which would result in the individual attaining a higher qualification, subject to admission requirements and course availability.

WA has progressed reforms under this Compact by:

- Ensuring that all young people aged 16 and 17 years of age have access and support to participate in education and training (under the Amendments to the *Higher School Leaving Age and Related Provisions) Act 2005*.
- Course fee exemptions for unemployed people.
- RPL Course Fee Concessions.
- Development of initial Productivity Places Program (PPP) list through validation of occupations in priority areas.
- Determination of WAs skills shortage list.
- Formalisation of program processes and dissemination of information to key stakeholders.
- Production and distribution of fact sheets which comprise an overview of PPP.
- Increased and ongoing communication with Participation Coordinators regarding youth and school student access to the PPP.

The implementations of these reform measures substantially support the YAT-NP goals.

Career Development:

WA has been a national leader in Career Development in recent years progressively building the recognition that career development information, guidance and counselling are vital in assisting students and parents on career options, pathways choices and the availability of transition support services. WA has established in co-location with the Commonwealth Career Information Centres; a world class Career Development Centre attracting 100,000 clients annually. WA is currently implementing a strategy to establish similar Career Centres in each of the 14 district education and training regions. These services in collaboration with the Commonwealth funded School Business Community Partnership Brokers (SBCPB) and the Youth Connections (YC) providers will significantly support the career support needs of the 15-24 year old cohort.

Aboriginal Training and Workforce Development:

In September 2009, the WA launched *Training Together–Working Together* committee to provide the Minister for Training with high-level, strategic direction on the actions that need to be taken to

ensure that Aboriginal and Torres Strait Islander people have access to the training and skills development they need to gain employment as the economy recovers and new WA based resource developments come on stream. While this strategy is not specific to 15-24 year olds, they are a significant age group within the strategy.

In particular this strategy is about a commitment to closing the gap in employment between Aboriginal and Torres Strait Islander people and non Aboriginal people and placing Aboriginal people at the centre of industry workforce development plans. Targeting three immediate priorities for action, the strategy aims to:

- Identify industry areas of jobs growth and the workforce development plans required to employ Aboriginal people on a region by region basis.
- Identify and promote enterprise best practice approaches to Aboriginal workforce development that leads to sustainable employment and /or labour market participation.
- Develop a best practice model for the coordination of services (including transition services and support and training and employment).

This work is aligned with the State Government's *Training WA* and commitment to achieve 30,000 enrolments of Aboriginal students by 2012 and the COAG integrated strategy for *Closing the Gap in Indigenous Disadvantage* by contributing to the goal of halving the rate of unemployment of Aboriginal people by 2016.

Youth Attainment and Transitions National Partnership (YAT-NP):

WA sees the YAT-NP as a unique opportunity to work in partnership with the Commonwealth to better align and co-ordinate youth career and transition support services throughout WA and achieve stronger outcomes for young people aged 15-24 years.

WA, like other jurisdictions, already has a suite of strategic policy and program arrangements to address the issue of youth attainment and transition such as: Participation Coordinators and Education and Training Participation Plans, a broad range of VETiS programs including School Apprenticeship Link, School Based Apprenticeships, Traineeships and Aboriginal School Based Training. While these policy directions and programs are well designed, evidence based and reflecting particular strengths, additional complementary youth attainment and transition interventions can be implemented to further strengthen outcomes. Consequently, the YAT-NP reforms seek to align a series of coordinated interventions that are tailored to match those undertakings already being achieved at a state level.

Linkages to Other National Partnerships

There are a number of other related and complementary National Partnerships contributing to increased student participation and attainment levels that are linked to the YAT National Partnership Agreement, including the:

- National Education Agreement
- Skills and Workforce Development
- Smarter Schools-Quality Teaching
- Smarter Schools-Low Socio-economic Status (SES) School Communities
- Smarter Schools-Literacy and Numeracy
- School Pathways Program (defence industry)
- National Partnership on Homelessness
- Trade Training Centres
- Productivity Places Program
- National integrated Strategy for Closing the Gap in Indigenous Disadvantage

National Education Agreement:

The National Education Agreement (NEA), as the key overarching Commonwealth and State agreement, identifies the key objective that “all Australian school students acquire the knowledge and skills to participate effectively, in society and employment, in a globalised economy” (*COAG 2009 Schedule F, p 1*).

The outcome objectives of the NEA identify that:

- all children are engaged in and benefiting from schooling;
- young people are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievements are improving;
- Australian students excel by international standards;
- schooling promotes social inclusion and reduces the educational disadvantage of children especially indigenous students; and
- young people make a successful transition from school to work and further study.

The performance indicators identified by the YAT-NP are aligned to the goals of the NEA Key programs and services provided by the Department of Education and the Department of Training and Workforce Development together with the WA YAT-NP reforms contribute to achieving the NEA objectives.

National Agreement for Skills and Workforce Development:

The National Agreement for Skills and Workforce Development (SWD) is concerned with improving the outcomes of all Australians with a particular focus on improving the outcomes of Indigenous Australians.

The key objectives of the SWD agreement include:

- All working aged Australians have the opportunity to develop the skills and qualifications needed, through a responsive training system to enable them to be effective participants in and contributors to the modern labour market.
- Individuals are assisted to overcome barriers to education, training, and employment are motivated to acquire and utilise new skills.

- Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce.

The WA YAT-NP reforms are complementary to the SWD focusing on key objectives for young people aged 15-24 years.

Smarter Schools National Partnership:

The Smarter Schools–Quality Teaching National Partnership provides for attracting quality teachers, the provision of quality training of future teachers and placing and supporting quality teachers and leaders in all schools. Further, it seeks to improve the quality and availability of teacher workforce data and Indigenous teachers and school leaders' engagement with community members.

This goal is crucial with the Implementation Plan strategies making a significant contribution to the successful achievement of the participation and attainment outcomes of the YAT-NP.

