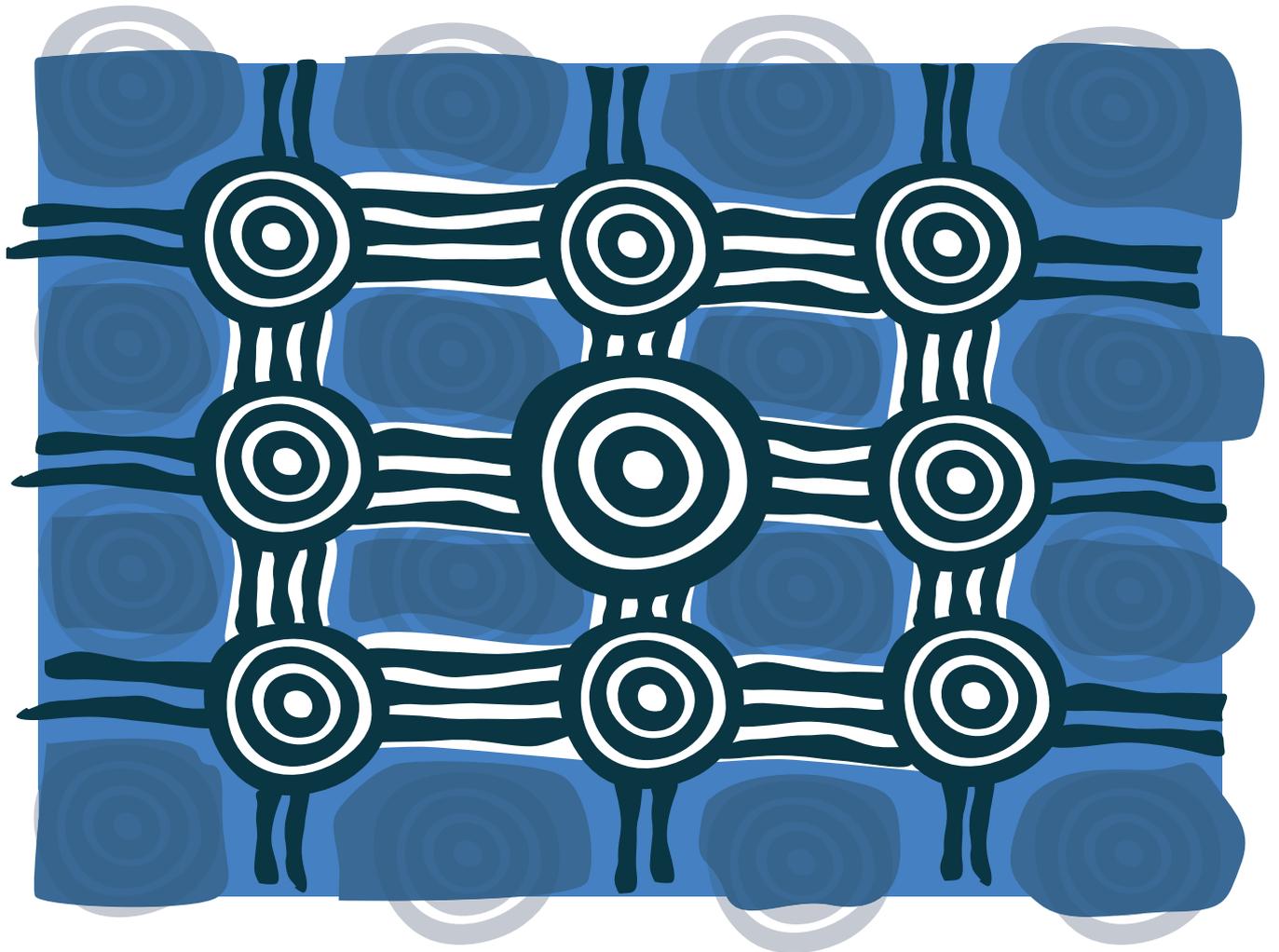**KOORIE EDUCATION AND TRANSITION PATHWAYS NETWORK**

