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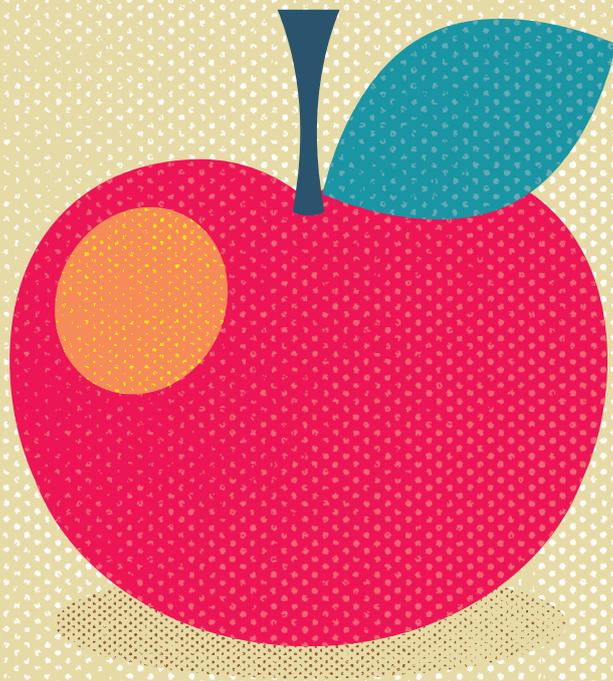
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FOREWORD

As this report shows, the achievements of the School Business Community Partnership Broker program providers are many and significant. These achievements are part of a fundamental shift in the way that education and the role of schools are conceived within the community, a shift which goes beyond policy cycles and funding rounds. Partnership has become part of the educational zeitgeist, and there is a steadily expanding willingness amongst business, industry and the community sector for effective joint responses that equip young people for full social, economic, political and cultural citizenship and that locate schools as centres of their communities. The kind of outcomes described in this report represent an important contribution to this zeitgeist.

This contribution is made particularly important, and particularly timely, by some of the counterpoint global movements within education policy, which increasingly serve to locate responsibility for young people's educational and life outcomes within individual schools as well as individual educators. Aspects of the ongoing debate about teacher quality and the escalation of autonomous cultures and structures of school management and leadership are having the effect of atomising, responsabilising and, in many instances, isolating educators and schools.

Partnership is never a panacea, but it does offer the opportunity to counter this isolation. It also offers the opportunity for a broader conception of education as a creative and collaborative endeavour, one that is responsive to local circumstances and geographies but that also links educators and schools to wider social purposes, visions, ideas and resources.

This is arguably the greatest promise and potential of partnership: that it can foster this new culture and conception of schooling. In 2008, I argued that partnership should do more than maintain the status quo: six years later, the achievements of the School Business Community Partnership Broker program providers show what can be done to promote innovative educational practice, but there are also innovations that are yet to be fully realised. The greatest of these would see partnership, and all that it can achieve, become much more than a policy and practice bubble. Instead, partnership would become the common and daily language of education, a language to which all sectors of society could subscribe in the interests of enabling all young people to be and to become all that they want to be.



INTRODUCTION

I recently attended a local Lion's Club Youth public speaking competition where my nephew, who is in Year 11, was competing in the finals. He made a presentation about legacy. It was powerful and thought provoking because it was real and raw and focused on the impact that people and their actions, no matter how small, can have on others. In many ways my nephew's perspective on legacy helped to fortify my belief that the work that I, and that of my local and national colleagues do, has been of cultural and systemic significance. Our local individual work as intermediaries (or Partnership Brokers) has collectively impacted upon the youth attainment and transitions space in Australia. The work of Partnership Brokers has created momentum and change and, in particular, has left a significant legacy for local communities and in some cases legacies at national levels.

One of the most forward thinking and strategic program investments by the Australian Government has been the School Business Community Partnership Brokers program (2010-2014). This program's focus has been on helping young people to complete Year 12 or equivalent qualifications and make a successful transition from school to further education, training and employment. The program has operated in 107 regions across Australia building partnerships between schools, training providers, universities, businesses, parents, families and a range of community agencies. Without a doubt, this program has helped to improve young people's engagement in education and played a part in improving school attainment levels across Australia.

