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SUBMISSION TO THE LEGISLATIVE COUNCIL STANDING COMMITTEE ON ESTIMATES AND FINANCIAL OPERATIONS

Inquiry into the Government decision, announced in March 2010,
to cease senior school allocation funding for Year 11 and 12 courses
at 21 district high schools across Western Australia

Submitted by

THE GREAT SOUTHERN EMPLOYMENT DEVELOPMENT COMMITTEE,

School Business Community Partnership Broker
for the Albany, Bunbury and Warren-Blackwood regions.
"The Partnership Brokers program is funded by the Commonwealth of Australia as represented by the
Department of Education, Employment and Workplace Relations"

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31 May 2010

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Ms Renae Jewell
Committee Clerk
Standing Committee on Estimates and Financial Operations
Legislative Council
Parliament House
Perth WA 6000

31 May 2010

Dear Ms Jewell

**Re: Inquiry into the Government decision to cease to provide Senior School Allocation
Funding for Year 11 and 12 courses at 21 District High Schools
across Western Australia**

The Great Southern Employment Development Committee Inc (GSEDC) tenders this
submission as the School Business Community Partnership Broker for the Albany,
Southwest and Warren-Blackwood regions appointed by the Commonwealth Department of
Education, Employment and Workplace Relations (DEEWR).

The Partnership Broker (PB) program has been designed to meet the Council on Australian
Governments (COAG) agenda for educational reform and social inclusion. The program's
principal objective is to build partnerships that support improved education and transition
outcomes for all young people.

Given that the other two PB regions within our bailiwick are not directly affected, the focus
of this submission is on the Albany region within the state and national context. Our
organisation has consulted widely with key stakeholders in the region in preparing this
submission.

Summary of Main Points

1. The GSEDC's principal concern is that the State Government's decision will
   undermine its commitment to the COAG bilateral agreement for educational and
   social reform and specifically its objective to achieve 90% completion of Year 12 or
   equivalent by 2015.

2. Young people identified as at risk of disengagement and unlikely to complete Year
   12 or equivalent need a high level of supervision to support their transition from
   school into suitable training and employment outcomes and prevent them from

becoming disengaged. This supervision requires a higher level of resourcing than is traditionally provided to district high schools, which were designed to cater for students from Kindergarten to Year 10.

3. Communities served by two district high schools at Gnowangerup and Kojonup have been adversely affected by the decision to cease the senior schooling allocation funding. These schools have been successful in improving education transitions for young people in their communities identified as at risk of disengagement by providing tailored innovative programs. Without the support of the senior schooling allocation, these schools would have been unable to implement the programs in the first place; the removal of senior schooling jurisdiction has brought them to an end. As a result, fewer choices are available to young people in these towns who are unable to make education transitions without high levels of local support.

4. The programs at Gnowangerup and Kojonup are outstanding examples of classic partnerships built on effective cooperation and interaction between the schools and the wider community. Some of these programs began as early as 2004, well before the minimum school leaving age was raised to 17 in Western Australia in 2007, as a pro-active response from school staff, the community and business to meet locally identified education, training and employment needs. Considerable goodwill and in-kind resources (mentoring, tools and equipment, premises and facilities) have been invested and these practical models can be adapted and used by other communities.

5. The expectation in these communities is that young people will become increasingly disengaged, with 100% disengagement expected in the 'at-risk' category. As some families, including school staff, are reluctantly choosing to relocate based on the perception that local schools are no longer to provide for their children, flow-on socio-economic effects are already being experienced by the wider community. Morale in these towns is very low.

These points are outlined in more detail under the GSEDC Response to the Standing Committee's Terms of Reference commencing on page 4, following background information about the GSEDC and the COAG National Partnership Agreement on Youth Attainment and Transitions.

BACKGROUND INFORMATION

About the GSEDC

The GSEDC has been a regional leader and independent champion of employment, education and training issues for over 20 years. Its members represent a broad range of sectors across the community including state and local government, youth, Aboriginal, business and industry, registered training organisations, group training companies and natural resource management.

As a Partnership Broker, our mission is to facilitate stakeholder engagement, build community capacity and infrastructure and drive the government's education reform and social inclusion agendas to improve education and transition outcomes for all young people. This involves creating new partnerships and enhancing existing ones with four key stakeholder groups: education and training providers, business and industry, parents and families and community groups.

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The GSEDC is also a member of the Education and Training Participation Plan Consultative Committee (ETPPCC), whose role is to review and develop senior school programs as a direct result of raising the school leaving age in Western Australia.

COAG National Partnership Agreement on Youth Attainment and Transitions

The State Government has signed a bilateral agreement to deliver long-term reform to increase educational attainment and the engagement of young people aged 15-24 in education, training and employment under the COAG National Partnership Agreement on Youth Attainment and Transitions (NPAYAT), which commenced on 1 January 2010.

Key to this agreement are the following elements:
- The Compact for Young Australians to ensure that all young people are skilled for a more productive and rewarding life. The agreed trajectory aims high, to accelerate the target for 90% to complete Year 12 or equivalent attainment from 2020 to 2015 and to halve the gap in Aboriginal attainment.
- The National Youth Participation Requirement includes a mandatory requirement for all young people to participate in schooling until they complete Year 10 and participate full-time in education, training or employment, or a combination of these activities, until the age of 17.
- A commitment to address the issue of social inclusion, including responding to Closing the Gap on Aboriginal disadvantage through the broadest possible spectrum of government action.

RESPONSE TO THE STANDING COMMITTEE'S TERMS OF REFERENCE

a) The decision-making process and rationale behind the decision

The GSEDC questions the decision-making process and rationale behind the decision that appears to undermine its commitment to the COAG bilateral agreement outlined above. While the rationale to offer better quality education at senior high schools may suit motivated students who are willing and able to travel, it has significant implications for those young people in rural towns with low levels of motivation who are socio-economically challenged who have already been identified as at risk of disengagement.

Alarming trends have been highlighted in the National Report on the Learning and Work Situations published by the Education Foundation, a division of the Foundation for Young Australians, 'How Young People are Faring 2009', for example:
- The percentage of teenagers not fully engaged has risen sharply since 2008, reversing the downward trends of recent years
- Trends in transition via pathways other than higher education have slowed and/or stagnated
- Unemployment is on the rise for teenagers, rising sharply to 18.2% in 2009
- Most states have recorded increases in the percentage of teenagers not engaged in full-time work or study since 2008, with 15.8% in WA in 2008 (ABS Labour Force Australia (2009) (date cube LM_3)

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- Academic achievement is strongly linked to the likelihood of young people being fully engaged in education or work at age 19
- In May 2009, more than a third (35.9%) of school leavers were not fully engaged in the year following their exit from school
- Completion of Year 12 increase the likelihood of undertaking further study and helps entry into the labour market
- Early school leavers are more often unemployed or not in the labour force after six years

While district high schools were never intended to cater for students beyond Year 10, there is a strong allegiance in country towns to local schools, which need to cater for people who want their teenage children to stay in town (Alan Smith, Vice President WA District High Schools Administrators Association and Principal, York District High School (pers. comm. 26.5.10). Some children will never be able to leave town and some are 'fence sitters' who will leave to take up opportunities elsewhere or stay when the time is right.

Gnowangerup and Kojonup district high schools have addressed this challenge by extending their scope to Years 11 and 12 to meet community-identified needs, designing tailored programs based on Individual Participation Plans (IPPs) and Individual Education Plans (IEPs) and facilities. While student numbers were relatively small, this also was an enabling factor in resourcing the programs, which have required a high level of individual support. The Kojonup Working Learning Centre, an off-campus facility located in the main street, achieved and retained 19 enrolments in 2009 (increased from an initial maximum of 12) and ongoing engagement of all students involved (mid-year report to Albany ETPP, August 2009). In Gnowangerup, which has auspiced up to six Certificate courses, all Year 12 NEET (Not in Employment, Education or Training) students were able to find either meaningful employment or go onto further study and training with the support of the Mentoring Partnership Project in 2007; this includes a full-time apprenticeship in Perth. In the first Semester of 2009, all targeted students were retained in the program in approved learning/training activities, including enrolments with in career specific courses at Great Southern TAFE in Albany, CY O'Connor and Swan TAFEs as well as three school-based traineeships. All students were completing structured workplace learning (SWL) placements in a variety of occupations in Gnowangerup, Katanning and Albany, while overall school attendance had improved (mid-year report to Albany ETPP, August 2009).

Qualitative outcomes at both schools are impressive and have exceeded expectations. These include improved patterns of behaviour, greater resilience when under pressure to produce quality work, students valuing and promoting the Kojonup facility at the CWA Building, which has a high public profile (mid-year report to Albany ETPP, August 2009). Both schools have attracted significant in-kind donations to support their activities; for example, Gnowangerup District High School has been given two new vehicles for students enrolled in automotive training, together with tools and equipment and a transportable classroom for senior high school students, which was outfitted with workstations, laptop computers and a kitchenette by the WA Department of Education.

Ironically, Gnowangerup and Kojonup district high schools were advised that their senior school allocation funding would be cut just three months after their principals co-presented their innovative programs at the invitation of the Department of Education at the 2009 Engagement Forum, *Moving Forward*. Their presentation, Employment for the Future and

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Engagement of Youth, can still be found on the Department's website (http://www.det.wa.edu.au/schoolleavingage/detcms/participation/school-leaving-age/presentations/2009-engagement-forum-presentations/employment-for-the-future-and-engagement-of-youth.en?oid=com.arsdigita.cms.contenttypes.Presentation-id-4547156).

The focus of this forum, attended by 250 administrators, specialist classroom practitioners, support workers, researchers and other key individuals and agencies, was on building capacity within schools, training organisations and local community providers to address the need to cater for a significant number of 16 -17 year olds returning to school, who before the school leaving age was raised, would have opted out of any form of formal education and/or training or have been unable able to secure employment opportunities. More information about this forum can be found on the Education Department's website: http://www.det.wa.edu.au/schoolleavingage/detcms/participation/school-leaving-age/general-articles/2009-engagement-forum---moving-forward.en?oid=Article-id-4513046

It is vital that case studies of these success stories remain documented to acknowledge the achievements that have been gained and inspire other communities who are looking for models.

With the cessation of senior school allocation funding, the GSEDC asks who will guarantee the Compact for Young Australians in these towns for students unable to make the transition and what will become of the resources and expertise that have been gathered in these communities? Partnerships need to be developed with the education and training sector and relevant community service providers to create tailored arrangements for students not suited to mainstream TAFE or educational institutions. While the GSEDC understands that the Department of Education is currently working with these schools on alternative transition arrangements, more regional consultation is needed to determine the best way forward for each community, given that each community has its own specific needs. The GSEDC is well placed to facilitate such consultation in its capacity as Partnership Broker, given DEEWR's rationale for the PB program: 'Evidence clearly demonstrates the benefit that partnerships between schools, business and community have on the education and transition outcomes for young people' (see http://www.deewr.gov.au/Youth/YouthAttainmentandTransitions/Pages/SBCPB.aspx).

The GSEDC has developed a strategic plan for each PB service region, (see Appendix 1, strategic plan for the Albany region) outlining how it will work with key stakeholder groups to address these issues in specific regions informed by an environmental scan; this includes approaches to improve outcomes for potentially disengaged students such as Aboriginal students, students with a disability and students from culturally and linguistically diverse backgrounds. Gnowangerup and Kojonup have been targeted as specific regions requiring attention in the environmental scan.

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b) The effect of the decision on the State budget, the affected students and communities

Given the Minister for Education's claim that the decision 'does not save much money at all' (*ABC News*, Union claims cost cutting as senior years cut 16.3.10), it can be reasonably assumed that the decision is unlikely to have a major effect on the State budget.

The decision has a major effect on the prospective future incomes of young people who do not complete the West Australian Certificate of Education (WACE), as it significantly reduces their likelihood of attaining university qualifications. According to research into those in full-time work in the 6th year post school in 'How Young People are Faring 2009', a university graduate's income was $480/week higher on average than someone who completed a vocational certificate at Level 1, $219 higher than someone with a Level 3 certificate and $150 more than someone with a VET diploma. Mean weekly earnings of apprentices are only slightly lower than those of university graduates (Estimates derived by Stephen Lamb from the 1998 cohort of Longitudinal Surveys of Australian Youth in 'How Young People are 'Faring 2009').

GSEDC asks what will happen to the students at risk of disengagement who will be unable to stay on under the umbrella of these district high schools? 'Well behaved' but educationally disengaged students are a particularly challenging group they are not always obvious but the outcomes of this disengagement can have significant impact on individual lives and whole communities (PB Strategic Plan, p. 5). While motivated, financially enabled students may benefit from participation in larger groups and more breadth and depth of subjects in bigger centres, students who are unwilling or financially unable to travel or attend distance education will be disadvantaged and are likely to become a greater burden on the public purse.

It is interesting to note that district high schools appear to have been placed in lower socio-economic areas given that there are none in the Southwest (Bunbury and Warren Blackwood PB regions managed by the GSEDC). The communities served by the Gnowangerup and Kojonup District High Schools have given generously but will be adversely impacted, as senior high school programs cannot continue without the critical resource of senior school allocation funding for supervision. The generosity of community and business sectors in the form of services and equipment (such as mentoring, tools and premises) cannot be stretched further to carry these programs.

While relatively small groups, when compared with their more highly motivated peers for whom the alternative options of travel and distance education do not present as barriers to engagement, young people at risk of disengagement in country towns may not want to complete the WACE , travel to another school or boarding school and their families may not be in a financial position to support them to do so. Each community presents different circumstances. They require a high level of local supervision to transition from school to employment; this includes support to explore suitable options for training, structured workplace learning (SWL) and employment, support with associated travel and support to remain engaged in the activity. The expectation is that without local support, this group will be extremely likely to disengage from education and training.

There are concerns in Jerramungup (Bill Parker, Chief Executive Officer, Shire of Jerramungup pers. comm. 26.5.10) that their district high school might be next on the list. While this school finds itself on the other side of the Albany YAT boundary in the

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Esperance Service Region, Jerramungup has been part of the Great Southern region for many years and is only too aware of the negative flow-on socio-economic effects of services being withdrawn and the departure of families from rural towns. There is local support for the program being run in Gnowangerup and interest in developing a similar model in Jerramungup. Interest in the program has also been expressed by the Shire of Kulin.

(c) The adequacy, cost-effectiveness and social impacts of the educational alternatives proposed

At this stage, the GSEDC is not in a position to provide comment in detail on the adequacy of new alternatives being developed by the WA Department of Education (DET), however, it understands that the development of alternative options for transitions and placements are underway with the affected district high schools in our region. It is noted that with support from the DET district office, Gnowangerup has been able to keep the Year 11s that wanted to stay on this year, including one student with a physical   disability.

Although a broad range of articulated pathways have been introduced into schools in the region, as well as partnerships involving training providers such as Great Southern Institute of Technology (GSIT, formerly TAFE) and two group training organisations, students identified as at risk of disengagement have been unable to make the transition without the pastoral support of the innovative programs run in schools such as Gnowangerup and Kojonup. No organisation is in a position to fill this gap. This is of major concern, given that the conclusion of the GSEDC's environmental scan that education transition where the secondary school is not located within the hometown presents major challenges that threaten the achievement of the COAG agenda. Following the loss of the ability to retain Year 11 and 12 students in Gnowangerup and Kojonup, all but one of these students has refused to travel to the nearest senior high school in Katanning, some 50 kilometres away (GSEDC Strategic Plan, p. 4).

'How Young People are Faring 2009' tells us that:
- In 2008, WA lagged behind the ACT, Victoria, South Australia and the national average of apparent retention of full-time students from Year 7/8 to Year 12 with 73.6%, the national average being 74.5% (ABS Schools, Australia (2008).
- Barriers faced by new entrants to the workforce have potentially serious mid to long-term consequences related to lack of training, experience, erosion of confidence and lack of financial security
- The most vulnerable young people come from low socio-economic status backgrounds and live in regional and remote areas
- Understandably, young people who are unemployed or not in the labour force experience considerable stress in relation to their financial circumstances

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The GSEDC's environmental scan (strategic plan p. 17) tells us that training options for students living outside of Albany are considerably reduced. GSIT courses, while exceptional within Albany, are limited in other regional towns and as young people cannot always get to study in Albany they miss out. The flexible high schooling in Gnowangerup and Kojonup overcame this gap by supporting students to complete their WACE and study through distance education at a TAFE course of their choice linked to their Individual Pathway Plan (IPP). This arrangement worked well and is no longer an option.

Options for vulnerable young people from low socio-economic backgrounds are not improved by the State Government decision under question, which impacts on two communities with significant numbers of economically and socially disadvantaged families. 83% of all students at Gnowangerup District High School fall in the bottom quarter of the Index of Community Socio-Educational Advantage (ICSEA), 22% of students are Aboriginal and literacy and numeracy levels assessed under the National Assessment Program for Literacy and Numeracy (NAPLAN) are substantially below the average of statistically similar schools (see My School: http://www.myschool.edu.au/Main.aspx?PageId=0&SDRSchoolId=WA%20G0000004078&DEEWRId=6707&CalendarYear=2009). The school has literacy and numeracy specialists and has included literacy and numeracy streams in its transition programs.

At Kojonup District High School, 42% of students fall in the bottom quarter of the ICSEA, with a further 31% in the bottom of the middle quarter (http://www.myschool.edu.au/Main.aspx?PageId=0&SDRSchoolId=WA%20G0000004082&DEEWRId=15353&CalendarYear=2009) 15% of students are Aboriginal. Literacy and numeracy are priorities at this school where levels are substantially higher than Gnowangerup and the average of statistically similar schools.

