

# BAYSIDE, GLEN EIRA AND KINGSTON 2010 REGIONAL SCAN



Prepared by:



This Regional Scan has been prepared with the assistance of funding from the Victorian Department of Education and Early Childhood Development (DEECD) and the Australian Department of Education, Employment and Workplace Relations (DEEWR).

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# Executive Summary

## Introduction

The purpose of the Bayside Glen Eira Kingston Local Learning and Employment Network's (BGK LLEN) 2010 Regional Scan is to assemble data that will assist both the BGK LLEN and its regional stakeholders to consider factors that will influence strategic directions and goals. This Regional Scan was developed utilising a range of primary and secondary research tools, methods and sources. Primary data was drawn through a range of consultations conducted with education and training provider, parent and family, business and industry and community group stakeholders. Secondary data was drawn from work undertaken by external consultants and internal BGK LLEN staff.

The BGK LLEN is part of a network of 31 LLENs across Victoria funded by the Victorian Government to support their objective that 92.6% of all 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 region 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.

As of this year, the BGK LLEN is now contracted to deliver the 'School Business Community Partnership Brokers Program' for the period 2010 - 2013. This program is a national one that is part of the Australian Government's 'National Partnership on Youth Attainment and Transitions' with an objective to facilitate stakeholder engagement, build community capacity and infrastructure and drive the government's education reform and social inclusion agendas. This will be achieved through the brokering of partnerships between education providers, business and industry, parents and families, and community groups to foster a strategic, whole-of-community approach that supports the learning and development of young people 10 – 19 years (particularly those who are vulnerable or disadvantaged in the BGK LLEN region). In Victoria, the Australian Government recognised that the existing LLEN program broadly reflects many of the key objectives of the Partnership Broker program. On the basis of the similarities between the two programs, and in keeping with the principles outlined in the National Partnership on Youth Attainment and Transitions, the Australian and Victorian Governments have agreed that the Partnership Brokers program in Victoria will be delivered along existing LLEN boundaries, through an enhanced LLEN model.

## Profile of the Region

### General Regional Characteristics

The BGK LLEN region has population that is ageing faster than the state average. The higher socio-economic areas, such as Brighton, have relatively few adults aged less than 34 years and significantly higher than average in the older age groups. The region has higher than average incomes and a higher than average number of people born overseas. The 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 children in the 10 to 12 year old age group has been steadily declining in this region (in 2009 it was 12,377), as it has in Victoria since 2006. Victorian children in this age group are generally in the upper classes of primary school, however a not insignificant number of 12 year olds will be present in the first year of secondary school. The children in this age group attend a diverse range of schools from local state, Catholic and independent non-government schools. Many students travel from outside the region to attend schools in the area. Similarly students from within the area travel to schools outside the region. The region has above average incomes 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 tend 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.

## Children 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 (in 2009 it was 29,683), as it has in Victoria since 2006. 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 in tertiary study. As with the younger age groups the school students in this age group attend a diverse range of schools including government, catholic and independent schools. Many students travel from outside the region to attend schools in the area. Similarly students from within the area travel to schools outside the region. The 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. The largest migrant groups have come from Chinese Asia, the United Kingdom and Southern Asia. The area has few indigenous people in this age group.

### **Key Issues Affecting Youth Transitions and Outcomes**

- *The need to identify how many children and young people reside within public housing across the region, as these young people potentially face greater levels of disadvantage than their peers living in alternative housing.*
- *Due to an increasing number of young people migrating to the region from Southern and East Africa, Southern Asia, Chinese Asia, Eastern Europe; it does suggest a need to build partnerships with Culturally and Linguistically Diverse (CALD) organisations servicing these cultural groups, particularly where capacity could be built in education and transitions support functions.*
- *Due to small numbers of Indigenous children and young people in the region (approx. 99 in 2006), there is a lesser need to focus transitions and outcomes oriented activity towards this group than there would be in other parts of Victoria. Building partnerships with Indigenous organisations servicing neighbouring regions (with higher Indigenous populations) may be a more viable approach to supporting Indigenous youth across the Bayside, Glen Eira and Kingston region.*
- *With nearly 40% of the region's primary and secondary school populations based in Kingston, coupled with this area having the lowest socio-economic statistics of the three LGAs, an emphasis on building partnerships that enhance the transitions and outcomes of Kingston children and young people should be made.*
- *The number of regional primary school enrolments is roughly divided equally between government and non-government schools and at the secondary school level the split is even greater with approx. 60% of all students attending a non-government school. The significant enrolments in non-government schools validate the BGK LLEN's continued cross-sectoral approach to working with all schools and their communities.*
- *At 2006, 701 regional young people aged 15 – 19 years (or approx. 4% of that age group) were identified as providing unpaid carers assistance to people with a disability and may, as a result, face education and transition difficulties and vulnerabilities due to the pressures that acting as a carer place upon a young person. It does suggest a need to build partnerships with organisations that support these young carers to help ensure that they achieve positive transition outcomes.*
- *While the number of regional children and young people with a profound disability is lower than the Victorian average, there are still a large and growing number who are affected by disability. Ensuring that this group of children and young people (and their education providers and families) receive education and related support will be crucial to their ongoing development and future education, training and employment transitions.*
- *While statistically slightly lower than the Victorian average, in the period 2001 – 2009 there has seen a steady increase in the number of regional young people aged 15 – 19 years not in education, training or employment. The importance of identifying reasons for an increase in regional youth unemployment is crucial, as is the provision of BGK LLEN support to those agencies providing assistance to young people at a significant risk of poor labour-market destinations. Strategic collaboration with the Youth Connections provider (and related youth employment and support services) across the region will be an important function of the BGK LLEN.*

## Education and Training Provider Profile

### **Overview of Education and Training Providers**

The Bayside, Glen Eira and Kingston region is home to 126 primary and secondary education providers. Of these, there are 86 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 opportunities to young people from the local area.

### **Primary and Secondary School Enrolments**

The BGK LLEN region is unique in that approx. 50% of all primary and secondary schools are non-government ones. From a student enrolment perspective, the number of primary school enrolments across Bayside, Glen Eira and Kingston is roughly divided equally between government and non-government schools, compared to a roughly 70 / 30

government vs. non-government schools split across Victoria. At the secondary school level the split is even greater with approx. 60% of all students attending a non-government school, compared to roughly 60 / 40 government vs. non-government schools split across Victoria. In 2009 there were approx. 36,722 children enrolled in regional primary schools and 26,300 in regional secondary schools.

### **Education and Training Provider Representative Networks**

A number of representative networks to support education and training providers operate within the Bayside, Glen Eira and Kingston region, some of which are facilitated and supported by the BGK LLEN, while others are supported by other bodies and authorities.