Dr Rosalyn Black's 2008 flagship book, *Achieving Our Educational Goals for Schools and Young People*, identified a need for the use of networks and partnerships in education as a means for enhancing educational opportunities for young people. Dr Black stated that, "What is clear is that individual schools cannot by themselves provide the solution to educational inequity... Australian schools are increasingly engaged in partnerships with other organisations from across these sectors... Yet without more formal arrangements, there is a risk that too many of these partnerships will remain peripheral activities, isolated exercises in an environment where collaboration is still not the norm". Dr Black's research and insight clearly influenced future government investment, as she reinforced the importance that learning outside of school walls has on young people and how cross-sector partnerships can be used as a vehicle to support the goals and efforts of young people and educators alike.

- *Achieving Our Educational Goals for Schools and Young People* (2008) identified that, "Achieving [our educational goals for schools and young people] is the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other education and training providers, business and the broader community". This Declaration has been a powerful instrument to enable dialogue and action in the area of partnership development. It highlights the 'collective responsibility' mantra that has sat core to the work of all national Partnership Broker intermediaries working in this space and stimulated the development of valuable cross-sector relationships and resulting partnerships and projects.



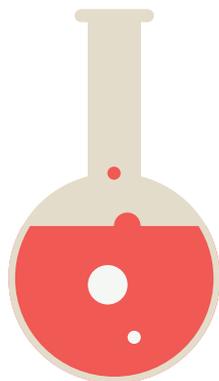
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• • - € report (2011) captured the final findings and priority actions of the Business-School Connections Roundtable; a Roundtable established by the then Deputy Prime Minister the Hon. Julia Gillard. The Roundtable wanted to contribute to the Melbourne Declaration and create a call to action; harnessing business as a partner in education and increasing successful partnerships for the purpose of improving educational outcomes. The report highlighted that, “Business in Australia is committed to ensuring our young people are equipped for the future ... [and] believes that business and education must work together, with renewed effort and commitment, to support excellence in education for the coming generations of Australian children and young people”.

The School Business Community Partnership Brokers program was funded for five years through the Department of Education, Employment and Workplace Relations (DEEWR). It was this funding that allowed for the development of cross-sector partnerships with businesses, organisations and individuals who also saw value in collaborating for the long-term education and employment benefits of our young people.

The investment that community partners contribute was something that the Partnership Brokers National Network was keen to understand, and understand in econometric terms. The Network commissioned Social Ventures Australia Consulting to evaluate the

Partnership Brokers program using Social Return on Investment (SROI) methodology. Social Ventures Australia Consulting’s findings determined that, “the value of social returns exceeded DEEWR’s cash investment by between 1.1 times and 3.7 times” (SVA, SROI Summary Report, 2013). These findings further evidenced the value of the Partnership Brokers program and articulated the in-kind commitment made by local school, business and community members in economic terms.

The Partnership Brokers program will, at the end of 2014, cease to exist due to an expiration of funding from the Australian Government. This book is a legacy document to ensure that the good work of Partnership Brokers is not lost or forgotten about and is available to underpin activities in this domain in the future. This book has captured a range of personal narratives from Partnership Brokers across Australia. Their stories highlight the breadth of areas in which Partnership Brokers have operated and the key learnings that these professional intermediaries garnered whilst engaging in partnership activity. This book captures evidence of place-based partnerships and programs initiated by Partnership Brokers. These narratives also illustrate just how partnerships in the youth transitions and attainment space have influenced positive change in the education, business and community sectors. While this book spotlights the power, impact and influence of partnerships in these sectors it also highlights that this type of work is still in its infancy in Australia and has the potential to blossom in the future.



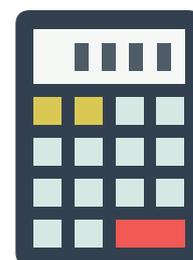
This book has not been an easy one to develop and write. With many hundreds of partnerships and projects to draw upon, only a handful could be presented. The personal narratives within this book come directly from Partnership Brokers in metropolitan, regional and rural settings. The included stories capture different aspects of the partnership work undertaken by the intermediaries in their communities; some that were born out of opportunities, some faced significant challenges, some utilised innovative and enterprising solutions, some demonstrate immediacy in action and some comprised of all of these elements.

