

Key Areas for Action: Education and training as the foundation for effective transition for all young people

Outcomes	Area of specific activity	Key agencies
<p>Higher retention and completion rates and less young people disengaged with the senior years of schooling</p>	<p>Foster a philosophy of education to Year 12 or its vocational equivalent by:</p> <ul style="list-style-type: none"> • implementing policies and practices that promote early recognition of risk of disengagement and intervention • implementing policies and practices that promote equality of pathways • providing seamless pathways from compulsory to post-compulsory education • implementing the National Goals for Schooling in the Twenty-first century • considering the role of income support such as Youth Allowance in keeping young people in education. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • FaCs
<p>An integrated education system</p>	<ul style="list-style-type: none"> • Undertake enterprise and career education programs. • Include enterprise and career education in the compulsory years of schooling. • Provide access to Vocational Education and Training (VET). • Provide industry experience to VET students in the post-compulsory years of schooling. • Promote students' engagement in real life learning contexts. • Provide opportunities for students to extend knowledge and experiences of learning and work options that may be available within rural, remote or regional settings 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers • DEWR/Job Network • FaCs
<p>In partnership, schools and the community enrich the experiences of young people to prepare for life transitions</p> <p>Teachers skilled in partnership development</p>	<ul style="list-style-type: none"> • Participate in local community activities through learning which involves schools, community and industry. • Develop recommendations of FaCS' Due Credit initiative. • Promote, support and recognise student involvement in Youth Development Programs. • Focus leadership training on change management and school transformation. • Focus on Youth Development. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers • AFOYO • FaCs • Community organisations

Key Area for Action: Access to career and transition support

Outcomes	Area of specific activity	Key agencies
<p>Young people are educated to make informed decisions</p> <p>Seamless processes available for all young people in need</p>	<ul style="list-style-type: none"> • Ensure access to career and transition support, particularly at key episodes when decisions are made which affect future life choices. • Provide support from an integrated, coordinated network of professionals including teachers, youth workers and community workers. • Provide and support professionally trained and committed career and transition support staff including teachers, youth workers and community workers. • Implement the new Career and Transition Framework outlining roles and responsibilities of stakeholders. • Provide appropriate levels of support for connected, at risk, and disconnected young people, offering early interventions and long term assistance. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • Youth and welfare support agencies • Juvenile justice • Centrelink • Local government • DEST • ECEF
<p>All young people participate in an ongoing learning pathways planning process</p>	<ul style="list-style-type: none"> • All young people develop a learning pathway plan. • Individual pathway planning support, such as case management and mentoring, is provided to young people at risk. • All students develop a portfolio to document and articulate skills and achievements. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • Youth and welfare support agencies • Juvenile justice • Centrelink • Local government • DEST • ECEF
<p>Work place learning opportunities are available</p>	<ul style="list-style-type: none"> • Provide access to effective employment preparation and placement programs and accredited training opportunities including VET, Structured Workplace Learning and other opportunities. • Develop networks and partnerships with local community and industry. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers

<p>Follow up mechanisms are in place</p>	<ul style="list-style-type: none"> • Provide access to follow up support if required to ensure successful transitions. • Determine destinations of students by developing and implementing monitoring and tracking systems to identify young people who require follow up support. • Establish cross-agency protocols to enable effective follow up support. • Develop processes for local networks for the provision of follow up support for those who require it. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF
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Key Area for Action: Responding to the diverse needs of young people

Outcomes	Area of specific activity	Key agencies
<p>Programs are flexible and varied to provide quality solutions to the full range of needs of young people</p>	<ul style="list-style-type: none"> • Improve education and training programs to ensure equitable outcomes for particular groups of young people as well as communities with special needs. • Create support networks for all young people which provide access to education and training in supportive and flexible environments. • Create networks in collaboration with the targeted audience and their communities. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF
<p>Policies and practices are in place to recognise and respond to young people at risk</p>	<ul style="list-style-type: none"> • Ensure appropriate intervention and early response strategies for those at risk of not participating effectively in education and training. • Develop local programs that promote positive images that value young people and celebrate their achievements. • Explore options for creating new models of schooling/education and partnerships with youth organisations to create more diverse options for young people in their transition pathways. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF
<p>More young people are retained in education and/or training, especially those at risk or with special needs</p>	<ul style="list-style-type: none"> • Provide a greater range of alternative education and training opportunities that are relevant to young people who are unable to participate in mainstream education and identify where there is a need for alternatives. • Engage stakeholders from across jurisdictions and agencies to innovate new and complementary learning opportunities. • Focus on youth development. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF

Key Area for Action: Promulgating effective ways to support young people

Outcomes	Area of specific activity	Key agencies
<p>There is coordination of approaches within and across governments to ensure young people are effectively supported</p>	<ul style="list-style-type: none"> • Ensure links between government tiers and across government by facilitating coordinated approaches, defining partnership roles and responsibilities and developing strategies for the future. • Create champions within government departments and community partnerships. • Work with other Ministerial Councils and taskforces to develop a consistent message and a coordinated comprehensive approach. • Develop a checklist to be completed prior to establishing new programs to avoid duplication. 	<ul style="list-style-type: none"> • All departments at all levels of government • MCEETYA
<p>Young people understand government and community support approaches</p>	<ul style="list-style-type: none"> • Develop policies and programs that support the provision of holistic delivery at the local level to reduce fragmentation of purpose and effect. • Ensure appropriate ease of access. • Initiate actions which drive the cultural change necessary to forge strong partnerships between schools, businesses and communities. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF
<p>Young people are empowered to be innovative and responsive to change</p>	<ul style="list-style-type: none"> • Encourage an environment of change, innovation and a focus on customer service. • Ensure young people can engage in 'real life/authentic' activities including community and work based activities which promote innovation and enterprise. • Support the involvement of young people in policy and procedures decision making. • Promote and implement enterprise education as a necessary and complementary aspect of successful transitions. • Develop an enterprising culture within schools which permeates partnerships within the community. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers • FaCs

<p>Communities with high needs receive the necessary support</p>	<ul style="list-style-type: none"> • Initiate and strengthen cross-agency solutions for those communities in high need of services. • Develop programs which specifically target the needs of young people in the full range of 'at risk' categories. • Collate information on the development and implementation of cross-agency collaborations focused on transition to start local discussions leading towards a coordinated local action plan. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers • Local government
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Key Area for Action: Focused Local Partnerships and Strategic Alliances

Outcomes	Area of specific activity	Key agencies
<p>Active thriving partnerships exist in local communities</p> <p>The community – its people and facilities – are recognised as an essential part of the learning resources to be utilised in the provision of learning opportunities</p> <p>Community centres such as youth centres, arts centres, youth development centres and church agencies become hubs for young people, especially those who have become disconnected from schools</p>	<ul style="list-style-type: none"> • Create new and strengthen existing partnerships between schools, other education and training providers, industry, business, government and non-government organisation to create learning in a range of contexts. • Promote effective communication strategies between schools, employers and local communities. • Ensure young people have the opportunities to contribute and participate in community based projects. • Ensure local community centres are well placed to respond to the needs of young people 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers
<p>Schools responsive to the opportunities and challenges of operating collaboratively beyond the school gate</p> <p>Schools re-emerging as major learning hubs for the community</p>	<ul style="list-style-type: none"> • Provide training and development opportunities for teachers, business and community members to enable effective participation in local partnerships and their activities. • Review school operations and structures to better enable partnership activity to flourish. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST
<p>Industry and business are engaged in and benefit from being involved in active partnerships with schools and the community</p>	<ul style="list-style-type: none"> • Develop more clearly defined roles for industry associations. • Initiate and strengthen partnerships that respond to the needs of young people and the local community including business and industry. • Provide access to education and training in supportive, flexible environments which respond to the needs of the local community. • Provide examples of ways that business can enhance and support learning through active engagement. 	<ul style="list-style-type: none"> • State/Territory education systems and non-government school authorities • DEST • ECEF • Business/Employers

<p>Young people are aware of industry standard work practices</p>	<ul style="list-style-type: none">• Incorporate workplace learning into VET.• Develop local workplace learning programs.• Integrate and contextualise technical and generic skills.• Liaise with industry to develop strategies to enhance generic skill formation.	<ul style="list-style-type: none">• State/Territory education systems and non-government school authorities• DEST• ECEF• Business/Employers
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