### **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. It is also important to note that a number of regional partnerships which complement and contribute to student learning and pathways are being delivered in the region, and are recognised by the BGK LLEN as contributing to the development of leadership and youth participation. These include VCAL, VETiS and youth participation and leadership programs and approaches:

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

The Victorian Certificate of Applied Learning (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. It offers practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and employment. Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE which is widely used by students as a pathway to university, the VCAL focuses on vocational learning. Between 2005 – 2008 the region recorded lower levels of VCAL enrolment to the rest of Victoria. In 2009, in fact, the region recorded an enrolment rate of 4% lower than the rest of the state. It is also worth noting that a significant increase in VCAL enrolments in the region during 2007 was largely due to the launch of the Holmesglen TAFE Vocational College, a non-secondary school based VCAL provider in Moorabbin. Of particular concern, however, is the limited number of government schools offering VCAL to their students. In 2009, 11 education providers offered VCAL, with four of these being non- mainstream school providers (1 TAFE, 1 community VCAL provider, 1 alternative education provider, 1 disability education provider). Of the remainder three were catholic schools, one was an independent school and three (out of a total of ten) were government schools. While many schools across the region perform well in terms of students' post-school destinations, it is fair to say that many of those government schools not offering VCAL to students see a significant proportion of their students enter into vocational or employment pathways post Year 12 and many of these students would thus benefit from the opportunity to participate in a hands-on, applied learning pathway during their senior secondary years.

#### ***VET in Schools (VETiS) and School Based Apprenticeship and Traineeship (SBAT) Participation***

Over the years 2005 to 2008, the region generally had lower levels of Year 11 and 12 VET in Schools (VETiS) and School Based Apprenticeship and Traineeship (SBAT) participation by students than the rest of Victoria. Between 2005 – 2008 the region recorded lower or similar participation Year 11 and 12 VETiS rates to the rest of Victoria, however in 2009 recorded an approx. 3% higher level of VETiS participation than the rest of Victoria. Over this five year period SBAT participation rates have remained relatively static, despite much public discussion about skills shortages and regional activity through the BGK LLEN facilitated Australian School Based Apprenticeship (ASBA or SBAT) Partnership Network over this time.

The importance of VETiS, SBAT and work placement brokerage in the region cannot be understated as a mechanism for influencing and assisting schools to offer a broad suite of post-compulsory vocational programs for students and ensuring access to non-school based career exposure prior to school completion. This was further evidenced during the BGK LLEN's 2010 face-to-face stakeholder consultations and electronic surveying where a number of participants and respondents validated the importance of "building better connections between students and industry", "reducing tokenistic exposure to industry" and "promotion of positive stories" regarding applied learning. It is felt that an ongoing coordinated approach to workplace learning will assist in building a positive schools-to-industry culture and help to mitigate concerns about business being asked to do too much or manage at-risk students.

### **Youth Participation**

The notion that young people should have a say in decisions affecting their lives has existed for a long time. 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. Many alternative definitions of youth participation prevail, from those of a more philosophical to those of a more pragmatic nature. The Australian Clearinghouse for Youth Studies defines participation as a "term used in youth research, policy and practice to denote the role of young people in decision-making and action within personal, social and political domains. Distinctions can be drawn between: private participation, or personal decision-making, and public participation, which is more social". The Victorian Office for Youth in conjunction with the Youth Affairs Council of Victoria (YACVic) defines youth participation as "involving young people being active in decision-making processes and issues that affect them. As members of our community young people need opportunities to participate in all aspects of community life. Young people make invaluable contributions to communities and are empowered themselves when they participate".

### **Career Development**

After parents, educators play the second most significant role in influencing the career and pathways decisions made by young people. A 2003 Department of Education Science and Training (DEST now DEEWR) report identified that this came about mostly through their role as an information disseminator, but that 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. This was further evidenced during the BGK LLEN's 2010 face-to-face stakeholder consultations and electronic surveying where a number of participants and respondents expressed a need for "greater levels of teacher and industry exposure". This is something that has been identified as an issue in schools across the region, and the BGK LLEN supports all efforts that provide careers teachers with greater industry exposure, increased time allowances and information sharing from both academic and vocational further education providers. 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. Increasing the currency of careers knowledge amongst all teachers offers a number of benefits including: greater capacity for integration of careers into subject curriculum; career teacher succession planning; provision of assistance to time-poor careers teachers, and; provision of reliable on-demand careers support for students. The Brotherhood of St Laurence 'Teachers as Career Transition Support (TACTS) Program' is one model aimed at improving careers knowledge amongst broader school staffs. Within the local region Youth Connect has delivered the TACTS program (as an adjunct to their Parents As Career Transition Supports [PACTS] program) and found it to be an innovative model for embedding careers knowledge with a broader selection of school staff.

### **Mentoring**

Youth Mentoring is increasingly seen as a model for enhancing relationships between a young person and significant other (eg. 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 (see Community Groups: Youth Mentoring). 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.

### **'At Risk' Youth Unemployment Costs**

The coalescing issues of youth unemployment 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 exclusion from the labour market or access to education and training. Numerous studies point to the correlation between school completion and future access to education, training or employment. In the Dusseldorp Skills Forum report, 'How Young People are Faring 2007', it is shown that an additional year of school completion makes a substantial difference to a young person's post-school outcomes. According to the report 'The Cost of Dropping Out' young people "who leave school early and do not pursue other forms of education and training or find sustainable employment will face a life characterised by unemployment and poor living standards". 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. Indeed the total lifetime costs associated with one year's early school leavers was conservatively estimated at \$1.3billion.

### **Challenges, Gaps or Weaknesses in Education and Training Service Provision**

The research points a number of challenges, gaps or weaknesses in education and training service provision in the Bayside, Glen Eira and Kingston region which may negatively impact on children and young people's education and transition outcomes:

- A particular challenge in the region is the fact that it is home to 126 schools and education providers, with approx. half government and half non-government schools. With a diverse range of funding bodies, educational authorities and networks it is therefore difficult to establish networks that address and service the needs of all sectors and education institutions.
- Gaps seem to exist in the number of primary to secondary school transitional programs and strategies in the region.
- Gaps exist in the provision of the VCAL amongst secondary, particularly government, schools in the region.
- There is a need to alter perceptions of VCAL so that it gains more credibility within the community
- Gaps exist in the provision of the VET in Schools (VETiS) access amongst local secondary school students, with lower levels of participation than for Victoria generally recorded across the region over the last five years. Similarly, School Based Apprenticeship and Traineeship (SBAT) participation rates have remained relatively static over the last five years.
- The issue of business involvement in applied learning is noted, with stakeholder concern that local businesses are being asked to "do too much" and that some education providers are seen as using businesses as "dumping grounds" for 'at-risk' students.
- In order to coordinate and model a partnership networked approach to enhancing applied learning across the region, there is scope to re-invigorate the Applied Learning Network to become an umbrella network for a range of applied learning and related partnership groups currently operating in the region.
- Whilst the concept of youth participation has long been acknowledged in youth and welfare oriented organisations as an approach that supports youth development, leadership and empowerment and the level of adoption by local education providers is unclear and could be enhanced through the provision of best practice models and programs that support and encourage youth participation practices within local primary, secondary and community education and training providers.
- Careers and general teachers play a significant role in the career development of young people, but in some cases their capacity to provide appropriate information is reduced by limited industry experience, a bias towards tertiary education and limited time to thoroughly review career resources and disseminate these to students.
- Gaps exist in the provision of best practice general mentoring or careers-based coaching by regional education providers (or their partner agencies). An opportunity exists for the BGK LLEN 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.
- While stakeholders may be aware that early school leavers face a range of difficulties associated with limited education or training achievement, they may not be aware of the significant (and often life-long) social and financial costs directly connected to a young person who leaves school early without a sustainable post-school destination or pathway.