This book is a celebration of the work undertaken by communities and an identification that this important work needs to continue into the future. Throughout the book, the reader is linked to evaluation, research and other examples of partnership initiatives that demonstrate the effectiveness of the Partnership Brokers program and its highly skilled intermediaries on the ground. Overall, the book reinforces the need and benefit of 'whole of community' (schools, business and community) approaches if we are going to continue to improve the outcomes of all young Australians and support them to reach their full social and economic potential. The stories included in this book demonstrate a way forward for education, business and community because, "Educating young people and preparing them for work and life beyond school is a responsibility shared by schools, business and the broader community" (Carmen Auer, Chairperson, Partnership Brokers National Network).

What we know and have a raft of evidence for is that, "School, business and community partnerships are an effective way to deliver high quality education and transition outcomes for young people. They provide access to broader and deeper learning opportunities that support young people to reach their educational and developmental potential. Partnerships also support businesses and other organisations to achieve their own objectives including the development of a skilled workforce for business and industry" (SVA Consulting, 2013).

As the Partnership Broker program ends we want to see the seeds of our work continue. We would like to see schools, business and community agencies across Australia continue to build successful and innovative partnerships for the benefit of the next generation of young Australians and the society within which they live and learn. The partnership bubble has not burst but we need to look beyond it to what really needs to be invested in next.

This is the challenge. This is the opportunity.





CREATING QUALITY OUTCOMES FOR YOUNG AUSTRALIANS

Young people have always sat core to the work of Partnership Brokers and their ability to be both flexible and responsive to the needs of specific youth cohorts, families, schools and communities has led to success. Individuals and the wider education system have benefited from Partnership Broker success.

Dr Black's identification that localised approaches, particularly ones that take learning beyond the classroom through community engagement, do create quality outcomes for young Australians. Partnership Brokers and their partners can and do attest to this. Partnerships Brokers have worked on behalf of all young people; whether a young person is Indigenous, a refugee, disengaging from school, a high achiever or has a disability. Partnership Brokers take a 'whole of community' approach to collaborate with schools, business and community members who share their desire to improve the transition outcomes of young people.

Young people who have disengaged or are at risk of disengaging from school, and often their families and wider community also, is a national issue. It is an issue that many Partnership Brokers have focused attention on, with the vast majority taking a whole of community approach that in turn led to the creation of meaningful opportunities for both the young people and their community.

The **KBT Community Garden** initiative in NSW is one example of this. A social housing precinct in the Wyong Shire, known as Pacific Del Mar, is recognised as an area with a high level of socio-economic disadvantage. Housing NSW provided a large parcel of land and funding to develop a community garden for local residents. The goal of the partnership was to engage early school leavers from the Pacific Del

Mar area in a vocational course to develop their employability skills through a community garden project. Reflecting on this project one of the Landcare Consultant partners, Equilibrium Future Solutions, said that, „ ... • ... • †

Another 'whole of community' approach to improving education and learning for young people occurred in Geelong, Victoria. **The Expansive Learning Network** was created to build a community of practice between schools and their industry and community partners. The goal of this partnership has been to establish, develop and sustain the systematic exchange of good practice student outcomes findings. A presentation by Professor Bill Lucas (University of Winchester), at the 2011 ACER conference, prompted the Partnership Broker to consider setting up an Expansive Learning Network in the Geelong region. They felt a number of synergies, regarding views on education and real world learning, existed between themselves and Professor Lucas. The Expansive Learning Network was established to tackle the ongoing problem faced by the region in how to get schools, industry and other education players to creatively 'think together' about how to best prepare young people for their futures. One of the partners, Dr Damian Blake (Deakin University) said that, „ • • • †

The following narrative highlights an approach used by a Partnership Broker to strengthen pathways and opportunities for vulnerable young people in Tasmania.