Smarter Schools–Low Socio-Economic Status School Communities National Partnerships:

provide for incentives to attract high quality teachers and principals; best practice performance management and staffing arrangements that articulate a clear role for principals. Further, it seeks to implement school operational arrangements that encourage innovation and flexibility, innovative and tailored learning opportunities, strengthened school accountability and the ongoing development of external partnerships with parents, schools, business and communities.

This strategy places particular emphasis on measures to attract, develop and support high performing teachers and school leaders. These measures are consistent with the YAT-NP, as it provides further support to young people within the educational sector who are at risk of disengaging or are disengaged. It also provides schools with additional support programs in order to engage and increase participation within the educational sector.

Smarter Schools–Literacy and Numeracy National Partnerships

provides for the provision of evidence based teaching of literacy and numeracy, provides strong school leadership and whole school engagement with literacy and numeracy. Further, it seeks to provide for the monitoring of student and school literacy and numeracy performance to identify where support is needed.

This is a critical National Partnership providing strengthening strategies to improve the underpinning literacy and numeracy skills so vital for students' successful participation, attainment and future transitions.

National Partnership Agreement: School Pathways Program

The Maritime Industry Schools Pathway Program focuses on providing career pathways for young people in the defence industry (including marine). The objective of the program will be to increase the pool of young people ready to move from school into further education and apprenticeships, internships, scholarships and part-time work/study combinations in defence industries. It also aims to increase employer awareness of options for recruiting young people and the value to business of doing so.

The program will develop partnerships with schools, industry, TAFE and university to develop a program that includes current curriculum with a focus on the courses most applicable for the defence industry, including mathematics, science, technology, marine and aviation courses. Schools will be identified and recruited into the program.

It is expected the schools will work in partnership clusters. Professional development of teachers and lecturers from the partners' RTOs and universities about the program will also occur. The teachers will work closely with the other partners to develop innovative approaches to course development, with particular focus on an "applied" approach to course delivery. In addition, a Specific Industry Pathways Broker will be engaged to liaise with industry for workplace learning opportunities and career advice for students as well as providing professional learning activities for teachers in the program.

This National Partnership strategy complements the WA YAT reforms and YAT-NP goals.

National Partnership on Homelessness

Through this National Partnership, homeless young people are supported into accommodation which is linked to their re-engagement in education and training or employment. In WA, the Central Institute of Technology is collaborating with Foundation Housing and Anglicare in the development of a purpose built and managed “Foyer” in Perth. The “Foyer” model based on a concept originating in France and now widespread across the UK and Europe, links affordable accommodation with education, training and employment outcomes and has proved to be successful in supporting disadvantaged young people aged between 16-25 and ensuring the successful transition from dependence to independence. The essential components of the “Foyer” model are the provision of a range of support services; a requirement on the part of residents to undertake education and training; and that the resident commits to a formal contract as part of the accommodation arrangement. It is proposed that the Central Institute of Technology will support the training requirements of the initiative.

WAs strategy of implementing the NP on Homelessness aligns successful transitions to independence with education and training outcomes and provides further support to the attainment of targets under the YAT-NP.

Trade Training Centres in Schools:

The Trade Training Centres in Schools Program is an important element of the Commonwealth Government’s Education Revolution. Trade Training Centres will provide the opportunity for students to undertake trade training in schools thus increasing the proportion of students achieving Year 12 or an equivalent qualification and help address skill shortages in traditional trades and emerging industries. This strategy makes a strong contribution to the YAT-NP attainment targets.

Productivity Places Program National Partnership:

The Productivity Places Program (PPP) as part of the Commonwealth Government’s *Skilling Australia for the Future* initiatives and aims to reduce skills shortages and increase the productivity of industry and enterprises.

While the PPP National Partnership is primarily concerned with achievement of those qualifications under the national qualification profile i.e. job seeker places at a minimum of Certificate III and existing worker places at Certificate IV (40%), Diploma and Advanced Diploma (50%), WA recognises the possibility of increased pressure on the training system to build foundation skills and pathways for people into employment, including increasing the number of pre-apprenticeships. It is acknowledged that currently pre-apprenticeships, which are Certificate I qualifications, are out of the current scope of the PPP, and may change in the future.

If this change were to occur, then this partnership becomes of significance to the YAT-NP with regards to the attainment of minimum qualifications and pathways to employment and further training.

National Integrated Strategy for Closing the Gap in Indigenous Disadvantage:

The National Integrated Strategy for Closing the Gap in Indigenous Disadvantage seeks the identification of, and commitment to targets, to reduce Indigenous disadvantage and associated building blocks or areas for action. There are six targets of which three relate specifically to the YAT-NP:

- Halve the gap in Indigenous students in reading, writing and numeracy within a decade.
- Halve the gap for Indigenous students in year 12 attainment or equivalent attainment rates by 2020.
- Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade.

Participation and Attainment Targets

Definitions

Attainment within the National Partnership is defined as Year 12 or equivalent: having been awarded or completed the requirements below:

1. a Year 12 Certificate (Senior Secondary Certificate) by a Board of Studies; or
2. an equivalent qualification such as the Certificate of General Education for Adults (at Certificate 11 level or above), the International Baccalaureate or higher education pre-entry course, or
3. an Australian Qualification Framework (AQF) Certificate II or higher qualification issued by a Registered Training Organisation or by a higher education institution.

WA has agreed to the following **participation** and **attainment** targets.

For 2010, the WA target will be 64,407 students; this represents an increase on the 2008 participation level of 4468.

For 2012, the WA attainment rate is 82.95%. This represents a numerical increase of 4758. The percentage increase required from 2009-2012 is 4.08%.

For 2015, the WA attainment target rate will be 86.2%. This is a numerical increase from 2012-2015 of 4758. The percentage increase required 2012-2015 will be 3.92%.

Indigenous State/Territory Year 12 or Equivalent Attainment Trajectories

WA has agreed to an Indigenous trajectory target for 20-24 year olds of 55.1% by 2020.