## **Business and Industry Profile**

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

In 2006 this LGA accommodated a workforce of some 23,776 persons, with majority of workers (13,258) 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. Bayside accommodates a higher proportion of managers, administrators and other professionals with a relatively lesser proportion of trades people, plant and machine operators and labourers than the metropolitan average. Principal employment sectors include health care and social assistance (14.7%), retail trade (12.6%), professional scientific and technical services (11%), education and training (10.5 per cent), manufacturing (9.5%), accommodation and food services (7.3%), construction (6.6%), wholesale trade (4.9%), financial and insurance services (3.5%), transport postal and warehousing (2.7%) and rental hiring and real estate services (2.3%). Although Bayside is not generally recognised as a major industrial area, there is approximately 100 hectares of industrially zoned land in the area accommodating over 400 individual industrial operations. Approximately 50% of industry is involved in manufacturing (including engineering, plastics, timber) with the balance a mix of warehouses, automotive and technical services and related industries. The major concentration of industrial activity is located in the southern part of the municipality in the vicinity of Bay Road Cheltenham.

### **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 2006 this LGA accommodated a workforce of some 29,008, with majority of workers (17,026) coming from other regions to work. Like Bayside, the Glen Eira region is predominantly a 'white collar' area with salaries and education levels generally above the metropolitan average. Glen Eira accommodates a higher proportion of managers, administrators and other

professionals with a relatively lesser proportion of trades people, plant and machine operators and labourers than the metropolitan average. Principal employment sectors include health care and social assistance (17.2%), education and training (14.1%), retail trade (12.8%), professional scientific and technical services (10.3%), accommodation and food services (6.2%), manufacturing (6.1%), construction (5.4%), wholesale trade (3.9%), financial and insurance services (3.3%), public administration and safety (3.3%), information media and telecommunications (2.6%) and rental hiring and real estate services (2.2%).

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

Kingston's employment and industry profile differs most significantly from Bayside and Glen Eira both in terms of primary industries and the number of workforce participants. Kingston is one of Victoria's largest employment centres, home to nearly 8000 businesses, and has one of the most concentrated industrial sectors in Australia with 4200 related businesses providing over 27,000 industrial jobs. This region provides almost 11% of Melbourne's total manufacturing jobs and has the highest manufacturing output of any Victorian municipality (valued at approx. \$5 billion). In 2006 this LGA accommodated a workforce of some 67,502, with majority of workers (46,690) coming from other regions to work. Principal employment sectors include Manufacturing (28.9%), retail trade (13.6%), wholesale trade (10.7%), health care and social assistance (6.7%), construction (5.6%), education and training (4.7%), accommodation and food services (4.5%), professional scientific and technical services (4.2%), transport postal and warehousing (3.9%), and public administration and safety (2.9%).

### **Overview of Regional Business and Industry Sectors**

While a wide range of industry segments are key ones within the BGK LLEN region, for the purpose of this report only the most currently significant (in terms of regional labour market demand / skills shortages and/or limited numbers of young people entering) are discussed. As such, 'manufacturing', 'health care and social services', 'construction and property services' and 'professional, scientific and technical services' are highlighted below. While segments such as 'retail trade', 'education and training', and 'financial and insurance services' are also significant employment sectors in the BGK LLEN region; because they are not currently experiencing high levels of skills shortage and do not experience acute difficulties in attracting young people to careers they will not be highlighted at this time.

### **Manufacturing**

At a national level the manufacturing sector has been profoundly affected by globalisation. Many goods and services which in the past were neither imported nor exported are now part of the composition of international trade. In light of this Australian manufacturing firms have had to rationalise and consolidate their operations, lift performance and become more globally competitive. In May 2009 the total number of full-time manufacturing industry employees totalled 993,000, a decrease of 81,000 from February 2008 figures. The Department of Education, Employment and Workplace Relations (DEEWR) projects that employment within the manufacturing industry will continue to decrease with a projected rate of fall of 1.2% per annum over the next five years. This is significantly lower than the employment growth projected for industry within Australia in general. Some sectors under Manufacturing Skills Australia's coverage have an even lower projected growth, with Transport Equipment Manufacturing having the lowest project growth (-3.4%) of any sector in Manufacturing. The ageing of the workforce is an issue facing the manufacturing industry. In 2008 the median age of workers within Manufacturing was 41, which is four years older than the median age for all Australian industries. Manufacturing is the third largest employer of apprentices and trainees after 'Construction' and 'Other Services'. It employed just over 31,000 apprentices and trainees in May 2008, which was 17% of all Australian apprentices and trainees. As at July 2009, manufacturing (including food, beverage, timber and paper products) contributed almost \$107 billion (12%) to the value of the Australian economy, the second largest sectoral contributor (the largest contributor being Property and Business Services).

In terms of manufacturing training in the BGK LLEN region, this is primarily available through Holmesglen, the area's local TAFE. Indeed most BGK LLEN region students undertaking a VET Certificate or School Based Apprenticeship and Traineeships (SBATs) in this industry complete their off-the-job training at Holmesglen. It is interesting to note that while the number of students undertaking 'metals and engineering' training has increased in the past four years, the participation rate still remains low when compared to more popular VET programs and/or to the Victorian metals and engineering participation rate. The SBAT participation rate in this industry area is particularly low amongst regional secondary students.

Manufacturing is the largest employment and industry sector in the Kingston region and is the fifth and sixth largest employment sector within the Bayside and Glen Eira regions respectively. It is the most significant industry segment within the whole of the BGK LLEN region and (like the entire Australian manufacturing industry) requires particular attention as one that is facing significant challenges placed on it through globalisation, skills shortages due to an

ageing workforce, a reduced number of young people commencing entry level or manufacturing-oriented trade positions as well as a somewhat misguided perception that the industry is a dying one.

### **Health Care and Social Assistance**

Health care and social assistance has been the fastest growing industry in the past five years, with 157 000 new jobs created, increasing at one and a half times the rate of industry overall. This trend is expected to continue, fuelled by demands from an ageing population, demands for high levels of community health care, and growth in child care needs. The industry also faces challenges relating to an ageing workforce, poor gender balance and a current low number of young people in the workforce. However, it is expected that Generation Y will find the industry attractive due to its flexibility, transportable skills which are in high demand overseas and opportunities to 'make a difference' in people's lives. The Australian Community Services and Health Industry Council provides detailed information about the state of this industry at a national level. Their data outlines that the community services and health industries are the third largest employer in Australia, employing 1,134,200 people across a diverse range of occupations. In the ten years between 1998 and 2008, the workforce grew more than a third in size, and this trend is projected to continue.

The changing demography of Australian society and certain epidemiological trends are necessitating change. The increasing proportion of people aged over 80 years is placing new demands on aged care, and health services more broadly. So, too, are improvements in medicine and service, which have lengthened the life expectancy for those with a disability or chronic illness. Alongside these trends, the community services and health industries have high attrition rates due to an older than average workforce. At other end of the spectrum, rising birth rates have increased demand for maternity and childcare services. Community services (aged care, children's service, disability and mental health) comprise around a quarter of the combined industry's workforce, a proportion which has not changed significantly in the last ten years. It is anticipated that the community services workforce will grow in size and, potentially, in proportion to health. The numbers of professionals employed in the health industries increased by 44% between 1998 and 2008, yet supply cannot keep pace with demand. There are skills shortages across all states and territories, and increasing the supply of allied health professionals will be crucial in delivering the remedial services required to improve the pro-active management of chronic health problems. Similarly, the public health and education workforce will have to grow if the policy focus on prevention through health education is pursued.