Gnowangerup and Kojonup are experiencing a gap in providing post-school employment options for Aboriginal youth since the CDEP program, which would have counted as an attainment outcome, ceased operations in June 2009.

The expectation in these communities is that young people will become increasingly disengaged, following the withdrawal of the senior secondary programs in Gnowangerup and Kojonup. As some families, including school staff, are reluctantly choosing to relocate based on the perception that local schools are no longer able to provide for their children, flow-on socio-economic effects are already being experienced by the wider community. Morale in these towns is very low. For many students who are disengaging, an interface with other service providers such as Child Protection, Health services and Juvenile Justice is inevitable (GSEDC strategic plan, environmental scan p. 10). Better linkages between these other services and schools are needed to ensure that students facing considerable challenges outside of school can be more holistically supported from day one.

The development of natural and supportive communities to ensure small towns and the surrounding hinterland achieve the capacity to respond to the needs of youth is an ongoing focus of the GSEDC in its role as Partnership Broker. The GSEDC is inspired by the success achieved in Gnowangerup and Kojonup in coalescing the key services and opportunities in their areas to harness resources business, education, training and service groups. The resultant co-operation and interaction between the schools and the wider community and

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industry has seen a rise in collaborative planning and the establishment of post-school pathways (GSEDC strategic plan, environmental scan p. 10).

(d) Any other matter

The GSEDC is willing to meet with the Standing Committee on Estimates and Financial Operations to elaborate on any of the points raised, and/or to host a visit by the Committee to our region to hear representatives from the community we represent.

We will continue to work with key stakeholders in our role as Partnership Broker to maximise the improvement of education and transition outcomes for all young people in our region. A copy of our strategic plan outlining our approach, together with the environmental scan, is attached to this submission, as Appendix 1 and 2.

In the meantime, we make the following recommendations for the consideration of the Standing Committee, with the request that they make these known to the State Government:

Recommendations

That the State Government:

1. Reinstate funding support for the models that have demonstrated success in Gnowangerup and Kojonup including provision for supervision of the programs.

2. Seek in-kind support to match the FTE allocation/student.

3. Work with the schools, business and the community to determine other ways to source expertise.

4. Document the successes of these models and support their replication in other communities with similar needs.

5. Establish a working group in each of the towns directly affected to look at alternative uses of the existing premises that will build on the goodwill and experience established to date and value-add to community's general development.

6. Work with schools that don't have senior school allocation funding to undertake a more realistic assessment of young people at the end of Year 10 to identify if remaining in schools to meet the COAG agenda is the best outcome for all of those individuals and whether alternative approaches would be more suitable; such alternatives should be examined locally.

Yours sincerely

G BOWLEY
Chair

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References

Curriculum Council of Western Australia http://www.curriculum.wa.edu.au/

Department of Education, Employment and Workplace Relations – Youth Attainment and Transitions
http://www.deewr.gov.au/Youth/YouthAttainmentandTransitions/Pages/Home.aspx

Employment for the Future and Engagement of Youth. Presentation to the 2009 Engagement Forum by Luke Clatworthy, Principal of Gnowangerup District High School and Brian Davis, Principal of Kojonup District High School at the invitation of the WA Department of Education
http://www.det.wa.edu.au/detcms/participation/school-leaving-age/presentations/2009-engagement-forum-presentations/employment-for-the-future-and-engagement-of-youth.en?oid=com.arsdigita.cms.contenttypes.Presentation-id-4547156

How Young People are Faring 2009. National report on the learning and work situation of young Australians. Education Foundation; division of the Foundation for Young Australians, Dusseldorp Skills Forum. 2009.

Longitudinal Surveys of Australian Youth: *Leaving school in Australia:* Early career and labour market outcomes (2005). Australian Council for Educational Research (ACER). http://www.lsay.edu.au/publications/1902.html

My School; Australian Curriculum, Assessment and Reporting Authority (ACARA) http://www.myschool.edu.au also see: Gnowangerup District High School http://www.myschool.edu.au/Main.aspx?PageId=0&SDRSchoolId=WA%20G0000004078&DEEWRId=6707&CalendarYear=2009 Kojonup District High School http://www.myschool.edu.au/Main.aspx?PageId=0&SDRSchoolId=WA%20G0000004082&DEEWRId=15353&CalendarYear=2009

National Partnership Agreement on Youth Attainment and Transitions www.coag.gov.au/coag.../NP_youth_attainment_transitions.pdf

Schools Online, Department of Education WA
http://www.schoolsonline.det.wa.edu.au/schoolprofile/home.do

TAFE Link http://gsinstitute.wa.edu.au/careers/pathways/Pages/tafelink.aspx

2009 Engagement Forum: Moving Forward
http://www.det.wa.edu.au/schoolleavingage/detcms/participation/school-leaving-age/general-articles/2009-engagement-forum---moving-forward.en?oid=Article-id-4513046

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Appendices

1. GSEDC Partnership Broker Strategic Plan for the Albany District
2. GSEDC Partnership Broker Environmental Scan for the Albany District

School Business Community Partnership Brokers Strategic Plan

STRATEGIC PLAN
Great Southern Employment Development Committee Inc.
YAT Service Region: WA01
Version: 2010

STRATEGIC PLAN – PART A
OBJECTIVES AND OUTCOMES

1. Partnership Broker Program Objective

The Partnership Brokers program objective is to facilitate stakeholder engagement, build community capacity and infrastructure and drive the government's education reform and social inclusion agendas to improve education and transition outcomes for all young people.

2. Outcomes

PARTNERSHIPS

High quality partnerships are established that link key stakeholders together with shared commitment, goals and outcomes to improve young people's education and transition outcomes.

REGIONAL SOLUTIONS

Partnerships are established that deliver solutions to regional issues to improve

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young people's education and transition outcomes.

EDUCATION AND TRAINING PROVIDERS
Education and training providers partnering with stakeholders in their community to ensure all young people participate in challenging, relevant and engaging learning that broadens personal aspirations and improves education and transition outcomes.
BUSINESS AND INDUSTRY
Business and industry actively engaged in sustainable partnerships that support the development of young people, contribute to the skills and knowledge of the future workforce and improve young people's education and transition outcomes.
PARENTS AND FAMILIES
Parents and families participating in partnerships that provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning, and improve their education and transition outcomes.
COMMUNITY GROUPS
Community groups participating in partnerships that harness resources and build social capital to support young people to identify and achieve their goals and improve their education and transition outcomes.

3.   Mission Statement
To facilitate stakeholder engagement, build community capacity and infrastructure and drive the government's education reform and social inclusion agendas to improve education and transition outcomes for all young people in the WA1 Albany Partnership Broker region (PBWA1)
4.   Strategies
With reference to the challenges and opportunities identified in your Environmental Scan, describe your priorities and outline your strategies to meet the program objective and outcomes. Your strategies must focus on brokering partnerships to benefit all young people and address the needs of the entire Service Region. Strategies must be developed with consideration for all key stakeholder groups. Your Plan must also describe how you will work with Youth Connections providers to improve education and transition outcomes for young people at risk.
The Strategic Plan is a statement of strategic intent. The Plan must cover the

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relevant contract period and must be updated annually to reflect changing circumstances and priorities.

Your Plan must include the following:

- With reference to the challenges and opportunities outlined at Part B of your Environmental Scan, strategies to address challenges and capitalise on identified opportunities through partnership development.
- Priority areas for partnership development for each year contracted. Priority areas must be based on the challenges and opportunities identified in your Environmental Scan. Priority areas may be geographic regions, specific communities and/or a focus on a particular stakeholder group(s).
- Strategies for communicating with key stakeholders (including Youth Connections providers) and promoting the Partnership Brokers program.
- Strategies for engaging all key stakeholder groups and promoting the benefits of a partnership approach.
- Strategies for partnership development.
- Strategies to build the capacity of partners and ensure partnership characteristics described in the MERF are achieved. Capacity building should focus on developing partnerships that are sustainable and do not rely on direct, ongoing Partnership Broker support.
- Strategies to assess the partnerships and the outcomes they achieve.
- Strategies to work with Youth Connections providers to build partnerships that support improved outcomes for young people who have disengaged, or are at risk of disengaging from education or training, including Indigenous young people and humanitarian refugees in Service Regions with relevant flags.
- Strategies to ensure partnerships are brokered to benefit young people across the entire Service Region.
- Strategies to address state or territory specific requirements (refer to Attachment C of the Partnership Broker program guidelines).

- **With reference to the challenges and opportunities outlined at Part B of your Environmental Scan, strategies to address challenges and capitalise on identified opportunities through partnership development.**
- **Priority areas for partnership development for each year contracted. Priority areas must be based on the challenges and opportunities identified in your Environmental Scan. Priority areas may be geographic regions, specific communities and/or a focus on a particular stakeholder group(s).**

Industry

Local businesses and industry to be targeted to adopt a student/s or a specific school/s. The

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partnerships to focus on the mentoring of young people, literacy & numeracy support, career advice and potential work placements. Partnership Brokers to identify key businesses and schools within specific towns to approach with the partnership-concept and potential benefits.

Forestry, construction, retail, and hospitality to be targeted specifically due to the significant employment opportunities in these areas across the region.

Education and Training Providers and Industry

A Community Services (health) Certificate 111 school based traineeship to be developed with an industry partnership. A working party to be formed brokered by GSEDC, including representatives from the Education and Training sector and industry.

Parents, Families

A best practice pilot program to be developed with two schools within the region. A primary and secondary school to be included. The partnership to focus upon school / parents and families relationships. The key findings from the Parental Engagement research GSEDC undertook during 2009 to be used as a guide for the strategies to be implemented within the pilot schools. A copy of this report is attached as appendix A. These strategies will directly work towards alleviating the key issues identified within the environmental scan as impacting upon effective parental engagement and support of young people.

Partnership Brokers to strategically choose in consultation with the Albany District Education Office the schools to be included within the pilot program. The program to operate for a period of approximately 18 months and then formally be evaluated and documented. The outcomes from the pilot program to be used as a model to guide future initiatives in this area. The intention to broaden the successful strategies out across the entire region, appropriate to the culture of individual schools and communities.

Community Groups

A youth mentoring program to be continued and expanded into the partnership brokering strategies. Given the success of the program ran by GSEDC during 2009 and the wide positive community profile it will be effective to strategically place and target this program

The 2010 program to be formed as a partnership between Albany District Education Office, the School Volunteer Program, the Albany Volunteer Centre, local employers and local government. The volunteer centre has active links to many of the key community groups outlined in the environmental scan. Local government and many local employers have indicated they would be willing to support and be involved in the program during 2010. The mentoring focus will vary on the needs of school cohorts, but could cover mentoring in relation to career transitions, disengaged and at risk young people, mentoring of gifted and high achievers with a focus on support across the whole community as well as individual

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agencies.

Key community groups to be targeted particularly in the smaller centres to link into partnerships formed for the mentoring program and strategies for disadvantaged groups.

The Workforce Development Centre, Youth Connections Provider and the Partnership Brokering program to work together collaboratively to influence the local Youth Interagency Network to address more strategic and whole of community issues. This local group currently functions primarily for networking and staff development. It has the potential to develop further to fill the gap identified for a strategic level, overarching group to direct the delivery of community services to youth in the region. This should enhance the delivery of coordinated services to youth, avoid duplication and ensure effective interagency communication.

Potentially Disengaged Students : General Approaches;

Partnerships developed with the education and training sector and relevant community service providers to create tailored arrangements for students not suited to mainstream TAFE or education institutions.

The "well behaved" but educationally disengaged students are a particularly challenging group. They are not always obvious but the outcomes of this disengagement can have significant impact upon individual lives and whole communities. A pilot program to be formed with one high school in the region to work with this group, focusing on a parent and families partnerships.

A primary to secondary school transition program to be developed. Partnerships between the transitioning schools and parents and families providing support for this group of youth to be the focus. There are often additional and specific regional issue here. Primary to secondary transition where the secondary school is not located within the home town presents major challenges.

Potentially Disengaged Students Specific Groups

Indigenous Students

School, TAFE and industry partnerships formed to guarantee all Indigenous students who complete year 12 or its equivalent full time jobs. One region to be targeted initially. Mount Barker, Gnowangerup and Kojonup target locations for this approach.

Pilot partnership to be developed at a primary school, parent and community group level to develop self esteem and cultural awareness of primary school aged Indigenous boys. This long term program will culminates in NAIDOC week celebrations when a whole school and community cross cultural event will link to parents, families and community groups.

Students with a Disability

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As the environmental scan indicated mental health issues for young people and family dysfunction is a growing concern in the region. A community "first to know" training program and capacity building partnership be developed to address early identification and effective referral of mental health disabilities amongst local youth.

Partnership Brokers program to provide an active capacity building and brokerage role in the sustainable development of a Disability Transition Group. This group to be made up of local professionals in the disability field and state representative from the National Disability Coordination Office. The group is in initial formation stage and will be working to develop strategies to improve transition outcomes for local people with disabilities. The Partnership Brokers representative on the group has a strong disability and equity background and will be working towards developing partnerships with education and training providers from metropolitan and regional areas to address the specific transition issue for this target group.

Students from Culturally and Linguistically Diverse Backgrounds

The Afghani population has a significant representation in the Mount Barker region. A program to be developed to look at how this specific cultural group is moving through the key transition points into education, training and employment. One key issue here is parental pressures on the child to support family endeavours at the expense of pursuing individual aspirations skills and talents. The group's links and participation with community groups will be investigated and gaps identified for future support.

SPECIFIC REGIONS

Frankland, Tambellup, Mount Barker

Early childhood education partnership to be investigated and formed with primary schools in Frankland and Mt Barker, utilising the model already piloted successfully in Tambellup. Theses partnerships to identify and alleviate the key early stages of potential disengagement before they become entrenched and often more difficult to turn about.

Mount Barker alternative education facility. A partnership to be formed between Mount Barker Community Centre, Mt Barker Community College (RTO delivering kindergarten to year 12), Albany District Education Office and Youth Connections. Links to be formed between youth workers, teachers and community to provide wrap around service and support to young people in Mount Barker who are very disengaged and neither attending high school nor participating in other activities. This partnership will investigate the benefits, risks and challenges of an off school site secondary education program with a very disengaged group of young people..

Kojonup / Gnowangerup

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Partnerships to be formed with the schools and community groups in Gnowangerup and Kojunup where recently both district high schools have had senior schooling jurisdiction removed. After significant success in these towns with cooperation and interaction between the schools and the wider community to assist senior schooling initiatives, current morale is very low. New challenges are presenting for these two towns and the young people living in them who are making education transitions.

Denmark

A Denmark Senior High School project to be formed to look at how the successes of the previous youth mentoring program in the school could be applied to the whole student population more generally. A specific focus to be working back to the exit /transition point to career development strategies earlier on in the schooling experience.

- **Strategies for communicating with key stakeholders (including Youth Connections providers) and promoting the Partnership Brokers program.**

A local launch for the Partnership Brokering Program was held in the Albany Office of GSEDC on Monday 22 March 2010. Representatives from industry, education and training providers, community groups, parent bodies and local members of parliament were invited. The intention of the launch was to promote the new program locally and attract potential stakeholder input and interest. The launch was profiled well by local media. A one page flyer was produced to promote the program and attract attention.

Monthly meetings will be held between the Youth Connection Provide, Workforce Development Centre and Partnership Brokering staff. These meeting have commenced for 2010 and are already proving beneficial in terms of working together effectively. (Please see the final section on State specific requirements for more detail).

All partnerships that are to be formed which involve schools will invite the Albany District Education Office (ADEO) to participate either on an ongoing or initial basis. Whilst not all partnerships will require the ADEO input, as a process to ensure a coordinated approach they will be invited and kept informed of all partnerships developing.

All bulk communication with schools within the region will go through ADEO. Protocol for Schools communication will be first contact with Principals. Individual formal communication to Parent and Citizen Associations and School Councils that represent parents and families will go through individual school Principals.

The GSEDC Board member who represents the Western Australian Council of State

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School Organisations will provide an effective link for communications relevant to local and larger state wide issues for parents. This board member is also chairperson of a local primary school council and president of a local parents and citizens association.

Focus Groups may be held for individual partnerships and will promote the overall aims of the Partnership Brokering (PB) program as well as gathering information for specific purposes. Community groups will be targeted in local areas when relevant to the partnership being formed.

Communications with local industry will be in the first instance directed to the Managing Director / Manager concerned in relation to specific partnership potential. Promotion of the PB program to industry will be focus upon the benefits likely to occur in the particular industry as a result of participation as well as to outcomes fro young people.

- **Strategies for engaging all key stakeholder groups and promoting the benefits of a partnership approach.**
- **Strategies for partnership development.**

The priority areas for partnership development have been highlighted comprehensively by the environmental scan. The scan sought input from all stakeholders so reflects closely the needs of these groups. Partnership development will have as its guiding principle the key agendas of the individual groups, with a focus on shared goals and commonality of purpose. Any potential for conflict of interest will be dealt with early on and in a sensitive but direct manner.

The Staff appointed to the brokering role have extensive experience in the education and training sector at both an operational and strategic level. They bring with them high level communication skills and a proven ability to form effective partnerships in challenging environments. Staff will apply the key principles to partnership development including building mutual respect, supporting all participants equally, determining mutual purpose, consulting with community members, identifying barriers to success and developing an exit strategy for the brokering input.

The region has been divided between staff on a geographical basis. This is to ensure continuity in the relationship development phase, a sense of connection to local communities, a best fit approach to individual staff strengths and to ensure an effective coverage of a broad geographical region. As Albany is the largest centre there may be some cross over needed at times.