Caveats

- If future data improvements provide better estimates of actual Indigenous attainment, starting rates, corresponding targets and the national target may be adjusted to reflect greater accuracy. Any changes would be negotiated by the Australian Government with all jurisdictions and finalised by mid 2010.
- Jurisdiction trajectories are a guide to anticipated progress from current to target Indigenous attainment rates. They provide an indicative path only which is not intended to present actual progress at any point.

Monitoring and Reporting of Indigenous Students in Schools with High Indigenous Enrolments

- WA agrees with the importance of monitoring Indigenous attainment and progress.
- Reporting will be done on an annual basis, across sectors, and will be based on existing data collections.
- This reporting will be complemented by examples of school level strategies where possible.
- WA and Commonwealth will work together to determine appropriate types of data (again based on existing data collections), and will monitor the progress of Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEECDYA) and the Indigenous Education Action Plan, which may replace this reporting.

Strengthened Participation Requirements–National Youth Participation Requirement

As previously outlined, WA has implemented a range of reforms aimed at increasing participation of young people in education, training and employment. These reforms also provide transition and attainment support arrangements to increase qualifications outcomes.

The *Acts Amendment (Higher School Leaving Age and Related Provisions) Bill 2005* was enacted in WA Parliament in November 2005. Consequently, as of January 2006, the leaving age in WA was raised to the end of the year in which a student turns 16 years of age. As of January 2008, it was further raised to the end of the year in which a student turns 17 years of age.

This legislation does not dictate that students must stay at school, but rather requires them to participate in education, training and approved employment or combinations of these options until the end of the year in which they turn 17. Approved options that are available to a young person in their 16th and 17th years are:

1. full time in a school
2. full time home based schooling
3. full time enrolment in a training institution e.g. TAFE college or private RTO
4. an apprenticeship or traineeship
5. a Community Based Course (courses offered by other government departments or non government organisations which are designed to meet the needs of students who are disengaged from mainstream schooling but who need to continue to develop their literacy, numeracy, social and life skills in a safe and secure environment that is appropriate for them and conducive to learning). These courses provide an opportunity for re-entry to education, leading to opportunities to access further education, training or employment
6. a combination program involving part time school/training and /or part time work
7. full time employment.

Participation Coordinators are employed by the Department of Education and are located in district education offices. Participation Coordinators work across the State with responsibility for primarily supporting students in their 16th and 17th years to participate full time in approved options. The role of Participation Coordinators is to support young people (in public and private schools) who are at risk of not participating in education, training or employment. A significant component of their role is to make referrals and liaise with other service providers, businesses, community organisations, parents/carers and the school. The private sector also employs personnel with related responsibilities and the strategic direction of this work is managed through a cross sectoral governance group.

Since the introduction of the Raised Leaving Age, the participation rates of young people in the 16-17 age range have increased from an average of 87% in 2002-2005 to a participation rate of over 95% in 2008 (the first full year of implementation).

The Department of Education has identified and implemented four key components to increasing participation:

1. Manage the participation requirements such as “Notices of Arrangements”.
2. Provide a “Transition Brokerage” service to all young people at risk of not engaging in education, employment or training, no matter where they are located.
3. Education and Training Participation Plans (ETPPs). The ETPPs focus on students in the 16th and 17th years at risk of not participating in education, employment or training and identify areas where supplementary funding can best be used to support the development and provision of appropriate programs for these students.
4. Program delivery, funded by Central Office. Senior School Engagement Programs assist in providing a framework for engaging the disengaged student. In 2009, there were over 60 programs across the State in over 100 classrooms.

The retention and participation of Aboriginal and Torres Strait Islander students is further addressed through the ETPPs (as mentioned in point three above). Individual district offices and schools identify and negotiate the best programs for funding for local areas; a localised response

to local issues. In 2009, the budget for ETTPS was \$4.2 million, of which over \$200,000 was allocated to programs targeted at Aboriginal young people. The non-government sector has also invested significantly in similar programs with over \$1.5m expended in the last two years. Government and non government programs range from Aboriginal mentoring programs in regional centres, support for sporting academies and senior school engagement programs.

Areas of Reform

WA, in collaboration with the Association of Independent Schools Association (AISWA), the Catholic Education Office (CEO) and other key stakeholders has identified a number of targeted reform strategies. These reforms are cost effective initiatives that have been structured for implementation within the WA YAT budget allocation. They are also designed to complement and add value to the suite of existing education and training reform policies and programs WA already has in place.

These proposed new reform strategies also complement the Youth Compact reform arrangements WA has already been implementing, in partnership with the Commonwealth.

The WA YAT areas of reform have been developed and will be implemented in collaboration with the WA Department of Communities (Office of Youth) and the WA Department of Corrective Services. Reform areas and target outcomes will also be enhanced by collaborative working arrangements with the Department of Employment Education and Workplace Relations (DEEWR).

WAs identified new YAT reforms are a balance of policy, program and service coordination responses identified to maximise outcomes. Multiple Learning Pathways, Career Development and Mentoring are all addressed through the proposed reforms. Detailed below are the eight areas of reform WA will implement through the YAT to contribute to the Maximising Engagement, Attainment and Successful Transition (MEAST) reforms.

WA State Reforms in Partnership with the Commonwealth-Program Alignment

1. Compact with Young Australians

WA has worked in partnership with the Commonwealth to implement the Youth Compact as part of the YAT-NP, to assist young people to gain skills through stronger engagement in education and training. A key element of this provision is the PPP, including fee waiver arrangements to increase the provision of training in over 900 qualifications, ranging from Certificate II to Diploma; eligibility includes 15-24 year old job seekers and existing workers. WA's State funded co-investment in the PPP arrangements makes a significant contribution to the YAT reforms with outcomes contributing to the YAT participation and attainment targets.