In terms of community services and health training in the BGK LLEN region, this is primarily available through Holmesglen TAFE, Chisholm TAFE, through one independent Jewish school (Adass Israel) and some private RTOs. It is interesting to note that the BGK LLEN region rates well when compared to participation rates for this industry area across Victoria, and in 2009 was almost 2% higher than the Victorian average. However, the SBAT participation rate in this industry area is particularly low amongst regional secondary students.

The Health Care and Social Assistance industry sector is the largest employer in both the Bayside and Glen Eira regions and the fourth largest in the Kingston region. As noted above, it is a segment of particular importance in light of its dominance in the BGK region and due to the impacting forces that an ageing population, potential social hardship driven by the recent economic downturn, an increasing emphasis on early interventionist health approaches and a high workforce attrition rate due to an ageing workforce are having.

### **Construction and Property Services**

More than 1.5 million Australians work in about 250 000 enterprises within the Construction and Property Services industry. Together, these companies and workers contribute greatly to Australia's infrastructure by underpinning the nation's economic and social fabric. Construction is part of a globally competitive industry, and is based on state-of-the-art technology and innovative design techniques. It is one of the Australian economy's largest industries, employing about 860 000 people, or 8.6% of the total workforce. Key construction sectors are: building construction (residential and non-residential), building structure services (concreting, bricklaying and roofing), building installation services (plumbing, air conditioning and heating, and fire and security alarms) and building completion services (carpentry, plastering, tiling, carpeting, painting and decorating, and glazing). The construction industry faces a range of challenges. In terms of long-term sustainability, it must adapt to new technologies and products. It must also strive to provide enough flexibility in qualifications to attract and retain a youthful, more gender-balanced workforce and focus on upskilling older workers in order to address skills shortages and meet future demand. Key sectors in the Property Services component are: property operators and real estate; architectural, engineering and technical services; building cleaning and pest control; investigation and security; and, waste collection, treatment and disposal. Property Services covers a disparate mix of sectors, which reflects the wide range of industries that require property services. As in construction, many of these sectors fluctuate in their workforce needs, due to economic factors affecting the industries they serve. Current challenges for Property Services are the need to streamline legal regulation and industry registration, and to find nationwide approaches to these formal requirements. Property

Services has high levels of part-time and individual employees, and this sometimes causes problems in relation to training and retaining workers.

In terms of building and construction vocational training in the BGK LLEN region, this is primarily available through Holmesglen and Chisholm TAFEs. It is important to note, however, that students undertaking this training do not have access to training in the local area and must undertake their off-the-job training at the Chadstone campus of Holmesglen TAFE or the Dandenong and Frankston campuses of Chisholm TAFE. It is interesting to note that while the number of students undertaking building and construction training has increased in the past four years, this has been largely due to the commencement of the Holmesglen Vocational College (which provides Victorian Certificate of Applied Learning education, including the compulsory VET training) in 2007. Indeed a significant jump of 157 building and construction students occurred between the years 2006 and 2007, and a further 200 enrolled between 2008 and 2009. A few secondary colleges (eg. Sandringham College, St Bedes College and Parkdale Secondary College) also have reasonable numbers of students undertaking training in this area. Consequently, the participation rate in this industry training area is quite positive and in 2009 was actually almost 2.5% higher than the Victorian average. However, the SBAT participation rate in this industry area is particularly low amongst regional secondary students when compared to the Victorian average.

The Construction and Property Services industry, while not one of the largest employment industries in the BGK LLEN region, is nonetheless an increasingly important one and as an industry contributes more than any other to the Australian economy. The industry is facing skills shortages in some of its segments, is requiring an increasingly sophisticated workforce to meet technological and sustainability demands and requires both trade and higher education skill development in current and future workers.

### **Professional, Scientific and Technical Skills**

The Professional, Scientific and Technical Services industry is the seventh largest employer in Australia. Based on the 2006 Census, there were 602,018 people employed in the industry. Of these, 431,642 were working full-time, with another 144,698 in part-time positions. This broad industry specialises in performing professional, scientific, and technical activities for others in a variety of industries and, in some cases, to households. Specific services provided include legal advice and representation; accounting services; architectural, engineering, and design services; computer system design; consulting services; scientific research services; advertising services; photographic services; translation and interpretation services; veterinary services; and a range of other professional, scientific, and technical services. While activities of this sector are significant in their own right, they also contribute to the development and innovation that occurs in other industry sectors 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 and a common factor is that education and training levels are very high in comparison to other industry sectors.

The Professional, Scientific and Technical Services industry, while not one of the largest employment industries in the BGK LLEN region, is a varied and diversified one that 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 (eg. maths and science-based careers).

### **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'.

According to the Australian Conservation Foundation "‘Green jobs’ or ‘green-collar jobs’, which contribute to better environmental outcomes or increased sustainability, are set to boom in the 21st century as we move towards a global low carbon economy. Green-collar jobs range from low-skill, entry-level positions to high-skill, higher-paid jobs, and include opportunities for advancement in both skills and wages". According to the Dusseldorp Skills Forum the potential for growth in this sector is enormous due to the fact that both the Australian public and Australian businesses see value in behaving in a more environmentally responsible manner. DSF have identified that a large number of Australians consider climate change to be a major issue, have a sense of environmental legacy, believe that business have a responsibility to contribute to lower carbon emissions and cannot identify a brand with a strong reputation for operating in an environmentally friendly manner. The BGK LLEN region, being home to an incredibly wide range of industries and businesses will, like most other metropolitan regions in Australia, see an increasing demand for environmentally sustainable work practices and employment in the coming years. Furthermore, as Australia legislates and regulates for sustainability improvements local business and industry will be forced to make changes to work practices, production and services which will necessarily impact on the education and training opportunities and developments into the future.

'Biotechnology' is a term used to cover the use of living things in industry, technology, medicine or agriculture. Biotechnology is used in the production of foods and medicines, the removal of wastes and the creation of renewable energy sources. A wide range of strategies, legislation and initiatives have been launched across Australia to influence growth, development and regulation in this industry area. From a Victorian perspective biotechnology is considered a major driver of new industries and is based on life long science discoveries. According to the Victorian Department of Sustainability and Environment in 2005 Victoria had over one third of Australia's biotechnology companies and has more US patents than any other Australian state. Of the 313 organisations in the 2005 Victorian Biotechnology Directory most were clustered around the university and hospital precincts with distribution and production mainly focused in the inner areas and the south east suburbs of Melbourne (ie. in or adjacent to the BGK LLEN region). The BGK LLEN region, being a key biotechnology investment and production region, will likely see an increase in demand for skilled employees in this broad field in the coming years. In order to meet this anticipated demand the BGK LLEN region must support industry and government initiatives aimed at increasing student (and particularly female) interest in biotechnology and related careers.

### **Skills Shortages**

The shortage of appropriately skilled labour across Australian industry has emerged as a significant and increasing problem in recent years, resulting in a number of solutions put forward on how to address the issue. 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. Although in the past year or so, in response to the global economic crisis and economic downturn in Australia which has led to decreased employment opportunities, the skills shortage issue has temporarily abated. Whilst there is variance amongst individual industries, skills shortages are largely linked to the effects of an ageing workforce, low youth entry/participation, low community perceptions in relation to working conditions and career pathways, apprenticeship attrition and career advice emphasising further education over technical training and apprenticeships. Government and industry bodies have worked collaboratively in identifying means of reducing skills shortages, with particular focus placed on changing community attitudes and perceptions (particularly career teachers and parents) about trades and traditional industries and improving young people's knowledge of the pathways available through information resources and access to school-based VET and workplace training initiatives.