As previously indicated the Albany District Education Office will be involved with all partnerships involving schools within the region. Ensuring coordination across the school sector. Regular meeting will be held between the partnership brokers and the Manager of Participation from the ADEO.

- **Strategies to build the capacity of partners and ensure partnership**

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characteristics described in the MERF are achieved. Capacity building should focus on developing partnerships that are sustainable and do not rely on direct, ongoing Partnership Broker support.

The comprehensive environmental scan included wide community consultation. It has ensured carefully chosen areas of need within the region for partnership development. Local communities have been consulted and in many instances are keen to see the program implemented and their involvement sought. The consultation process involved discussions regarding capacity building. Most organisations are acutely aware of the need for this as well as the exit point for the brokering role.

Partnership brokers will approach individual stakeholders according to their existing skills base and work to further strengthen and enhance these. Professional development activities will be facilitated by PB"S. These will include areas such as;
- Development and implementation of policy and procedures
- Process understanding
- Memorandums of understanding
- Identifying vision and shared goals and working together towards these
- Communication skills
- Effective meeting procedures
- Capacity for stakeholders at the appropriate point to broker future partnerships on the basis of successes experienced.

Mutual benefit leads to the sustainability of partnerships. The areas of need highlighted by the environmental scan represent partnerships with mutual benefit. P.Bs will reinforce on an ongoing basis the mutual areas of benefit and how they are progressing as the partnership develops.

- **Strategies to assess the partnerships and the outcomes they achieve.**

The DEWR Monitoring, Evaluation and Reporting Framework (MERF) is a comprehensive evaluation system. It has the dual benefit of fulfilling government reporting requirements and providing an effective, evidence based evaluation system, useful at a local and individual program level. In addition to these contractual requirements the Partnership Brokering program will implement the following strategies to assess outcomes.

All pilot programs implemented will be formally reviewed and documented with recommendations for future directions in the area concerned.

People, processes and purpose will be used as an overarching guide for evaluation by partnership brokers as the program progresses. Evaluation will occur on an ongoing basis. How each individual partnership is performing in these three key areas will be reviewed by staff across the individual towns. Staff will assess across each others geographical areas as well as their own.

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Feedback will be sought from local communities at key intervals both in an informal and formal manner.

The GSEDC board will be used as a formal review group. The board is made up of key people within the region representing all the PB stakeholder groups.

The Strategic Reference group (please see below for details) will be asked to review the effectiveness of the program from a senior level within the region.

- **Strategies to work with Youth Connections providers to build partnerships that support improved outcomes for young people who have disengaged, or are at risk of disengaging from education or training, including Indigenous young people and humanitarian refugees in Service Regions with relevant flags.**

Monthly Meetings to be held with the Youth Connection Provider and Workforce Development Centre (please see section below, state specific requirements for more details)

Partnership Brokers and the Youth Connections provider to work collaboratively with the community sector and the State Department of Sport and Recreation to develop an adventure based /self esteem program for youth at risk. This program will be used to initiate future partnership potential.

- **Strategies to ensure partnerships are brokered to benefit young people across the entire Service Region.**

A high level Strategic Reference Group to be formed and supported by the GSEDC and YC and WDC consortia. The reference group to set direction and ensure cooperation at a senior level of policy, and programming. This group will be imperative in order to drive changes and implement new approaches across the whole service region.

A high profile conference with international experts and presenters in the fields of early childhood, education and attainment and career transition. This conference could be marketed across the entire local region as well as key metropolitan and interstate centres. It will provide inspiration and development to professionals working in the education and services industry. It could be an effective strategy to time the conference as the first high profile use of the newly built entertainment centre in Albany (still under completion). A dual benefit would be to attract activity and interest in the local region. Young people and schools would be invited to earn and learn at the conference as work experience and in an employment capacity. The capacity of TAFE's students involved in the Certificate 4 in Events Management course would be developed through their involvement and planning of the event scheduled for late 2011.

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Partnerships formed with schools, focusing upon career development for staff responsible for career counselling and advice. Qualifications and skills of career advisors to be investigated and links to the Certificate iv in Career Development and potential recognition of prior learning processes. The high profile conference marketed to career advice staff as one means of accessing and supporting professional development locally.

WDC to work collaboratively with PB on developing a schools outreach partnership.

- **Strategies to address state or territory specific requirements (refer to Attachment C of the Partnership Broker program guidelines).**

State requirements for WA focus on the Partnership Broker provider and the WA Department of Training and Workforce Development (DTWD) contract provider for career development being contractually required to work together. Both providers must work together collaboratively, share information and explore partnership opportunities that will enhance shared outcomes.

The Workforce Development Centre (WDC) Manager, The Youth Connections (YC) provider Manager and the Partnership Brokers (PB's) employed by GSEDC will meet on a monthly basis. These meetings will direct a shared approach. Some key strategies include;

- The three services to be regularly reviewed to determine key links prevent overlap and identify opportunities.

- A regional visit plan to be developed to coordinate effort and share resources. There is also potential to link up regional visits by other service providers in the region such as Head Space. This will have the combined benefit of shared resources but also delivery of a more coordinated service provision to specific regional centres.

- Joint rental of spaces to be explored in towns to deliver services and hold partnership brokering meetings or forums.

- WDC, YC and PB programs to collaboratively explore potential for the local Youth Interagency Network to address more strategic issues and develop further to fill the gap identified for a strategic level, overarching group to direct the delivery of community services to youth in the region.

- WDC and YC to feed relevant issues up to PB's to be taken to the high level Strategic Reference Group formed and brokered by the PB program.

- PB's to draft key findings of the programs environmental scan and strategic plan. This to be shared with WDC, YC provider and other relevant networks.

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ENVIRONMENTAL SCAN – PART A
PROFILE OF THE REGION

1. Overview of the Service Region

Provide a brief overview of your Service Region. Overview may include, but is not limited to, the following:

> - Region size (geographic and population).
> - Demographic profile including significant populations of people from particular ethnic backgrounds (e.g. Indigenous or humanitarian refugees).
> - The numbers of young people in the region and their location within the region including young people from low SES backgrounds, humanitarian refugees and Indigenous young people.
> - Any distinct areas or communities of interest within the region.
> - Major centres.
> - Economic profile including major industry and employers within your region.
> - Any other information that describes the complexity of the region you will be operating in.

The WA1 Albany Partnership Broker region (PBWA1) lies within the Lower Great Southern Region, which is one of nine regions in Western Australia and is located on the south coast, bordering the Southern Ocean where the coast extends for approximately 250 kilometres. The region includes the entire King statistical local area (comprising the City of Albany and shires of Denmark, Plantagenet and Cranbrook) and 2.5 local government areas from within the Pallinup statistical local area: Kojonup, Gnowangerup and Tambellup (which is the lower half of the shire of Broomehill-Tambellup) and represents 0.9% of Western Australia.

The region is bordered by the Warren Blackwood PB region on the west and extends approximately 170km north where it meets the Narrogin Region. The Esperance Region is located to the east. The total land area is 22,846.4 square kilometres representing approximately 1% of the State's total area.

The region has a Mediterranean climate, with hot, dry summers and cool, wet winters.

The Region's administrative and major centre is the historic port town of Albany, which is Western Australia's oldest European settlement. Albany has one of the best natural anchorages in the Southern Hemisphere and is the transport hub from where most of the Region's crops and livestock are shipped. It is also by far the largest centre in population terms with an estimated 33,446 people in 2008[1]. The local government areas of Denmark and Plantagenet have the next highest population with 4,837 and 4,733 respectively.

According to the 2006 ABS Census, the proportion of non Indigenous youth in each local government area within the region is fairly consistent, with people aged between 0-19 representing between 25% and 30% of the total population. However the Indigenous population distribution aged between 0-

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[1] ABS Experimental Estimates of Aboriginal and Torres Straight Islander Australians, released on 19 August 2008

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19 is more varied with 0 in Cranbrook shire up to 66% of the total Indigenous within the shire of Plantagenet.

The table below demonstrates the spread of population within the region. Given Albany population is significantly higher than all other local government areas in the region; the area of Albany has been split between the central area of Albany and the surrounding neighbourhoods.

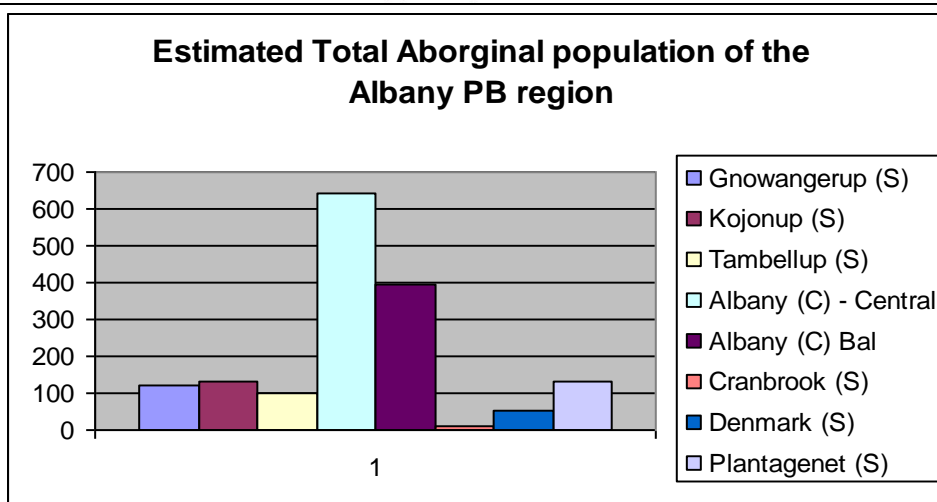Table 1: Total population within the WA 1 region
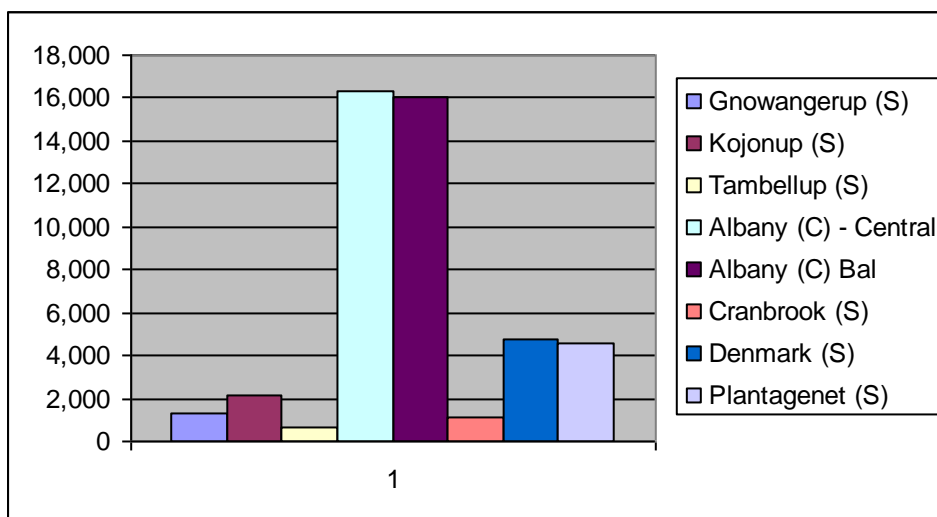
Source: ABS Experimental Estimates 2008

The region has experienced steady population growth in recent years with a rise of over 6% in the ten years between 1996 and 2006. Current estimates suggest a further increase of 8% from 51,316 in 2006 to 55,769 estimated in 2008.[2] As with many regions that adjoin the coast, the population increase has not been even, with the coastal areas enjoying the greatest growth, while some inland shires have experienced a decline in population. Of note is Plantagenet shire, inland from the coast by some 50klms, but experiencing growth of 11.7% in the years between 1996 and 2006.

Within the region there are a number of significant populations of people with particular ethnic backgrounds (e.g. Indigenous or humanitarian refugees). The Noongar people are the local Indigenous Australians and they account for 3.3% of the total estimated population. However the distribution of Noongar people within the region varies significantly within each local government area. For example the Shire of Broomehill-Tambellup has an estimated 8.9% of its population being of Aboriginal or Torres Straight Islander descent – with most of the ATSI population residing in Tambellup – the southern part of the shire covered in this Partnership Broker region, where the ABS estimated population of ATSI people in 2008 was 14.4% of the overall Tambellup population. However in the shires of Cranbrook and Denmark the ATSI population is .75% and 1% respectively.

Table 2: Estimated Total Aboriginal Population

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[2] Source ABS Experimental Estimates of Aboriginal and Torres Straight Islander Australians, released on 19 August 2008

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Estimated Total Aborginal population of the Albany PB region

Legend:
- Gnowangerup (S)
- Kojonup (S)
- Tambellup (S)
- Albany (C) - Central
- Albany (C) Bal
- Cranbrook (S)
- Denmark (S)
- Plantagenet (S)

Source: ABS Experimental Estimates 2008

As can be seen in the table below, a large proportion of the region's ATSI people are aged below 20 (other than in Cranbrook) and, with historically poor attainment rates, this group will form one of a foci of the PB project.

King	Percent of estimated overall population (ABS Population Estimates 2008)	Percent of Aboriginal population aged 0-19 (ABS Census 2006)
Albany	3.1	46.9
Plantagenet	2.7	65.9
Denmark	1.0	52.3
Cranbrook	0.75	0
Pallinup		
Gnowangerup	9.0	45.0
Tambellup (as opposed to Broomehill Tambellup)	14.4	37.3
Kojonup	6.0	41.0

The profile of population in each town varies and specific ethnic groups appear to migrate to certain towns. For example the Mount Barker Community College has witnessed a rise in Afghan students – with numbers now representing 5% of the school's total student population.   Frankland – a rural town within the shire of Cranbrook that has a high proportion of vineyards has witnessed an influx of workers on the vineyards from South Africa and Zimbabwe.

Parents of students from a non Australian background can place different expectations on their

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children. Schools have reported that their female students have been expected to leave school around year 11 to take up family caring roles and the male students have been required to assist their Father or Uncle at work for short periods, such as in the primary sector where there is seasonal demand. Both of these absences seriously disrupt students' ability to keep up with study and successfully complete year 12.

According to the ABS 2006 Census 75.5% of the region's population were born in Australia, with the UK the highest place of birth outside of Australia with 9.6% of the population. The profile of the population by country of birth is fairly similar across each local government area within the WA1 region. As expected Albany has the most diverse range of countries of origin including the people from Fiji, Greece, Iraq, Japan, Thailand where no other area had people from these countries. Also of note is Cranbrook which had the only people from the Republic of Korea and Denmark with the only people from Turkey within the region. It should be also be noted that a large number of people did not state the country of their birth. The following table depicts the country of birth stated in the 2006 ABS Census.

	Albany	Cranbrook	Denmark	Plantagenet	Kojonup	Gnowangerup	Tambellup	Total
Australia	12,099	836	3,158	3,338	1,733	1,168	190	**22,522**
Canada	27	0	10	4	6	0	0	**47**
China (excl. SARs and Taiwan Province)(b)	16	0	0	6	0	0	0	**22**
Fiji	4	0	0	0	0	0	0	**4**
Germany	120	6	52	30	6	3	0	**217**
Greece	4	0	0	0	0	0	0	**4**
Hong Kong (SAR of China)(b)	6	0	4	0	0	0	0	**10**
India	29	0	13	8	0	0	0	**50**
Indonesia	18	0	9	4	5	0	0	**36**
Iraq	6	0	0	0	0	0	0	**6**
Ireland	34	3	11	14	6	0	3	**71**
Italy	110	4	12	7	19	0	0	**152**
Japan	16	0	0	0	0	0	0	**16**
Korea, Republic of (South)	0	7	0	0	0	0	0	**7**
Malaysia	15	0	12	6	3	0	0	**36**
Malta	7	0	0	0	4	0	0	**11**
Netherlands	164	0	48	30	6	6	0	**254**
New Zealand	243	27	87	75	75	39	10	**556**
Papua New Guinea	4	0	0	0	4	0	0	**8**
Philippines	148	3	7	11	7	0	0	**176**
Poland	48	0	3	3	0	0	0	**54**
Singapore	13	0	3	0	0	4	0	**20**
South Africa	59	0	32	28	4	8	0	**131**
South Eastern Europe, nfd(c)	12	0	0	3	0	0	0	**15**
Sri Lanka	3	0	5	6	0	0	0	**14**
Thailand	6	0	0	0	0	0	0	**6**
Turkey	0	0	6	0	0	0	0	**6**
United Kingdom(d)	1,524	84	641	453	88	60	14	**2,864**

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United States of America	44	5	24	10	0	5	0	**88**
Viet Nam	4	0	0	3	0	0	0	**7**
Born elsewhere(e)	189	30	94	105	14	15	0	**447**
Country of birth not stated	1,006	59	278	341	170	56	79	**1,989**
Total	**15,978**	**1,064**	**4,509**	**4,485**	**2,150**	**1,364**	**296**	**29,846**

Communities of Interest

Within the region there are a number of communities of interest which face some specific challenges in relation to meeting the COAG youth attainment goals. Towns where students have to travel over 100kms a day to attend high school such as Cranbrook, Frankland, and Tambellup face challenges of student disengagement at quite an early age, towns with an high population of young Indigenous children face challenges such as Tambellup and Mount Barker, towns where the district high school has recently lost the ability to retain students in years 11 and 12 such as Gnowangerup and Kojonup, face challenges with all but one of these students refusing to travel to the nearest senior high school in Katanning some 50 kms away.

