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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Area of specific activity</th>
<th>Key agencies</th>
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</thead>
<tbody>
<tr>
<td>Higher retention and completion rates and less young people disengaged</td>
<td>Foster a philosophy of education to Year 12 or its vocational equivalent by:</td>
<td>• State/Territory education systems and non-government school authorities</td>
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<td>with the senior years of schooling</td>
<td>• implementing policies and practices that promote early recognition of risk of disengagement</td>
<td>• DEST</td>
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<td></td>
<td>and intervention</td>
<td>• ECEF</td>
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<td></td>
<td>• implementing policies and practices that promote equality of pathways</td>
<td>• FaCs</td>
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<td></td>
<td>• providing seamless pathways from compulsory to post-compulsory education</td>
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<td>• implementing the National Goals for Schooling in the Twenty-first century</td>
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<td></td>
<td>• considering the role of income support such as Youth Allowance in keeping young people</td>
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<td>in education.</td>
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<tr>
<td>An integrated education system</td>
<td>• Undertake enterprise and career education programs.</td>
<td>• State/Territory education systems and non-government school authorities</td>
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<td></td>
<td>• Include enterprise and career education in the compulsory years of schooling.</td>
<td>• DEST</td>
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<td></td>
<td>• Provide access to Vocational Education and Training (VET).</td>
<td>• ECEF</td>
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<td></td>
<td>• Provide industry experience to VET students in the post-compulsory years of schooling.</td>
<td>• Business/Employers</td>
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<td></td>
<td>• Promote students’ engagement in real life learning contexts.</td>
<td>• DEWR/Job Network</td>
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<td>• Provide opportunities for students to extend knowledge and experiences of learning and</td>
<td>• FaCs</td>
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<td></td>
<td>work options that may be available within rural, remote or regional settings</td>
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<td>In partnership, schools and the community enrich the experiences of</td>
<td>• Participate in local community activities through learning which involves schools,</td>
<td>• State/Territory education systems and non-government school authorities</td>
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<td>young people to prepare for life transitions</td>
<td>community and industry.</td>
<td>• DEST</td>
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<td>Teachers skilled in partnership development</td>
<td>• Develop recommendations of FaCS’ Due Credit initiative.</td>
<td>• ECEF</td>
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<td>• Promote, support and recognise student involvement in Youth Development Programs.</td>
<td>• Business/Employers</td>
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<td>• Focus leadership training on change management and school transformation.</td>
<td>• AFOYO</td>
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<td></td>
<td>• Focus on Youth Development.</td>
<td>• FaCs</td>
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<td>• Community organisations</td>
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Key Area for Action: Access to career and transition support

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<th>Outcomes</th>
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<th>Key agencies</th>
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| Young people are educated to make informed decisions | • Ensure access to career and transition support, particularly at key episodes when decisions are made which affect future life choices.  
• Provide support from an integrated, coordinated network of professionals including teachers, youth workers and community workers.  
• Provide and support professionally trained and committed career and transition support staff including teachers, youth workers and community workers.  
• Implement the new Career and Transition Framework outlining roles and responsibilities of stakeholders.  
• Provide appropriate levels of support for connected, at risk, and disconnected young people, offering early interventions and long term assistance. | • State/Territory education systems and non-government school authorities  
• Youth and welfare support agencies  
• Juvenile justice  
• Centrelink  
• Local government  
• DEST  
• ECEF |
| Seamless processes available for all young people in need | • All young people develop a learning pathway plan.  
• Individual pathway planning support, such as case management and mentoring, is provided to young people at risk.  
• All students develop a portfolio to document and articulate skills and achievements. | • State/Territory education systems and non-government school authorities  
• Youth and welfare support agencies  
• Juvenile justice  
• Centrelink  
• Local government  
• DEST  
• ECEF |
| All young people participate in an ongoing learning pathways planning process | • Provide access to effective employment preparation and placement programs and accredited training opportunities including VET, Structured Workplace Learning and other opportunities.  
• Develop networks and partnerships with local community and industry. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF  
• Business/Employers |
| Work place learning opportunities are available | • Provide access to effective employment preparation and placement programs and accredited training opportunities including VET, Structured Workplace Learning and other opportunities.  
• Develop networks and partnerships with local community and industry. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF  
• Business/Employers |
<table>
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<tr>
<th>Follow up mechanisms are in place</th>
<th>State/Territory education systems and non-government school authorities</th>
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<tbody>
<tr>
<td>• Provide access to follow up support if required to ensure successful transitions.</td>
<td>• DEST</td>
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<tr>
<td>• Determine destinations of students by developing and implementing monitoring and tracking systems to identify young people who require follow up support.</td>
<td>• ECEF</td>
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<tr>
<td>• Establish cross-agency protocols to enable effective follow up support.</td>
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<tr>
<td>• Develop processes for local networks for the provision of follow up support for those who require it.</td>
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## Key Area for Action: Responding to the diverse needs of young people