I wonder if you can remember when you left home for the first time? For me, it was leaving my parents and family home to study at a university that was about 60 km from my hometown. I had turned 18 early in January and the present from my parents that birthday was a small box – it looked like a jewelry box wrapped up. Inside the box was a key to my very own car – a well-loved, second hand white Mini 1000, nicknamed Shrimp. This gift gave me so much independence and was so empowering for me. It gave me the means to get home for a family home-cooked meal or a supportive hug from my parents when I was struggling to cope with being away from home and undertaking university studies.

Young people across Australia are faced with similar challenges of leaving their hometowns and local communities to finish their education at larger institutions. They need to leave their families and enter the big wide world. They need to balance keeping on top of their studies with living in a new area, making new friends, remaining active and social, participating in many new activities, ensuring that they eat healthily and get enough sleep.

The challenges faced by young people of the Flinders Island community really resonated with me when, as a Partnership Broker, I began to work on supporting the Flinders Island Transition Program. Young people who live on Flinders Island, which is remotely located in Bass Strait about 180 km from Launceston in Tasmania, need to leave home when they start Year 11 in order to complete their Certificate of Education (Grade 12) so that they can progress to TAFE or University. Most of these students are around 16 years old at this time and they leave their small community and travel by plane to study at a secondary college in Launceston that accommodates in excess of 1,000 students. It is very overwhelming and stressful for these young people and many struggle to cope with homesickness and anxiety of not having a support network around them.

A place-based solution had been developed between the local council and District High School to deliver a transitions class to the senior secondary students. This class covered units such as budgeting, job applications, road safety, 'Launceston', financial literacy, personal safety and social skills. It was, however, identified that this program could only give a high level of support while the students were on the Island as once they were in Launceston it was not as easy to continue to provide support. Through our discussions, it was identified that the partnership needed to be strengthened and grown so that further support would be available to the students when they re-located to Launceston for their final years of schooling.

I was able to introduce the advanced skills teacher and transition support officer from Newstead College to the Flinders Island partners and what we came up with was to incorporate a work placement week on Flinders Island for Year 11 college students from Launceston. Now the Flinders Island students have peer mentors or buddies to look out for them when they come to Newstead College in Launceston in Year 11. Having a familiar face to greet you amongst a sea of unknown people makes a big difference when first walking onto the college campus.

Feedback from a student sums up how much this has been valued, "I would just like to say that I had the time of my life! It was amazing and I have made so many new friends including the ones who flew over with me and to experience the work life on this Island was great. I would just like to say a big thank you again to everyone who was involved and the extra activities that were organised were just wonderful!"

So while I had the opportunity to drive home when I really needed to, I could not provide the same luxury to the students from Flinders Island. However this partnership has provided the next best thing – a support network that breaks down the barriers for remote students to settle in and succeed in their new communities, providing a few extra familiar faces to support them through the tough transition of leaving home to complete their education and embark on their life journey to a successful career.



The mentoring of young people provides a significant opportunity for community collaboration. Mentoring between community members, business representatives and young people has had significant positive outcomes and led to very tangible results. The **MentorsACT!** initiative in Canberra demonstrates just how far and wide partnership initiatives for all young people can reach. Many studies have shown that mentoring can improve student attendance at school and strengthen participation in education. Effective mentoring can assist young people to build stronger community connections, develop self awareness and decision-making skills, experience mental health improvements, development of positive relationships, and reduce harmful influences like drugs and alcohol. , • %

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 †† The Partnership Broker had a key role in bringing mentoring organisations together, casting the vision of universal mentoring and supporting the developing partnership. They have also been active in promoting the partnership to the wider community, and raising awareness of the value of mentoring within the context of youth attainment and transitions.

Identifying an approach to an ‘issue’ that is holistic, potentially ongoing and connects a range of partners is something that requires an intermediary to get the process going, assist in determining options and work through systems that focus on the big picture and future goals.