Economic Profile

As stated above the WA1 Region lies within the Great Southern Region, the second largest producer of agricultural commodities in Western Australia and has some of the most productive crop and livestock land in the State. Primary industries such as broad acre cropping, wool, livestock, horticulture, viticulture and plantation forestry, are the mainstay of the economy. Fishing is an important industry along the coast; in addition food processing and other manufacturing sectors such as metal and wood fabrication are strong, as is Retail. The Government sectors of Health, Education, Vocational Training, Police, Local Government and Social Services are significant employers within the region, particularly in Albany.

The region also features some of the most rugged and beautiful coastal scenery in Australia, with natural tourist attractions such as the Stirling Range, Torndirrup and Porongurup National Parks. The Region is also within an area considered to be one of the most diverse botanical areas in the world. As a result, tourism is an important industry, particularly along the coastal areas.

The economy, whilst dominated by the primary sector, offers a growing mix of industries as demonstrated in the table below, with property and business services demonstrating the largest growth in number of businesses:

Table 1: Number of Businesses by Industry - at 30 June

Industry	2003	2004	2005	2006
Agriculture, forestry and fishing	2 604	2 679	2 655	2 628
Mining	18	18	15	12
Manufacturing	318	318	315	333

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Electricity, gas and water supply	3	3	0	0
Construction	774	771	825	840
Wholesale trade	180	165	162	174
Retail trade	621	615	615	591
Accommodation, cafes and restaurants	252	240	246	252
Transport and storage	255	252	249	255
Communication services	45	45	45	57
Finance and insurance	195	207	213	222
Property and business services	831	867	885	939
Education	36	30	18	18
Health and community services	177	192	195	183
Cultural and recreational services	99	96	96	96
Personal and other services	96	111	126	126
Total businesses	6 504	6 609	6 660	6 726

Source: Department of Local Government and Regional Development.

In the main, the region's economy continues to perform well. For example between 2000/01 and 2005/06, the Gross Regional Product (GRP) increased by just under $0.5 billion. However the region's overall percentage of WA GRP reduced in this period, possibly due to the resource sector boom occurring elsewhere in WA at this time. The table below provides a picture for the Great Southern region in which the WA1 Region lies.

Gross Regional Product in the Great Southern Region, 2000/01 - 2005/06

	2000/01		2005/06		Change 2001 - 2006	% Change
	$ Billion	% of State	$ Billion	% of State	$ Billion	%
Great Southern	1.6	2.1	2.1	1.8	0.5	34.6
Western Australia	74.12	-	119.19	-	45.07	60.8

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The region's performance against other areas of WA is low, especially against the regions with a high level of minerals. Typically the region's GRP per capita figures trend to being similar to those in the Peel region (included in PB region WA05).

The main industries that drive the economy and offer employment within the region are:

Agriculture, Forestry and Fishing

Construction

Retail

Accommodation & food services

Rental, hiring & real estate services

Education and Training

Health care & social assistance

Wholesale

Manufacturing (Including meat processing)

Of the above industries, the primary sector is by far the largest returning an estimated $1,213,521,415 to the Great Southern region's economy, representing 17% of the state's overall contribution, second only to the Wheatbelt region. Within this industry the main contributor to the economy is broad acre cropping with an estimated value to the region being $802,559,147 during 2007/08; with wheat ($309,100,838), barley ($214,497,067), canola ($141,014,838) being the highest generators of income within the cropping sector. Of note across the remainder of agriculture would be sheep and lambs with an estimated value of $116,942,396 and Wool with an estimated value of $142,755,650.[3]

Figure five: Value of Agricultural Commodities Produced 2007/08

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[3] Source: ABS Statistics Agricultural Survey for the Great Southern year ending June 2008

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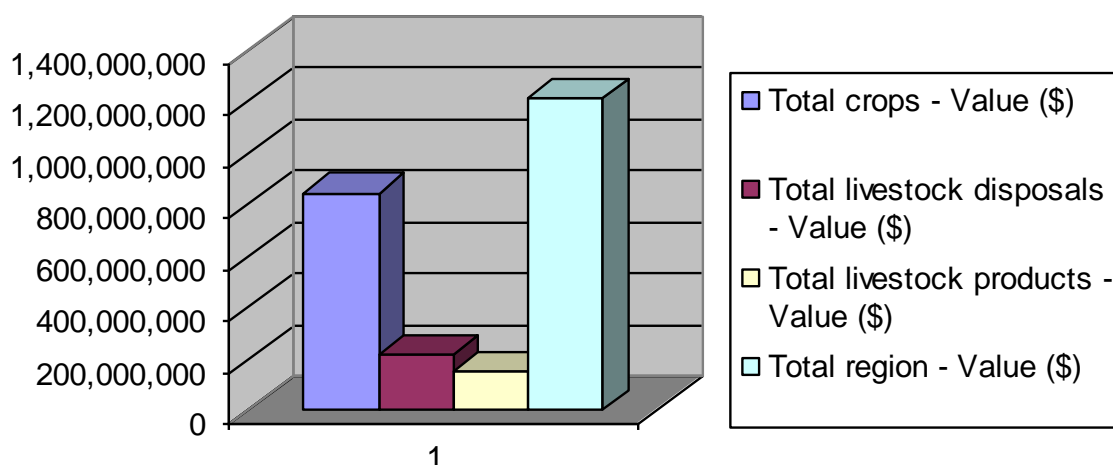
The importance and influence of the region's primary industry should not be overlooked. History has demonstrated the impact this sector has on the remaining parts of the region in both productive years and during years of drought, frosts and/or poor yields.

2.   Education and Training Provider Profile

- Education and training providers include, but are not limited to, primary and secondary schools across all sectors, RTOs, alternative education providers, TAFEs and universities.

- Outline key aspects related to the education and training environment in your Service Region. Information may include, but is not limited to, the following:

  ➢   Availability of multiple learning pathways for young people.

  ➢   Challenges facing education and training providers including improved student engagement.

  ➢   The use of mentoring to support student outcomes.

  ➢   The nature of VET delivery including the degree of choice available to young people and the level of coordination between stakeholders.

  ➢   The nature and quality of career development activities delivered by education providers.

  ➢   Gaps or weaknesses in provision of services, as well as strengths.

  ➢   Relevant networks or representative bodies including a brief description of their role.

  ➢   Any other information that describes the nature of the education and training

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This Service Region is centred on the major regional city of Albany and contains 35 schools consisting of 25 government schools and 10 non-government schools. 9,278 students attend 21 primary schools, 3 district high schools, 9 schools delivering secondary education and 2 education support centres.   The region is in the process of developing and applying for a number of Trade Training Centres (TTCs). The first TTC is under construction in Mount Barker and is scheduled to deliver training in rural operations and engineering (metal fabrication) in 2011. Two other TTCs have been approved: one covering the cluster of Denmark Agricultural College and Denmark High School to offer engineering (plant mechanic) and construction and a second involving St Josephs Catholic College in partnership with Southlands Christian College in Albany which will deliver training in construction, metal fabrication and furniture making. Construction for both of these TTCs is due to commence later in 2010 for delivery in 2011. A plan for a fourth TTC covering health is currently being developed involving a cluster of Albany senior high schools.

There are eight Vocational Education and Training providers based in the Service Region including the public provider Great Southern TAFE, which delivers a range of qualifications across three campuses at Albany, Denmark and Mount Barker. The TAFE offers training in other locations in partnership with local organisations such as telecentres and Aboriginal progress associations. The seven remaining registered training organisations include two schools, the WA College of Agriculture Denmark and the Mt Barker Community College, one private provider, enterprise specific providers and four not for profit providers.

There is one University in the region, the University of Western Australia – Albany campus which offers students a Bachelor of Arts with four major areas of study or a Bachelor of Science in Restoration Ecology through the university's Centre of Excellence in Natural Resource Management. Curtin University does not have a campus but offers a Bachelor of Education degree in Primary or Early Childhood Teaching in association with UWA and degree qualifications in nursing in association with Great Southern TAFE.

Multiple Pathways

In recent years a broad range of pathways have been introduced into schools as well as school partnerships involving providers such as Great Southern TAFE and the two Group Training Organisations. Additional pathways external to schools, such as a targeted course delivered by a community sector RTO focusing on disengaged young people are also available.

Students are now able to be dual enrolled in both their senior high school and Great Southern TAFE resulting in the attainment of a WA Certificate of Education and a vocational certificate 2 by the end of year 12. School based traineeships and apprenticeships are offered to students in years 11 and 12 and the Aboriginal school based traineeship is offered in year 10 (certificate one) to year 12 (certificate two).

Pre apprenticeship training at TAFE provides aspiring apprentices with entry level skills; Ninety percent of pre-apprentices currently enrolled are 16 or 17 years old.

The Albany region established a number of engagement "programs" to meet the needs of at risk students in 2009 for example Kojonup Senior School, the Clontarf "Kicking Goals" program, Gnowangerup "Busy Bods" program, the MBCC "SEA" program and the Albany SHS "EAT" program.

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The success of these programs has been significant in retaining NEET students and enhancing their transitional prospects into further education, training or employment. Continuation of school-based delivery is planned for 2010 as schools have developed processes and expertise to manage the demands of this strategy. The exception to this is the removal of years 11 and 12 training at the Gnowangerup and Kojonup High Schools which has resulted in a degree of disengagement of students.

To further student pathways, schools undertake Individual pathway plans with students (IPP) to develop tailored approaches to their development. Senior students undertaking vocational courses at TAFE are assisted similarly with individualised career plans developed with them by appropriate TAFE staff.

Ongoing investigation into the actual demand for external, community-based programs to suit NEET students has occurred in both Albany and Mt Barker. The studies indicate a potential need for programs addressing the needs of students [in Albany] younger than the cohorts addressed through the ETPP and this strategy will be pursued through other support avenues. However, a more immediate approach will be to build the capacity of schools to offer greater flexibility within their own school structures to meet younger-aged NEET students, such as the successful Karnitj Kadadjiny and Strong Young Women programs for Indigenous girls at North Albany SHS, and to improve identification and remediation processes. Preliminary work has commenced in this area through a mentoring initiative and a school by school 'engagement profiling' exercise which has highlighted specific strengths and weaknesses existing in schools in their approach to students who are disengaging. There is a more tangible likelihood of a community-based outreach educational program being established in Mt Barker through a community-led centre and cross-agency approach, and this concept is gaining community interest in towns where years 11 and 12 have recently being withdrawn. It is hoped that the centre in Mount Barker will be operational in 2010/11, hopefully through the auspices of the Youth Connections strategy and adopting a multiple-agency approach to disenfranchised youth.

Challenges facing education and training providers including improved student engagement.

Typical of many regional areas, the Albany district faces many challenges in meeting the needs of students and, in particular, the needs of NEET students. Issues of access to education, training and/or employment opportunities due to geographical circumstance is significant – some students, particularly those at risk of disengagement, find journeys of over 100kms a day to attend school a further disincentive, especially during the transition from primary to high school. Post compulsory students cannot always attain further training or employment provision because of distance, expense, transport restrictions or restrictive scheduling of transport services. This also restricts the ability of schools, TAFE and other service providers to offer the flexibility of delivery to accommodate the diverse needs of students and NEET youth. The centralised nature of the region means that students in outer lying areas do not enjoy the same access as do Albany residents as this is where the vast majority [65 – 70%] of services and opportunity exists. Consequently, parts of the region display 'traditionalist' approaches to timetabling and timeframes for curriculum delivery to suit transport schedules, often precluding potential delivery modes which would liberate curricula or community-

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based initiatives, and provide a better 'fit' for students undertaking multiple-option programs of study, employment and study, training and study, and so on.

The parent interface with schools remains a challenge, especially for the cohort that is likely to disengage from school. Many schools have cited that some students are poorly prepared for school so from day one they find it hard to assimilate and this lack of support continues to erode their capacity to succeed and in some cases attend school. Primary principals confirmed research stating students at risk of disengaging from school are apparent as early as year two and many cases are directly linked to the parenting arrangements and family environment. There is a perceived need for more parenting programs to be made available to build parenting skills and the necessary interface with schools. Several programs currently exist such as those delivered by WANSLEA in the region, however the need to improve the support from and role of parents was regularly noted during interviews to gain intelligence for this document. Parents from some ethnic backgrounds and Indigenous parents were specifically cited as more difficult to engage into schools. There are some exceptional examples of best practice within the region however and primary schools appear to be able to engage parents more readily than high schools.

Certain schools in the region are seeing an increase in a specific cohort such as North Albany SHS where their Indigenous population is over 20% and Mount Barker CC where the Afghan population now represents 5% of school student numbers. Challenges in keeping such students in school in years 11 and 12 were noted, particularly where the family places pressure on the child to support their parents endeavours.

Retaining student numbers remains a challenge. Student transiency presents difficulties in some schools, for example where the students' parents move through the country taking up seasonal work. A future challenge was noted in relation to the proposed move to transfer year 7 into the high school system. This policy, if implemented was seen as potentially devastating to small communities where there is no high school in situ affecting both the young children who would have to commute long distances to school from an earlier age and the primary schools where any loss in student numbers presents a challenge.

The transition to high school; especially where the school is not located within the town or shire, was cited several times as a major challenge for students who are already finding schooling difficult. Primary schools deliver education quite differently to high schools so the student has to not only cope with a change of school and in some cases a long journey to school, but also with a loss of the student/teacher relationship as they move to a more fragmented delivery focussing more on specific curriculum rather than a more holistic approach.

For many students who are disengaging, an interface with other service providers such as Child Protection, Health services and Juvenile Justice is inevitable. There need to be better linkages between these other service agencies and schools (including kindergarten and pre primary school) so that students who are facing considerable challenges outside of school can be more holistically supported from day one. In particular where high school students are involved with the justice system, a lack of integration between the school and Juvenile Justice staff is resulting in the school being unaware of the student's situation. With closer liaison between these two parties appropriate reintroduction approaches could be put in place to more positively support the student.

Special one off programs have been very successful, such as those focussed on raising literacy or numeracy skills. However there is need for consistency in delivery so the progress of participants can continue to improve over several years rather than only in one. Further support for students who are struggling to keep up in primary school is seen as a particular challenge that must be

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overcome to enable those students to have a chance to succeed in high school.

Perceived stigma attached to introducing careers at too young an age can be challenging to the system. It was noted that kindergarten and pre primary students are introduced to certain roles through special school visits such as the fire truck or local policeman, but career development and guidance is not introduced until high school which is deemed too late for some students, especially those who are yet to see school as having relevance in their lives. The ABC document was seen as relevant across all school years.

Transience of school staff and/or staff roles in relation to career guidance has made it difficult for some service providers to get into schools to offer their service. Where roles change each year due to the career load being added to an existing teacher role, a renegotiation process has to take place to establish a working relationship with the 'new' career personnel which takes time and effort.

For any schools gaining extra funding and support can be hard without big businesses operating locally to support the school, it was reported that the need to gain extra funds to offer more interesting experiences for students is a 'constant battle'.

An ongoing challenge is being placed on the system for staff to think more creatively about their education delivery to those students who demonstrate a lack of interest in school, seeing it as not relevant to them and being too academically based, (especially where they lack confidence or competence academically). However it has been argued that there is now such a broad range of options available that this in itself provides challenges to schools, training providers (and employers) from a work flow perspective; too much choice results in significant amounts of extra work to both administer and deliver.

The development of natural and supportive communities to ensure small towns and the surrounding hinterland achieve the capacity required to respond to the needs of youth is an ongoing focus and requires intensive development and strategic planning to bring together community aspects in partnership. Both in Kojonup and Gnowangerup have experienced success in coalescing the key services and opportunities in their areas, including resources covering businesses, education, training, service groups, and so on. The resultant co-operation and interaction between the schools and wider community and industry has seen a rise in collaborative planning and establishment of pathways for students in the post-school phase. Greater parent involvement in the schools' activities has been evident, along with a willingness to contribute support at a higher level. A challenge for these schools and their respective communities is the removal of senior high schooling from their jurisdiction commencing in 2010.

Mentoring arrangements to support student outcomes.

The GSEDC ran a successful pilot Career Mentoring program during 2009. 27 mentors were recruited, trained and supported. The mentors worked with 111 students across three regional schools, predominantly on a 1:3 ratio. The program ran in Term 3 with 3 sessions in Term 4 of 2009. All students were in Yr10.

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Key features of the pilot program were:

- 111 students participated in the program
- The program was an in-school, group based program focussing on career development
- The Mentoring sessions linked into the Careers and Enterprise or Career Education school subject - timetabled each Tuesday and Friday mornings
- One 50 minute Mentoring session existed each week
- The Mentor/student ratio was predominately 1:3 with several groups of 1:4
- Computers and internet were available during the sessions
- Classrooms were especially booked for the sessions
- Mock interviews were organised towards the end of the program, in some cases students were interviewed by alternative Mentors
- A Student Handbook was used by all Mentors with additional material supplied by Mentors as needed. The additional materials used were newspaper clippings, job advertisement examples and goal setting worksheets.
- The Student Handbook was handed in at end of the program and was used as an assessment document by the School.

Mentor debriefing meetings were booked in the School staffroom after the Mentor sessions, this proved extremely valuable. All mentors mentioned that they are richer for the mentoring experience; many have said that they are better prepared to engage students in their workplaces who are on work experience or traineeships.

The model tested in 2009 proved flexible and workable. Networks between school and community have formed – albeit immature and awaiting expansion.

Several schools in the region (11) are engaged in a student Mentoring service coordinated by the Albany and Regional Volunteer Service (ARVS) and The School Volunteer Program (SVP). Retired volunteers are sourced and trained; they predominantly work with primary school age students with some interaction with secondary school students. The program operates in-school with a ratio of 1:1. A strong focus during the mentoring sessions is to develop Language, Literacy and Numeracy (LLN) skills of students. Students who are at risk of disengaging from school, students with disabilities and students who have low LLN levels form the target group.

