

# BAYSIDE, GLEN EIRA AND KINGSTON 2015 EXECUTIVE SUMMARY



Prepared by:



This Regional Scan has been prepared with the assistance of funding from the Victorian Department of Education and Training (DET).

Developed by the Bayside Glen Eira Kingston Local Learning and Employment Network (BGK LLEN) in February 2015:

1/264 Charman Road  
Cheltenham, Victoria 3192

Telephone: 03 9584 8845  
Facsimile: 03 9584 8842

Website: [www.bgkllen.org.au](http://www.bgkllen.org.au)  
Email: [admin@bgkllen.org.au](mailto:admin@bgkllen.org.au)

This document has been compiled by the BGK LLEN for its own planning purposes. The information contained herein is believed to be reliable and accurate. However, it is distributed on the understanding that no responsibility or liability for any information, opinions or contents contained herein, or for any consequences of its use, will be accepted by the BGK LLEN or by any persons involved in the preparation of this report.

# Executive Summary

## Introduction

The purpose of the Bayside Glen Eira Kingston Local Learning and Employment Network's (BGK LLEN) 2015 Regional Scan is to assemble data that will assist both the BGK LLEN and its regional stakeholders to consider factors that may inform and influence strategic directions and goals. This Regional Scan was developed utilising a range of research tools, methods and sources. Release of the most recent Australian Bureau of Statistics (ABS) 2011 Census has enabled the most up-to-date information pertaining to local demographic data and, where possible, 2011 Census data is compared to 2006 and previous Census data-sets. The most recent school enrolment and applied learning participation figures, provided by the Department of Education and Training (DET – formally known as DEECD) are only available for up until the end of the 2013 school year.

The BGK LLEN is part of a network of 31 LLENs across Victoria funded by the Victorian Government to support the objective that 92.6 per cent of all Victorian young people will achieve Year 12 or its equivalent by 2015. Established in 2002, the pivotal role of the BGK LLEN has been to act as a regional strategic and facilitation body, bringing together the entire Bayside, Glen Eira and Kingston local government regions to collaboratively contribute to improving the education, training and employment outcomes for local young people. The BGK LLEN works in partnership with its key stakeholders including secondary schools, further education and training providers, community members, social and welfare organisations, youth agencies, local government and employers. The BGK LLEN is governed by a voluntary Committee of Management representing the key organisational stakeholders.

The BGK LLEN currently has four major Strategic Goals in the areas of youth transitions, education/training engagement, the expansion of pathways for young people through an increased number of school/business partnerships and increasing youth earning/learning retention rates. Inherent within each of these goals is an emphasis on achieving positive outcomes for vulnerable, disadvantaged or socially isolated young people.

## Profile of the Region

### General Regional Characteristics

The BGK region has a population that is ageing faster than the state average. The higher socio-economic areas, such as the Bayside Local Government Area (LGA), have lower numbers of young people aged less than 34 years than those in the older age ranges. Dwelling density across the BGK LLEN region has increased over the last decade. The Glen Eira and Kingston region have government funded or subsidised housing rates that are lower than the Greater Melbourne average, while Bayside is on par with the Melbourne average. Interestingly, the Bayside South region actually records higher rates of social housing than the Greater Melbourne average. The region has higher than average incomes. Overall the BGK region has lower than average levels of disadvantage, although one suburb within Bayside and nine within Kingston are higher than the Greater Melbourne average. Unemployment rates for Bayside and Glen Eira are lower than the Greater Melbourne and Victorian average to September 2014. The Kingston region maintained unemployment rates higher than both the Greater Melbourne and state-wide average between September 2014 and December 2014, however it fell marginally below both between March 2014 and September 2014. The BGK LLEN region has a higher than average number of people born overseas, and education levels of the population tend to be higher than the Victorian average.

### Children Aged 10 – 12 Years in the Bayside, Glen Eira and Kingston Region

The number of BGK region children in the 10 to 12 year old age group has been steadily declining as a proportion of total population over the last decade as it has across Victoria over the same period. Victorian children in this age group are generally in the upper classes of primary school; however a not insignificant number of 12 year olds are present in the first year of secondary school. The children aged between 10 to 12 years attend a diverse range of schools from local government, Catholic and independent sectors. Overall 58 per cent of BGK primary-school age residents attend government schools and the remaining 42 per cent attend non-government ones. The BGK region has above average income and a relatively high proportion of children living with their own parents. Recent international migration to the area is higher than for Victoria as a whole, but the migrant children have tended to come from English speaking countries, resulting in a rate of language difficulty lower than for the state as a whole. The area has few Indigenous children in this age group.

### Young People Aged 13-19 Years in the Bayside, Glen Eira and Kingston Region

The number of people in the 13 to 19 year old age group has been steadily declining in this region, as it has in Victoria since 2001. Victorian people in this age group are generally in Secondary School; with some 17, 18 and 19 year olds finishing school

and entering the workforce or tertiary study. As with the younger age groups the school students in this age group attend a diverse range of local state, catholic and independent schools. Overall 59 per cent of BGK secondary school age residents attend non-government schools and the remaining 41 per cent non-government ones. The BGK region has above average family incomes and a relatively high proportion of people living with their own parents. Recent international migration to the area is higher than for Victoria as a whole, with the largest groups coming from the United Kingdom, Chinese Asia, Southern and East Africa. The number of young people aged 13 to 19 with disabilities is increasing. Similarly, a notable number of regional young people in this age range are unpaid assistants to a person/s with a disability, with this youth carer number increasing.

## Issues and Considerations – Youth Transitions and Outcomes

The regional profile research points to the following issues affecting (or potentially affecting) BGK region children and young people’s transitions and education, training and employment outcomes. The considerations (or recommendations) are areas that should be further explored by the BGK LLEN and/or other regional stakeholders.

Ageing Population	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>The BGK region has population that is ageing faster than the state average, with some areas having lower numbers of people aged less than 34 years than those in the post working age ranges. As such, the need for health and community services for an aged population will continue to increase.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>An emphasis on building partnerships that promote careers in the health, community and services should remain a regional priority.</i></li> </ul>
Public Housing	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Public and social housing rates in the Bayside LGA are on par with that of Victoria; however the Bayside South region is almost one per cent higher.</li> <li>The numbers of young people between the ages of 10 – 19 years and living in public housing is not known.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>There is a need to identify and support those children and young people residing in public housing, as this cohort potentially face greater levels of education and transitions vulnerability than peers living in other housing arrangements.</i></li> </ul>
Culturally and Linguistically Diverse Children and Young People	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>At 2011 approx. 14 per cent of children and young people aged 10 – 19 years in the region were born overseas, with the majority from countries where English is spoken. Of those born overseas in non-English speaking countries four regions were most prominent: Chinese Asia (11.9 per cent of overseas born); Southern and East Africa (10.4 per cent); Southern Asia (7.8 per cent); and, Middle East (7 per cent).</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>While these figures are lower than in other parts of Victoria, it does suggest a need to build partnerships with Culturally and Linguistically Diverse (CALD) organisations servicing these cultural groups (often located in other regions), particularly where capacity could be built in youth educations and transitions support functions.</i></li> </ul>
Indigenous Children and Youth	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Although the child and youth Indigenous youth population in the BGK region is relatively low, this remains a population group at risk of early school leaving and poor education, training and employment outcomes.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>Continue to work closely with the Department of Education and Training to link into regional initiatives that will support BGK region Indigenous young people.</i></li> </ul>
Kingston LGA Education and Transition	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Nearly 37 per cent of the BGK region’s primary and secondary school-aged population is based in Kingston. In addition, of the three LGAs, Kingston has the lowest socio-economic statistics (including six suburbs that have SEIFA rates lower than the Victorian average).</li> <li>It is acknowledged that low SEIFA rates are aligned with lower levels of education, training and employment outcomes.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>An emphasis on building partnerships that enhance the education and wellbeing transitions and outcomes of Kingston children and young people should remain a regional priority.</i></li> </ul>
Cross-Sector Schooling	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>A particular challenge in the BGK region is the fact that it is home to 126 primary and secondary schools and education providers, with around 45 per cent government schools and the remaining 55 per cent non-government ones. With a diverse range of funding bodies, educational authorities and networks it is therefore difficult to establish partnerships and networks that address and service the needs of all sectors and education institutions.</li> </ul>

<b>Consideration:</b>	<ul style="list-style-type: none"> <li>Building cross-sectoral partnerships and initiatives is vital in the diverse government and non-government school based BGK region.</li> </ul>
<b>'At Risk' Youth – Young Carers</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Nearly 800 local young people over the age of 15 report as being unpaid carers to a person with a disability. In taking on this responsibility these young people are vulnerable to education, training and employment disengagement, as well as risking mental and physical health outcomes.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>Build a network to explore this growing issue and identify ways in which local youth carers can be supported.</li> </ul>
<b>'At Risk' Youth - Disability</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Young people with disability are particularly vulnerable to early-school leaving and therefore more likely to experience poor education, training, employment and wellbeing outcomes than their peers without disability.</li> <li>The rates of youth disability employment is half that of their peers and reducing, making them vulnerable to social and economic exclusion in the future.</li> <li>The numbers of young people with profound, moderate and mild disability (as well as learning needs) is increasing in the BGK region. Students with disability attend both special schools and mainstream schools.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>Maintain and support existing cross-sector partnerships that are working to improve youth disability education, training and transitions outcomes. These include: 'Beyond the School Gates'; and, 'Southern Disability Careers Network'.</li> <li>Build partnerships that facilitate cross-sector connections between special and mainstream schools, enabling sharing of resources, knowledge and skills to increase support for students with disability.</li> <li>Extend 'Ticket to Work' to provide work placements and SBAT support to students with disability attending mainstream schools.</li> </ul>
<b>'At Risk' Youth – Not in Education, Training or Employment</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Those youth between the ages of 15 – 19 years and not in education, training or employment (and not searching for employment) in the BGK region represent a population that is at risk of current and future social and economic inclusion.</li> <li>At a minimum 425 young people were reported in this category in 2011. However, it is well understood such young people often 'fall within the gaps' of reporting and thus a further hidden number of such young people are likely to exist within the region.</li> <li>This youth population is even more at risk if they have exited school before completing Year 12 or its equivalent, making the need for non-mainstream or 'alternative' program access critical to re-engaging those young people 'at risk' of or already disengaged from school.</li> <li>The economic and social costs of early school leaving to the individual and the wider community are not well understood.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>Maintain and support the Flexible Engagement and Learning Network (FELN).</li> <li>Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people outside education, training and employment.</li> <li>A local econometric assessment of early school leaver costs would be of benefit to a wide range of regional (and wider) stakeholders.</li> </ul>

## Education and Training Provider Profile

### Overview of Education and Training Providers

The BGK region is home to 126 primary and secondary education providers. Of these, 86 are mainstream primary schools (48 government, 23 catholic, 15 independent), 4 special needs primary schools, 28 mainstream secondary schools (10 government, 5 catholic, 13 independent) and 8 specialist / alternative secondary education providers, as well as a range of TAFEs, Registered Training Providers (RTOs) and Universities providing education and training providing training and education to local young people.