Focusing strongly on the reform areas of **Maximising Engagement, Attainment and Successful Transitions** within the YAT-NP, WA has also worked closely with the Commonwealth to implement major reform in the development and delivery of Commonwealth funded youth support services for 15-24 year olds. These collaborative reforms will reduce duplication between Commonwealth and State services, providing a more comprehensive and complementary suite of youth support services in WA to achieve better education, training and transition outcomes for all young people.

The reform arrangements include:

- Collaborative development of the School Business Community Partnership Broker (SBCPB) and Youth Connections (YC) programs for WA to strategically focus the services on WA's needs and existing policy and program arrangements.
- Alignment of State and Commonwealth service delivery boundaries to more effectively provide a complementary suite of services and support.
- A joint approach to the market for the procurement of Commonwealth funded SBCPB, the YC and the State's refocused Career Centres.
- Through the above joint market approach, there has also been an encouragement of consortia arrangements by providers to further consolidate services at the local and regional level.
- A collaborative strong working relationship has been built and will be continued between the State and Commonwealth to support the management and effectiveness of the SBCPB, the YC programs and the WA Career Centres.

Further Strategies to Maximise Outcomes from the YAT Reforms

Proposed Action:

- Following awarding of contracts for the SBCPB and the YC programs, WA will establish a Professional Development Network and Information Sharing Program to bring the key stakeholders together at local levels throughout the State. This strategy will be critical to build local capacity, achieve stronger outcomes enabling schools, service providers, businesses, community, training organisations and parents to better understand and engage with the services and program providers. WA will also develop and disseminate a series of "Fact Sheets" to raise awareness of the available services.

- The term of the contracts for the SBCPB and the YC programs are initially for two years, with the option to review and extend for another two, one year periods. The WA funded Career Centres will be funded for three years. Over the term of these contracts WA will continue to work closely with the Commonwealth to maximise partnership opportunities and progress the NP targets. DEEWR and the Department of Training and Workforce Development officers will jointly monitor the SBCPB, YC and Training WA Career Centre providers and the outcomes they are achieving. Monitoring will include joint provider site visits, to maximise program success through continuous improvement.

Anticipated Outcomes:

This work establishes a new era in State, Commonwealth implementation and management of youth services in WA, building the foundations for strong improvement in participation and attainment outcomes for 15-24 year olds in WA. Key Performance Indicators (KPIs) for the SBCPB and the YC programs are monitored and managed by the Commonwealth in collaboration with WA. KPIs for Training WAs Career Centres include career support outcomes, employability skills training, and client career action plan development. These KPIs complement the Commonwealth program outcomes and contribute to WAs participation and attainment targets for 15 to 24 year olds.

YAT-NP Areas of Reform-Indigenous Inclusive:

2. Building the Capacity of School and Youth Detention Centre Training Staff; To Deliver More Vocational Education Training; Target an Increase in the Number of Staff with Workplace Assessor Training Certificate IV.

VETiS pathways provide students with valuable learning opportunities to attain nationally recognised qualifications under the Australian Qualifications Framework (AQF) as part of their secondary school education. In WA the number of VETiS students has been steadily rising with more students undertaking a broader range of training at higher levels of qualification. In 2008 over 50% of Year 11 and 12 public school students participated in VETiS programs.

This strong growth, which also includes VET programs in rural and remote schools and in schools with special needs students is welcomed, but has put pressure on existing VETiS planning, delivery and funding arrangements. It has also created a greater demand for VET places than the current system can accommodate. The result is that some students are unable to follow their VET program of choice, reducing their interest in school participation and their opportunity to attain the VET qualification they may be seeking. To address these issues and implement appropriate reform, WA has recently completed an extensive review of VETiS across all three school sectors. This review has highlighted the need for changes to the policy focus of VETiS, together with the need for appropriate funding model reform.

Through the YAT-NP, WA will build on the VETiS reforms that are currently being implemented. Capacity building in schools is a critical element of this work as we seek to have a greater number of teachers with Certificate IV Workplace Assessor qualifications and current relevant industry experience in the schools. This capacity building will enable them to deliver more school based VET programs in partnership with Registered Training Organisations (RTOs). Well managed auspicing delivery coupled with a program to strengthen the relevant industry experience of teachers and trainers is a cost effective strategy to increase the level of quality VET delivery in schools. It also provides an opportunity for more work to be undertaken to further enhance the status of VET pathways in the schools sectors.

At any given time significant numbers of young people are in the justice system as short or longer term detainees. As an RTO, the Department of Corrective Services provides training for many of these young people. The above reform strategy is also relevant to training staff in the justice system. By increasing the number of qualified Workplace Training staff, further Certificate II attainment outcomes for 15-24 year olds will be achieved.

Proposed Action:

Utilising YAT-NP funding to complement existing WA funded places: provide more funding and incentives for teachers in the public and private school sectors and training staff in the Juvenile Justice system to undertake Certificate IV Workplace Assessor and participate in an Industry Upskilling program. The Upskilling program will provide an opportunity for teaching staff to access skills recognition, gap skills training and to update their industry knowledge. The combination of industry skills recognition and Certificate IV qualifications will build the capacity of schools and the Juvenile Justice system staff to deliver more training and achieve more student attainment outcomes.

Individual Pathways Planning (IPP) training will also be integrated into this professional development strategy to build staff capacity and provide students and detainees with IPPs as part of their VET training process. Students, with an IPP, are better placed to maximise the outcome from their training and to navigate transitions from entry level training to further training and/or employment.

Increased funding and an incentive scheme will be developed and trialled, a series of trials will be established and evaluated to develop a cost effective model. This training support initiative will be provided across all school sectors and the Juvenile Justice system.

Anticipated Outcomes:

This reform strategy will result in an increase in the number of qualified trainers in schools and the Juvenile Justice system to increase the systems capacity for VET delivery. Combined with strategy number three (refocused VETiS funding model to achieve more qualification completions), a strong improvement in Certificate attainment rates is anticipated and will be monitored.