Key features of The School Volunteer Program are:

- The program is in-school
- Mentors work predominantly with primary school aged students, with some interaction with secondary school students
- Students with low LLN levels form the target group
- Mentor/student ratio is 1:1
- Mentors read, listen and play games (scrabble and card games)which enhance LLN
- Sessions run for 1 hour, one day per week.
- In some instances the mentors work with their designated student for more then a year
- The Albany and Regional Volunteer Service assists The School Volunteer Program source Mentors

The program also includes mentors to career develop year 10 students - however to date - this

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remains undeveloped. The School Volunteer Program is sponsored by Lotterywest.

The introduction of the Youth Connections program will enable students at risk of disengaging, ore who have disengaged from school access to support and mentoring.

Several additional stakeholders (such as local government and employers) have offered in principle support to be involved in mentoring to students should programs be available.

The nature of VET delivery including the degree of choice available to young people and the level of coordination between stakeholders

There are currently over 17 certificate one (introductory level), 26 certificate two, 2 certificate three and 3 certificate four courses being delivered through VET in schools. Sound relationships exist between education and training in the region with solid foundations for collaborative networks and joint initiatives. All tiers of stakeholders meet on a regular basis to review VET delivery. The role of Great Southern TAFE in providing articulated pathways for students from schools is exceptional, as has been their response to the raised school leaving age. The region's strong VET-in-schools programs have provided students with good access and training to enter TAFE or employment directly. TAFE has been proactive in devising more flexible delivery modes and pathways to higher-order qualifications better suiting individual students or small groups.

While there is considerable integration within the public education and training sector, the interface between private, not for profit and public systems could be enhanced. This will be reviewed further in the life of the Partnership Broker contract.

Much work is also required to establish similar partnerships with industry in the region. Links have been progressively developed within the timber industry and in some construction areas, but the fragmented nature of the industry base, with over 80% of businesses being micro business, makes it difficult to establish "industry partnerships". Recent company collapses have compounded links with the Timber industry. Much work has been done and is progressing on the development of "career pathways" into industry fields from schools, through TAFE and into employment. This includes employment projections, known occupations, available training and required responses in schools' VET delivery. However, a more formalised articulation is not possible except on small scales, such as school-based traineeship opportunities or apprenticeship links. Work in this area is intensifying and it is expected that more targeted school-to-employment/training pathways will be managed within specific high-needs programs, facilitated by the Partnership Broker. The additional work through career development is ensuring that both schools and TAFE are administering IPPs to assist student transitions.

It should be noted that the impact on TAFE created through these additional pathways has been both positive and negative. Student numbers are at an all time high and capcity has been reached in most courses. However TAFE as a VET delivery agency is not equipped to fulfil all requirements of a school, so additional wrap around resources such as a school chaplain, school psychologist etc are

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not on hand to support the students as they are in schools, this placing additional pressure on TAFE staff.

Additional VET programs such as apprenticeships and traineeships remain an important pathway for many students. School based apprenticeships and traineeships often articulate into full time programs post school and remain attractive to students. The success of the pre apprenticeship courses at TAFE are of particular note, with the vast majority of pre apprenticeship students being aged 16 or 17. There is room for an increase in ASBT numbers throughout the region.

Table xxx Apprentices and Trainees in Training in 2009

Local government area	Apprenticeships		Traineeships			
	Total		Total		ASBT	Combined Total
Albany	444		291		17	735
Broomehill/Tambellup	0		2		0	2
Cranbrook	1		1		0	2
Denmark	26		13		0	39
Gnowangerup	5		12		0	17
Kojonup	8		8		0	16
Plantagenet	24		27		0	51
TOTAL	508		354		17	862

Source: WA Department of Training and Workforce Development

Further post school VET options such as Green Jobs Corps offer an additional avenue for students to gain valuable vocational skills and could prove a useful engagement tool if students form years 11 and 12 could be eligible to participate.

Additional courses outside of the TAFE school delivery system are often reliant on competitive tendered funding rounds. While these have proved successful in the past, their continued availability cannot be relied upon.

The nature and quality of career development activities delivered by education providers

The Albany District has in place a career development strategy which focuses on in-school career

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development activities across the k-12 spectrum. Schools are required to assess their student career development needs and activities are then developed around them, such as field trips to experience certain jobs etc. In high schools the focus is on years 8-12 where there is a logical sequence to link to processes students going through so that by year 10 workplace exposure has occurred, career investigations have been undertaken and the students are better equipped to choose their respective career. While in years 11 and 12 there is more specific targeted activity. All high school students now complete an individual pathway plan (IPP).

An annual Careers expo is held as a result of significant coordination of effort across a wide range of stakeholders. This event has steadily grown in recent years and is developed to compliment the school's career development strategy.

A district transition plan working group, involving school representatives, TAFE staff and community groups work together to develop a common format for transition planning for early school leavers. This results in all parties knowing when a student leaves school so that they can tailor their respective transition plans for the individual. This approach leads to a better coordination of effort and prevents duplication.

To further enhance career development training in certificate 4 in career development has been offered to approximately 20 participants. This will result in every high school in the district having qualified career development staff in situ. Participants also included staff from the Youth Connections, Workforce Development Centre and TAFE, resulting in a network of associated career advisors.

Gaps or weaknesses in provision of services, as well as strengths.

A detailed **gap analysis** was conducted in 2009 as a direction indicator for the development of strategies across the district, refining previous annual gap analyses which provided evidence for past ETPPs. This year's scan found that many issues identified in 2006 have been progressively addressed through successive ETPPs, but that several have either remained from previous identification or still require action over the next 3 years. The District now has functional and successful senior school engagement programs which have met the engagement and academic needs of NEET students; Great Southern TAFE continues to provide engaging training regimes; the District Participation Team is effective in engaging and 'converting' NEET students into approved activities. Career development is in an evolutionary phase and requires ongoing action; transitional preparation of students is identified as a key target area, along with Indigenous engagement strategies. School-based processes for identification and management of at risk students will become a target focus for the next 3 years. The scan also revealed the need for linking VET programs more tangibly to industry via discrete pathways and partnerships. Another needs area is reaction to and engagement with new Federal strategies as part of the COAG agenda on attainment with much potential for complementary services and strategies being identified within the various initiatives.

A 2006 **review of secondary education in the Albany district** revealed many issues facing students

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and schools. Since this review took place, District strategies have been incorporated into practice to ensure alleviation or management of these.

The following issues have been significantly addressed on an ongoing basis and are now perceived as being managed or addressed, but will continue to undergo monitoring:

Issue: Marginal threshold populations within secondary schools at risk of decline due to labour market buoyancy and students choosing employment or training over remaining at school;

Issue: Ensuring commensurate education and training opportunities to meet the demands and requirements of growth industries within the region;

Issue: Meeting the social-emotion-wellbeing requirements of adolescents in terms of psychological conditions, risk-taking, research-based curriculum responses, and general capacity to manage the broad range of adolescent issues;

Issue: Restrictive bus and other transport services and schedules inhibit the ability of schools to collaborate or combine resources; same restrictions inhibit the ability of schools to offer flexible delivery structures [eg "after hours classes"] and maximise local educational resources;

The following identified issues have been addressed and progress is being made to overcome the barriers to engagement that they present. The issues' figure in the ETPPs targets for the next 3 years:

Issue: Successful transitional mechanisms for educational support students from primary to secondary, educational support to mainstream, and from school to employment/training, etc;

Response: *development of formal partnerships with post-school disability services providers; provision of post-school transitional support within training and employment; continue development of school-based transitional support; VET delivery in areas likely to lead to open and productive employment; transitional support through mentoring provision has occurred and will be fully developed over 2008;*

Issue: Access to opportunities available to metropolitan students within the financial and other resource capabilities of country schools – students unable to access academic seminars, career events, tutorials, etc due to distance and costs associated with their participation;

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Response: *ongoing applications for special funding to allow access; require greater resourcing for country schools to access activities and same opportunities as metropolitan students;*

Issue: Student decision-making & career development knowledge and skills as part of lifelong learning and actualisation;

Response: *the District has embarked upon a K-12 [and TAFE] career development strategy incorporating the ABCD and formation of extensive intra-District and external partnerships; channelling of 'enterprise' education through the career development initiative;*

Issue: The assurance of meaningful and guided links between students and their next entry point, whether in employment, training or education;

Response: *continued formation of District career development and creation of resources supporting conceptualisation of career pathways, formation of school-industry links, and professional development for teachers;*

Issue: The lack of provision of broad post-school, tertiary courses across a range of university, business college, etc providers; lack of available "education re-entry" mechanisms for students;

Response: *ongoing partnerships with existing tertiary providers with the view to marketing expansion; development of alternative school-TAFE-university pathways using flexible and on-line learning media; alternative entry to university via a range of options have been developed or advertised within the education and training sector and parent communities;*

The following issues continue to present concern despite being addressed in previous ETPPs. They constitute key target areas in the 2010 ETPP:

Issue: The region's low socio-economic base and lack of 'a major parent industry' is manifested by marginal lifestyles and perceived restriction or lack of opportunity;

Response: *continued partnerships with industries to mirror 'adoption' and enhance employment and training opportunities; District marketing strategy amongst schools and associated stakeholders; implementation of career development initiatives;*

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Comment: "Problems in small communities and low SES areas is that funding is drying up and is hard to access – even though we are on the ball and achieving, we keep being told there is no funding. The farming community has had a poor season, so available cash is low and employment opportunity is low.

So in small rural schools there is a constant struggle."

Issue: Indigenous retention and literacy concerns predominate;

Response: *dedicated 'education, training and career pathways' strategy to highlight and support opportunity; culturally appropriate literacy strategies within schools; adoption of mentoring programs; engagement of Indigenous parent and strategic planning groups; continued reference to District Aboriginal Council; considerable resourcing and support to Nth Albany SHS with Indigenous support programs, mentoring and transitional initiatives; Aboriginal Training Strategy 2010 introduced at TAFE*

Issue: Engagement and retention of Indigenous students in education and training;

Response: *the Great Southern Football Academy is addressing Indigenous retention and capacity-building through its sporting-based programs, growth in vocational outcomes, formalised links to TAFE and other training and employment; investigations into establishment of a 'female' sporting academy and school-TAFE programs engendering enterprise skills development; [as above] and continuation of the Aboriginal School Based Traineeship.*

Specific feedback from education, training and allied providers includes:

- Items as simple as the child being up, showered and dressed in time for school are not being achieved in several instances.

- Professional isolation – distance and travel make it expensive – professional development even in Albany can be expensive

- Volunteer participation in school needs to be increased to assist in supporting the cohort of students at risk of disengaging – from primary school up.

- What happens to the kids at age 13/14 who are not attending school and are clearly illiterate – what happens to them? This cohort requires more assistance.

- We need to cater for the young female student who at 16 or 17 years old finds herself with a small child but wants to re-engage into education – there is no outlet for them at the moment.

- The transition from small primary school to high school was raised many times as having gaps where further work could enhance the transition. For students I the region's hinterland

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where the high school (or senior schooling) is not in situ, concerns were raised about the significant change students experience in moving from one school to another, exacerbated by travel and changes in delivery mode; resulting at times in students getting 'lost' and disengaging either physically or mentally (or both).

- There is interest in implementation of more cultural content in schools to be more relevant to the students; for Aboriginal history to take more precedence in curriculum.

- Comment was also made that there is room for more Aboriginal and Islander Education Officers, in particular there needing to be both male and female AIEOs at each high school.

- There is perception that students are naive about the world outside school, making successful transitions more difficult. It was suggested more effort could be made to prepare them better for this to develop greater self confidence in themselves.

- Concern was also raised regarding the current employment conditions being inadequate in relation to the upcoming Trade Training Centres; in particular the inability for schools to offer salaries to TTC staff commensurate with the going industry rate linked to specific trades skills required.

- Training options for students living outside of Albany are considerably reduced. TAFE courses while exceptional within Albany, are limited in the other regional towns and as young people cannot always get to Albany to study they miss out. Recent flexible senior high schooling in the towns of Kojonup and Gnowangerup overcame this gap by supporting students to complete their WACDE and study through distance education a TAFE course of their choice linked to the IPP. This arrangement worked well but is now no longer an option with the recent withdrawal of senior schooling at both high schools.

- The provision of senior schooling in towns where there is a district high school in situ, noting this service was available and operating effectively after the raising of the school leaving age in WA, only to be removed at the end of 2009. This action has already resulted in young people refusing to travel to the nearest senior school some 50kms away and an increase in disengagement.

Relevant networks or representative bodies including a brief description of their role.

There are a range of networks both formal and informal operating within the region. The formal groups include:

Education and Training, Participation Plan Consultative Committee (ETPPCC)

The role of the ETPP is to review and develop senior school programs as a direct result of the raising of the school leaving age in WA. The group comprises principals from all high schools in the district, Education District Office staff, the Managing Director of the TAFE college and associated staff, Executive Office of the GSEDC, WA Council of State School Organisations, University of WA, Centrelink, Regional Development Australia and the Department of Education Head office. The District Director of Education chairs the group.

Vocational, Educational and Training in Schools Cluster
The aim of this group is for District VETiS students to demonstrate excellence in competence and

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performance in industry/community areas of need. The group   comprises predominantly Deputy Principals of high schools, training providers (including TAFE), group training organisations, the GSEDC, the Albany District Education Office and allied service providers. The group is chaired by a Deputy Principal.

The Great Southern Employment Development Committee

The GSEDC's main aim is to facilitate employment innovation in the Great Southern region. The group comprises representatives from local, state and Australian governments across education, training, youth affairs, economic development, main roads, local government and social services, TAFE, RTO, GTO, Master Builder's Association, WACSSO, South Coast Natural Resource Management and Regional Development Australia.

Great Southern Community Youth Committee

This group comprises service providers in the youth affairs area including True Colours, Worklink, Health, TAFE. The groups main aim is to provide a more coordinated approach to youth servicing and to apply for funding to run programs in gap areas identified.

The Western Australian Council of State Schools Organisation

WACSSO is committed to a public education system available to all young people irrespective of their age, socio-economic status, culture, gender, level of ability or geographic location. WACSSO State Councillors are elected volunteers who represent P&C Associations within their electorate at the state level. While this group does not have a base in the region its chair resides in the WA 1 region and is a member of the GSEDC, allowing a conduit for strategic influence.

TAFE Industry Reference Groups

The TAFE facilitates a number of industry reference groups that provide advice and input to maximise effectiveness of course delivery. As all accredited curricula receives industry input in its development, these regional groups are utilised to value add for the local context. The groups cover areas within the TAFE RTO scope and vary in their focus from an entire study area to the very specific; such as validating delivery methodology and electives selected for the delivery of a new course.

Informal networks ad representative bodies include:

Youth Interagency Network

This group is open to anyone working in the area of youth servicing and is designed for those present to share information about current practice and services.

Human services forum

This forum is open to government agencies working in the area of health and social services to improve service delivery and coordinate effort.

Jobs for Keeps network

This group comprises organisations that provide services to Aboriginal people, with the aim to better coordinate effort in service provision, engagement of community and the development of new strategies where gaps exist. While the group focuses on employment development and outcomes, service providers covering peripheral areas such as health, justice, education participation are also

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included to make service provision more effective.

Youth Connections/Partnership Brokers/Workforce Development Centre network

This recently established network brings together personnel from the three service providers to oversee delivery of the respective contracts to ensure integration of planning delivery occurs.

Local Government Managers Australia

This group comprises CEOs and Managers from the local government offices within the Great Southern Region.

Church Groups

There are a number of churches within the region whose congregation network together to support the development of youth initiatives and services. One example is the Baptist church in Mount Barker who have been instrumental in the establishment of the Mount Barker Community Centre which offers wrap around services to youth in need, working closely with the Education District Office staff.

3.   Business and Industry Profile

- Outline the nature of business and industry in your Service Region. Refer to the 2006 ANZSIC Divisions (Attachment A) to ensure you have considered all industry sectors relevant to your region. Information may include, but is not limited to, the following:

  - ➢ The key industry sectors and major employers in your Service Region.

  - ➢ Emerging industries and the likely impact they will have on the region including training and employment opportunities.

  - ➢ Challenges facing business and industry including skills shortages and/or labour shortages.

  - ➢ The level of business and industry engagement in supporting young people's education and transition outcomes.

  - ➢ Provision of mentoring opportunities.

  - ➢ Relevant networks or representative bodies including a brief description of their role.

  - ➢ Any other information that describes the nature of the business and industry stakeholder group in your Service Region.

The region has a small firms economy, with the vast majority (over 80%) of business being owner operated or employing less than 5 people. At the last Census (2006), there were just under 5,000

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private businesses in King sub region and 1971 in the Pallinup (of which this region forms part). The most recent ABS Regional profile figures suggest small business numbers have grown in the region from 6,504 in 2003 to 6,726 in 2006. The largest sector in terms of the number of private enterprises was agriculture, forestry and fishing comprising 2,628 businesses. Other significant sectors included property and business services (939) Construction (840) and retail trade (591).

It should be noted that the shires that fall into the Pallinup sub region Kojonup, Gnowangerup and Tambellup (part of the shire of Broomehill-Tambellup) are far more reliant on Agriculture, Forestry and Fishing than those in the King sub region, having well over 60 per cent of all enterprises in the agriculture, forestry and fishing sector in 2006.   As a consequence, all other sectors were under-represented when compared to the national average in this sub region.