### Primary and Secondary School Enrolments

From a primary school enrolment perspective, 32,571 students attend local BGK region schools. This includes not only BGK region residents but also others that may live outside of the region but attend a BGK primary school. Victorian Department of Education and Training data revealed that 62.8 per cent of all enrolled students attended a local government school and 37.2 per cent attended a non government one (23.5 per cent Catholic school and 13.8 per cent independent) in 2013. The population of enrolled students (32,571) is higher than the resident primary school-age population (28,762) of children

attending primary school recorded in the 2011 ABS Census; suggesting that that just over 4,000 students travel from outside the BGK Region to attend a school located here.

From a secondary school enrolment perspective, 22,561 students attend local schools. This includes not only BGK region residents but also others that may live outside of the region but attend a BGK secondary school. Victorian Department of Education and Training data revealed that 45.5 per cent of all enrolled students attended a local government school and 54.5 per cent attended a non government one (20.1 per cent Catholic school and 34.3 per cent independent) in 2013. In Victoria, for the same period, the split was 56.5 per cent government enrolments to 43.5 per cent non-government. The population of enrolled students is largely on par with the resident secondary school-age population (21,947).

### **Regional Learning Pathways**

The region does offer multiple learning pathways to its children and young people, however broad provision is limited in some schools. As noted below, there is a definite need to build capacity in some senior secondary education providers to broaden applied learning provision (in particular Vocational Education and Training in Schools [VETiS], School Based Apprenticeships and Traineeships [SBATs] and the Victorian Certificate of Applied Learning [VCAL]) to complement already strong levels of academic education (Victorian Certificate of Education [VCE]) provision regionally.

#### ***Victorian Certificate of Education (VCE):***

The VCE is a certificate Victorian students receive upon satisfactory completion of its components. The alternative to the VCE is the Victorian Certificate of Applied Learning (VCAL), however the majority of Victorian students who complete their education opt to complete the VCE. The BGK region records higher rates of Units 3 and 4 level VCE enrolment than does Victoria, with 84.0 per cent of senior school students undertaking the VCE as compared to a state-wide average of 76.8 per cent in 2013.

#### ***Victorian Certificate of Applied Learning (VCAL):***

The VCAL sits alongside the Victorian Certificate of Education (VCE) as applied learning oriented senior school qualification in Victoria. The VCAL is a 'hands on' learning option for students in Years 11 and 12 and offers practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills. BGK region schools still lag behind their Victorian counterparts in terms of student access to VCAL during their senior years of school. Of particular concern is limited VCAL provision in government schools across the BGK region. In 2013, the BGK recorded a VCAL enrolment rate of 13.5 per cent whereas the Victorian average was higher at 19.1 per cent.

#### ***Vocational Education and Training in Schools (VETiS):***

VETiS refers to school-based VET programs that provide students with the opportunity to gain credit towards their senior education certificate (ie.VCE or VCAL) while at the same time gaining a nationally industry-recognised qualification or credit towards this qualification (e.g. Certificate II in Hospitality). Some VET programs can also contribute towards a university entrance score. VETiS training is delivered by a Registered Training Organisations (RTO) such as TAFE or private training organisations. In some cases secondary schools are also registered as RTOs. In 2013, VETiS participation rates in the BGK region were lower than the state-wide average. In 2013, 15.0 per cent of Year 10 BGK region students were enrolled in a VETiS program, which was 7.4 per cent lower than across Victoria. For the same period, 35.6 per cent of Year 11 and Year 12 BGK students were enrolled in a VETiS program, which was 4.5 per cent lower than Victoria as a whole.

#### ***School-Based Apprenticeship and Traineeship (SBAT):***

A SBAT is a nationally accredited qualification that is recognised throughout Australia and is undertaken as part of a student's VCE or VCAL. A SBAT combines industry specific accredited training with a Registered Training Organisation and paid employment in that same industry. In some cases, students who have undertaken a SBAT will receive credits towards a post-school full or part-time apprenticeship or traineeship in that same industry. In 2013 the Year 10 SBAT enrolments in the BGK region was 0.5 per cent, which was virtually on par with Victoria (0.7 per cent). In terms of Year 11 and Year 12 SBAT enrolments, in 2013 the BGK region saw 1.9 per cent of students in an SBAT arrangement which was 0.9 per cent lower than Victoria as a whole.

#### ***Regional Workplace Learning Networks***

VETiS, SBAT and work placement brokerage is an important mechanism for influencing and assisting schools to offer a broad suite of post-compulsory vocational programs for all students and ensuring access to non-school based career exposure prior to school completion. The 'Workplace Learning Coordinators Program' is aimed at expanding workplace learning opportunities for young people, with Youth Connect funded to deliver it within the BGK region to the end of 2015. The WLC program works with LLENs, secondary schools, TAFEs, Adult and Community Education providers and local employers to coordinate SBATs, Structured Workplace Learning and work experience.

## **Early School Leavers and ‘At Risk’ Youth**

The coalescing issues of youth disengagement and early school leaving are significant problems in Australia. While school retention rates have increased in recent years and there has been some reduction in youth unemployment, large numbers of young people continue to fall through the gaps and risk present and future social and economic exclusion or access to education and training. Many factors can contribute to a young person leaving school early including: disadvantage; family reasons; disability; sexual orientation; health; disability; and, access to relevant education offerings. By minimising or mitigating these factors and by also ensuring that parents and families are supported during their child’s education career and at key transition points can also help to reduce early school leaving.

### ***‘At Risk’ Population - Young people with disability***

It is estimated that up to 1,018 between the ages of 15 to 24 with severe or profound disabilities reside in the BGK region, as well as a further 2,434 with other moderate or mild disabilities. Young people with disability are particularly vulnerable to early school leaving and risk of not moving into sustainable post-school education, training and employment. The rates of employment for people with disabilities in Australia is half that of their peers and is actually reducing. The importance of supporting young people with disabilities to engage with schooling and successfully transition to post-school destinations such as further training and/or employment is critical. Partnerships between education, employment and not-for profit sectors are also seen as a mechanism for supporting positive transitions. This is not only of benefit to the individual but also to their carers and the wider community.

### ***‘At Risk’ Population – Young people in out-of-home care***

Most recent data from the Victorian Department of Human Services showed that in 2013 close to 6,500 children and young people are in out-of-home care (residential, foster-care or kinship arrangements); with that rate rising at a rate of 5.3 per cent per annum since 2002. Accurate data for the BGK region is not available. It is well documented that young people in out-of-home care have statistically poor education and transition outcomes, often due to the negative life experiences and traumas that have taken them into the care system in the first place, disabilities, disadvantage and as a result of numerous care placements. As such it is critical that such vulnerable children and young people, and the carers and workers that support them, receive particular assistance to enhance their education and transition outcomes.

### ***‘At Risk’ Population – Homeless youth***

Accurate data of pertaining to homeless young people in the BGK region are not available, however anecdotally we know you that young people without a sustainable, secure and safe circumstance are within the area. It is important to recognise that a number of factors can influence youth homelessness including family breakdown, family violence (physical, sexual and emotional abuse), poverty, social inequality, youth unemployment and intergenerational unemployment, out-of-home care and illness are factors that can influence youth homelessness.

### ***‘At Risk’ Population – Young people experiencing mental health***

Mental health is defined as “the capacity of individuals and groups to interact with one another and the environment, in ways that promote subjective wellbeing, optimal development and use of mental abilities (cognitive, affective and relational)”. Key mental illnesses include: depression; anxiety; eating disorders; psychosis; self harm; and, alcohol and other drug issues. It has been reported that Bayside has had a higher level of child and youth psychiatric hospital separations than the Victorian average, while Glen Eira and Kingston were slightly lower than the state average. With regards ‘high levels’ of psychological distress, Glen Eira reported a level that was higher than the Victorian average, while Bayside and Kingston students reported a level that was lower than the statewide average. In terms of bullying, Kingston reported a level that was higher than the Victorian average, while it was lower in both Bayside and Kingston.

### ***‘At Risk’ Population – Same-sex attracted and gender questioning young people***

Same-sex attracted youth are at potential risk of disengagement. These young people can face homophobia, physical abuse and other forms of abuse (such as exclusion and rumours); which can contribute to self-harm, suicide (attempts and actual) and engagement disengagement. The actual number of same-sex attracted young people in the BGK region is unclear, however the ‘RESPECT: Supporting Sexual and Gender Diversity in Bayside Glen Eira Kingston’ partnership initiative has been established by the BGK LLEN to reduce homophobia in schools and improve wellbeing and school outcomes amongst local same-sex attracted young people. As at late 2014, 20 schools are connected to the BGK LLEN initiated RESPECT Schools Network; a Network which is now a self-sustaining one that is being coordinated by participating schools directly.