In the remote Katherine Region of the Northern Territory a partnership, with the intermediary Partnership Broker acting in a lead agent role, was established which comprised of a wide range of services there. Early in 2012 the **Mending Bridges** local service meetings were established in response to a request from the Katherine Youth Interagency Task Coordination Group (YITCG) to strengthen the support for young people exiting the Don Dale Correctional Facility. This partnership’s goal was, and still is, to assist these young people (and their families) successfully reintegrate into the Katherine region community and reduce recidivism. Partners met over a period of 12 months to develop, strengthen and sustain this partnership. Perceived and actual service gaps have been addressed through careful assessment of client needs, identification of services with capacity to support the partnership and inviting other potential partners that align with the overarching partnership goal. This partnership has changed the local youth landscape and led to more opportunities for the young people it is working on behalf of. This initiative has enabled all Katherine-based agencies to be proactive in assisting young people returning from custodial settings. The initiative has also promoted information sharing and dissemination between agencies and led to an improved understanding of the needs that young people released from custody have. Through the network of members practical solutions to problems associated with young people leaving detention have been established, service gaps have been identified and new activities initiated to overcome service shortfalls.

The following narrative illustrates how community collaboration has improved opportunities for young people in the juvenile justice and detention system in Queensland.

When first meeting Mike Hobbs, Principal of the school within the Brisbane Youth Detention Centre (BYETC), I was inspired by his passion for disengaged youth advocacy. Having witnessed first-hand the social and educational issues faced by the state's most disadvantaged young people, Mike wanted to tackle a common issue among all students under his care: multigenerational distrust and lack of understanding of the legal system and its processes. Even though these young people had been through the 'system' (often multiple times) there was still little understanding of their experiences or how to negotiate situations involving law enforcement and how one 'bad' choice' can impact their lives.

One of the biggest hurdles for youth justice services is creating educational resources that are relevant, engaging and culturally appropriate for their teenage clients. Legislation and law is a bland and difficult subject to decipher; however, its enforcement can change the course of a young life forever with devastating consequences. Bridging the gap between the law and youthful ignorance is a difficult task. Few do it well, most use outdated methods and all stakeholders acknowledge that drastic changes need to occur in the current legal education of young people. Bringing the collective expertise of Youth Advocacy Centre, YFS Logan, Aboriginal and Torres Strait Islander Legal Service and BYTEC together, the overwhelming consensus was that current practices were not hitting the mark nor encouraged young people to make better life and behaviour choices.

With a partnership quickly taking shape and motivation high, the reality that faces many community organisations set in. Where will the money come from to develop our brilliant new resources and who has the IT know how to bring our concepts to life? The partners were all middle aged and out of the 'technology loop'; the group was at a loss. The partners felt that if what they as 'adults' created was failing, input from the target audience was needed to ensure they finally get it right. Locating young people with legal knowledge

as well as established skills in web-based technology seemed a very tall order; however we found a perfect solution when contacting the QUT Community Engaged Learning Lab (CELL). CELL brings together a melting pot of third year students from a variety of disciplines to work on community-based projects over a semester. To the group's surprise, the Partnership Broker was able to target various faculties within QUT, securing the assistance of Justice, Law and Information Technology students and the iYouth Justice project was conceived.

Although there were a few teething issues with the coordination of such a large group of students and community organisations, the CELL team were successful in producing a literature review, future project recommendations and a basic mock-up of a scenario-based legal app. Realistically, the work has just begun, the task is huge and the product will take time and plenty of review before it is complete. However, with a strong relationship now forged between QUT and the partner organisations, iYouth Justice looks set to continue well into 2015 and will continue to provide students invaluable industry knowledge and a greater appreciation of the environmental and social issues that affect offending behaviours.

Sometimes the small opportunities that many Australians take for granted, such as getting a driver's license, are just what can make a significant impact on the lives of our most vulnerable young people. The **yDrive** partnership initiative in the Central Coast of New South Wales was established to assist marginalised young people to obtain a provisional driver license using the support of driving mentors and other services. Accessibility to public transport was identified as a significant barrier to education attainment and employment for young people in the Central Coast region. yDrive is a learner driver mentoring program that is run for young people who need a provisional driving license and do not have access to a driver or a vehicle. Mentoring is a key component of yDrive as well as workshops in car maintenance and financial literacy. yDrive has assisted many young people to gain their license, work towards purchasing a safe and financially viable vehicle and overcome any transport accessibility issues that have held them back from further education, training or employment.

Many small, medium and large businesses have engaged with Partnership Brokers in a multitude of ways. While building the employability skills of young people has been a key focus of these initiatives, these partnerships have also provided businesses with an opportunity to add value to the education system. The following narrative attests to this.