Of the larger employers in the King sub region, the agriculture, forestry and fishing sector had 236 firms with five or more staff (including 14 with more than 50), while retailing had 168 businesses with more than five staff (including 12 with 50+). Other large employers included property and business services, which had 90 firms with five or more staff, and accommodation, cafes and restaurants, which had 78 in this category. While in the Pallinup sub region, there were 1,971 businesses in 2006, of which 1,002 (or 50.8 per cent) were sole traders. A further 540 businesses (27.4 per cent) had between one and four employees. Larger employers included agriculture, forestry and fishing, which had 315 businesses that employed five or more staff (including 12 with 50+ employees). Retail trade had 33 businesses with five or more staff, while accommodation, restaurants and cafes had 18 in this category.[4]

The following table demonstrates the spread of all businesses by industry for each sub region.   The Pallinup figures have not been disaggregated for the 2.5 shires that fall within the WA1 PB region.

Table xx: Percentage of Businesses by Industry

Industry	King Subregion	Pallinup Sub-region	Australia
Agriculture, Forestry and Fishing	33.3	64.8	10.9
Property and Business Services	15.1	9.0	25.1
Construction	15.0	5.3	15.7
Retail Trade	10.4	5.8	11.1
Manufacturing	4.6	2.4	5.4

[4] Regional Workforce Futures: An Analysis of the Great Southern, South West and Wheatbelt Regions Tonts and Haslam-Mckenzie

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Transport and Storage	4.2	3.2	5.9
Accommodation, Cafes and Restaurants	3.8	2.0	2.8
Finance and Insurance	3.2	1.7	6.6
Health and Community Services	3.2	1.5	4.5
Wholesale Trade	2.3	1.8	4.3
Personal and Other Services	2.0	1.2	2.8
Cultural and Recreational Services	1.7	0.3	2.3
Communication Services	0.8	0.5	1.2
Education	0.3	0.2	0.8
Mining	0.2	0.3	0.4
Electricity, Gas and Water	0.1	0.0	0.1
Total	**100.0**	**100.0**	**100.0**

Source: ABS, 2006

While many enterprises employ small numbers of staff there are some notable exceptions where a large number of people are employed (50 – 1000+). This is particularly the case in the region's port city of Albany, where many of the region's government departments are also based. Notable large employers in the region are:

- Fletcher International Abattoir
- Silver Chain
- Woolworths, Coles and IGA Supermarkets
- CBH
- Bunning's
- Kmart
- Target
- Anglicare
- Health Department
- Education Department
- City of Albany
- Great Southern TAFE

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- Shire of Denmark

- Department of Agriculture and Food

- Main Roads

Table 3: Number of Businesses by Employment in King, 2006

Industry	No staff	1-4 staff	5-19 staff	20-49 staff	50+ staff	Total employing	Total
Agriculture, Forestry & Fishing	1134	285	180	42	14	521	1656
Mining	9	0	0	0	0	0	12
Manufacturing	105	59	48	9	6	122	228
Electricity, Gas and Water	3	0	0	0	0	0	3
Construction	519	165	51	12	0	228	747
Wholesale Trade	51	33	24	9	0	66	114
Retail Trade	204	144	132	24	12	312	516
Accommodation, Cafes and Restaurants	63	48	54	21	3	126	189
Transport and Storage	128	45	24	3	3	75	207
Communication Services	27	9	3	0	0	12	39
Finance and Insurance	123	27	12	3	0	42	159
Property and Business Services	540	120	78	9	3	210	750
Education	12	0	3	3	0	6	15
Health and Community Services	72	48	36	3	0	87	159
Cultural and Recreational Services	51	12	12	3	3	30	84
Personal and Other Services	63	24	12	3	0	39	102

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Total	**3104**	**1019**	**669**	**144**	**44**	**1876**	**4980**

(Source: ABS, 2006)

Table 4: Number of Businesses by Employment in Pallinup, 2006

	No staff	1-4 staff	5-19 staff	20-49 staff	50+ staff	Total employing	Total
Agriculture, Forestry and Fishing	585	375	249	54	12	690	1278
Mining	0	0	0	0	0	0	6
Manufacturing	30	12	3	6	0	21	48
Electricity, Gas and Water	3	0	0	0	0	0	0
Construction	66	30	6	0	0	36	105
Wholesale Trade	18	9	12	0	0	21	36
Retail Trade	51	30	30	3	0	63	114
Accommodation, Cafes & Rest's	15	12	18	0	0	30	39
Transport and Storage	36	27	3	0	0	30	63
Communication Services	3	3	0	0	0	3	9
Finance and Insurance	24	6	3	3	0	12	33
Property and Business Services	141	27	6	3	3	39	177
Education	0	0	0	0	0	0	3
Health and Community Services	15	3	6	3	3	15	30
Cultural & Recreational Services	6	0	0	0	0	0	6
Personal and Other Services	9	6	3	0	0	9	24
Total	**1002**	**540**	**339**	**72**	**18**	**969**	**1971**

(Source: ABS, 2006)

The enterprise structure of both King and Pallinup are consistent with similar regions in other parts of Australia. As discussed earlier, Agricultural businesses are most prevalent with many of the remaining businesses established to service their needs. This is particularly the case in the Pallinup

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subregion. As expected, the King subregion tends to have more and larger businesses than the northern shires, in part due to the economy being more diverse and the population larger.

➢ Emerging industries and the likely impact they will have on the region including training and employment opportunities.

Emerging industries and small businesses include:

- Health, including allied health, primary health care and complimentary health services;

- Social services

- Online technology services including internet marketing and website design

- Allied services to the internet technology such as home shopping

- Business coaching

- Network marketing

- Tourism related businesses for example Cheese factory, Chocolate factory, Brewery

- Organic Fresh food markets – food grown locally.

Not withstanding the steady growth in arrange of existing industries and the advent of new micro businesses, new large business relocations are rare, often due to a continued gap in power, water and telecommunications services.

Training providers work closely with industry and specific businesses to ensure training is tailored to local needs, however in delivering a training course the situation can move from an under supply of skilled labour to a market over supply given courses need a certain number of students to break even and this number is often higher than the need itself, especially in smaller towns.

The local abattoir uses a range of mechanisms to attract labour from both within and outside of the WA. One such is its RTO status ensuring workers do not need the skills prior to joining, as they undertaken training once in situ. However labour shortages continue to affect this major employer.

The growing resources sector in the north of the state is predicted to require considerably more labour in future and has been working with a variety of service providers, including Job Services Australia and Indigenous Employment Program providers to develop pathways into its industry.

➢ Challenges facing business and industry including skills shortages and/or labour shortages.

A recent report on skills needs of the region identified that key skills shortages in the King Region are likely to include Boilermakers, Metal machinist, Plumbers, Accountants. While emerging labour shortages are likely to occur in Retail salespersons, Truck drivers, Grader drivers and Wool classers[5].

Skill gaps identified by the Great Southern Development Commission in 2009 relating to the Skilled Sponsored and Skilled Regional Sponsored Visa requirements were:

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[5] Regional Workforce Futures: An Analysis of the Great Southern, South West and Wheatbelt Regions Tonts and Haslam-Mckenzie

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ASCO Major Group 2

Forester
Agricultural Scientist
Agricultural Advisor
Electrical Engineer
Veterinarian
Primary School Teacher
Secondary School Teacher
Urban and Regional Planner
Occupational Health & Safety Officer
Environmental Health Officer
Oenologist

ASCO Major Group 3

Agricultural Technical Officer
Electrical Engineering Technician
Chef
Dental Hygienist

ASCO Major Group 4

Fitter
General Fabrication Engineering Tradesperson
Metal Fabricator
Motor Mechanic
Panel Beater
General Electrician
General Communications Tradesperson
Painter Decorator
Butcher
Cook
Nurseryperson
General Gardener
Flat Glass Tradesperson
Small Offset Printer

Most opportunities for employment lie in Albany or out of the region (such as in the mining sector or other metropolitan centres). There are exceptions, especially with large employers such as the WAMMCO abattoir in Katanning and Fletcher International Abattoir in Plantagenet and employment within the Health and Social Services industry such as through government funded activities. Other hinterland positions do become available but are often seasonal, part time or temporary in nature.

However there is potential within the region for employment growth through further enterprise development and/or expansion, such as in the diversification of the primary sector (such as downstream processing, in particular malting barley, canola & lupins and in the aquaculture sector to take advantage of growing domestic and overseas markets for aquaculture products. Natural resource management has grown steadily in recent years, has proven popular with local Aboriginal people and there is still significant work to done to manage the region's natural resources more

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sustainably; however the sector's reliance on government funding remains a limiting factor.

While the plantation timber industry experienced job losses in 2009 associated with the Managed Investment Scheme collapses, the industry lends itself to investment opportunities – including the as yet unrealised potential in the carbon sector – which may in return offer some jobs. The ideal growing conditions for commercial tree crops has led to the introduction of specialty timbers including a variety of native and planted species and is also attracting investors in carbon sequestration ventures[6]. Timber 2020 reports that the plantation industry is ramping up again and more positions will become available during the next 12 months, including truck drivers and harvester operators. The Forest Training Centre, which has been in abeyance in the last year, is due to commence again with forest harvester training during 2010.   Aboriginal people have participated in training for the plantation industry such as harvester operator training in the past, however as yet few have transitioned into employment.   There is opportunity to review employment arrangements to develop flexible work practices that are conducive to attracting local Aboriginal labour into this sector.

Horticulture and viticulture show potential for growth, are suited to the region's climate, rely on local labour and offer work outdoors. Anecdotal information from employment service providers suggests that few Aboriginal people are employed in Horticulture and Viticulture, even though the profile of many jobs in these industries fit with the employment aspirations of many Aboriginal people living locally. The King sub region offers more employment opportunity within these two industry sectors.

There has been investment in the tourism industry and interest in cultural tourism shown. Training has been offered in recent years through the regional TAFE College, but few positions filled/enterprises owned by Aboriginal have emerged as yet. At best this sector offers enterprise opportunities for sole traders or small businesses to emerge.

Challenges include:

- The seasonality of the market in regional towns,
- A lack of access to power, water and telecommunications commensurate with industry need,
- A continued gap in skilled tradespeople,
- Low numbers of job ready applicants ie many applicants not yet ready for work.
- In addition to a shortage of trades people, the lack of availability of building materials impact on staffing levels and retainment of apprentices
- GFC – impact is minimal however a delay or slowing down of major projects is noticeable ie Grange Resources project delayed, Pellet production delay in completion. Delays flow onto support industries for example cleaners, caterers, fuel supplies. A lost opportunity exists with the cancellation of the timber strand project.
- Lack of available housing in rural towns prevents newcomers from moving to take up work available.
- A lot of under paid positions exist that are repetitive in nature. These are often not very attractive to young people and some do not obvious provide career paths.

The level of business and industry engagement in supporting young people's education and transition outcomes.

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[6] Pers com Julia Levinson, Executive Officer Timber 2020 January 2010

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There is significant activity throughout the region where businesses are working with schools, disability employment services, Group Training Organisations and VET providers. A large portion of the activity is through formal school channels such as Workplace Learning (a Year II/12 Curriculum Council school subject), or employment based training options such as school based traineeships. A significant number of year 10 students participate in optional short term educational work experience, although not directly linked to graduation, the work experience enhances employability skills, assists the student form a career focus, and assists the student select appropriate upper school subjects.

Schools in the region encourage students to participate in community service (volunteer work). In most instances the community service leads to formal work experience and in some cases part-time employment opportunities. This is particularly evident in the Aged Care and Child Care sectors.

Businesses in the region are forthcoming in receiving students for Workplace Learning, work experience or community service. Many industry managers regularly perform presentations and short lectures to school students. They view these activities as being beneficial to the student, the community and industry. Most businesses positively engage students with disabilities and students from non-English speaking back grounds, however, impacts on productivity are always closely monitored and in some instances form a barrier to successful participation.

Provision of mentoring opportunities.

Mentoring activities in the region are established and have existed for several years. The main Mentoring contexts are Career development, development of Language Literacy and Numeracy (LLN), engagement in learning and general life skills. As demonstrated in current and previous Mentoring programs, business owners and managers are keen to Mentor students. Although Mentoring activities are established, they remain underdeveloped.

Relevant networks or representative bodies including a brief description of their role.

Several industries have representative bodies in the region including:

Master Builder's Association

Master Builders is the major Australian building and construction industry association. Its primary role is to promote the viewpoints and interests of the building and construction industry and to

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provide services to members in a broad range of areas including training, legal services, industrial relations, building codes and standards, industry economics and international relations.

Western Australia Local Government Association Great Southern Zone

WALGA is the peak body for Western Australian local governments, advocating on their behalf. The Great Southern Zone comprises council representatives from each council in the region and seeks to coordinate effort and channel information to the state body and to local councils.

Regional Chambers of Commerce and Industry

The region has two Regional Chambers of Commerce and Industry: Albany and Denmark (which supports businesses both in Denmark and the Great Southern). The RCCIWA aims to **ensure the economic prosperity of country regions through the promotion of commercial activity, entrepreneurial skills and job creation in regional Western Australia. The Albany CCI has worked very closely with the GSEDC on matters relating to employment and youth transition over a number of years and its former CEO was a previous Chairman of GSEDC.**

The Albany Chamber of Commerce and Industry hosts a very popular monthly 'Business after Hours' network which attracts many business proprietors to each event.

Regional Development Australia

The RDA (WA) network will ensure improved communication between the people of Western Australia and all levels of government and will work to advance regional development priorities and retain jobs. The key roles for RDA in Western Australia will be as a point of contact for Australian Government programs, providing feedback to the Government on regional issues, as well as community development and engagement, and regional planning. The group comprises people with specialist skills including the counsellors (the Mayor of Albany and Deputy Mayor), A staff and Board representative form the Great Southern Development Commission and four additional members.

Skål Albany

Skål is a professional organization of tourism leaders around the world, promoting global tourism and friendship. It is the only international group uniting all branches of the travel and tourism industry. Its members, the industry's managers and executives, meet at local, national, regional and international levels to discuss and pursue topics of common interest.

Timber 2020

Timber 2020, formed as a Private Forestry Development Committee (PFDC), is a community and industry organisation with a broad membership from State and Local government agencies, industry and small business partners, community and conservation organisations. Its primary role is to promote, facilitate and coordinate the development of private forestry across the region.

4.   Parent and Family Profile

- •   Outline the key parent and family groups in your Service Region including relevant

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networks or representative bodies. Provide a brief description of the activities they undertake. (it is not expected that you list each school's parent representative body)

The main formal organisations that represent parents and families in this region are the parents and citizen associations based at individual schools. These associations are primarily involved in fundraising activities. They do not have significant input into the operational functions of the schools or broader educational issues in the region. Most Schools do have parent representation on the school council where there is some mechanism for parent input to school operations.

Informal networks do exist amongst parents largely through mothers groups, sporting associations, after school care and other childcare facilities. Informal parent groups can also develop through social networks. These networks can be very powerful in terms of sharing of information, development of ideas and sometimes common approaches to education and career issues for young people.

The Western Australian Council of State School Organisations Incorporated (WACSSO) was established in 1921 and is directed by affiliated Parents and Citizens' Associations to represent the voice of parents and citizens associated within government schools. The WA State representative for WACSSO is a member on the GSEDC governing board. This formal link is to ensure parental perspectives are represented at a strategic level within the organisation and future directions and activities take this into consideration.

- Identify key issues impacting the ability of parents and families to support young people's education and transition outcomes. These may include lack of access to supportive networks and/or information about education, training and/or employment opportunities.

During 2009, GSEDC undertook research into the key issues influencing parental engagement in young peoples post school options. Fifteen key stakeholders representing education and training providers, industry, youth, parents and government agencies were interviewed. The findings of this research indicated the following potential barriers impacting upon parents engagement:

1. Lack of clear, concise and up to date information on what education, training and career options are available. Whilst this information may be available to education and training professionals there is no one central place for parents to access this information. It can be really confusing from a parental perspective, particularly given the rapid changes that have gone on and continue to in the education and training arena.

2. Parents may lack confidence in accessing up to date information to assist their children. They then may leave the role of support largely up to the school, who they see as better informed and better equipped to do this.

3. Information that is available regarding options for young people may be full of jargon or only marketed to people with high levels of literacy and numeracy.

4. Parents sometimes have barriers to supporting there children's education and transition outcomes because of their own past education experiences. If these experiences were negative they may be less likely to be engaged with their children. If they do engage in a

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supportive role their own past experiences may significantly influence the style and degree of engagement.

5. Parents may not value education and training and consequentially do not actively support there children in this regard.

6. School cultures may not be welcoming and encouraging of parental involvement in practice although they attempt to be in principle. Therefore parents can receive the message it is not their role or place so disengage largely from the education climate.

7. The time and social pressures of two working parent families and single parent families may be a major obstacle to parents being more actively supportive in certain activities that potentially could benefit young people.

- Include any other information that describes the nature of the parent and family stakeholder group in your Service Region.

As described in the overview of the service region there are a number of significant populations of people from particular ethnic backgrounds. Indigenous Australians account for 3.3% of the overall estimated population. This means there is a significant proportion of Noongar people represented in the parent and family stakeholder group. The culturally specific issues for Noongar people in relation to education, training and employment impacts upon this parent and family group.

The largest centre in the region, Albany also has the most diverse cultural groups represented including people from Fiji, Greece, Iraq, Japan and Thailand. Other towns within the region have witnessed specific groups of people who have migrated to take up a specific work opportunity such as in Frankland's vineyards. These cultural backgrounds will also be represented amongst the parent and family stakeholder group and bring specific cultural challenges in terms of effective parental engagement.   Schools within the region have reported experiencing pressures in relation to managing the cultural differences in parental expectations; especially those placed on year 11 and 12 students that prevent them from attending school.