### **Business and Industry Sector Engagement in Youth Education and Transition Outcomes**

The majority of business and industry sector involvement with local education providers and students has been through formal and informal initiatives and some network activities. Formal initiatives generally centre around School Based Apprenticeships and Traineeships (SBATs). Informal arrangements have been established by a range of organisations, predominately a local youth transitions agency (Youth Connect), the BGK LLEN and local education providers. Network activities have been largely coordinated by the BGK LLEN and/or Youth Connect and other relevant agencies in the region.

SBATs generally involve students being employed as part-time apprentices or trainees who are then paid for time spent in the workplace and are required to undertake competency-based training with a Registered Training Organisation (RTO). In some cases SBATs are set up directly between the student and the employer, while in other instances Group Training Organisations (GTOs) employ the student and then place them with 'host employers' for the period of the SBAT contract. As noted previously the region has traditionally low levels of SBAT take-up and therefore little SBAT involvement with local employers. Since 2006 the BGK LLEN has coordinated an 'Australian School Based Apprenticeship (ASBA or SBAT) Partnership Network' comprised of over 30 employers, education and training providers, community organisations, peak industry bodies, RTOs and GTOs.

Less formal or regulated arrangements that connect industry with local education providers and students have generally centred around Structured Workplace Learning (SWL), industry tours, careers events, mock interviews and industry presentations. These activities have largely been facilitated by regional youth transitions agency Youth Connect with support from the BGK LLEN and/or individual schools and training providers. Youth Connect has for nearly 20 years been involved in school to industry programs in the region and most recently delivered the Australian Government funded Local Community Partnerships (LCP) program in the area. As part of this program Youth Connect played a role in increasing VET participation rates, coordinating and sourcing SWL placements with businesses that were directly connected to that young person's VETiS training, conducted industry tours and assisted in the development of 'Adopt-a-School' projects.

The BGK LLEN, along with Youth Connect and other partners such as neighbouring LLENs, has also been involved in less formal arrangements (such as student forums) that have encouraged business and industry sector involvement

with education providers and students. Networked arrangements have provided opportunities for industry to connect with education providers on a more strategic regional level and have included such BGK LLEN facilitated partnership groups as the 'ASBA (SBAT) Partnership Network', 'Applied Learning Network' and 'Applied Learning Awards Network'.

#### **Business and Industry Sector Challenges**

- *Manufacturing, as the most significant regional industry, requires particular attention to assist it in addressing its key challenges. Supporting regional manufacturing businesses to build partnerships with schools that allow them to introduce educators and students (and their families) to the array of careers available in this sector and act as a mechanism for addressing manufacturing skills shortages must be seen as an important regional activity over the coming years.*
- *Given that the participation rate in 'metals and engineering' VETiS and SBAT training amongst regional secondary students remains low (when compared to other VETiS programs in the region as well as the overall participation rate for the 'metals and engineering' VETiS program in Victoria) efforts must be made to increase enrolments into the future.*
- *Health Care and Social Assistance, as the second most significant industry within the BGK LLEN region, requires regional support if it is to address the challenges facing this segment. Supporting local Health Care and Social Assistance employers to build partnerships with schools that allow them to introduce educators and students (and their families) to the array of careers and jobs available in this sector and act as a mechanism for addressing skills shortages in preparation for the expected increasing demand must be seen as an important regional activity over the coming years.*
- *While this region compares well in terms of health and community service VETiS participation, SBAT enrolment rates remain low. In light of increasing future labour market demand in this industry area it will be important to ensure that secondary student VETiS participation rates remain consistent or grow and SBAT participation rates increase over the coming years.*
- *The Construction and Property Services industry, while not one of the largest employment industries in the region is nonetheless an increasingly important one that is facing skills shortages in some of its segments. It is also requiring an increasingly sophisticated workforce to meet technological and sustainability demands and requires both trade and higher education skill development in current and future workers.*
- *While this region compares well in terms of building and construction VETiS participation, this is largely due to Holmesglen Vocational College and a few secondary schools' student participation levels. Overall the region performs poorly in terms of building and construction SBAT participation. In light of skills shortages within the construction industry and increasing future labour market demand in this industry area it will be important to ensure that secondary student VETiS and SBAT participation rates in building and construction remain grow over the coming years.*
- *The Professional, Scientific and Technical Services industry, while not one of the largest employment industries in the BGK LLEN region, is a varied and diversified one that 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 (eg. maths and science-based careers).*
- *The BGK LLEN region, being home to a wide range of industries and businesses will, like most other metropolitan regions, see an increasing demand for environmentally sustainable work practices and employment in the coming years. This will likely impact on work practices, career developments and opportunities and lead to further education and training changes.*
- *The impact associated with the demise of the service delivery Local Community Partnerships (LCP) program is yet to be seen, although it is presumed that it may lead to a reduction in connections between local industry and schools/students. This may be particularly felt in those schools that relied on the LCP program for the majority of their workplace learning and industry exposure activities and coordination.*
- *Despite the best efforts of the BGK LLEN and a range of partner organisations, improvements can still be made in terms of building capacity across the region for greater levels of business and industry sector involvement with local education and training providers. This may prove to be of particular importance as schools and industry adjust to the demise of Local Community Partnership program in 2010.*
- *There appears to be a gap in the provision of formal mentoring arrangements between local schools and local businesses.*

## **Parent and Family Profile**

### **Parent and Family Stakeholders**

A number of Parent and Family Groups operate within the region, 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.

Feedback from parents and family members during the BGK LLEN's 2010 face-to-face stakeholder consultations and electronic surveying pointed to a need for more information about issues concerning children and young people's education, training and employment transitions, engagement, pathways and retention. 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. It is also worth noting that 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'. This transition guide 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. While the primary audience for this publication was 15 – 19 year olds, increasingly parents have sought copies to further their knowledge and use it as a parenting reference and support tool.

### **Primary and Secondary School Parent 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 1960's, 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 (eg. 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' states that Foster Carers "...are 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". Foster Carers may be related to the child under their care (a type of care known as Kinship Care) or may be unrelated (Foster or Residential Carers). According to the Centre for Excellence in Child and Family Welfare (CWAV), as at June 2007 there were 5050 Victorian children and young people in out-of-home care placements, with that figure rising at a rate of approx. 10% over the last decade (2008:4-7). In a recent Department of Human Services report in 2010 "there are up to 12,000 Victorian children in care on any given day". As at 2006 approx. 0.5% of the 10 – 18 year old regional population were residing in foster care, a rate slightly lower than the state average, and an unknown number would be in kinship care arrangements regionally. The importance of supporting Foster and Kinship Carers to obtain education and transition information cannot be understated. 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 support the education and transition of children and 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 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 numbers of CALD students in the Bayside, Glen Eira and Kingston region are smaller than

the Victorian average, and the majority of these are from countries or regions where English is the primary spoken language. However, since 2006 there has been an increase in children and young people born in non-English speaking backgrounds (particularly Southern and East Africa, Southern Asia, Chinese Asia and Eastern Europe) residing in and/or attending education and training providers in the region. In terms of the Indigenous population in the region, according to the My School website in 2009 only 87 Indigenous children and young people were enrolled in regional schools.