YAT Element: Multiple Learning Pathways - Supporting Successful Transitions

3. VET in School Funding Model to be Refocused to Achieve More Full Certificate Completions in Key Priority Industry Areas

Proposed Action:

To align the YAT-NP goals with (*Training WA Plan for the Future 2009-2018*), the YAT Implementation Plan will complement existing strategies and reforms to achieve an increase in delivery of VETiS enrolments in key priority areas from 23% to 40% by 2012.

In order to achieve this outcome, the existing VETiS funding model will be refocused to achieve an increase in the number of full certificate completions in these key priority industry areas. To increase reform through further VETiS training delivery, this strategy will be complemented by YAT funding to provide more VETiS targeted Certificate II courses.

An integral element of the refocused VETiS policy and funding model will be a requirement for VETiS students to have an IPP to better inform their training choices and transition pathways.

Negotiations have been undertaken with the Commonwealth to utilise uncommitted funds from the WA allocated funding for the 2009 On the Job Training initiative to provide delivery of more Certificate II programs with a significant compulsory Workplace Learning component. This strategy will be based on the Commonwealth/State, *On the Job Training Funding Agreement* of at least 20 days per year and will be implemented in partnership with public and private schools.

There has also been an identified need for the development of a new Certificate II course specifically designed to build literacy and numeracy skills (based on popular elements of the Certificate of General Education for Adults) and complemented with broad trades/industry preparation skills. This work will be undertaken through DoTWD in consultation with the private school sectors, industry and training providers.

This reform will provide an additional training pathway for VETiS students complementing existing specific industry course options including School Apprenticeship Link Program (SAL) and Apprenticeship and Traineeship programs.

YAT Element: Multiple Learning Pathways – Attainment outcomes

Anticipated Outcomes:

A strong percentage increase in VETiS enrolments and attainments at Certificate II level as monitored through the Students Information System–VET (SIS-VET) data base.

4. VET Training and Skills Recognition Services for 16 and 17 Year Olds in Full Time Employment

WA introduced changes to the school leaving age in 2005 with amendments to the *Acts Amendments 1999 (Higher School Leaving Age and Related Provisions) Act 2005*. Through these amendments all young people in WA must participate full time in an approved education, training or employment option (or combination of options) until the end of their 17th year.

Under these arrangements a number of students leave school and go directly into employment. This group of young people are not in Apprenticeships or Traineeships, they are in direct employment that may or may not have any structured accredited training in place. Student placement data identifies retail and hospitality as the largest industry sectors where these young people are working. Other industry areas include administration, manufacturing, the trades and child care.

Proposed Action:

As a further reform, through the YAT reform plan, a strategy will be put in place to provide an opportunity for these young people to access training and skills recognition, existing worker training and/or skills recognition arrangements or a Traineeship. A fully costed and detailed strategy will be developed. Through this strategy, employers and young people will be contacted and provided with an easy to access existing worker training opportunity designed to increase attainment levels, whilst maintaining the young person's employment. Future student full time employment arrangements will also target training as part of the placement.

Anticipated Outcomes:

WA will monitor the uptake of this training opportunity strategy–targeting a strong percentage uptake by young workers and their employers.

5. Career Development

WA has been a national leader in the delivery of Career Development services. To further progress this work an enhanced and refocused Career Development program has been established to contract service providers in each of the Education Districts (14). These services will provide standardised lifelong training information and career services to:

- school students
- existing workers seeking to up-skill or re-skill
- those members of the community who are not participating in the workforce
- people who have been made redundant and require support as a result of the global downturn in business activity.

The **WA GETACCESS** careers website will also be redeveloped to establish it as the first port of call for WA focused career information and support advice. WA is also commissioning an evaluation of its School Leaver Program. This Program was first established in 1989 and has provided school leaver intention and destination data as a basis for the provision of career and transition support. The evaluation will provide the basis for decisions to be made regarding appropriate enhancements to the data collection processes and career service provision needs of post school students.

5.1 Strategies through the YAT to add value to WAs Career Development reforms are designed to focus on policy drivers and the provision of school resource strategies to build each young person's capacity to navigate the multiple transitions they will experience through school and life beyond the school gates. These strategies are also designed to provide support to assist (often overlooked) specific groups of young people such as "young carers", those with disabilities, the hidden unemployed and disengaged.

WA proposes to utilise YAT funding to trial and develop services for these specific target groups of young people. Working with existing service providers WA will establish a working group to identify appropriate intervention strategies, establish and evaluate pilot initiatives prior to full implementation of the program(s). The time line for this work is:

- Stage 1: Program development and pilot 2010.
- Stage 2: Evaluation late 2010.
- Stage 3: Initiative refinement and full implementation 2011-2014.

In progressing WAs Career Development policies and strategies, WA will work collaboratively with the Commonwealth to maximise consistency and integration of the Commonwealth National Career Development, Improved Quality and Standards initiatives and resources.

5.2 Centrelink and Employment Services Australia service providers are critical in the link to ensure that young people accessing their support are aware of the multiple learning options available to them through education, training and the Youth Compact.

The Department of Training and Workforce Development has established an Interagency Network consisting of the Training WA Career Development Centre, DEEWR and Centrelink, the network will be broadened to include newly contracted Career Centres, SBCPB and YC providers. This strategy further provides professional networking and information sessions to build awareness of opportunities for 15-24 year olds through the PPPs, VET offerings and YAT-NP arrangements.

YAT Element-Career Development

- 5.3 Western Australia has an existing '*Guidelines for Career Development and Transition Support Services*' and a range of career development resources and lessons that have been developed and endorsed by the training sector and the three school sectors of education (Department of Education, Department of Training and Workforce Development, Catholic Education Office (CEO) and the Association of Independent Schools in Western Australia (AISWA)). The Western Australian Guidelines will be updated to reflect recent initiatives at State and Commonwealth levels and the reform areas of the YAT NP.