Throughout my working life I have met some incredibly passionate and generous people. This has been especially true as a Partnership Broker; time and again I have been amazed by people's willingness to share their valuable time and stories with young people. I am also optimistic about our future when I see the enormous wealth of talent and ideas that our young people offer when given a chance.

I started working as a Partnership Broker in 2011 and one of the very first contacts I made was with Martin Dwyer, a Senior Manager at Yamaha Motor Australia. He had been working with Partnership Brokers in Sydney and was keen to expand Yamaha's involvement with schools to include South East Queensland.

The driving force for Yamaha was both altruistic and strategic. There was a desire to assist young people who were spinning their wheels or going off track when it came to their school studies. Young people who could benefit from both a better understanding of the relevance of school studies to the workplace and access to guidance from mentors who had similar experiences at school were involved. Additionally, Yamaha flagged a shortage of technicians with motorcycle or marine specific training as opposed to general automotive capabilities. Yamaha, who is leading the way in both of these industries, wanted to introduce these traineeship options to young people before they started plotting their career course.

With a clear and inspired direction, we approached two schools that were close to the coast and Yamaha dealerships. We hosted a strategy meeting with our recruited crew of teachers at the Yamaha Marine Training Facility, Murarrie. The highlight of this meeting was seeing the teachers' eyes bulge as they toured the facility and dreamed of having the opportunity to work in the pristine technical environment.

The program was designed with a number of stages. Day one was a warm up; students had tours of marine and motorcycle workshops and TAFE colleges. Day two involved practical training at the Yamaha facility for students who had qualified through displaying genuine focus and interest on day one. Day three's Student Grand Prix Final was the home straight for a small group of finalists from each school; they road-tested their training in a series of mini-challenges to decide a champion.

Throughout the program students also had an open invitation to have conversations with Yamaha employees. They could and did discuss everything from day-to day activities, salaries and workmates. The students also received useful advice such as "focus on school and your future and don't get distracted by girls/boys" and "do something you love and you won't work a day in your life". The Yamaha employees were visibly moved when students showed an authentic interest in their job and their career story.

Yamaha is an organisation that is leading the way with its commitment and approach to School-Business partnerships and has been mentoring other businesses that are embarking on a similar trail. They are in the process of expanding their involvement in schools across their national dealership network. Their continuous improvement philosophy has been applied to this partnership with enhancements made year on year to improve outcomes, efficiencies and sustainability.

As a Partnership Broker we facilitate a sharing and creative environment for schools, education providers, parents and businesses to strive towards a shared goal. This Yamaha partnership shows the rewards of these efforts and has had many champions who deserve acknowledgement for the impact they have had on the participants' lives. Yamaha Motor Australia and the team of employees, dealerships and teachers have gone the extra mile. Their investment will be forever engraved on the future of these young people; Yamaha has proven that it truly "revs your heart".

The approaches to working in remote, rural and regional Australia is often different to working in metropolitan regions. Often to engage our young people from rural and regional Australia the work needs to be practical, real and introduce them to opportunities within their immediate communities.

The **Work Skills – Yolla and Southern Prospect** initiative is an example of taking the learning outside of the classroom. This partnership provides students from a rural school in North West Tasmania with the opportunity to participate in researching, designing and installing an irrigation system on the premises of a local employer. It is an activity that encourages learning outside the classroom and improves educational outcomes for the participating students via a partnership that builds linkages between a regional employer and the school. Teaching staff at Yolla District School identified that involving students in practical learning activities significantly increases their engagement in their learning overall. Work Skills – Yolla and Southern Prospect is a program that has been operational over a number of years and involves student work crews conducting a real works program with the support of their teaching staff. The students, together with the teaching staff, work as a team to develop horticultural, landscaping and construction skills. This hands-on approach supports the students to understand the connection between school and the world of work. ,

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†œ Managing Director, Southern Prospect.