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 Disability**

The statistical profile of children and young people with a disability in the local 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 6991 children and young people aged 5 – 24 years with a disability (including those with a severe or profound disability) living in the area. While this age range differs from the BGK LLEN's age cohort (10 – 19 years) it indicates that a significant number of young people within the BGK LLEN's age range are attending disability-specific education and training facilities, as well as 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 is on the rise, there are a limited number of disability oriented parents and friends groups within the 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 such as autism, cerebral palsy, mental health, eating disorders and down syndrome. 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 around disability 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. 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. Indeed, 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.

Of note, at 2006, local 701 young people aged 15 – 19 years (or approx. 4% of that age group) were identified as providing unpaid carers assistance to people 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 person.

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

### **Policies and Initiatives Influencing Education and Transitions Outcomes Support**

A number of strategies, policies, programs and initiatives are, and will, impact on parental and familial involvement in their child's education and transition decision making and support. These include the following:

#### **Regional Careers and Transitions Programs (and Parental Influence)**

The 2003 Department of Education Science and Training (DEST now DEEWR) report, 'Making Education and Career Decisions: School Students Aspirations, Attitudes and Influences' identified a range of student career influencers including: parents, careers teachers, peers, gender, general teachers, work experience, VET/SWL, career expos and society/culture. The report revealed that parents have the most significant influence on a young person's education and career decisions than any other element. In particular it was revealed that: many students receive pressure from parents to pursue university as a post-school option (2003: 13); parents in trades or small business ownership expressed a strong desire that their children pursue a path different to their own, holding themselves up as counter models (2003: 16); careers teachers viewed parents as having the greatest influence (2003:14); and, many young people internalise their parent's views for the future and project it as their own autonomous decision (2003: 15).

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 and 'Secondary School and Beyond' programs. After being piloted in the region in 2005 by the BGK LLEN and local community organisation Youth Connect, PACTS has since been delivered by Youth Connect and over that time has delivered the program to nearly 1000 parents in school and community settings. In 2009, through Australian Government Career Lighthouse funding, the 'Secondary School and Beyond' program was developed by the Mordialloc College Careers Coordinator (along with supportive partner organisations). This program introduces parents of primary school-aged children (generally parents of those in Years 4 – 6) with information about secondary school selection, secondary school curriculum and provision and ways in which parents can introduce simplified careers and transitions discussions with their children at an early age.

In 2010, the Department of Education Employment and Workplace Relations (DEEWR) launched 'Youth Connections', the new national program aimed at improving the outcomes of young people most at-risk of not making a successful transition through or from school into education, training or employment. Youth Xpress (a consortium made up of Taskforce, Inner Melbourne VET Cluster, Skills Plus and MOIRA) were awarded the Youth Connections contract for the Bayside, Glen Eira and Kingston region. This program builds upon previous Australian government funded programs such as Youth Pathways, and will provide individualised case managed support to 13 – 19 year olds both in and out of the education system. While some delivery elements are still evolving, broadly speaking the program will enable parents 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 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.

### **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. Whilst implementation of this National Framework is some years off its execution may necessitate a local communication and support strategy to increase parental understanding and its impact on education arrangements at a regional level.

### **Compact with Young Australians**

In May 2009, the Australian Government (along with all Australian States and Territories) introduced the 'Compact with Young Australians'. Colloquially referred to as the 'Earn or Learn' package, this Compact comprises a National Youth Participation Requirement, an entitlement to education or training places for 15 to 24 year olds, and changes to Youth Allowance and Family Tax Benefit making education and training a precondition for these payments. The Compact recognises that young people who attain Year 12 or an equivalent qualification have better social, economic, employment and health outcomes than those who don't, and as part of the Compact the Australian Government has brought forward its target so that by 2015, 90% of 20-24 year olds will have attained a Year 12 or equivalent qualification.

### **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".

### **Youth Mentoring**

Youth Mentoring is increasingly seen as a model for enhancing relationships between a young person and significant other (eg. peer, adult) with a view to enhancing their emotional, social, skills or pathways development. Significant interest in this model has been demonstrated by increasing public discussion, the establishment of peak mentoring associations and benchmarking and best practice resources, and an increase in the number and variety of programs available. According to the Youth Mentoring Network, a great deal of international research carried out on the benefits of mentoring to a young person “has shown that young mentees are less likely to become involved in criminal activity, drug and alcohol abuse or to leave school early. Instead they are more likely to have improved academic performance and have better relationships with their teachers and family compared to their peers who are not mentored”. As such Youth Mentoring can often support parents, carers or other family members in their guidance role and may also assist in enhancing education and transition outcomes for children and young people. There are very few Youth Mentoring programs offered within the region, which may point to a need to promote the introduction of additional Youth Mentoring programs in local school and community settings and/or a limited amount of funding available for such programs. In recognition of the poor education and transition outcomes often experienced by vulnerable and disadvantaged children and young people, it is perhaps those groups that should be specifically targeted for future mentoring programs or support in the region.

### **Issues Affecting Key Parent and Family Stakeholder Groups**

*A range of issues are evident for the diverse parent and family stakeholder groups which may impact on their capacity to support children and young people to have successful education and transitions outcomes:*

*Primary and Secondary School Parents, Families and Friends:*

- *Ensuring their awareness of the importance of family-school partnerships with both parents and education providers (in particular the importance of maintaining connections between secondary schools and parents)*
- *Providing access to unbiased and quality information regarding young people’s education, training and employment transitions, engagement, pathways and retention, including information about local programs and services available to assist families experiences difficulties in these areas*
- *Confusion due to complicated and jargonistic education and transitions information from schools to parents*
- *The need to build connections between school-based parents and friends associations at a regional level*
- *Recognition of the value of the BGK LLEN’s ‘Who, What, Where...’ booklet as providing parents with education, training, employment, wellbeing, lifestyle and social transition information for young people aged 15 – 19 years*

*Foster and Kinship Carers:*

- *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*
- *Providing carers with access to information and resources that increase their understanding of education and transition issues, and community support available to young people in the out-of-home care system at risk of making a poor transition through or from school*
- *Increasing carers’ awareness of the important role they can play in children and young people’s education and transition outcomes*

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

- *Few locally-based specific networks for parents and families from CALD backgrounds*
- *Provision of information regarding education, training and employment transitions, engagement, pathways and retention information in CALD languages, particularly in languages spoken by the predominate CALD groups residing in the area (ie. languages spoken by those from Southern and East Africa, Southern Asia, Chinese Asia and Eastern Europe)*
- *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*

*Parents and Families Affected by Disability:*

- *Increasing levels of children and young people with special needs in the mainstream education system, resulting in reduced financial resource support for these families*
- *Frustration at both a parent and educator level in relation to the lack of time, resources and expertise needed to provide specialist support to children and young people with a disability impacting on their education and transitions*
- *Increasing pressure upon many parents to personally case manage their child’s education and related special needs*
- *The need to build connections between parents of children and young people with special needs at a regional level*

## **Community Group Profile**

### **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. The hundreds of specific services are listed in the body of this report.

### **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:

**Local Government Area Youth Strategies** - Both the Bayside City Council's and the City of Kingston's 'Youth Strategy 2007 – 2010' identified a myriad of issues directly affecting young people in these regions, as well as identifying the need for enhanced partnership and collaboration between agencies. It is worth noting that local providers identified funding competition and lack of resources (eg. financial, time, human) as areas which impact on the ability of organisations to engage in partnerships and collaboration.