The WA YAT reform strategy will consist of the development of *Pathways and Transitions Support Services in Western Australian Schools (K-12) Implementation Plan* (as part of the WA YAT NP Implementation Plan) which reflects the dual, and complementary, thrusts of the YAT NP and the *WA Guidelines*. A cross-sectoral Working Party will be established to ensure this strategy is progressed.

There is an existing "Audit and Planning" tool, which was developed to assist schools to reflect on their existing career development provision and identify areas of improvement. This tool will be reviewed in light of the NP YAT outcomes and will be trialled in two different ways.

In the first trial, selected schools will use the "Audit and Planning" tool, to reflect on their existing career development provision and identify areas for improvement.

In the second trial selected schools will work with the Training WA Career Centres (currently being selected through a tender process), to develop some best practice examples of how career development services in public high schools might be provided. As part of this, the Career Centres will complement (and not replicate) those career services already being delivered in school as part of the first trial (described above).

In the third trial, running concurrently to the first, CEO and AISWA will use the tool with a selection of their schools as well. An evaluation strategy will need to be developed to support this.

From these trials, a gap analysis will be undertaken to identify areas where schools feel they require assistance in meeting the needs of their students in this reform area. From this, the system/sectors will work together to develop resources and implement local district program responses to meet the needs of local schools and their students.

In addition the concept of Individual Pathways Plans (IPPs) will be promoted, with a view to making them a requirement for all secondary students.

Proposed Action:

Building on this work, the WA YAT reform strategy will refocus and update its policy position for the provision of **Engagement and Transition Support Services in WA schools (K-12)**. A cross-sectoral working party has been established to progress this work.

YAT Element: Career Development

- 5.4 A further strategy will be the focused development of strong working relationships between the Department of Communities (DoC), Family Support Services, the new WA Career Centres, SBCPB and the YC to ensure that career services targeting parents and care givers are promoted to DoC clients.

This strategy will also apply to TAFEWA Colleges and RTOs, to promote career services to students.

Anticipated Outcomes:

A strong percentage increase in the number of students across all school sectors with an IPP.

Commitment to, and sign off, on a cross sector policy on Engagement and Transition Support in WA Schools (K-12)

Policy implementation plan developed and implementation commencing 2011.

YAT Element: Career Development.

6. Mentoring

Mentoring has been recognised through the YAT reform and across all levels of government in Australia, as an important and effective strategy in supporting and guiding young people through a range of issues and stages in their lives. The quality of mentoring is critical; training, support and standards benchmarks are important elements of successful mentoring programs for both the mentor and the young person accessing the mentoring assistance. Through a desk top scan and analysis of current research the WAs Office of Youth has worked with Department of Education and DoTWD to identify the need for reform in this area.

Mentoring, for the purpose of this reform strategy, is defined as “a positive and caring relationship between one person and another, usually older, who imparts knowledge and support in a non-judgemental way”. Mentoring can take place in a wide range of settings, including schools, community, workplaces, juvenile correction centres, and faith based organisations and in the virtual community. Good practice models of mentoring suggest that the mentoring relationship be a voluntary engagement between the mentor and the persons being mentored. International and national research on mentoring children and young people highlights the critical importance of adequate resources and sustained mentoring that focuses on the needs of the young person; fosters caring and supportive relationships; and encourages all members to develop their fullest potential.

In WA there are a significant number of well developed and run mentoring programs aimed at young people, many designed to support young people in the YAT cohort. A recent background paper on mentoring in WA, produced by the Office of Youth, identifies a number of programs operating to support specific groups of young people including some for cultural groups and those with special needs. However, there is a lack of co-ordination and resource allocation to support mentoring and, unlike Victoria, WA does not have a State Strategic Framework on Mentoring Young People.

Proposed Action:

- 6.1. Work will be undertaken with the WA Office of Youth to explore the establishment of a link on the Office of Youth website and encouragement for mentor programs to register their work on the Youth Mentor Network (YMN) website. This strategy, whilst small, will be significant in supporting the work of the YMN: raising awareness and quality standards of mentoring programs.
- 6.2. Through a multi-agency working group, WA will explore the opportunities and challenges for the development of a WA Strategic Framework for Youth Mentoring. The Victorian Government has undertaken significant research and development to produce guidelines and frameworks in the development of youth specific mentoring programs and is considered a leader in this area. Drawing on this work the working group will focus on the development of a WA appropriate model, reflecting the need for long term successful mentoring arrangements, through integrated and collaborative partnerships with business, schools, philanthropy and all levels of government to improve levels of mentoring for young people.

A key element of the WA State Mentoring Framework will be the need to develop goals and targets to gauge outcomes, achievements and continuous improvement strategies.

Anticipated Outcomes:

Strengthened mentoring arrangements in WA building community capacity, mentoring quality and stakeholder support: Mentoring Framework in place 2011.

YAT Element: Mentoring

7. Participation

WAs significant focus on improving participation and attainment of 15-24 years olds is evident in the results that have been achieved since the compulsory school leaving age amendments were introduced in 2005. With the *Act Amendments 1999 (Higher School Leaving Age and Related Provisions) Act 2005*, WA established a Participation Directorate responsible for ensuring compliance in relation to the participation requirements under the Act. The Act specifies that all young people in WA must participate in one of a range of approved full time options until the end of their 17th year.

The Participation Directorate is responsible for provision of services and support for all young people in their 16th and 17th years. The focus of this work is on improving participation through case co-ordination and a cross sector, multi agency approach to achieve strong outcomes. This includes significant improvements in the levels of participation by this cohort, from an estimated 87% prior to the introduction of the legislation in 2006 to 95% in 2008. In addition, there has been an approximate 3% increase in attainment rates.