5.   Community Group Profile

- **Community groups include, but are not limited to, privately run organisations providing services to the community, government funded service providers, sporting or social groups, charities, volunteer organisations and local government.**

- **Outline the community groups in your region most relevant to the education and transitions outcomes of young people. Information may include, but is not limited to, the following:**

    ➢ **A brief description of the activities relevant groups are undertaking.**

    ➢ **Relevant networks or representative bodies including a brief description of their role.**

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> ➤ **The level of coordination and collaboration between relevant community groups.**

> ➤ **Any other information that describes the nature of the community group stakeholders in your Service Region.**

There are an extensive number of community groups within the region as follows:

KOJONUP
List of social clubs, associations etc.

- Aboriginal Corporation
- Adult Riding Club
- Apex Club
- Bridge Club
- CWA (Kojonup)
- CWA (Muradup)
- Delivered Meals Inc
- Friends of Springhaven
- Garden Club
- Historical Society
- Homes for the Aged
- Lions Club
- Occasional Care Centre
- Pastoral and Agricultural Society
- Probus Club
- Quilters
- Rotary Club
- Southern Singers Choir
- Tourist Railway
- Townscape
- Toy Library
- Women's Club

Sporting Clubs:

- Kojonup Bowling Club (male and female)
- Kojonup Cricket Club
- Kojonup Equestrian Club
- Kojonup Junior Football Club
- Kojonup Senior Football Club
- Jingalup Golf Club
- Kojonup Golf Club
- Kojonup Ladies Golf Club
- Kojonup Gun Club
- Kojonup Gymnastics Club
- Kojonup Hockey Club
- Kojonup Netball Club
- Kojonup Pistol Club
- Mobrup Polo Crosse Club
- Wandecla Polo and Polo Crosse Club
- Kojonup Pony Club
- Kojonup Swimming Club
- Kojonup Tae Kwon Do
- Cherry Tree Pool Tennis Club
- Jingalup Tennis Club
- Kojonup Tennis Club
- Muradup Tennis Club

ALBANY
List of social clubs, associations etc.

- Albany Bowling Club
- Middleton Beach Bowling Club
- Albany City Dance Club
- Albany Club Inc.
- Albany Italian Club Inc.
- Elvis if I can dream Club Inc.
- Grove Park Public Golf Links
- Stirling Club Inc

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- Albany Sports Centre
- Albany Squash Centre
- Albany Ten Pin Bowling
- Albany Basketball Association
- Emu Point Sporting Club
- Paintball Down South Western Australia
- Albany Volleyball Association
- Green Range Country Club
- Albany Racing Club
- Princess Royal Sailing Club
- Bodycare Gym
- North Albany Football Club
- Royals Football Club
- Railways Football Club
- Albany Sharks Football Club
- Albany Junior Soccer Association
- Albany Hockey Association
- Dragon Martial Arts
- PCYC
- Albany harness club
- Albany Horsemans assoc
- Southern Districts Dressage club
- Albany Pony Club
- King River Pony Club

DENMARK

List of social clubs, associations etc.

SPORTS

- Denmark Badminton Club
- Denmark Basketball Association
- Denmark Boating and Angling Club
- Denmark Bowling Club
- Denmark Clay Target Club
- Denmark Country Club Inc.
- Denmark Cricket Club
- Denmark Darts Association
- Denmark Equestrian Club
- Denmark Junior Soccer Club
- Denmark Kung Fu
- Denmark Little Athletics
- Denmark Netball Association
- Denmark Motorcycle Club
- Denmark Pistol Club Inc.
- Denmark Riding and Pony Club
- Denmark Rugby Club
- Denmark Tennis Club
- Denmark/Walpole Football Club
- Denmark/Walpole Junior Football Club
- Denmark Yacht Club
- Freecycle (Denmark, Albany and Mt Barker)

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- Ladies Badminton Association
- Riverside Ladies Dart Club
- Scotsdale Tennis Club
- Surf Life Saving Club
- Taoist Tai Chi Society
- Tingledale Tennis Club

CRANBROOK

Arts and Crafts
- Cranbrook Arts Group
- Cranbrook Craft Group
- Nunijup Patchwork & Crafts

Sporting Groups
- Cranbrook Cricket Club
- Cranbrook Junior Football Club
- Cranbrook Golf Club
- Cranbrook Ladies Bowling Club
- Cranbrook Ladies Netball Club
- Cranbrook Darts Association
- Cranbrook Sporting Club
- Cranbrook Pistol Club
- Frankland District Country Club
- Frankland Golf Club
- Frankland Bowling Club
- Frankland Darts Association
- Frankland Tennis Club
- Stirling Gliding Club
- Tenterden Tennis Club

General Interest
- Cranbrook Newsletter Committee
- Cranbrook Tourist and Business Promotion Group
- Franklander Newsletter
- Frankland River Wine Makers & Grape Growers Association
- Frankland River Development Group
- Cranbrook Playground
- Nunijup Progress Association
- Red Cross
- CWA – Cranbrook, Frankland River
- Cranbrook Museum

Senior Citizens
- Darwinia Cottages
- Senior Citizen Lunches – Cranbrook, Frankland River

Education
- Cranbrook Primary School
- Frankland River Primary School
- Parents and Citizens Committee – Cranbrook, Frankland River

GNOWANGERUP

SPORTING AND RECREATION CLUBS

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- Gnowangerup Fishing Group
- Gnowangerup Badminton Club
- Gnowangerup Bowling Club
- Gnowangerup Cricket Club
- Gnowangerup Junior Football Club
- Gnowangerup Football Club
- Gnowangerup Golf Club
- Gnowangerup Ladies Hockey Club
- Gnowangerup Netball Club
- Gnowangerup Pistol Club
- Gnowangerup Tennis Club
- Gnowangerup Swimming Club Inc.
- Ongerup Tennis Club
- Ongerup Pistol Club
- Ongerup Netball Club
- Ongerup Hockey Club
- Ongerup Golf Club
- Ongerup Football Club
- Ongerup Darts Association
- Ongerup Ballet Class
- Ongerup Dance Group
- Ongerup Cricket Club
- Ongerup Bowling Club
- Ongerup Junior Basketball Group
- Ongerup Basketball Association
- Borden Bowling Club
- Borden Cricket Club
- Borden Darts Association
- Borden Football Club
- Borden Golf Club
- Borden Hockey Club
- Borden Netball Club

COMMUNITY GROUPS
- Borden 4 year old Kindergarten and Family Play Group
- The Borden Group
- Borden P & C Association
- Gnowangerup Autumn Club
- Gnowangerup CWA
- Gnowangerup & Districts Tourism Promotion Committee
- Gnowangerup/Jerramungup Masonic Lodge
- Gnowangerup Land Conservation District Committee
- Gnowangerup P & C Association
- Gnowangerup Play Group
- Rotary Club of Gnowangerup
- Gnowangerup Sub Branch RSL
- Gnowangerup Soil Conservation
- Ongerup Community Centre Management Committee Inc.

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- Ongerup Community Development Inc.
- Ongerup P & C Association
- Ongerup Play Group
- Stirling Zone Council of Western Australia Farmers Federation
- Western Australia Farmers Federation.

TAMBELLUP

List of social clubs, associations etc.

- Tambellup Agricultural Society
- Tambellup CWA
- Tambellup Lions Club
- Tambellup Masonic Lodge
- Tambellup Theatre Company
- Tambellup Wagtail Crafts
- Tambellup Bowling Club
- Tambellup Cricket Club
- Tambellup Darts Club
- Tambellup Golf Club
- Tambellup Football Club
- Tambellup Hockey Club
- Tambellup Netball Club
- Tambellup Tennis Club
- Tambellup Community Sporting Association

PLANTAGENET

Accommodation

- The Jolly Frog
- Melaleuca Wey
- Plantagenet Hotel-Motel
- Valley Views Motel
- Banksia Farm

Agriculture

- Bill's of Tenterden
- Ric Bennett's Ag Repairs
- RJR's Contracting
- Plantagenet Farm Supplies
- Carroll State Agencies
- EFS Baling
- Agri Trucking and Works
- Ron's Shed
- GSR Rural Services
- Kendenup Fencing Contractors
- Stirling Fencing
- MP Fencing
- Stirling Bulk Distributors
- Western Mineral Fertilisers
- C & JS Turner (Shearing Contractors)
- Picko's Peeling with Feeling

Community Services

- Stephen Carter & Staff (Accountants)
- P.W. Felton & Associates (Accountants)
- Anderson Dufty (Builder)
- Mt Barker Building Service
- Plantagenet Sheds and Steel
- Cliff Rossman (Building Services)
- Mt Barker Carpentry
- Rob Reynolds (Building Services)
- Plantagenet Cabinets
- Crumps Canvas
- Ken Stone Motor Trimmer
- Colbe Carpet Cleaning
- Mt Barker Carpet Cleaning
- Plantagenet Concrete (Ready-mix)
- PN & ER Newmans (Concrete Supplies)
- Mt Barker Crane Hire
- Fulcher Contractors
- Big Bobcat & Semi-Tipper Service
- Belfield's Bulldozing

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(Shearing Contractors)
- Crutching Cradle
- Dyson Jones (Wool Valuation and Service)

Food and Drink
- Mt Barker Country Bakery
- Plantagenet Meats
- The Bretzel
- The Old Station House Cafe
- Gilberts Winery and Cafe
- The Grocery Store
- Crazy Spirits
- Kendenup Cottages
- Banksia Farm
- Mt Barker Co-Op Ltd
- Porongurup Shop and Tearoom
- Kendenup Stores
- Bohemia Orchard
- Fios Cafe
- Maleeya's Thai Cafe

Viticulture
- Gilberts Wines
- Goundrey Wines
- Plantagenet Wines
- Xabregas

Medical
- Iris C. Messmer (Dentist)
- Mt Barker Country Chemist
- Steer & Alley (Optometrists)

Hair and Beauty
- Lushlox
- Designer Hair
- Leisel Jungreigthmayr (Massage Therapist)

Pests and Animals
- Mt Barker Boarding Kennels
- Swift Pest Control
- Great Southern Pest and Weed Control
- Mt Barker Veterinary Hospital

Glass and Windows
- Artistic Glass Frosting
- Tranquillity Glass and Windows
- Stephen and Karen Gregory (Window Cleaning)
- Great Southern Windows and Glass

- Stirling Dingo Services
- G.T. & J.F. Couper
- N.J. Healy & Sons
- Stirling Mini Excavators
- Kendenup Grader Contractor
- Bob Parsons
- Monash Electrical Services
- Mt Barker Electrics
- Instrolect (Electrician)
- InterPrac (Financial Planning)
- Awesz Floors
- Bob Parsons (Grader Contractor)
- Kendenup Grader Contractor
- Mt Barker Hire
- Murry Hammond (Plumber)
- Bohemia Painting
- Academy Plumbing and Gas
- Plantagenet Plumbing
- Whale Plumbing and Gas
- Atlas Rural Services (Solar Pumps and Tanks)
- Haynes Robinson (Solicitor)
- Hudson Henning Goodman (Solicitor)
- Mt Barker Sports
- Harley Survey Group (Surveyors)
- Mt Barker Tanks
- Heritage Tanks
- Tim's Tyres and More
- Albany Tanks
- Rainbow Coast Timber Supplies
- Minorba (Timber Supplies and sawmill)
- Plantagenet Child Care Centre
- Bianca's Child Care Centre
- Barker Family Day Care
- Mt Barker Community Bank – Bendigo Bank
- Duffy's Access Video (DVD Hire)
- Rob Lally (Water Carting)
- Zen Couriers

Cars and Machinery
- Mt Barker Express Freight
- Plantex Courier Service
- Three Star Roadhouse
- BP Roadhouse

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- Artistic Glass – Paul Radford

Signs and Designs
- Architectural Drafting & Design Service
- Powerhouse Architectural Drawing
- David Aldred (Photographer)
- Have a Browse (Printing)
- Great Southern Signs
- Right-On Signs
- Mt Barker Trophies & Engraving
- Ian Ridgwell (Website Design)

Second–Hand Goods
- Chris and Joy's Pre-Loved Goods
- Sales Exchange
- Mt Barker Unit – Red Cross

Real Estate
- Ray White Mt Barker
- Wellington and Reeves Great Southern
- Walton Pietropaolo
- Hudson Henning Goodman
- H.R. Settlements
- Amity Settlements

- Ron's Shed
- Mt Barker Panel Beaters
- Alex Masson & Co
- R.R. & K.A. O'Connor (Transport Services)
- Southern Haulage
- Mt Barker Transport Services
- Kendenup Bulk Haulage
- Mt Barker Regional Carriers
- Tim's Tyres and More
- Mt Barker Tyre and Exhaust

Garden Services
- Ian Trom
- Swainson's Better Soils
- PL Mini Loads
- Hillside Bamboo Nursery
- Banksia Farm
- Poppy's Patch

Funeral Homes
- Bethany Funeral Home

Others
- Mt Barker Visitor Centre
- Old Police Station Museum
- Royal Antediluvian Order of Buffaloes

Numerous community organisations are engaged in young people's education and transition outcomes.

Youth accommodation services such as Albany Youth Support Association, which provides short term crisis accommodation and support to young people aged 15 to 25 years in the Albany area who are homeless or at imminent risk of becoming homeless. They also manage a youth outreach program to support at risk young people that may not require crisis accommodation and a supported accommodation program for young people who have transitioned to self contained accommodation. At risk young people are also supported by youth workers at Open Access art studio, where art is used to engage and facilitate the development of supportive relationships in an enjoyable and creative setting. Other services in the district which assist young people's health and well being are Headspace Great Southern – an early intervention program for youth with mental health or drug and alcohol issues and Palmerston Drug and Alcohol counselling and youth support services. True Colours is a safe, support group for youth of all sexualities and genders which meets once a fortnight in Albany.   Relationships Australia provides counselling and support for young people and their families. The YMCA operates an outreach bus program to engage youth across the whole district. The PCYC operates a range of programs from its Albany based club. Anglicare Albany operates women's crisis accommodation and tenancy support services; it also provides financial counselling and children's contact services.   Regional Counselling and Mentoring Services provides counselling to a range of clients including young people.

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Young mums and pregnant teenagers are supported by Best Beginning and the Rainbow Coast Neighbourhood Centre's educational programs, crèche and self help groups.

The Albany Regional Volunteer Centre coordinates volunteers for a range of community groups such as Green Skills, RSPCA and Lions Day Care Centre. These agencies also provide work experience opportunities for youth. Worklink provides training, employment and personal support services in the district, it also delivers the State government's Employment Directions Network and recently it has been delivering certificate two vocational training for youth disengaged with mainstream education.

Youth agency workers in the region are supported by the Youth Interagency Network which operates as an operational network and the Great Southern Youth Committee which operates to support young people through advocacy and the provision of professional development for workers.

Denmark has a part time youth worker and a purpose built youth centre which is well utilised by youth in the town. Mount Barker is currently building and developing a community centre with a range of youth programs and services planned, including a part time youth worker and capacity for an alternative education facility and youth centre. The Gnowangerup Hub Youth Group represents the youth of Gnowangerup, Ongerup and Borden. Albany youth are represented by a Youth Advisory Council which meets monthly and provides feedback and suggestions to the City of Albany's Community Development Officer.

At an operational and staff level there is an adequate level of coordination and cooperation amongst community groups. However at a strategic level there is no one coordinating body and consequently there is no overarching strategic plan for the delivery and collaboration amongst community organisations to best meet the needs of young people in the district. Concerns over duplication of services and poor inter-agency communication have been raised at community meetings in relation to the provision of youth work services. Concerns have also been raised in relation to the financial sustainability of the YMCA bus outreach service.

6.   Existing Program Profile

- Outline the programs or initiatives in your region most relevant to the education and transition outcomes of young people.

- Your response should be organised under Commonwealth, state/territory and local government headings. Information may include, but is not limited to, the following:

  - A brief description of the nature of the program/initiative including services provided and the effectiveness of the program/initiative.

  - The life of the program/initiative if known.

  - Any other information that describes the nature of support being provided by all levels of government.

A. Commonwealth Programs/Initiatives:

Commonwealth Programs: These include Youth Connections (funded to 2011), Disability Employment Network (rolling funding), the Indigenous Employment Program (rolling funding, but specific projects typically run for 12 months), Group Training (rolling funding annually contracted in

partnership with the WA state government) and Job Services Australia (rolling funding tied to tender rounds). Each of these programs is individually successful and achieving outcomes, however the challenge for them is to work collaboratively and in partnership to maximise outcomes for all young people. While the current accountability is to the funding body, in many cases DEEWR, the challenge is to build transparency into these programs and facilitate accountability at a community level. Additional programs that target families and parenting are also in operation and are considered important given the proven links between early childhood development, positive parenting and a child's ability to engage in schooling. Programs funded through FACHSIA target this area. One such is the Family Support program which offers two sub programs in the region: The Indigenous Children's program targeting 0-8 assists build parenting foundations and tries to connect parents with schools before the children start. An Indigenous parenting support service is also available which builds links between parents and schools – making schools *an ok place to be*. Communities for Children (also funded by FACHSIA) offers community based support service for families 0-12 for all people with children in this age group.

A new program funded under the Parenting and Community Engagement (PACE) initiative will focus on engaging parents and school Aboriginal and Islander Officers (AEIOs) for parents to better understand what their children are doing at school. The program will also offer training to certain parents in workplace training so that they can in turn train other parents through an honorarium

B. State/Territory Programs/Initiatives:

The State Government through its Albany Education District offers a range of programs for students who have a history of poor academic performance and are deemed at risk of disengagement with varying strategies to re-engage or maintain engagement of students. The attached tables outline these programs.