Young people living in isolated regions of our nation have a range of barriers to further study and career opportunities; barriers that many young people in metropolitan Australia never encounter or even know exist. Partnership Brokers working in rural and regional Australia have had to approach their work, and tailor partnerships, in very different ways to that of their metropolitan counterparts. The differences between regional/rural and metropolitan areas again highlights that a 'one size fits all' program approach does not work across our wide and diverse nation.

The wonderful thing about working in rural and remote communities is truly the 'sense of community'. By this I mean people living without the six foot high fences between homes, people giving the old one finger wave from the steering wheel of their car as you drive past, people from all sectors chatting and supporting each other without the big budgets of the funded corporate NGOs in the large cities.

And it is here I would like to start my story.

I am grateful for my experience working with medium to large sized NGOs in these cities. I quickly realised that I could use this knowledge and these networks to support the young people living in much smaller communities. I first looked around and felt great passion for working in the smaller more remote communities such as Cunnamulla and St George. I realised that these remote towns, for the most part, are under resourced and work without the large budgets of their city counterparts.

Through chatting with communities I found that young people have a huge fear of what life must be like living in a bustling city; tens of thousands of people rushing around every day, hundreds of miles away from family, friends and what has become so familiar to them over the first part of their young lives.

I have never once been a rocket scientist or a leader of a nation but how hard could this simple task be? I started thinking to myself what can I do to break down some of these perceived barriers and fears? The answer was to link city people with their remote brothers and sisters. I came up with a few simple but innovative concepts in which the young people living in remote communities could be exposed to these fears and barriers in an educational, safe, fun and non-threatening way. I decided to draw on my experiences and the relationships I have nurtured over my previous 15 years working in the community services sector in those large cities. I spoke with my networks both in the large cities and the remote towns and started this journey of introductions and partnerships.



The first partnership was called 'Your Brother, Your Sister' and was as simple as a student-swapping program. Students from remote schools would visit large city schools and vice versa. These students would become mentors and support each other on the journey of exploration, education and life skills. The second partnership was developed after feedback from parents whose children attend the Sacred Heart Parish School, which is a Years 1-7 Catholic primary school. Parents were frustrated trying to understand the transition of their children from Year 7 to Year 8 and remain in the Catholic education system. The frustration came from the hundreds of kilometres required to travel to speak face to face with the secondary boarding schools. Technology was the solution. A videoconference using SKYPE was scheduled for five boarding schools and the parents of the Year 7 remote students.

Breaking down the isolation of geographic distance experienced in regional, rural and remote areas is achievable and helps to ensure that young people and their families have the best opportunity and options to discover what is their oyster.

Many Partnership Broker initiatives have focused on specific cohorts of young people, especially those at risk of disengagement from school and community.

This was true for the **RESPECT: Supporting Sexual and Gender Diversity** initiative in bayside Melbourne that has been developed to strategically build a network of community organisations and schools across the region to help improve the health, wellbeing and educational success of young people who are Same Sex Attracted and Gender Questioning (SSAGQ). RESPECT is an early intervention initiative for SSAGQ young people and their families that developed a coordinated approach to address this cohort's needs by: making the work local; bringing in the 'experts' from outside the region; identifying the champions in the region; identifying and addressing the gaps and needs; and, using a holistic approach to undertake the work. The RESPECT partnership is attempting to address the needs of SSAGQ young people by developing a suite of initiatives to improve the support available in the region. Primarily, the partnership focuses on supporting schools in the region to come together on a regular basis, share ideas and support each other around matters of sexual and gender diversity within their school community while being supported by professionals working in the SSAGQ space. To date, there have been multiple outcomes under this initiative. Over 20 schools across the bayside region have joined the Safe Schools Coalition and meet regularly as a RESPECT Schools Network. Many schools now have student-led RESPECT groups that run their own awareness campaigns and events within their schools and also attend the Schools Network.

Clearly, through the work of Partnership Brokers, their school-industry-community partners and their myriad of responsive and innovative approaches have been **creating quality outcomes for young Australians.**



BEYOND THE PARTNERSHIP BUBBLE



Improving school to work outcomes of young Australians
through innovative intermediary approaches and solutions

Louisa Ellum

Foreword by Dr Rosalyn Black

Narratives by Partnership Brokers from across Australia

Report commissioned by the Partnership Brokers National Network