### ***Early School Leaver Survey***

An indication of poor early school leaving outcomes in the BGK region is noted in the On Track Survey. This data showed that of those who left school early in 2012 and took part in the surveying, a significant 23.4 per cent were ‘looking for work’ and 4.5 per cent were ‘not in the labour force or looking for education or training’ in the months after leaving school.

### **Young People Not in Education, Training or Employment**

At 2011, approx. 692 young people between the ages of 15 – 19 years in the BGK region were not in education, training or employment. Of this total, 267 were not attending education / training, were not employed and were looking for work. The remaining 425 were not attending education / training and were not in the labour force. This represents a not-insignificant portion of young people across the region who are at significant risk of potentially poor future social, wellbeing and economic outcomes.

### **Unemployed Youth Cost**

Numerous studies point to the correlation between school completion and future access to education, training or employment. Data shows that school completers are most likely to be engaged in full-time employment and education, whereas female early school leavers are more likely than male early school leavers to withdraw from the labour force. From a social and economic perspective the impact of early school leaving inevitably leads to lower employment rates, increased welfare payments, lower productivity and lower tax revenue. Conservative estimate modelling, conducted nearly a decade ago, of the monetary cost per early school leaver was \$37,100 to the government and \$14,700 per individual over the course of a lifetime.

### **'At Risk' Programs**

Funding for the Youth Connections program, delivered by YouthXpress in the BGK region, concluded at the end of 2014 and has not been replaced by a similar program. This program, which provided individualised case managed support to vulnerable 13 – 19 year olds both in and out of the education system. Schools, parents and others were able to refer at-risk young people for individualised and case managed transitions support aimed at engaging them in positive education, training or employment destinations. As this program provided support to some of the most vulnerable young people in the region, it is yet to be seen what the impact of losing such a program will have in the region in 2015 and beyond.

'Beyond the School Gates' is an extended school hub initiative driven by Berendale School and project managed by the BGK LLEN. The aim of Beyond the School Gates is to break down the barriers that prevent young people with intellectual disability or learning differences from inclusion in the community and enhance the employability, further education and social outcomes for this cohort. The target group are intellectually disabled young people and young people with learning differences aged 14 – 19 years, and their families, in the BGK and Port Phillip regions.

In recognition of the value in empowering parents with current education and career transition information, a number of programs have been developed for or adopted into the region to support parents in their role as a career and transitions influencer, most notably the 'Parents as Career Transition Support (PACTS)' and the 'PACTS for Primary School Parents' programs.

### **Youth Participation and Leadership**

The notion that young people should have a say in decisions affecting their lives has existed for many years. However, in more recent years the concept and principle of 'Youth Participation' has increasingly entered the lexicon of Australian agencies with a youth focus and in some cases been enshrined in legislation or formed part of governmental policy. Government, non-profit and community members have identified the many benefits that youth participation and leadership can have in the local community and for the individual young person.

### **Career Development**

After parents, educators play the second most significant role in influencing the career and pathways decisions made by young people. Career educators are identified in playing such a critical career planning role through their position as an information disseminator and support person. However, in some cases their capacity to provide appropriate information was reduced by limited industry experience, a bias towards tertiary education and limited time to thoroughly review career resources and disseminate these to students. While careers teachers play a significant role in advising and supporting the career development of students, it is important to note that other general and specialist teachers also contribute to student development in this area, although often to a lesser degree.

### **Youth Mentoring**

Youth Mentoring is increasingly seen as a model for enhancing relationships between a young person and significant other (e.g. peer, adult) with a view to enhancing their emotional, social, skills or pathways development. Despite this, BGK LLEN scanning has identified that there are very few opportunities (or funding availability) for mentoring or careers-based coaching within local education providers (or their partner agencies). Indeed, there is also very little mentoring opportunities within community organisations servicing the area. An opportunity exists to promote best practice mentoring programs and approaches with local education providers (and community agencies) with a view to encouraging the development of high quality, well resourced and supported, sustainable youth mentoring programs in the region.

## Education and Training Provider Representative Networks

A number of representative networks to support education and training providers operate within the BGK region, some of which are facilitated and supported by the BGK LLEN, while others are supported by other bodies and authorities. These include: 'Applied Learning Awards'; 'Ticket to Work'; 'National Ticket to Work Network'; 'Flexible Engagement and Learning Steering Network'; 'Beyond the School Gates'; 'Bayside Careers Network'; and, 'Southern Disability Careers Network'.

## Issues and Considerations – Education, Training and Youth Transitions

The research points a number of challenges, gaps or weaknesses in education, training and youth transitions in the BGK region and from this a number of considerations (recommendations) for BGK LLEN and regional stakeholders are proposed:

<b>Cross-Sector Schooling</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• A particular challenge in the BGK region is the fact that it is home to 126 schools and education providers.</li> <li>• 62.8 per cent of all enrolled primary school students attended a local government school and 37.2 per cent attended a non government one (23.5 per cent Catholic school and 13.8 per cent independent).</li> <li>• 45.5 per cent of all enrolled students attended a local secondary government school and 54.5 per cent attended a non government one (20.1 per cent Catholic school and 34.3 per cent independent).</li> <li>• With a diverse range of funding bodies, educational authorities and networks it is therefore difficult to establish partnerships and networks that address and service the needs of all sectors and education institutions.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Building cross sectoral partnerships and initiatives is vital in the diverse government and non-government school based BGK region.</i></li> </ul>
<b>Victorian Certificate of Applied Learning (VCAL)</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Gaps exist in the provision of the VCAL amongst secondary schools in the BGK region, with recent enrolment in the BGK region being 5.6 per cent less than the Victorian average.</li> <li>• Some BGK region schools have &gt;50% levels of students moving into employment after completing Year 12 but do not offer VCAL as an alternative to VCE.</li> <li>• There is a need to alter perceptions of VCAL so that it gains more credibility within the community and is not considered a "dumping ground" in some community segments and local secondary schools.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Work with current and potential VCAL providers to increase access for local young people</i></li> <li>• <i>Profile VCAL successes</i></li> <li>• <i>Award VCAL outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)</i></li> </ul>
<b>Vocational Education and Training in Schools (VETiS)</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Gaps in Year 11 and 12 VETiS participation amongst secondary school students in the BGK region, with recent enrolment around 4.5 per cent less than the Victorian average.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Promote VETiS programs, particularly in those industry areas with sound future employment and further training outcomes (e.g. skills shortage areas).</i></li> <li>• <i>Profile VETiS successes</i></li> <li>• <i>Award VETiS outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)</i></li> </ul>
<b>School Based Apprenticeship and Traineeships (SBAT)</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Gaps in Year 11 and 12 SBAT participation amongst secondary school students in the BGK region; with recent enrolment 0.9 per cent less than the Victorian average.</li> <li>• SBAT participation rates in the BGK region have remained relatively static in recent years, although there was a small increase of 0.5 per cent between 2012 and 2013.</li> <li>• Gaps exist in the rate of young people with disability or learning difficulties undertaking SBATs, despite this being a sound transition program for those suited to an SBAT.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Build partnerships with industry areas currently experiencing planning for future skills shortages</i></li> <li>• <i>Increase awareness of, and access to, SBATs amongst students with disability and learning needs.</i></li> <li>• <i>Build awareness of SBATs with employers (including knowledge of SBAT disability student employment)</i></li> <li>• <i>Promote SBAT programs, particularly in those industry areas with sound future employment and further training outcomes (e.g. skills shortage areas).</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Profile SBAT successes</li> <li>• Award SBAT outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)</li> </ul>
<b>'At Risk' Youth - Disability</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Young people with disability are particularly vulnerable to early-school leaving and therefore more likely to experience poor education, training, employment and wellbeing outcomes than their peers.</li> <li>• The rates of employment for youth disability employment is half that of their peers and reducing, making them vulnerable to social and economic inclusion in the future.</li> <li>• The numbers of young people with profound, moderate and mild disability (as well as learning needs) is increasing in the BGK region. Students with disability attend both special schools and mainstream schools.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Maintain and support existing cross-sector partnerships that are working to improve youth disability education, training and transitions outcomes. These include: 'Beyond the School Gates' and 'Southern Disability Careers Network'.</i></li> <li>• <i>Build partnerships that facilitate cross-sector connections between special and mainstream schools, enabling sharing of resources, knowledge and skills to increase support for students with disability.</i></li> <li>• <i>Extend 'Ticket to Work' to provide SBAT support to students with disability attending mainstream schools.</i></li> </ul>
<b>'At Risk' Youth – Young Carers</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Nearly 800 local young people over the age of 15 report as being unpaid carers to a person with a disability. In taking on this responsibility these young people are vulnerable to education, training and employment disengagement, as well as risking mental and physical health outcomes.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Build a network to explore this growing issue and identify ways in which local youth carers can be supported.</i></li> </ul>
<b>'At Risk' Youth – Out-of-Home Care</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Children and young people in out-of-home care arrangements are a vulnerable population that have statistically poor education and transition outcomes.</li> <li>• Gathering accurate state-wide and regional data and information about this vulnerable youth cohort is important.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>The BGK region would benefit from an investigation into the out-of-home care issue regionally and identification of strategies and initiatives that could support the young people, carers, workers and educators to enhance education and transition outcomes.</i></li> </ul>
<b>'At Risk' Youth - Homelessness</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Homeless youth are a vulnerable population that find participation in education, training and employment difficult. In addition, due to their circumstance, many face ongoing poor health and wellbeing and an increased risk of juvenile justice involvement.</li> <li>• Gathering accurate youth homelessness data is very difficult, and at present there is no data regarding homeless youth in the BGK region available.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>The BGK region would benefit coordinating a meeting of organisations and agencies that operate within the youth homelessness sphere. This could potentially lead to partnership development, gap assessment and data collation.</i></li> </ul>
<b>'At Risk' Youth – Mental Health</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Young people experiencing mental health issues are at risk early school leaving, and experiencing poor health and wellbeing outcomes.</li> <li>• In the BGK region, data has evidenced that: <ul style="list-style-type: none"> <li>• Young people in this region have experienced 'psychiatric hospital separations'. The rate across the virtually on par with the Victorian average, and even higher in Bayside.</li> <li>• Not insignificant numbers of secondary school students have reported 'high levels' of psychological distress. In Glen Eira the rate of this was higher than the Victorian rate.</li> <li>• Not insignificant numbers of students reported 'being recently bullied'. In Kingston the rate was higher than the Victorian rate.</li> </ul> </li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people with mental health.</i></li> <li>• <i>Support the delivery of professional development opportunities to local educators regarding youth mental health.</i></li> </ul>
<b>'At Risk' Youth – Same-Sex Attracted</b>	