**Bayside Youth Charter** - In response to feedback provided during Bayside City Council's 'Youth Strategy 2007 – 2010' consultations, the development of a Bayside Youth Charter has evolved. During consultations, service providers highlighted the need to improve the accountability of youth organisations and services through collective responsibility for young people, as a way to help prevent young people slipping through the gaps. . The development of this Charter is a joint initiative between Bayside City Council and the BGK LLEN, with input from 26 local organisations.

**Bayside Kingston Youth Network** - Bayside City Council and the City of Kingston facilitate the 'Bayside Kingston Youth Network'. This Network is made up of over 40 youth, welfare and community organisations servicing these two adjacent local government areas. The primary purpose of the Network is to provide a forum for agencies to regularly meet (approx. 6 times per year) and share service information, engage in professional development activities and produce a quarterly newsletter outlining services and programs available during that period.

**Glen Eira Youth Network** - Glen Eira City Council facilitates the 'Glen Eira Youth Network'. This Network is made up of a number of youth, welfare and community organisations servicing the Glen Eira region. The primary purpose of the Network is to provide a forum for agencies to regularly meet (approx. 6 times per year) and share service information.

**Regional Youth Affairs Network (RYAN) Southern Metropolitan Region** - Funded by the Victorian Office for Youth, RYANs bring together youth service providers, all levels of government, community representatives and young people with an interest in improving outcomes for young people. RYANs assist the Victorian Government to make informed decisions about policy, planning and service delivery issues that impact upon young people and reflect the Victorian Government's youth policy agenda 'Future Directions'.

**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. In 2006 Glen Eira had 437 public housing households, which accounted for 0.9% of the total Glen Eira household population; Kingston had 925 households residing in public housing, which accounted for 1.8% of the total Kingston household population; and, Bayside had the largest proportion of public housing with 928 households, or 2.8% of the total Bayside household population, in government funded or subsidised households. Indeed, the proportion of public housing in Bayside exceeded the 2.7% recorded for the entire Melbourne Statistical Region in 2006. In 2008 Chelsea, a significant residential area within the Kingston City Council region, received funding for a 'Chelsea Community Renewal Project' through the Victorian Department of Planning and Community Development (DPCD). The purpose of this project is to improve the economic, housing, education, employment, health and social standards within this community.

#### **Issues Affecting Youth Transitions Outcomes Support**

- *The research points to the most pressing and significant issue being that the education, training and employment needs of young people are not necessarily the primary mission of community groups and networks servicing the local area.*
- *Indeed the primary focus of community organisations in the Bayside Glen Eira and Kingston region is usually on health, mental health, welfare, disability, general youth, youth mentoring, disadvantage and/or recreation (or a combination).*
- *Ensuring that each of these 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 therefore of regional importance.*

#### **Issues Affecting Partnership Development and Capacity Building**

*The research points a number of issues which may impact on the capacity of community groups and support networks to build strong partnerships and build organisational and regional capacity:*

- *The need to maintain strong regional provider networks is a key mechanism for building individual organisational and regional capacity*
- *The 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*
- *Breaking down the barriers imposed by competitive funding approaches and contractual obligations*
- *Providing support for the ongoing development of region-wide Youth Charters aimed at supporting individual organisations and addressing youth and related issues from a regional perspective*

## **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 School Business Community Brokers program to be implemented by the BGK LLEN.

### **National Partnership Agreement on Youth Attainment and Transitions**

In 2009 The Council of Australian Governments (COAG), through the National Partnership on Youth Attainment and Transitions, identified the achievement of the following five high-level outcomes as key to boosting Australia's participation and productivity:

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

At January 1<sup>st</sup> 2010 two new Youth Attainment and Transitions programs were launched in the local region:

- School Business Community Partnership Brokers program – contract to be held by BGK LLEN
- Youth Connections Program – contract to be held by Youth Xpress

### **Jobs Services Australia**

In July 2009 Jobs Services Australia replaced Australian Government employment services such as Job Network. Jobs Services Australia provides employment placement services for unemployed young people. An individually tailored employment pathway plan is developed with the job seeker to assist with job searching to gain access to work experience and training education and to overcome other difficulties in finding employment. Special assistance is targeted towards those experiencing particular difficulties such as disability. Assistance is also available for employers wishing to find appropriately qualified staff.

### **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 Human Services portfolio which also includes the Child Support Agency, CRS Australia, Medicare Australia and Australian Hearing.

### **National Disability Coordination Officer Program**

Children and young people with a disability, and their families, can receive specific education, transition and pathways planning assistance through the Australian Government (DEEWR) 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.

### **School Focused Youth Service**

School Focused Youth Service (SFYS) is a preventative and early intervention strategy designed to facilitate partnerships between schools and community services to support children and young people 10 to 18 years old within and outside the school system who are at risk of developing behaviours that may make them vulnerable to self harm or who require support and intervention.

### **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 a local level the Blueprint for Education and Early Childhood Development is helping to inform strategies and activities associated with the DEECD Southern Metropolitan Region's 'Southern Youth Commitment'.

### **Securing Jobs for Your Future – Skills for Victoria**

The Victorian Government's 'Skills Statement', is providing \$316 million in new funding to create over 170,000 new training places, upgrade TAFE facilities and deliver more flexibility for individuals, employers and training providers. For individuals, the new skills system aims to offer more places, more opportunities for training throughout adult life and flexible fee arrangements; for training providers, new opportunities to respond to market demand and contest for funding; and for businesses, assistance with workforce development and a system that's more responsive to their needs.

### **A Fairer Victoria 2009**

'A Fairer Victoria 2009', launched in May 2009, commits \$925.6 million to protect the vulnerable and address social disadvantage across a range of initiatives. A Fairer Victoria is a whole of Government social policy action plan to address disadvantage and promote inclusion and participation.

### **Wannik Strategy**

Wannik, from the Gunai/Kurnai language, meaning 'Learning Together- Journey to Our Future' is the Department of Education and Early Childhood Development's new Education Strategy for Koorie Students in Victoria. The overarching principle of the Government's strategy is about delivering the best possible education to Victoria's Koorie students.

### **Every Child Every Chance – Victoria's Approach to Child Protection**

Developed in consultation with a wide range of people involved in the delivery of services to Victoria's vulnerable children, young people and families, 'Every Child Every Chance 2009' is committed to ensuring that all children and young people have access to nurturing and stimulating environments in which to grow and reach their full potential.

### **Creating Connections: Youth Homelessness Action Plan Stage 2**

Young people need connections that will help them to move on from the experience of homelessness. Through the 'Creating Connections: Youth Homelessness Action Plan Stage 2' (2006 – 2010), the Victorian Government will provide more help to young people who experience homelessness. 'Creating Connections' provides an opportunity to for service-providers to strengthen their capacity to meet the needs of homeless young people.

### **Victorian Disability Plan 2002 - 2012**

Launched in 2002, the 'Victorian State Disability Plan 2002 – 2012' is the Victorian Government's agenda for people with a disability. The Plan's vision is that "by 2012, Victoria will be a stronger and more inclusive community - a place where diversity is embraced and celebrated, and where everyone has the same opportunities to participate in the life of the community, and the same responsibilities towards society as all other citizens of Victoria."