C. Local Government Programs/Initiatives:

Local governments offer support to both schools and VET providers by providing structured workplace learning opportunities for students and credentialed traineeships and apprenticeships.

Some shires support local initiatives such as the telecentre network which offers a range of facilities linked to information and telecommunications to its community. In some cases students use telecentres for places to study.

Further local initiatives receive support form their local government such as Kojonup Working, a community based organisation that works closely with the local high school.

There are also specific events that are held that incorporate families but these do not specifically target education and training outcomes, rather they contribute to it indirectly through forming stronger communities and family interactions.

7.   Existing Partnership Profile

- Outline partnerships operating in your Service Region focusing on partnerships that support the education and transition outcomes of young people (this section will grow as you become aware of partnerships operating within your Service Region). Information may include, but is not limited to, the following:

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> ➢ A brief description of each partnership (consider the nature of the partnership – Is it sustainable? Who is involved? What is the partnership aiming to achieve?).
>
> ➢ Key challenges to the development of a partnership culture in your region.

1) Career Expo Great Southern Steering Committee. An interagency group of at least 8 representatives committed to the annual planning, development and coordination of a Career Expo held in Albany. The successful outcomes are measured not only by the number of students who attend each year (800) and the desire of the stall holders (50) to return each year in order to share their knowledge on career options and transitions but the sustainability of the Expo.

2) The Disability Stakeholders Working Party is a partnership consisting of Great Southern Personnel, Education Support (school) representatives, ACTIV employment industries, Albany District Education Office, Great Southern TAFE, Disability Services Commission, Centrelink, National Disability Coordination Officer and the LCP. This partnership has delivered a career panel event to 20 youth with disabilities and has improved their understanding of career transitions.

3) The Timber School Based Traineeship Working Group consists of the regional peak industry body (Timber 2020), the Enterprise and Vocational Education coordinator, Group Training Organisations, TAFE Great Southern and the LCP. 21 young people (13 in 2008, 8 in 2009) were provided a supported transition into an entry level career in the timber industry.

4) The Albany Education District Consultative Committee develops an Education and Training Participation Plan which supports all students who are disengaged from formal education, training or employment, or at risk of being disengaged from these options. Student retention and engagement has increased over the ten years of the committees operations resulting in a 98% retention rate amongst year 11 and 12 students in approved programs.

5) The VET Cluster Group consists of 27 representatives from 17 education, training and other related agencies, such as group training organisations and the LCP.   Activities such as professional development increase the knowledge base of vocational educators, recognition of prior learning has been utilised to improve and increase the levels of qualifications in the region. The group shares best practice and knowledge to ensure better vocational outcomes for students in the district. Outcomes include the range of young people who now graduate with a WA Certificate of Education and a Certificate 2 from a school based traineeship.

6) The Local Community Partnership, whilst no longer in operation, managed relationships and built sustainable partnerships across sectors to facilitate the delivery of career services by other agencies. This successful partnership was the result of extensive and effective collaboration with a variety of stakeholders including schools, parents, young people,

employers and their peak bodies, industry groups, Regional Industry Career Advisors, government and non-government schools, registered training organizations, universities, group training companies and consultation with local Indigenous people, parents and youth representatives. The role of the LCP was to collaborate at a strategic level to improve the systems that currently exist and create new structures where there are gaps in the service to ensure high quality and socially inclusive career pathways and transitions. Outcomes include the recognition of prior learning of over 17 career professionals in the district, improved retention and engagement rates of young people, development of family of trades training courses available for year 10 students. The Partnership Broker program will value add to this work already undertaken.

ENVIRONMENTAL SCAN – PART B

CHALLENGES AND OPPORTUNITIES

Challenges and Opportunities in Your Service Region

- In the context of information provided in Part A of your Environmental Scan:

   1. Identify challenges facing your region focusing on issues that will impact on the education and transition outcomes for young people in your Service Region. Challenges may include gaps in available services or support in the Service Region.

   2. Identify opportunities for improved education and transition outcomes for young people in your Service Region.

1. Challenges:

Young People *(including Indigenous, humanitarian refugees and low SES backgrounds)*
Consultation with community in all regional towns including young and Indigenous people indicates the shortage and need for youth centres. Albany has a PCYC but no centre suitable for youth of older ages. Denmark young people and their parents were previously supported by the Healthy Communities project/coordinator. Cessation of funding has created a gap in services which has impacted on the community health and wellbeing.

The numbers of students deferring their tertiary studies under a gap year was extremely high [73%] compared with State averages of 23%. This alone indicates the need for greater emphasis on transitional preparation, including well supported on the job training so they can acquire workplace skills, together with the availability of higher-level learning or training in the Albany region.

Issues currently being addressed to some degree include poor academic performance, absenteeism, disengagement and risk of disengagement, limited local education options, low attendance, low self esteem, communication and assertiveness skills, risk factors associated with physical, emotional and intellectual disabilities.

MOUs are needed between youth agencies and organisations to reduce duplication, enhance communication and improve the quality and strength of service. It will be critical to include the development of alternative learning strategies, for example in Mount Barker, to ensure the needs of disengaged youth are addressed.

Transport remains a challenge for young people affecting some in the need to travel long distances to attend high school, which can negatively affect attendance. For others transport to attend further study, workplace training and employment remains a significant challenge for successful transition.

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Increasing challenges are being placed on students from the home environment including additional demands on young people to take on caring roles. Mental health issues fro young people are increasing and family dysfunction is a growing concern to many providers of education and social services in the region.

The invisible students who attend school but are mentally disengaged are of particular concern as identification is often difficult and few programs target these students, especially those who are or have been high achievers.\For some students the transition from primary to secondary school is very challenging, especially where their engagement levels are already poor (perhaps due to family issues) and where this transition involves a considerable journey to attend high school the problem with engagement is worsened.

Education and Training Providers

A clear challenge for VET in the Great Southern region is to ensure that students in the 15–17 year age cohort are encouraged to undertake VET training at higher levels. This will ensure that the skills they acquire are better aligned to regional demand.

In Mount Barker, where there is a number of extremely disengaged young people with poor literacy and numeracy skills, often too young or unsuited to attend TAFE, there is a need and support for a cross agency community-based outreach education program. This would be delivered part time at the Community Centre and could be operational by July 2010.

For many disengaging students the pathway from school to employment is unclear, this is especially so for Indigenous students, the challenge here will be to ensure real employment pathways for them can be developed.

Tambellup, Gnowangerup and Kojonup are now currently all experiencing a gap in providing post school employment options for Aboriginal youth as CDEP ceased operations on 30 June 2009. However the thin labour markets that exist in most regional locations pose real threats to meeting this need.

Support for ongoing senior high schooling of year 11 concluded in Gnowangerup and Kojonup in 2010 and year 12 will conclude in 2011. This has heightened the challenge to keep that cohort of students engaged, with early signs demonstrating a reluctance of many to attend senior school in Katanning.

Few young people in the region exit vocational education and training with a middle or higher level qualification**.** This is a concern as industry research predicts significant skill shortages in the para-professions (finance, health, education, land management, social services) all of which are anticipated to show continued growth, further exacerbating the skill shortages.

The state education sector has identified the need to collaborate with a range of stakeholders to develop and strategically manage a proposed Aboriginal Girls Sporting Academy.

A key need for all education providers relates to the expertise and resources required to undertake meaningful and effective school-community partnerships linked to career development outcomes, mentoring programs, career awareness, school volunteers, and community expertise and contribution to overarching student outcomes.

The need for the system to be increasingly more flexible is an ongoing challenge, especially in school structures where more emphasis is being placed on multi learning pathways to occur.

As the multiple learning pathways grow, so too does the demand on the TAFE sector to respond by offering flexible wrap around arrangements for students. While the TAFE has demonstrated considerable flexibility to meet this end, staff report on the additional challenges they face by taking on more school students, given they are not resourced in the same ways as a school (such as school psychologist and pastoral care services).

The training sector has become very commercial which has placed undue pressure on the education

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system to navigate through these relationships.

Partnerships with industry and local employers requires continuing enhancement, including the development of compacts targeting specific student groups. Providing sufficient variety in workplace experiences for students in smaller towns remains an ongoing issue fro some schools.

A review of weaknesses in the system by the VET Cluster noted that planning is school by school with most cooperation occurring on operational issues. Planning to address ongoing barriers is limited; Quantification of effectiveness in meeting industry and student need is not extensive. Planning to build on strengths across district is limited. School based traineeships commencements and completion rates have remained static in recent years and Industry priority areas have not been specifically targeted. Planning for special needs students has been on a school by school basis with limited district level cooperation to meet student needs. The depth of understanding between RTOs, GTOs and schools of imperatives and operations impacts on extent of collaboration levels and opportunities available to students. Accessing VETiS programs from towns outside of Albany is limited due transport and supervision requirements. RTO resources to assess and guide SBTs is limited to the level available for full or part time trainees, when SBTs require more resources in setting up, supporting students and liaising with stakeholders.

Threats were considered to include:

- Work placement availability due to increased WPL offering at Catholic and independent schools, particularly in Child care and hairdressing, and limited coordination between school sectors.
- Increased VETiS offering at Catholic and independent schools will challenge the advantage that Government schools hold in attracting VET students due to current superior offerings.
- System and process issues currently impede effort to grow VETiS to in accordance with community expectation and industry development. Manifest in static SBT numbers and completions, limited offerings of higher level qualifications (Cert III & IV)
- Current planning likewise is insufficiently focused to ensure VETiS is targeted towards growth and efficiency which is in the best interest of students, schools and industry
- ASBTs are over represented in Certificate II Business completion, and successful completion rates are below the district average. Issues include preparing students effectively for SBTs, targeting key priority industries and suitable learning resources.
- Insufficient promotion has limited community awareness and support for VETiS

Mentoring remains a successful mechanism to provide students with specific assistance tailored to their needs at whatever age it is needed. The model tested in 2009 proved flexible and workable. Networks between school and community have formed – albeit immature and awaiting expansion.

While there is considerable integration within the public education and training sector, the interface between private, not for profit and public systems could be enhanced.

Parents and Families
As discussed previously, the region lacks a representative body for parents and families of young people with individual Parents Citizens associations being the only formal organisations in place. GSEDC research undertaken during 2009 (copy attached to Strategic Plan) indicates that there is a need to identify more effective parental engagement. There is a case to establish a regional representative body supported by an independent agency. The 2009 research looked into international best practice models and made recommendations for change within the region. These strategies will be incorporated into the parents and families partnerships being formed as pilot models.

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Business and Industry *(including local skills shortages)*

The region has three major employing industries and there is a direct correlation between skills shortages and two of the major industries; agriculture, forestry and fishing and health and community services. The retail sector does not appear to be experiencing the same skills shortages, albeit this sector remains a popular destination for youth transitioning from education and continues to have a relatively high transient workforce.

The nine key employment sectors where there is unmet demand for labour or skills are: building and construction, health and community services, timber processing, high level IT, security sector, high level administration, finance and business, higher level technical skills relating to changes in the primary sector and the implementation of new practices/regulations, accounting and nursing. These skills shortages indicate a need for industry to attract young people to their sectors. For some industry sectors there is no coordinated trade or community representation in the region; including automotive, engineering, hospitality and the health and human services sectors of industry. Nor are there sufficient, sustained career pathways to enable the young people to grow their skill base to effectively take up these higher level positions. Small businesses cannot always offer sustained career pathways so partnerships with training providers prove critical in the longer term success of a person's vocational development. The distribution of small businesses across industry sectors and across a large region creates a need for sustainable representation in order to create common goals. The Great Southern Development Commission has identified a number of industry and population demographic gaps in the region. Their research indicates that the Great Southern has a significantly lower proportion of residents in the 20 to 40 year old age group compared to the State average. The reasons for the gap could include limited tertiary education opportunities and limited employment and career opportunities. GSDC has provided strategic support to the following industries; timber, light engineering, horticulture, tourism, food and wine (marketing, farmers markets, regional branding), aquaculture, bush products and exports. For example the Light Engineering industry cluster in the Albany region was operational in 2001-3. The challenge for industry is to develop sustainable industry representation and encourage the 20 to 40 year old age group to reside in the region to alleviate skills shortages.

Agriculture is changing and needing to adapt to climate change, the impacts of adverse seasonal conditions and the opportunities carbon trading will bring. The Southern Regional Interagency Taskforce (SRIT) was convened in 2002 to provide strategic input and reduce red tape to fast track support to communities in need. While SRIT is no longer active, it is envisaged that the goodwill established between the agencies would enable it to be reconvened at short notice should the need arise. And in the interim, South Coast NRM provides a regional forum for such organisation to maximising opportunities in this sector.

The region generally

There is currently a shrinking public base within the region. Historically this sector has provided structured pathways for young people into work. As the sector reduces in size, so too does the ability to provide supervision and opportunities. This trend has been further exacerbated with efficiency measures, resulting in cuts to state government departments.

2.   Opportunities:

The success and/or development of the two "natural communities" in Gnowangerup and Kojonup will be used as the basis for ongoing refinement in Mount Barker and Denmark, with more localized

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"sub-community" approaches within the city of Albany. This will occur over the next 3 years.

There are substantial enhancements in VETiS offerings relevant to student need and industry skill shortages through potential trade training centre funding
Impediments to VETiS such as RTO-school reporting systems, transport for students to attend TAFE, flexible learning resources can be overcome.
Focused planning with district wide commitment is an opportunity to build the current good VETiS offerings into a top quality system targeted to meet student, industry and community need, while showcasing excellence in Government school education

To enhance education and industry linkages there is room for the development of partnerships targeting key industries such as the growing Health and Community Services industry to develop pathway options including opportunities for regionally located students and more effective pathways such as higher level pathways commensurate with entry level requirements of industries such as the Health industry.   Other opportunities exist to enable industry and small business to adopt a student/s or school, perhaps by way of a compact to offer support through mentoring, literacy & numeracy support, career advice and lectures, work placements, SBTs, full time work.

As not all students fair well in an institutional environment such as school or TAFE, tailored arrangements need to be explored and supported through partnerships involving all PB stakeholder groups.

The role of parents throughout a young person's development and career path can be enhanced through more interaction with schools and the community at large. Opportunities exist to develop and implement a best practice model.

Well behaved but educationally disengaged students who are often overlooked or hard to identify require alternative approaches to re engage them. This group provides a challenge and opportunity to review how the stakeholders can challenge the system to support them more effectively.

For students who do not see school as a pathway to work, in particular Indigenous students, partnerships with government, business and community to develop real work options post school promise to overcome some current disengagement and lack of attainment.

As a result of research nationally the importance of early childhood support is recognised and some effective programs are in place in some areas of the region.   However these programs do not currently operate in a larger education and training context. With effort this can be addressed and effort put in place to ensure broader stakeholder input is achieved and best practice shared across the region. Further there is opportunity to being the stakeholders together to review current practice of preparing students for the transition from primary to high school to determine how this can be enhanced.

 Mentoring remains a successful approach and the GSEDC ran a very successful program in 2009. There is opportunity to expand this in 2010/11 to incorporate additional schools, businesses and community stakeholders.

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ENVIRONMENTAL SCAN – PART C	71
SOURCES	

Sources

- The Environmental Scan should be informed by a range of sources including available data sets and input from all key stakeholders. Outline the sources which have informed this Environmental Scan.

Sources used in preparing the Environmental Scan are as follows:

- Australian Bureau of Statistic 2006 Census and 2008 Experimental Estimates;
- Education Training Pathway Planning (ETPP) Annual Plan;
- Albany District Vocational Education and Training in Schools Strategic Plan;
- Great Southern Employment Development Committee's Jobs for Keeps Strategic Report;
- Department of Education and Training VET Needs for the Great Southern Region;
- Regional Workforce Futures Report, Matthew Tonts And Fiona Haslam-Mckenzie
- Albany VET Cluster Strategic Plan 2008-2011
- Education and Training Participation Plan
- Direct interviews with:
- Jonathon Hoskins, Principal, Mount Barker Community College,
- David Mexsom, Area Coordinator, Master Builders Association
- Chris Tozer, Area Coordinator, the School Volunteer Program Inc.
- Ilona Diessner, Manager, Albany and Regional Volunteer Service
- Dr Peter Havel, Principal, Albany Senior High School
- Sue Joensson, Coordinator, Albany Special Education Unit
- David Flick, Manager, Cleve Humphries Aboriginal Programs Officer, Skillhire Albany
- Margaret Jones and Kim Krakouer, Great Southern TAFE, Mount Barker
- Chris Jones and Justine Bradney, Great Southern TAFE, Albany
- Luke Clatworthy, Principal, Gnowangerup District High School
- Barbara Black, Director, University of WA
- Denise Legge, Denmark Chamber of Commerce and Industry
- Graham Harvey, Albany Chamber of Commerce and Industry
- Gail Short, Manager, Mount Barker Community Centre

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- Vicki Webb, Regional Officer, Employment Directions Network
- Chris Matthews, Principal, Tambellup Primary School
- Jo Trezona, CEO, Shire of Broomehill-Tambellup
- Terri Neuzerling, Community Development Officer, Shire f Kojonup
- Tracey King, Tambellup Telecentre
- Anthony Middleton, CEO and Toni Melia, Projects Officer, Shire of Cranbrook
- Damian Luscombe, Principal Frankland Primary School
- Nikolai Emery, Participation Manager and Jerome Vann, EVE Coordinator, Albany District Education Office, WA Department of Education
- Brian Davies, Principal, Kojonup District High School
- Di Cole, Principal, Denmark High School
- Dale Stewart, CEO, Shire of Denmark
- Rob Stewart, CEO Shire of Plantagenet
- Sam Davis, Sharon Miniter and Shire of Gnowangerup

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