<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Same Sex Attracted and Gender Questioning (SSAGQ) are at risk of disengagement from education, training and employment. In addition they are also at risk of poor physical and mental health issues such as bullying, suicide and homelessness.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Maintain and support existing and now self-sustaining RESPECT Network.</i></li> <li>• <i>Encourage more schools to join the Victorian Safe Schools Coalition.</i></li> </ul>
<b>'At Risk' Youth – Not in Education, Training or Employment</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Those youth between the ages of 15 – 19 years and not in education, training or employment (and not searching for employment) in the BGK region represent a population that is at risk of current and future social and economic inclusion.</li> <li>• At a minimum 425 young people were reported in this category in 2011. However, it is well understood such young people often 'fall within the gaps' of reporting and thus a further hidden number of young people will also exist within the region.</li> <li>• This youth population is even more at risk if they have exited school before completing Year 12 or its equivalent, making the need for non-mainstream or 'alternative' program access critical to re-engaging those young people 'at risk' of or already disengaged from school.</li> <li>• The economic and social costs of early school leaving to the individual and the wider community are not well understood.</li> <li>• Conclusion of the Australian Government funded 'Youth Connections' program, which supported vulnerable young people into supported education and employment pathways, at the end of 2014.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Maintain and support the Flexible Engagement and Learning Network (FELN).</i></li> <li>• <i>Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people outside education, training and employment.</i></li> <li>• <i>A local econometric assessment of early school leaver costs would be of benefit to a wide range of regional (and wider) stakeholders.</i></li> <li>• <i>Evaluation of the impact of the conclusion of Youth Connections on vulnerable young people in the region should be considered.</i></li> </ul>
<b>Networks Required</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• The array of 'Education, Training and Transition Networks' within which the BGK LLEN plays a significant role (including the Applied Learning Awards, Ticket to Work, FELN, Beyond the School Gates) should continue.</li> <li>• Youth Participation, Youth Leadership and Youth Mentoring are areas that are limited in this region, despite acknowledgement that these areas can contribute to positive youth outcomes, development and empowerment.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Efforts should be made to ensure the ongoing sustainability of those existing networks currently facilitated by the BGK LLEN, particularly in light of a significant reduction in funding (and thus staffing) from 2015 to 2018.</i></li> <li>• <i>A 'Youth Participation, Leadership and Mentoring' Network should be established to consider this issue regionally, identify gaps in provision and potentially source funding.</i></li> </ul>

## Business and Industry Profile

### Key Regional Business and Industry Sectors – City of Bayside

The Bayside LGA accommodates a workforce of some 24,671 persons, with majority of workers coming from other regions to work. The Bayside region is predominantly a 'white collar' area with salaries and education levels generally above the metropolitan average. In 2011 the most significant employment sectors were: Health Care and Social Assistance; Professional, Scientific and Technical Services; Education and Training; Retail Trade; Accommodation and Food Services; Construction; and, Manufacturing.

### Key Regional Business and Industry Sectors – City of Glen Eira

Glen Eira's employment and industry profile is fairly similar to that of Bayside, in that the most significant employment sectors tend to be within 'white collar' employment sectors. In 2011 Glen Eira accommodated 32,669, with majority of workers coming from other regions to work. In 2011 the most significant employment sectors were: Health Care and Social Assistance; Education and Training; Retail Trade; Professional, Scientific and Technical Services; Accommodation and Food Services; Construction; and, Manufacturing.

## Key Regional Business and Industry Sectors – Kingston City Council

Kingston's employment and industry profile differs most significantly from Bayside and Glen Eira. Kingston accommodates 66,489 employees. In 2011 the most significant employment sectors were: Manufacturing; Retail Trade; Wholesale Trade; Health Care and Social Assistance; Construction; Education and Training; and, Accommodation and Food Services.

### Overview of Regional Business and Industry Sectors

'Health Care and Social Services', 'Manufacturing', 'Construction and Property Services' and 'Professional, Scientific and Technical Services' are industry segments that have current and future workforce demand within the context of the BGK region.

#### *Health Care and Social Assistance*

Health Care and Social Assistance is the fastest growing industry sector in Australia with job creation increasing at a rate that far exceeds all other sectors. This trend is expected to continue, fuelled by demands from an ageing population and a reduced workforce population in the coming years. Since 2006, the BGK region has witnessed fluctuations in student enrolment in VETiS and SBAT within this industry area. Expressed as a proportion of all VETiS and SBAT enrolments across the BGK region, this industry area accounts for 8.6 per cent of all enrolments; which is virtually on par with the Victorian student participation rate of 8.8 per cent.

Given that the Health and Community Services sector is a strong one within our region and is expected to grow in terms of employment and service demand in the coming years, much should be done to increase VETiS and SBAT student participation in this sector over coming years.

#### *Manufacturing, Metals and Engineering*

While there has been some rationalisation of Manufacturing in recent years, it still remains the most significant employment in the Kingston (and neighbouring) region. Consolidation of some Manufacturing activity is seeing enhanced performance and the development to new and reformed operations amongst some businesses. While there has been some growth in VETiS and SBAT student enrolment in VETiS and SBAT in recent years it remains low when compared against other available VETiS and SBAT programs.

In terms of manufacturing, metals and engineering training in the BGK region, this is primarily available through Holmesglen, the area's local TAFE. It is interesting to note that while the number of students undertaking 'Metals and Engineering' training has generally increased since 2006, the participation rate (as a proportion of all Year 10 – 12 combined VETiS and SBAT participation) still remains low when compared to more popular VETiS and SBAT programs. In 2013 the participation rate regionally was 2.5 per cent, which was a decrease of 1.1 per cent on the 2012 participation rate. The BGK region has a student participation rate that is 0.8 per cent less than the Victorian student participation rate. As a significant regional employer, and in a region experiencing significant engineering/manufacturing technological change, there is much to be done to create youth interest in this career pathway.

#### *Construction and Property*

The Construction and Property Services industry contributes greatly to Australia's infrastructure by underpinning the nation's economic and social fabric. Like other industries it is particularly affected by elasticity in the wider economy and in its specific markets and it heavily relies on state-of-the-art technology and design.

In terms of building and construction vocational training in the BGK region, this is primarily available through Holmesglen and Chisholm TAFEs. Until 2009 there was a steady increase in the number of students undertaking VETiS and SBAT 'Building and Construction' training programs, however there was a drop between 2010 and 2011 and an increase between 2012 and 2013. In 2013 there has been an increase of 1.2 per cent on 2012 levels, with the total participation level now 13.2 per cent of all VETiS and SBAT participation in the BGK region. At 2013, the local participation rate exceeds that of Victoria (11.4) by 1.8 per cent.

#### *Transport and Logistics*

The Australian Transport and Logistics Industry is a growth industry and employment sector across Australia. While not one of the largest areas within BGK it does have a significant role to play in terms of supporting our larger local industries and it is worth noting that Kingston is mooted as one of the Southern Melbourne areas to be linked to a future regional road and rail transport corridor. The numbers of students participating in transport and Logistics training has been virtually nil in recent years, however a low level of interest across Victoria is also noted. As a growth sector, transport and logistics deserves future student pathways development attention.

### Professional, Scientific and Technical Skills

The Professional, Scientific and Technical Services sector accounted for 8 per cent of the total Australian workforce or 910,900 persons. Over the past five years employment in this sector increased at a rate of 15.2 per cent, has a relatively low proportion of part-time workers, and 56 per cent of workers in this industry hold a Bachelor degree or higher qualification. In 2013 the largest occupational groups in this industry were Accountants, Solicitors, Software and Applications Programmers, Graphic and Web Designers and Illustrators.

While the activities of this sector are significant in their own right, they also contribute to the development and innovation that occurs in other industries through breakthrough research and ongoing process and product innovation. This in turn adds value to other businesses and individuals outside of this sector. Career paths in this industry vary markedly according to the specific area of professional activity, but a common factor across this broad sector is that education and training levels are very high in comparison to others.

### Emerging Regional Business and Industry Sectors

A number of emerging business and industry sectors are likely to impact or influence regional economic development and/or approaches in coming years; in particular ‘green collar jobs’ and ‘biotechnology’. The BGK region is home to a diverse range of present and future organisations that will require environmentally sound work practice and advice that will help to ensure they meet legislative and consumer requirements. The BGK region is already a key biotechnology investment and production area, which is anticipated to grow in the coming years. As emerging employment areas with segmented occupations largely requiring higher education, it will be important to stimulate student interest in these pathways and create opportunities for schools to engage with businesses.

### Skills Shortages

Skills shortages across certain industry areas continue to be an issue of national and local importance. While there has been economic downturn in some sectors (such as retail) which have led to less employment opportunities in those, in other areas skills shortages persist. Ageing population, low level of youth entry, low community perceptions, apprenticeship attrition and reduced emphasis on vocational over higher education pathways are just some of the factors put forth as skills shortage causes. The BGK LLEN and the Workplace Learning Coordinator Program are two bodies funded to offer programs and build partnerships aimed at increasing student exposure to critical, skills shortage and emerging growth industries.