In support of the YAT's National reforms, the participation staff will continue to progress the following commitments:

- Transition brokerage, Participation Coordinators providing intensive, individualised support for young people at risk of not participating.
- Delegations by the Minister for Education to the Managers Participation in relation to approval of Notices of Arrangements and Independent Child status.

- Coordination and management of district ETPPs and Consultative Committees made up of key education, training and community stakeholders.
- Program and school level support by Managers Participation.
- Participation Unit: Registers, monitors and reports on the Notices of Arrangements.
- Participation Management Database: records all activity in relation to transition brokerage and Notices of Arrangements and liaises with the Curriculum Council database and others.
- Programs: supports the design, delivery and evaluation of education, training and community delivered programs, in particular, designated Senior School Engagement Programs (SSEPs).
- Performance and evaluation of a variety of system and district level initiatives including NEET data, PMD performance and analysis of efficiency and effectiveness of Participation Coordinators, ETPPs, SSEPs, schools and other program providers.
- Provision of data and intelligence to inform Department of Education planning and accountability measures e.g. the Expert Review Group.
- Building and maintaining collaborative links between the Department of Education, Department of Training and Workforce Development, other education and training providers and other government and community support service providers and
- A critical role in the participation, engagement, attainment and transitions agenda of the YAT-NP.

Proposed Action:

- Building on this work WA participation staff will bring the YAT reforms to the attention of schools to support their capacity to improve participation, engagement, attainment and support successful transitions. The focus will be on non-traditional approaches to deliver and integrate multi-agency support systems for all students.
- Participation staff will also work collaboratively with training and employer stakeholders to raise attainment (Cert II and above) for 16 & 17 Year olds in employment (Form C students) as part of the VET 'Training and Skills Recognition Services (Reform Strategy 4).

Anticipated Outcome:

An increase in 16 and 17 year old participation and attainment outcomes.

8. Indigenous Young People

WA has developed and implemented a significant body of education and training reform and programs to raise the participation and attainment levels of Indigenous young people in the 15-24 year old cohort, as outlined in the Context section of this Implementation Plan (page 3).

The DoTWD has also commenced two very significant reforms: the Aboriginal School Based Training Program (ASBT) and the *Training Together Working Together* sustainable employment outcomes strategy. These major initiatives are bringing together industry, Aboriginal communities and employment and training service providers to focus on achieving better training and attainment outcomes for Aboriginal people.

WAs *Training Together, Working Together* initiative is part of a set of national building blocks aimed at removing barriers to employment of Aboriginal people and for their achievement of economic independence. An important component of this work is addressing the low literacy and numeracy levels of the Indigenous population; to build their employability skills and employment outcomes.

This work is also complemented by the ASBT Program that has set a participation target of 50% of the Year 10 Indigenous student cohort. VETiS is undertaking work with the health industry and key stakeholders to deliver main stream health industry VETiS pathways for Indigenous young people. A regional pilot program is underway with further programs under development. Both of the WA funded initiatives have a strong mentoring component to support student progress.

All of the WA educational and training reforms as detailed in the Context section of this Implementation Plan (IP), together with the specific YAT-NP reforms will make significant contributions to improvements in Indigenous participation and attainment outcomes.

An identified barrier to attainment of Certificate I, through the ASBT programs, has been the low literacy and numeracy levels of students.

Proposed Action

A targeted strategy addressing the literacy and numeracy levels of Year 10 ASBT students will be explored through the State Training Board and implemented to address this barrier to attainment success.

Anticipated Outcome:

An increase in the percentage of Certificate I attainment outcomes for Year 10 ASBT students.

YAT Element: Attainment

The agreed WA allocation of project funding for Maximising Engagement Attainment and 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)
\$1,406	\$2,811	\$2,811	\$2,811	\$1,406	\$11,245

Reform Area: School, Business and Community Partnerships

Funding Allocations per Region: Youth Connections and Partnership Brokers

Western Australia

<i>Service Regions</i>	<i>Youth Connections</i>	<i>Partnership Brokers</i>
WA01 Albany	\$463,000	332,141
WA02 Bunbury	\$528,000	363,672
WA03 Canning	\$720,000	409,777
WA04 & WA06 Esperance and Goldfields	\$633,000	352,179
WA05 Fremantle Peel	\$882,000	491,956
WA07 Kimberley	\$567,000	335,963
WA08 Mid West	\$552,000	353,140
WA09 & WA10 Midlands and Narrogin	\$590,000	341,456
WA11 Pilbara	\$590,000	347,267
WA12 Swan	\$721,000	438,763
WA13 Warren Blackwood	\$464,000	338,356
WA14 West Coast	\$710,000	490,434

Overview

Program Implementation in WA

The SBCPB program will be implemented in WA, in conjunction with the DoTWD and its new Career Development Centres. Both programs have gone out to tender at the same time and organisations with the capacity to deliver both programs have been encouraged to apply for both RFT's. The contracts for SBCPB initially are for two years with the option to review and extend for another two, one year periods. SBCPB will be contracted, and managed by DEEWR, in consultation with the West Australian Government.

SBCPB in WA will support the work of the YC providers, with a focus on Indigenous Services in the following regions: (see tables below^{†‡}).