### **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 an innovative youth development program managed by the Office for Youth, within the Victorian Department of Planning and Community Development (DPCD). 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 important performance opportunities for local musicians and emerging artists to showcase their talent through competitions such as the Victorian FReeZA Push Start Battle of the Bands.

### **Southern Youth Commitment**

Launched in 2008, the 'Southern Youth Commitment' (SYC) is a strategy and a philosophy which recognises that all members of the community have a role to play in ensuring that young people have the opportunity to complete Year 12 or its equivalent. Operating under the tagline "Young People. My Future. Your Future. Our Future. Worth Whatever It Takes" it recognises that each young person has a right to the support and assistance necessary to make the transition through and from school a successful and satisfying one. The SYC aims to enhance collaborations between schools, parents, youth and community agencies, training providers, employers and the wider community to reduce the risk of young people leaving school early without a sustainable future pathway. The SYC covers a wide and diverse geographic region which aligns with the boundaries of the DEECD Southern Metropolitan Region and takes in four LLEN areas. It is led by a partnership group made up of representatives from the DEECD SMR, Catholic Education Office, Association of Independent Schools Victoria, BGK LLEN, Inner Eastern LLEN, South Eastern LLEN, Frankston Mornington Peninsula LLEN, Adult Community & Further Education Council, Holmesglen and Chisholm Institutes of TAFE.

### **Trade Training Centres**

In 2009 the BGK LLEN was part of a regional consortium of over 15 secondary schools and Holmesglen TAFE seeking Australian Government funding for a Trade Training Centre. The BGK LLEN was also part of a three school cluster Trade Training Centre (TTC) application. While these applications were unsuccessful there is an in-principle agreement that the consortium will apply for TTC funding in future rounds. One stand alone TTC application from Adass Israel (an independent Jewish school in the Glen Eira region) was successful in receiving TTC Funding for a kosher hospitality training facility. A number of individual schools in the region have also received individual Australian Government funding to enhance the applied learning / trade facilities in their school.

## **Partnerships Profile**

Twenty-three transition and education oriented partnerships were identified as operating in the region, although it is expected that even more than this also operate and have not been identified (particularly in the primary school sector).

### ***Regional Education and Transitions Oriented Partnership Culture and Key Challenges***

- *The predominate feature of the 23 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.*
- *Only a handful of the existing networks operate as strategic groups that are issue focused, action oriented, regional or organisational capacity building and/or advocating for systemic and cultural change.*
- *Nearly half of all the identified education and transition partnership networks are facilitated or co-facilitated by the BGK LLEN.*
- *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.*

- *This was further evidenced through the BGK LLEN stakeholder consultations conducted throughout early 2010, in which community group representatives identified a need for greater partnership development support, reduction in the duplication of services, breaking down the barriers imposed by funding competition and support to better understand how to access program grants and funding.*

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:

- Identified a need to build stakeholder's capacity and knowledge in relation to grants and fundraising (ie 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.
- Developed a 'BGK LLEN Social Investment Model'. The Social Investment Model is a commitment of in-kind resources (personnel expertise, advice and time plus research, evaluation and performance measurement tools) and/or financial support for the purpose of developing, growing or stimulating a project or initiative (linked to the BGK LLEN's Strategic Plan and contractual obligations) that generates tangible, measurable and sustainable benefits to young people. It is a holistic approach where investment is made, and partnerships are brokered, to and with organisations that provide social benefit and good (namely positive outcomes) for young people. The Social Investment Model has been developed using best practice frameworks from the social, financial and philanthropic sectors and blends aspects of these to create one which will meet the needs of our region and stakeholders.
- 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. The BGK LLEN believes this can be achieved through maintaining a clearinghouse of Social ROI related information, research and resources; and promoting its value in grants and fundraising, partnership development and Social Investment Model resources and knowledge-building events.

## **Challenges and Opportunities (Education and Transition Outcomes)**

The Regional Scan concludes with a detailed 'Challenges and Opportunities Matrix' which summarises the research and information presented in earlier sections. In particular it draws out the challenges, gaps, weaknesses and issues identified in each key section and detects potential opportunities and/or measures that could be implemented to mitigate the challenges and weaknesses.

The Matrix is broken into 7 sections:

- Children and Young People
- Parents and Families
- Education and Training Providers (including Education and Youth Policy)
- Community Groups
- Business and Industry
- Careers, Pathways, Engagement and Transitions
- Partnership Culture Development

## **Ten Major BGK LLEN Priorities**

Through the Regional Scan research the following ten Major BGK LLEN Priorities have been identified and will inform the 2010 – 2013 BGK LLEN Strategic Plan.

### **Education and Training Provider Stakeholders**

- The need for strategic dialogue and partnerships between the Adult Community and Further Education (ACFE), TAFE and Registered Training Organisation (RTO) sectors is regionally required, particularly in relation to 'alternative/ flexible' learning options for 'at risk' and disengaged children and young people.

- The need for broadened applied learning provision regionally, and for the credibility of applied learning to be celebrated, promoted and validated across all stakeholder groups.

#### **Business and Industry Stakeholders**

- The issue of industry and education stakeholder's capacity to understand each others' language and knowledge about their sectors is noted as a limiting factor in partnership development. In brokering regional partnerships between these two stakeholder groups the ability to assist each other to achieve mutually satisfying outcomes (and in doing so increase career, pathways and partnership opportunities that benefit young people) is identified as something that is likely to increase.
- Whilst a significant and diverse number of industry sectors contribute to the local economy and employment landscape, of particular importance (in the immediate term) is the local manufacturing and engineering industry.

#### **Parents and Family Stakeholders**

- The need for regional transitions support for parents and families, especially during the crucial primary to secondary and senior secondary transition points.
- The need to ensure that children and young people with special needs receive broad and flexible education and training provision is a regional priority. In accordance with this, it has also been identified that regional parents and families of children and young people with special needs require targeted information and support regarding their child's pathways and transitions.
- The need for increased parental and familial understanding of the current education system, education choices, career and pathways information; particularly socially isolated groups such as Culturally and Linguistically Diverse (CALD) communities, out-of-home carers, and grandparent/kinship carers.

#### **Community Group Stakeholders**

- The need for improved regional youth referral processes between community groups, schools, parents and welfare agencies in order to reduce the need for vulnerable young people to retell their story to multiple agencies, limit young people 'falling through the gaps', build organisational capacity, and assist in developing partnerships and networks.
- The increasing issue of young people as primary carers in the local area and the need to address the transitions, pathways and retention needs that this particularly vulnerable group of young people face.
- The need for 'alternative/ flexible' learning options for young people aged 10 – 15 years disengaged from mainstream education.

#### **Common themes threaded through the 2010 BGK LLEN Regional Scan:**

The need for:

- greater, more coordinated systemic cross-education sector dialogue
- problem-solving, research and resource sharing to improve identified issues and challenges; knowledge about education (across all stakeholder groups) to improve areas such as retention, learning and earning, pathways provision and learning, leadership, and engagement
- support to source and build capacity in the areas of funding access and grant development
- support to connect organisations with one another in order to build partnerships and networks
- capacity building in the areas of youth leadership programs and approaches (including mentoring)
- consolidating BGK LLEN related research and resources





Bayside Glen Eira Kingston Local Learning  
and Employment Network (BGK LLEN)  
March 2010