### Issues and Considerations – Business and Industry

The research points to a number of business and industry-oriented challenges, gaps or weaknesses in education, training and youth transitions in the BGK region. From this a number of considerations (recommendations) for the BGK LLEN and regional stakeholders are proposed:

Health Care and Social Assistance – Industry and Training	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Health Care and Social Assistance is the most significant employment industry within the BGK region (and Australia wide) and requires regional support if it is to address the skills shortages challenges it faces now and in the future.</li> <li>Health Care and Social Assistance VETiS and SBAT student training rates in the BGK region increased from 7.3 per cent in 2012 to 8.6 per cent in 2013 and almost on par with the state-wide rate of 8.8 per cent.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>Maintain and build partnerships with regional Health Care and Social Assistance agencies, employers and organisations to build their knowledge of the current school-based applied learning programs and issues specific to the BGK region.</i></li> <li><i>Increase student, parent and educator awareness of the Health Care and Social Assistance sector and the array of careers and employment opportunities within it.</i></li> <li><i>Grow student enrolment rates in Health Care and Social Assistance VETiS and SBATs.</i></li> <li><i>Profile Health Care and Social Assistance student and employer successes.</i></li> </ul>
Manufacturing – Industry and Training	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Manufacturing, as the second most significant regional and Australian industry (in terms of both employment and economic contribution), requires particular attention if it is to address the skills shortages and challenges it faces now and in the future.</li> <li>‘Metals and Engineering’ VETiS and SBAT enrolments in the BGK region have reduced from 3.6 per cent in 2012 to 2.5 per cent in 2013; a participation rate that is 0.8 per cent less than the Victorian average.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>Build partnerships with Manufacturing agencies, industry peak bodies and employers to build their knowledge of current school-based applied learning programs and issues specific to the BGK region.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Increase student, parent and educator awareness of the Manufacturing sector and the array of careers and employment opportunities within it. In particular address misconceptions and poor attitudes that community members may hold.</li> <li>• Grow student enrolment rates in Metals and Engineering VETiS and SBATs</li> <li>• Profile Manufacturing (Metals and Engineering) student and employer successes.</li> </ul>
<b>Construction and Property Services – Industry and Training</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Construction and Property Services is a significant regional and Australian industry (in terms of both employment and economic contribution) and requires particular attention if it is to address the skills shortages (particularly in certain segments) and challenges it faces now and in the future.</li> <li>• ‘Building and Construction’ VETiS and SBAT student enrolments in the BGK region have increased between 2012 to 2013 by 1.2 per cent and now stands at 13.2 per cent, which is 1.8 per higher than the Victorian average.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• Build partnerships with Building and Construction agencies, industry peak bodies and employers to build their knowledge of current school-based applied learning programs and issues specific to the BGK region.</li> <li>• Increase student, parent and educator awareness of the Construction sector and the array of careers and employment opportunities within it.</li> <li>• Grow student enrolment rates in Building and Construction VETiS and SBATs</li> <li>• Profile Building and Construction student and employer successes.</li> </ul>
<b>Transport and Logistics – Industry and Training</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Although the Transport and Logistics industry is not one of the largest employment sectors in the region, it is one of the most significant in Australia and is mooted to grow in size in the BGK region (particularly Kingston) in coming years.</li> <li>• Like many other industries, Transport and Logistics requires particular attention if it is to address the skills shortages (particularly in certain segments) and challenges it faces now and in the future.</li> <li>• ‘Transport and Logistics’ VETiS and SBAT student enrolments in the BGK region represented a mere 0.4 per cent of all VETiS and SBAT enrolments in 2013; which is only fractionally behind the 0.7 per cent Victorian average.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• Build partnerships with Transport and Logistics agencies, industry peak bodies and employers to build their knowledge of current school-based applied learning programs and issues specific to the BGK region. .</li> <li>• Increase student, parent and educator awareness of the Transport and Logistics sector and the array of careers and employment opportunities within it.</li> <li>• Grow student enrolment rates in Transport and Logistics VETiS and SBATs</li> <li>• Profile Transport and Logistics student and employer successes.</li> </ul>
<b>Professional, Scientific and Technical Services</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• The Professional, Scientific and Technical Services industry is an increasing employment sector of the BGK region. In 2011, it was the second highest sector in Bayside and fourth highest in Glen Eira.</li> <li>• The Professional, Scientific and Technical Services sector is a varied and diversified one with occupations including Accountants, Software Programmers, Solicitors, Web Designers, Bookkeepers, Engineers, Architects and IT Technicians.</li> <li>• This sector, like others, is facing challenges as a result of an ageing workforce, increasing demand for qualified and professional staff to compete on a local and global scale and in some segments a diminishing interest amongst young people in particular careers (e.g. maths and science-based careers).</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• Support and encourage student interest in maths and science-based secondary school studies.</li> <li>• Support and encourage students to participate in TAFE and University exposure to training in Professional, Scientific and Technical Services occupation areas.</li> </ul>
<b>Emerging Sectors – Biotechnology and Environmental Sectors</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Biotechnology and environmental sector employment are emerging as increasing sectors in terms of both employment opportunities and economic contributions across Australia.</li> <li>• Biotechnology is growing locally, nationally and globally increasing business opportunities. In fact biotechnology is already regarded as being mainly focused in the inner areas and the south east suburbs of Melbourne.</li> <li>• The BGK region, Victoria and nationally are seeing an increasing demand for environmentally sustainable work practices and employment in the coming years; driven by organisation, markets and governmental requirements and policies. These will likely impact on work practices, career developments and opportunities and lead to further education and training changes.</li> </ul>

<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Build interest in training, education and employment in the growing biotechnology and environmental sustainability sectors.</i></li> <li>• <i>Build partnerships between educators and biotechnology industry peak bodies and employers to build their knowledge of the current school-based education, training and work experience.</i></li> <li>• <i>Build partnerships between educators and environmental sustainability industry peak bodies and employers to build their knowledge of current school-based education, training and work experience.</i></li> <li>• <i>Increase school involvement in the ‘Science and Technology Education Leveraging Relevance’ (STELR) program.</i></li> </ul>
<b>Skills Shortages and Youth Engagement</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• The shortage of appropriately skilled labour across Australian industry has emerged as a significant and increasing problem in recent years.</li> <li>• In addition to those strategies aimed at immediate skill shortage relief have been those designed to mitigate future impact, in particular those involving greater student and industry engagement.</li> <li>• Skills shortages are largely linked to the effects of an ageing workforce, low youth entry/participation, low community perceptions about some careers, apprenticeship attrition and career advice emphasising further education over technical training and apprenticeships.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Continue to advocate for the ongoing funding of LLENs and WLC programs, as both programs are designed to build student engagement in skills shortage industries through the development of strategic partnerships with educators, students, parents and business.</i></li> </ul>

## Parent and Family Profile

### Parent and Family Stakeholders

The importance of parents, family members, carers or significant others in the lives of young people cannot be overstated. Young people themselves recognise this, as noted in the Mission Australia ‘Youth Survey 2014’. When asked to rank what the youth respondents value they indicated ‘friendships’, ‘family relationships’, ‘school and study satisfaction’, ‘physical and mental health’, ‘financial security’ and ‘getting a job’. When asked to identify their top three sources of advice and support, ‘friends’, then ‘parents’ and ‘relatives/family friends’ were the three highest ranked, this was followed by ‘the internet’ and ‘teacher / school counsellor’. So, the important role that parents, carers, grandparents, relatives and significant others (and by virtue of that, the agencies and educators that work with them) play in the lives of young people and their resulting outcomes needs to be high on the regional agenda.

A number of Parent and Family Groups operate within the Bayside, Glen Eira and Kingston regions, with the majority of these directly connected to local primary and secondary schools and a number connected to early childhood, volunteer, foster and kinship care, disability and culturally oriented groups.

### Key Parent and Family Groups

BGK LLEN feedback from parents identified a need for unbiased information presented by non-school aligned community groups, access to a collection of vetted resources and information, and greater opportunities to participate in community or school-based education planning and activities. Education providers also commented on parent and family involvement in children and young people’s education and transitions identifying limited family involvement once young people reach secondary school and a lack of simplified information for parents about education and transitions from schools resulting in parental confusion as factors that may stymie family-school relationships and successful outcomes for their children. The BGK LLEN facilitated ‘Working with Parents Network (WPN)’ was formed in late 2010 to explore and address some of the issues noted above and explore strategies for addressing some of these.

Parents and family members have welcomed the BGK LLEN’s development of the transition guide ‘Who, What, Where – your guide to all the important stuff in the Bayside Glen Eira and Kingston region’, which provides a range of information about issues, services, programs and contacts pertaining to the education, training, employment, social, wellbeing and lifestyle transitions of young people aged 15 – 19 years of age.

### Primary and Secondary School Parents and Friends Associations

Broadly speaking, Parent Groups (often referred to as ‘Parents and Friends Associations’ or ‘Parents and Citizens Associations’) attached to a school are a group of community minded parents, family and community members who take on a more formal role to assist the school by providing feedback on school policies and activities, sourcing additional resources to be used to enhance student learning, and providing parents with opportunities to be involved in their child’s education. Both Victorian Council of School Organisations (VICCSO) and Parents Victoria acknowledge the importance of family-school partnerships as a key mechanism for enhancing student achievement. Their research and experience has determined that

while schools have come a long way from the 'no parents beyond this point approach' of many schools in the 1960s, many still have a long way to go in terms of welcoming parents as co-educators and partners in shaping a school's direction. Instead many schools utilise parents in short-term roles such as helpers (e.g. working bees, classroom support), fundraisers and homework 'enforcement officers'. Having said that, VICCSO and Parents Victoria also recognise that schools face barriers in fully engaging families, including a lack of time and limited resources for family and community outreach work. Importantly, they note that "family engagement will also not happen without the time and commitment of both families and schools". It is interesting to note that the Victorian Department of Planning and Community Development's (DPCD) 'Indicators of community strength at the local government area level in Victoria 2008' report has determined that 51.5 – 56.3% of parents in the Bayside and Glen Eira region and 43.4 – 51.5% of parents in the Kingston region "are involved in their children's school".