[†] Australian Government School Business Community Partnership Brokers (Partnership Brokers) RFT PRN 23984 Appendix D

[‡] Australian Government Youth Connections RFT PRN 239979 p 126, 127

Service Fees, Allocation and Outcomes Table - Western Australia

1. Service Regions	2. Allocation of Service Fees	3. Indicative Proportions against each type of service				4. Indicative number of young people that outcomes will be achieved for and the outcomes spread for each 'type' of service			5. Flag for Indigenous	6. Flag for Humanitarian
		1	2	3	4					
WA01 Albany	\$463,000	20%	60%	10%	10%	110-150			Y	Y
WA02 Bunbury	\$528,000	20%	60%	10%	10%	130-170			Y	
WA13 Blackwood	\$464,000	20%	60%	10%	10%	110-150			Y	
WA03 Canning	\$720,000	20%	60%	10%	10%	185-225			Y	Y
WA04 & WA06 Esperance and Goldfields	\$633,000	20%	60%	10%	10%	160-200			Y	
WA05 Fremantle and Peel	\$882,000	20%	60%	10%	10%	230-270			Y	Y
WA07 Kimberley	\$567,000	20%	60%	10%	10%	140-180			Y	
WA09 & WA10 Midlands and Narrogin	\$590,000	20%	60%	10%	10%	145-185			Y	
WA08 Mid West	\$552,000	20%	60%	10%	10%	135-175			Y	
WA11 Pilbara	\$590,000	20%	60%	10%	10%	145-185			Y	
WA12 Swan	\$721,000	20%	60%	10%	10%	185-225			Y	Y
WA14 West Coast	\$710,000	20%	60%	10%	10%	180-220			Y	Y

The agreed WA allocation of project funding for SBCPB 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)
\$2,298	\$4,595	\$4,595	\$4,595	\$2,298	\$18,380

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

Overview

- The YC program will be implemented in WA in collaboration with the Department of Education and the Department of Training and Workforce Development arrangements. Young people at risk of leaving school or disengaged from education and training aged 13-19 years, will be able to access a continuum of services to re-engage them in education or training, working towards the attainment of Year 12 or equivalent.
- The Contract will be offered to providers for two years with the option of two, one year extensions.
- Providers in nominated regions will be required to meet specified targets in supporting Indigenous young people and contributing towards the COAG halving the gap in Indigenous Year 12 or equivalent attainment target.
- Contract management, including payment of the providers, will be carried out by DEEWR WA State Office.

- Monitoring of provider's performance including assessment of service plans will be conducted in collaboration with the Department of Education and the Department of Training and Workforce Development.

The agreed WA 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)	4 year total (\$'000)
\$3,710	\$7,419	\$7,419	\$7,419	\$3,710	\$29,677

Conditions for Transfer of Program Responsibilities and Funding

In accordance with Clause 51 of the YAP-NP Agreement, the funding for SBCPB and YC 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 WA using the project funding under the maximising engagement, attainment and successful transitions component of the National Partnership, will form the basis of the demonstration of agreed outcomes. The success of Commonwealth managed services for young people at risk and establishment of viable community partnerships, will also be an integral component of the demonstrated agreed outcomes.

WA will provide the Australian Government with a submission that satisfies the requirements outlined below at the agreed timeframe which potentially will be mid 2011 (as the Commonwealth funded program contracts cease in December 2011), should the jurisdiction wish to apply to have the project funds for the SBCPB and YC programs transferred to WA.

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

If WA agrees to have the SBCPB and YC programs and the associated funding transferred to the State, there is no requirement for WA to continue with these specific programs. In the event of this occurring, the Commonwealth funding will continue based on WA's commitment to utilise this funding for additional career and transition support services in the identified reform areas as per Table 1 of the IP.

(The State Government reserves the right to amend the policy and programs included in the IP pages 3 - 12 as determined by WA education and training environment requirements.)

The submission must include detail on:

- The context of the reform, including previous effort (up to approximately five 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);
 - future activity; and
 - The future contribution of Commonwealth managed programs to participation engagement, attainment and successful transitions.
- Specific jurisdiction support for the implementation of the two programs: SBCPB and YC.
 - Implementation and achievement of reforms specifically relating to Indigenous young people with evidence of improved outcomes.
 - Implementation and achievement of reforms that support specific groups, such as young people with special needs.
 - If the jurisdiction has achieved the agreed outcomes, and the Australian Government were to hand over the project funds:
 - whether the jurisdiction will continue the programs;
 - if so, whether the jurisdiction plans to change the programs and how they will continue to improve them;
 - arrangements for program transfer;
 - 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.

WA will report against its identified MEAST reform outcomes as detailed on pages 18 – 28 and the indicative outcomes (Table 1 page 2 of this IP).

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, WA 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".

Evaluation and Audit Arrangements

Evaluation

WA will work in partnership with the Commonwealth to develop and implement a national formative evaluation of the initiatives covered by the YAT-NP and contribute to the evaluation as required.

WA will implement an evaluation process for the niche reform areas identified in the Implementation Plan, to gauge effectiveness and to support policy refinement and continuous improvement.

Audit Arrangements

Appropriate auditing arrangements will be put in place by WA 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 YAT-NP:

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
- 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.

Western Australia agrees to work with the Commonwealth on the delivery of a communications strategy to support implementation of this National Partnership.

In support and promotion of the new WA funded Career Centres, it is intended that the Minister for Training and Workforce Development will release a media statement on their establishment. It is also proposed that the Minister will be invited to formally launch the new centres early in 2010.

The promotion of the centres will include information on the service linkages with the SBCPB and the YC services.

Governance Arrangements:

The Commonwealth, State and Territory Governments will have joint responsibility for overseeing the development, implementation and ongoing management of all elements of the YAT-NP.

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

- a multilateral group to consider issues that are common to all jurisdictions
- 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.

State and Territory Governance Structures:

WA will establish a high level cross sector State Advisory Group with representation from the WA Department of Training and Workforce Development (DoTWD), the Department of Education Services (DES) the Department of Education, the Association of Independent Schools in Western Australia (AISWA), the Catholic Education Office (CEO), the Department of Communities (Office of Youth), the Department of Corrective Services (DoCS), DEEWR State Office and other key stakeholders from industry and community, as appropriate.

This group will guide the implementation of the Schools Community Partnership Brokers and the Youth Connections Programs in Western Australia. The group will also oversee the YAT Implementation Plan in WA; determine funding for the specific reforms within the IP to maximise achievement of the participation and attainment targets. The group will also determine broad proportional funding allocations for the public and private school sectors based on student enrolment data.

Finalisation of membership and terms of reference for the Group will be developed in consultation with DEEWR and WA stakeholders.