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| Programs are flexible and varied to provide quality solutions to the full range of needs of young people | • Improve education and training programs to ensure equitable outcomes for particular groups of young people as well as communities with special needs.  
• Create support networks for all young people which provide access to education and training in supportive and flexible environments.  
• Create networks in collaboration with the targeted audience and their communities. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF |
| Policies and practices are in place to recognise and respond to young people at risk | • Ensure appropriate intervention and early response strategies for those at risk of not participating effectively in education and training.  
• Develop local programs that promote positive images that value young people and celebrate their achievements.  
• Explore options for creating new models of schooling/education and partnerships with youth organisations to create more diverse options for young people in their transition pathways. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF |
| More young people are retained in education and/or training, especially those at risk or with special needs | • Provide a greater range of alternative education and training opportunities that are relevant to young people who are unable to participate in mainstream education and identify where there is a need for alternatives.  
• Engage stakeholders from across jurisdictions and agencies to innovate new and complementary learning opportunities.  
• Focus on youth development. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF |
### Key Area for Action: Promulgating effective ways to support young people

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| There is coordination of approaches within and across governments to ensure young people are effectively supported | • Ensure links between government tiers and across government by facilitating coordinated approaches, defining partnership roles and responsibilities and developing strategies for the future.  
• Create champions within government departments and community partnerships.  
• Work with other Ministerial Councils and taskforces to develop a consistent message and a coordinated comprehensive approach.  
• Develop a checklist to be completed prior to establishing new programs to avoid duplication. | • All departments at all levels of government  
• MCEETYA |
| Young people understand government and community support approaches | • Develop policies and programs that support the provision of holistic delivery at the local level to reduce fragmentation of purpose and effect.  
• Ensure appropriate ease of access.  
• Initiate actions which drive the cultural change necessary to forge strong partnerships between schools, businesses and communities. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF |
| Young people are empowered to be innovative and responsive to change | • Encourage an environment of change, innovation and a focus on customer service.  
• Ensure young people can engage in ‘real life/authentic’ activities including community and work based activities which promote innovation and enterprise.  
• Support the involvement of young people in policy and procedures decision making.  
• Promote and implement enterprise education as a necessary and complementary aspect of successful transitions.  
• Develop an enterprising culture within schools which permeates partnerships within the community. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF  
• Business/Employers  
• FaCs |
| Communities with high needs receive the necessary support | Initiate and strengthen cross-agency solutions for those communities in high need of services.  
- Develop programs which specifically target the needs of young people in the full range of ‘at risk’ categories.  
- Collate information on the development and implementation of cross-agency collaborations focused on transition to start local discussions leading towards a coordinated local action plan. | State/Territory education systems and non-government school authorities  
- DEST  
- ECEF  
- Business/Employers  
- Local government |
### Key Area for Action: Focused Local Partnerships and Strategic Alliances

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| Active thriving partnerships exist in local communities | • Create new and strengthen existing partnerships between schools, other education and training providers, industry, business, government and non-government organisation to create learning in a range of contexts.  
• Promote effective communication strategies between schools, employers and local communities.  
• Ensure young people have the opportunities to contribute and participate in community based projects.  
• Ensure local community centres are well placed to respond to the needs of young people | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF  
• Business/Employers |
| The community – its people and facilities – are recognised as an essential part of the learning resources to be utilised in the provision of learning opportunities |  |  |
| Community centres such as youth centres, arts centres, youth development centres and church agencies become hubs for young people, especially those who have become disconnected from schools |  |  |
| Schools responsive to the opportunities and challenges of operating collaboratively beyond the school gate | • Provide training and development opportunities for teachers, business and community members to enable effective participation in local partnerships and their activities.  
• Review school operations and structures to better enable partnership activity to flourish. | • State/Territory education systems and non-government school authorities  
• DEST |
| Schools re-emerging as major learning hubs for the community |  |  |
| Industry and business are engaged in and benefit from being involved in active partnerships with schools and the community | • Develop more clearly defined roles for industry associations.  
• Initiate and strengthen partnerships that respond to the needs of young people and the local community including business and industry.  
• Provide access to education and training in supportive, flexible environments which respond to the needs of the local community.  
• Provide examples of ways that business can enhance and support learning through active engagement. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF  
• Business/Employers |
| Young people are aware of industry standard work practices | • Incorporate workplace learning into VET.  
• Develop local workplace learning programs.  
• Integrate and contextualise technical and generic skills.  
• Liaise with industry to develop strategies to enhance generic skill formation. | • State/Territory education systems and non-government school authorities  
• DEST  
• ECEF  
• Business/Employers |