A number of local, Victorian and national parent and family networks and representative bodies are listed in the body of this report.

### ***Foster and Kinship Carers***

The 'Australian Foster Care Association' describes Foster Carers as people "...who voluntarily care for children and young people in our community who are unable to live in their own home, irrespective of whether that may be for a few days or until a child becomes an adult. They stretch their family circle to give children and young people the necessary care, safety and support that they require during a very difficult time in their lives". Across the region a number of community organisations provide children and young people with foster, kinship and residential out-of-home care placements.

The importance of supporting Foster and Kinship Carers to obtain education and transition information cannot be overstated. It is well documented that young people in out-of-home care have statistically poor education and transition outcomes, often due to the negative life experiences and traumas that have taken them into the care system in the first place, disabilities, disadvantage and as a result of numerous care placements. As a particularly vulnerable and disadvantaged group of young people in our community, providing support to the carers and agencies that play a part in the education and transitions of young people in out-of-home care will be vital.

A number of Victorian and national foster/kinship carer networks and representative bodies are listed in the body of this report.

### ***Parents and Families from Culturally and Linguistically Diverse Backgrounds***

Within the BGK region there are very few parent and family specific associations or networks that address the needs of individual cultural or Indigenous groups. Although, anecdotally we know that some parents who identify with being of a particular cultural or Indigenous background are members of school-based or other parent networks. From a statistical perspective, the proportion of CALD students in the BGK region is less than the Victorian average, and the majority of these come from countries or regions where English is the primary spoken language. However, in 2011 an increase in children and young people born in non-English speaking backgrounds (particularly Southern and East Africa, Middle East, Southern Asia and Chinese Asia) residing in and/or attending education and training providers in the region was noted. In 2014, the Indigenous child and youth population between the ages of 10 – 19 years in the region was 145.

A number of local, Victorian and national Culturally and Linguistically Diverse parent and family networks and representative bodies are listed in the body of this report.

### ***Parents and Families Affected by Children with Disability***

The statistical profile of children and young people with a disability (including learning disabilities) in the BGK region points to a need to provide specific education and transitions assistance to these young people and to the parents and families who care for them. In 2006, according to the Association for Children with a Disability there were a total of 6,991 children and young people aged 5 – 24 years with a disability (including those with a severe or profound disability) living in the BGK region. This indicates that a significant number of young people within the BGK LLEN's age range are attending both disability-specific and mainstream education and training facilities.

Whilst the incidence of reported disabilities is significant and anecdotally both reported and unreported disabilities amongst children and young people are on the rise, there are a limited number of disability oriented parents and friends groups within the BGK region. The specialist primary and secondary disability schools within the region enable parents, family and community members to participate in school development and administration via Parents and Friends Associations and School Councils.

Parents and family members accessing disability support services via local community agencies receive individual support and have access to a range of support and carer networks covering a range of disabilities. Whilst most of these support groups do not deal specifically with education and transition issues, they do provide peer support opportunities for parents and family members which can often lead to informal discussions about disability and health related education and related needs.

Parents and family members of children and young people with a disability can receive specific education, transition and pathways planning assistance through the Australian Government National Disability Coordination Officer (NDCO) Program; a program that targets the barriers people with disability face in successfully accessing and completing education, training and employment. Further assistance for parents of young people with a disability is being provided via the 'Beyond the School Gates' extended school hub program, being managed and facilitated jointly by Berendale School and the BGK LLEN through 2012 – 2014.

The importance of parental and education sector input into the learning and related outcomes of children and young people with a disability is noted by a number of disability organisations in Victoria and Australia. Indeed, The Victorian Association of Children with a Disability (ACD) recognises that positive education and transition outcomes for children and young people with a disability often comes through planning and input from parents and a positive approach from all those involved in the child's education.

Of note, at 2011, 786 young people aged 15 – 19 years (or 4.3 per cent of that age group) identified as providing unpaid carers assistance to a person with a disability and may, as a result may face education and transition difficulties due to the pressures that acting as a carer place upon a young. The number of young people in this category increased by approx. 0.3 per cent between the 2006 and 2011 Census periods.

A number of local, Victorian and national disability oriented parent and family networks and representative bodies are listed in the body of this report.

### Regional Careers and Transitions Programs (and parental influence)

Research shows that generally parents have the most significant influence on a young person's education and career decisions than any other. Parents are followed by teachers, peers, gender, general teachers, work experience, VET/SWL, career expos and society/culture. With regards to parental influence, it has been shown that many students receive pressure from parents to pursue university as a post-school option and that many young people internalise their parent's views for the future and project it as their own autonomous decision.

In recognition of the value in empowering parents with current education and career transition information, a number of programs have been developed for or adopted into the region to support parents in their role as a career and transitions influencer, most notably the 'Parents as Career Transition Support (PACTS)' program. PACTS provides parents of students in mid to upper secondary with a workshop that allows them to learn more about their child's senior schooling options, post school options and how a parent can assist during the career transition periods. 'PACTS for Primary School Parents' (originally known as 'Secondary School Conversations') was developed by BGK LLEN in partnership with Youth Connect. This program was developed in response to an identified need to support parents who were transitioning their child from primary to secondary school and wanted to learn more about pathway options, the education system and empower them to make informed decisions about the most suitable school for their child based upon their child's learning needs.

As customers of government or non-government education, parents and families have significant potential to influence program offerings available within schools to ensure that their children have access to a broad range of academic and applied learning curriculum. Armed with information and the desire for broad program offerings, parents may be able to augment the BGK LLEN's efforts in supporting broad provision by contributing to a 'pull strategy' of change.

### Issues / Considerations – Parent and Family Stakeholders

The research points to the following issues affecting (or potentially affecting) BGK region parent and family stakeholders particularly as they relate to children and young people's transitions and education, training and employment outcomes. The considerations (or recommendations) are areas that should be further explored by the BGK LLEN and/or other regional stakeholders.

Parents, Families and Friends	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Young people consider 'family relationships' to be extremely or very important values, with 'parents' and 'relatives/family friends' to be one of their most important sources of advice.</li> <li>• Parents and families welcome unbiased and quality information regarding youth engagement, education, training and employment transitions, including information about local programs and services available to assist families experiencing difficulties in these areas.</li> <li>• Parents can, at times, experience confusion in understanding the current education system, program offerings, youth transitions and pathways planning.</li> <li>• Family-school partnerships are recognised as a key mechanism for enhancing student success and positive transitions; however schools can face barriers in fully engaging families.</li> </ul>

<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Positive parent responses to the BGK LLEN's 'Who, What, Where...' booklet evidences it ongoing need as an information resource for parents (as well as the other youth, school and organisational user stakeholders).</i></li> <li>• <i>Ongoing need to provide parents with access to unbiased face-to-face transition and information support programs (e.g. PACTS). However, a need to evaluate and research the impact of these programs to ensure they are still meeting parent and family requirements is recommended.</i></li> </ul>
<b>Foster and Kinship Carers</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Pressure on the out-of-home care system which is resulting in shortages of foster carers, increasing case workers workloads and contributing to increased numbers of placements.</li> <li>• Research shows that children in out-of-home care risk low school achievement, homelessness and involvement in the juvenile or adult justice system.</li> <li>• Providing support to the careers of this vulnerable population of young people is critical.</li> <li>• Foster and Kinship Carers, just like parents and family stakeholders, also require access to unbiased and quality information regarding youth engagement, education, training and employment transitions, including information about local programs.</li> <li>• Foster and Kinship Carers, at times, experience confusion in understanding the current education system, program offerings, youth transition and pathways planning.</li> <li>• Promoting and supporting carers' awareness of the important role they can play in their child's education and transition is critical.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Ensure that the BGK LLEN's 'Who, What, Where...' booklet is made available to local Foster and Kinship Carer organisations.</i></li> <li>• <i>Invite Foster and Kinship Carers to attend face-to-face transition and information support programs (e.g. PACTS).</i></li> </ul>
<b>Parents and Families from Culturally and Linguistically Diverse (CALD) Backgrounds</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• There are very few locally-based specific networks for parents and families from CALD backgrounds.</li> <li>• The region seems to be experiencing growth in the number of humanitarian refugees from Southern and East Africa and thus particular support should be provided to parents or carers of children and young people from this region</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Invite CALD parents as well as representatives from CALD networks and agencies to attend face-to-face transition and information support programs (e.g. PACTS).</i></li> </ul>
<b>Parents and Families with Children Affected by Disability</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• The number of young people with disability (profound, moderate, mild, learning needs) is increasing in the BGK region. However sourcing accurate data across the three school sectoral areas and from government agencies is difficult.</li> <li>• The transition outcomes for young people with disability are statistically low across Australia.</li> <li>• Parents of children affected by disability can benefit from connecting with disability-specific community agencies, organisations and network.</li> <li>• Special schools are the key information service regarding student education and transition for their parent cohort; however parents of students with disability in mainstream settings can miss out on disability-specific pathways and transition information for their child.</li> <li>• Building and maintaining existing connections between disability specific networks and youth transition / pathways professionals to ensure provision of quality information regarding youth engagement, education, training and employment transitions and local programs.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Conduct research to gather accurate data regarding student with disability enrolment levels.</i></li> <li>• <i>Promote existing youth transition information and support services (e.g. NDCO, DHS, DES) to disability support services, special schools and mainstream schools.</i></li> <li>• <i>Target parents of students with disability attending mainstream schools (who may or may not be receiving disability funding) to take part in disability-focused transition programs (e.g. Disability PACTS).</i></li> <li>• <i>Continue to support 'Beyond the School Gates' as a program that offers parents of young people with disability to take part in a range of leisure, wellbeing and information activities.</i></li> </ul>
<b>Regional Networks</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>• Due to the numbers and diversity of parent, family, foster care, CALD and disability networks operating in the BGK or neighbouring regions it is difficult coordinate and connect with these.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>Keep abreast of current and new parent / family networks and provide connects and support as required.</i></li> </ul>

## Community Group Profile

Within the context of this report most of the Community Groups discussed and highlighted are those that are connected to children and youth education, training, wellbeing and outcomes matters. This Communication Group Profile section largely refers to those agencies and organisations currently offering support and services. The key issues that align with these can be found throughout this report.

### Regional Community Group Stakeholders

A wide range of community groups and support services operate in the region and for the purpose of this report have been grouped according to general health, mental health, general youth, welfare, employment, disability, housing, youth justice, mentoring, vulnerable and disadvantaged communities, sports and recreation sector categories.

### Coordination between Regional Community Groups and Networks

A range of strategies, initiatives and programs aimed at building linkages between community groups and networks operate regionally. These include:

#### *Bayside Kingston Glen Eira Youth Network*

Bayside City Council, City of Kingston and Glen Eira City Council facilitate the 'Bayside Kingston Glen Eira Youth Network'. This Network is made up of over 40 youth, welfare and community organisations servicing these three adjacent local government areas. The primary purpose of the Network is to provide a forum for agencies to regularly meet and share service information, engage in professional development activities and produce a quarterly newsletter outlining services and programs available during that period.

#### *Vulnerable and Disadvantaged Community Networks*

A number of community networks exist in identified disadvantaged and vulnerable communities within the region. Despite the broader region having higher than average social and economic indicators, the area does contain a number of disadvantaged communities represented by low family incomes, public housing estates and areas ear-marked and funded for neighbourhood renewal. Public housing rates within the three local government areas differ, with Bayside South recording the highest level amongst the three LGAs. Interestingly, in 2011, the proportion of public housing in Bayside was on par with the Greater Melbourne average and in Bayside South was actually higher.

### Issues and Considerations – Community Group Stakeholders

The research points to the following issues and suggested considerations (or recommendations) are areas that should be further explored by the BGK LLEN and/or other regional stakeholders.

<b>Youth Transition Outcomes Not Necessarily Community Group Focus</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>A wide range of community groups and support services operate in the BGK Region across a wide range of youth categories include: general health; mental health; general youth; welfare; employment; disability; housing; youth justice; mentoring; vulnerable and disadvantaged communities; and, sports and recreation.</li> <li>A significant issue seems to be that the education, training and employment needs of the young people served by these organisations are not necessarily the primary mission of community groups and networks servicing the local area. This is not a criticism but recognition that many of the organisations have expertise, knowledge and services in other youth support areas.</li> </ul>
<b>Consideration:</b>	<ul style="list-style-type: none"> <li><i>Ensuring that community organisations understand the education, training and employment (in particular transitions and outcomes) issues facing local young people, and how these intersect with other youth issues, is of regional importance.</i></li> <li><i>Ensuring that local community groups are invited to professional development, workshops and other events that will further extend their awareness of youth education transitions and outcomes is of regional importance.</i></li> <li><i>Provision of BGK LLEN materials (such as the 'Who What Where...' guide) to local community groups is one mechanism by which information and education about youth education and transitions can be shared.</i></li> </ul>
<b>Partnership Development and Capacity Building</b>	
<b>Issue:</b>	<ul style="list-style-type: none"> <li>Community organisations are often funded by a range of sources such as government, philanthropic and community resources.</li> <li>With scarce resources and high support needs, on a regional level there is much to benefit from community groups and organisations collaborating with others, establishing strong partnerships and building regional capacity around specific issues.</li> </ul>

<b>Consideration:</b>	<ul style="list-style-type: none"> <li>• <i>There is a need to support regional provider networks to augment their already good work with an issue-based / consultation approach and in doing so support action initiatives and influence systemic change.</i></li> <li>• <i>Most organisations are not funded to undertake strategic partnership development because most of their funding is tagged to service delivery only. So, in terms of partnership development there is really only the BGK LLEN and LGAs (who are restrained by their geographic boundaries) to undertake strategic planning and development, identifying gaps, conducting research.</i></li> </ul>
-----------------------	---

## Education and Transition Policies and Programs Profile

A number of Australian, Victorian and local education and transition policies, programs and initiatives operate within and/or impact on stakeholders in the region. While the policies, programs and initiatives differ there is a common thread of partnership and network activity coupled with capacity building initiatives throughout each; an approach that coalesces with the BGK LLEN's strategic objective.

### Commonwealth Policies / Programs / Initiatives:

#### *Melbourne Declaration on Educational Goals for Young Australians*

In late 2008 the Ministerial Council on Education, Employment, Training and Youth Affairs, released the 'Melbourne Declaration on Educational Goals for Young Australians' which sets the direction for Australian schooling for the next 10 years. The Melbourne Declaration consists of two key goals which are the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other education and training providers, business and the broader community:

- Goal 1: Australian schooling promotes equity and excellence
- Goal 2: All young Australians become - successful learners; confident and creative individuals; and, active and informed citizens.

#### *Compact with Young Australians*

In 2009 COAG agreed to a 'Compact with Young Australians' which ensures that "every Australian under the age 25 will have a guaranteed education or training place". As part of this, in order to advance education and training levels and reduce youth unemployment, amendments were made to the Youth Allowance requiring anyone under 20 and without a Year 12 qualification to be in education or training to receive this income support payment.

#### *National Framework for Schooling*

All state and federal Education Ministers endorsed The Council for Australian Federation's Future of Schooling in Australia report. The report includes a new statement on the future of schooling in Australia, and a twelve-point action plan to which all States and Territories have agreed. The report proposes a national framework for schooling, based on the principle that the quality and performance of teachers, schools and jurisdictions are central to the life prospects of every student and to national prosperity.

#### *Better Schools – A National Plan for School Improvement*

In recent years Australian student performance in areas such as literacy and numeracy have fallen when compared against students in other regions. To examine this issue, the Australian Government in 2010 commissioned a review of Australian schools, known as the Gonski Review. The response to recommendations put forth in the Gonski Review report was that changes needed to be made to national school funding arrangements which has led to 'Better School – A National Plan for School Improvement' initiative. As changes are yet to be confirmed by the Australian Government details about the original policy have been retained in this year's Regional Scan.

#### *Smarter Schools National Partnerships*

The Smarter Schools National Partnership brings together all States and Territories with the aim of improving the quality of Australian schooling and student outcomes.

In Victoria, National Partnerships exist between the Australian Government and the state government, catholic education sector and independent school sector. The Smarter Schools National Partnership is made up of three partnership areas:

- Literacy and Numeracy National Partnership;
- Low Socio-Economic Status School Communities National Partnership; and,
- Improving Teacher Quality National Partnership.

### ***Nationally Consistent Collection of Data on School Students with a Disability***

In 2013, the Standing Council on School Education and Early Childhood (SCSEEC), made up of education ministers from across Australia, gave endorsement of the proposed model for the Nationally Consistent Collection of Data on School Students with Disability to be implemented in a phased approach from 2013 to 2015. It is recognised that this approach to collecting data on students with disability will give governments, schools and education authorities information about how many students with disability study in Australian schools, where they are located and the level of adjustments provided for them to participate in schooling on the same basis as other students.

### ***More Support for Students with Disability Initiative***

The Australian Government is providing \$300 million, over three years, of additional funding to government and non-government education authorities under the More Support for Students with Disabilities initiative. This additional funding is being provided until the end of the 2014 school year to support services for students with disability and learning difficulties.

### ***National Framework for Protecting Australia's Children 2009-2020***

The National Framework for Protecting Australia's Children 2009-2020 (the National Framework), endorsed by the Council of Australian Governments, is a long-term approach to ensuring the safety and wellbeing of Australia's children and aims to deliver a reduction in levels of child abuse and neglect over time.

### ***Victoria's Vulnerable Children - Our Shared Responsibility strategy (2013 – 2020)***

The 'Vulnerable Children – Our Shared Responsibility' strategy is a whole-of-government strategy designed to drive broad, transformational change across government and the community to improve outcomes for vulnerable children and families. The strategy draws together all parts of government that have a responsibility for the health, social and economic factors that can make someone vulnerable and potentially lead to child abuse and neglect. The three high-level strategic goals are: prevent abuse and neglect; act earlier when children are vulnerable; and, improve outcomes for children in statutory care.

### ***jobactive***

On the 1<sup>st</sup> of July 2015 the Australian Government Job Services Australia will be replaced with a new service known as 'jobactive'. Under this scheme various organisations have been awarded the contract to deliver one or more of four services: jobactive organisations will assist eligible job seekers to find and keep a job and ensure employers are receiving candidates that meet their business needs; Work for the Dole Coordinators will source appropriate Work for the Dole places and projects with not-for-profit organisations; the New Enterprise Incentive Scheme will support job seekers start up and run a viable small business; and, Harvest Labour Services and the National Harvest Labour Information Service will support the harvest requirements of growers in the horticulture industry.

### ***Centrelink***

Established in 1997, Centrelink is an Australian Government statutory agency, delivering a range of Commonwealth services to the Australian community. It operates within the Department of Social Services portfolio which also includes the Child Support Agency, CRS Australia, Medicare Australia and Australian Hearing.

### ***National Disability Coordination Officer (NDCO) Program***

Children and young people with a disability, and their families, can receive specific education, transition and pathways planning assistance through the Australian Government funded National Disability Coordination Officer (NDCO) Program. This program targets the barriers that people with disability face in successfully accessing and completing post-school education and training and subsequent employment, and provides assistance to families through the NDCO servicing the Southern Melbourne and Mornington Peninsula Region.

### ***Australian Blueprint for Career Development***

In 2008 the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) commissioned the roll-out of the Australian Blueprint for Career Development as well as the design of a website that houses it, its appendices and a professional development kit. The primary aim of the Australian Blueprint is to enable teachers, parents, career development practitioners, employment service providers or others who are in a position to support people's careers and transitions, to work with a nationally consistent set of career management competencies which will help all Australians to better manage their lives, learning and work.

## **Victorian Policies / Programs / Initiatives:**

### ***Increased Compulsory Education Age***

In line with the 'Compact with Young Australians', the Victorian Government's 'Education and Training Reform Amendment (School Age) Bill 2009', increased the minimum school leaving age from 16 to 17 years of age (including an exemption that if Year 10 has been completed, a student can leave school to participate in employment and/or education and training at

another organisation) as of the 1<sup>st</sup> of January 2010. The rationale for this amendment comes from research which “...demonstrates that young people without qualifications or experience will generally have lower career prospects in the long term, and earn less over the course of their careers...” and that the Victorian Government is “committed to enabling every young person going through the education system to find a pathway which suits their interests, aims and abilities, and allows them to gain skills to help them in their future”.

### ***Engage Involve Create Youth Statement***

‘Engage Involve Create’ outlines the Victorian Government’s vision for all young people. This Youth Statement provides clear direction across government in how they will support young people, and brings together young people, families, communities, the youth services sector, business and philanthropy to all work towards common aims and priorities. The Victorian Government also aims to create more opportunities for new partnerships to be developed that will encourage innovative ideas and ways to deliver services.

### ***Victorian Training Guarantee***

The Victorian Training Guarantee provides accessible vocational education and training to people who do not hold a post-school qualification, or who want to gain a higher level qualification than they already hold.

### ***Re-focusing Vocational Education and Training (VET) in Victoria***

In May 2012, the Victorian Government announced considerable changes to the Vocational Education and Training (VET) system under the ‘Refocusing Vocational Training in Victoria’ policy. The reforms indicate a move to stabilised investment in the VET system, reduction in TAFE funding, a push towards targeted industry and skills shortage oriented training and a greater model that promotes user pay and full contestability to funding from both the private and TAFE sector. The new Labor Victorian Government have indicated that this policy will be assessed and updated in 2015.

### ***Managed Individual Pathways***

‘Managed Individual Pathways’ (MIPs) is a Victorian Department of Education and Early Childhood Development (DEECD) funded program designed to ensure that all Year 10 and beyond students in government secondary schools are provided with individual pathways plans and associated support as a means to continue their education and training. Schools have the autonomy to determine how MIPs funding will be used to best support the pathways planning of their students, and must report on the implementation of MIPs activities within their school on an annual basis.

### ***Blueprint for Education and Early Childhood Development***

In 2008 the Victorian Government launched its ‘Blueprint for Education and Early Childhood Development’ setting out the Government’s five-year agenda for learning and development from birth to adulthood. It is the next generation of reform to improve outcomes for children and young people. At early 2015, it is unclear as yet whether the new Victorian Labor Government will sustain this policy.

### ***Garrin Garrin Strategy***

Garrin Garrin, means ‘grow’ in the Taungurung language, and the Garrin Garrin Strategy is the Victorian Department of Education and Training’s 2014 Education Strategy for Koorie students in Victoria. The overarching objective of this strategy is to improve the achievement, engagement, health and wellbeing of all Victorians. The priorities and strategies for all learners will be the first driver to improve outcomes for Koorie children, young people and adults. The strategy’s primary objective is to: promote recognition and respect; close the gap in outcomes; improve systems and services; focus effort; integrate action, targeting areas of high impact; and, profile success and high achievement.

### ***Protecting Children, Saving Lives – Child Protection***

In 2011, the Victorian Government introduced a range of proposed reforms to improve the state’s child protection system, as outlined in the ‘Protecting Children, Changes Lives’ reform document. ‘Protecting Children, Changing Lives’ proposes a holistic approach to directly address the issues facing the child protection workforce. The proposed reforms will increase the number of practitioners working directly with families, support them in their critical assessment and decision making, and provide more support to new recruits to keep them in the job. At early 2015, it is unclear as yet whether the new Victorian Labor Government will sustain this policy.

### ***Victorian Homelessness Action Plan 2011 - 2015***

The Victorian Homelessness Action Plan 2011-2015 is the Government’s four-year plan to deliver services to people experiencing homelessness in a new way. The plan focuses on providing support to people as early as possible so that they don’t become homeless, better integrating services and being more flexible in providing support to people according to their needs.

### ***Victorian Disability Plan 2013 - 2016***

The Plan aims to:

- Tackle barriers to accessing mainstream services such as health care, education and transport, and working towards delivering the support that people with disability, their family and carers need to fully participate in all aspects of life and fulfill their potential;
- Continue reform of the Victorian disability system to create a more streamlined system that offers more meaningful choice and control to people with disability; and
- Provide a clear direction that enables the whole community – including businesses, local government, not-for-profits, small groups, advocates and individuals – to work with or alongside the government in achieving the goals outlined in the Plan.

### ***Youth Central***

‘Youth Central’ is the Victorian Government’s web-based initiative for young people aged 12 – 25 years. The website provides information about employment (finding work, applying for work, starting a business and employment rights and responsibilities), education and training courses, managing money, travel and transport, health and relationships, housing and accommodation, rights, government information and assistance, local community information, youth participation activities and entertainment. While primarily aimed at young people, the site is also a valuable resource for parents, family members, educators, youth and welfare workers and members of the public.

### ***FReeZA***

‘FReeZA’ is a youth development program managed by the Office for Youth. FReeZA gives young Victorians aged 12 – 25 years the chance to enjoy live band gigs, dance parties and other cultural, recreational and artistic events in supervised and safe venues. FReeZA supports young people to lead planning and staging of music, artistic and cultural events in their local communities. The program also provides performance opportunities for local musicians and emerging artists.

### ***School Focused Youth Service***

School Focused Youth Service (SFYS) School Focused Youth Service’s (SFYS) core objective is to ensure that at risk young people are well supported in their communities, that risk factors are addressed or mitigated and that they continue to be engaged and connected to education.

### **Local Policies / Programs / Initiatives:**

#### ***Bayside City Council Youth Action Plan (2013 – 2017)***

The Bayside Youth Action Plan is one of a suite of four Plans that are aligned to the ‘Wellbeing for All Ages and Abilities Strategy 2013 – 2017’. The key goals outlined in the Youth Action Plan are: An engaged and supportive community; A healthy and active community; and, Safe and sustainable environments.

#### ***City of Kingston Youth Strategy (2012 - 2016)***

The Kingston Youth Strategy 2012 – 2016 aims to promote the development of well-connected, healthy and positive young people. Strategic youth priorities for Kingston over the coming years are: Communication; Service Enhancements; Youth Participation and Engagement; and, Leadership and Innovation.

## **Partnerships Profile**

A wide range of strategic partnerships with a focus or significant interest in youth education and outcomes operate within the BGK region. BGK is a member of each of these and is the facilitator or co-facilitator of many of these.

### **Issues and Considerations – Education and Transitions Partnership Culture**

#### ***Partnership and Culture Features:***

- The predominate feature of identified education and transition oriented partnerships in the region is that they are mostly networks of agencies who gather to exchange information, share resources, engage in some professional development and provide peer-to-peer connections.
- A variety of local networks operate as strategic groups that are issue focused, action oriented, regional or organisational capacity building and/or advocating for systemic and cultural change, however around seventy of these have the BGK LLEN as the facilitator or co-facilitator of it.
- In most of these instances if the BGK LLEN and/or its co- network facilitator were to resign from their leadership role the network would not be sustained by the other partners who, in many cases, feel that they lack the financial, human and

physical resources needed to sustain a partnership network and/or do not yet fully understand the value and importance of the partnership development paradigm.

- Sustainable partnerships are ones that are built on trust, integrity and an understanding; however this is a relatively new concept in some areas and requires a cultural shift in thinking.

#### **BGK LLEN Role:**

Enabling partnerships and networks to be sustained beyond the life of the LLEN has always been a key focus of the work of the BGK LLEN. The BGK LLEN aims to use its role as a strategic influencer, capacity builder and partnership developer to enhance the partnership culture across the region. In support of this the BGK LLEN has:

- Made the establishment of **strategic networks** focusing on priority regional needs/issues pertaining to education and transitions a key organisational activity which has led to the development of a number of such networks (e.g. 'Health and Community Services Pathways Network', 'Ticket to Work', 'Flexible Engagement and Learning Network' and 'Working with Parents Network')
- Identified a need to **build stakeholder's capacity** and knowledge in relation to grants and fundraising (i.e. how to develop successful applications, tenders and fundraising strategies), thus building capacity in organisations and across the region and giving them the tools to seek funding for programs aimed at enhancing children and young people's education and transitions outcomes
- Identified the need to promote the importance and value of partnership development as a means of building **organisational** sustainability. The BGK LLEN believes this can be achieved through maintaining a clearinghouse of partnership related information, research and resources; and developing stakeholder audience specific 'partnership establishment' resources for use by education providers, business and industry, parent and family groups and community groups
- Identified the need to promote the importance of understanding and evaluating **Social Return on Investment (Social RoI)** amongst key stakeholder groups in the context of partnerships and collaboration. The BGK LLEN believes this can be achieved through understanding the importance of the investment that partners make in partnerships and initiatives on a day to day basis through commitment and skills sharing; research, evaluation and resources; and promoting Social RoI value in grants, fundraising and knowledge-building events.





Bayside Glen Eira Kingston Local Learning  
and Employment Network (BGK LLEN)  
February 2015