'LOST IN TRANSITION'

Koorie Services Mapping Project

KOORIE EDUCATION AND TRANSITION PATHWAYS NETWORK

'LOST IN TRANSITION'
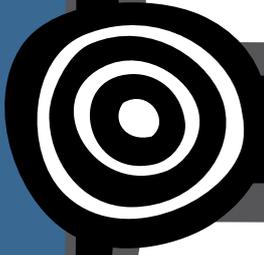
Koorie Services Mapping Project

Contents

Please note

This report was completed in June 2013 however its release has been delayed in part due the restructure of DEECD. The report also refers to the Department of Education, Employment and Workplace Relations which is now called the Department of Education.

Background

KETPN is a network with representatives from Local Area Education Consultative Groups (LAECG), Victorian Aboriginal Education Association Inc (VAEAI), NMR DEECD Koorie Education Team, Youth Connections (YC), Local Learning and Employment Networks (LLEN) and Workplace Learning Coordinators (WPLC). The aim of the network is to strategically improve education, training and employment outcomes for Koorie young people in the northern region of Melbourne.

About the Project

The Koorie Service Mapping Project is an initiative of the Koorie Education and Transition Pathways Network (KETPN). The project is funded through Youth Connections Type 4 Funding and support from Hume Whittlesea LLEN, Inner Northern LLEN, Banyule Nillumbik LLEN and the Department of Education and Early Childhood Development (DEECD).

This project involves the following:

1. mapping of Koorie Youth Transition Programs
2. collection and analysis of data
3. consultation with key stakeholders
4. development of recommendations.

Key Objectives

The objectives of this project are to:

1. map transitions and support service provision and resources for Koorie young people in the northern region of Melbourne
2. quantify the number of Koorie young people being supported by local agencies in the northern region of Melbourne
3. identify best practice via desktop review of models for transition across Victoria, Australia and internationally
4. recommend a strategy for moving forward with a view to developing a model of support and effective service delivery for Koorie young people in the northern region of Melbourne.

The Northern Metropolitan Region of Melbourne

The Northern Metropolitan Region of Melbourne (NMR) for the purpose of this project is defined by the boundaries of the Youth Connections which includes 135 suburbs listed at Appendix 1.

Overview

The NMR has seven Local Government Areas and it is estimated that more than 65% of the Aboriginal and Torres Strait Islander population live within the three local government areas of Darebin (28.1%), Whittlesea (17.8%) and Hume (17.7%), with the remaining population residing in Nillumbik (3.2%), Yarra (8.5%), Banyule (12.4%) and Moreland (12.3%).

Darebin, Whittlesea and Hume are rated by the IRSED (Index of Relative Socio Economic Disadvantage) as the three most disadvantaged LGAs in Northern Melbourne.

Census Population and Social Demographic Data

The ABS 2011 Census Data captures the Indigenous population for the Northern Metropolitan Region across the following LGAs.

LGA	Indigenous	Non-Indigenous
Banyule	617	113,557
Darebin	1,155	127,821
Hume	1,047	157,838
Moreland	702	138,224
Nillumbik	194	58,498
Whittlesea	1,124	146,918
Yarra	318	68,331
	5,157	811,187

NB: It should be noted that ABS Census data is often considered an underestimate of Indigenous population. The 5 year Census of the Population and Housing suggested there may be up a 50-100% underestimation on Indigenous populations in Census data. Nevertheless, ABS is often utilised at data in reporting and analysis.

The ABS 2011 Census data confirmed that more than one third of the Indigenous population is aged 15 and under, compared to approximately one fifth of the non-Indigenous population. Some regions estimated the population of young people less than 30 years to be nearer 65-70%.

The State of Victoria's Children Report states there are 576,700 families in Victoria, of which 1.2% of these families are Aboriginal. The age profile of the Aboriginal population in Victoria is younger than the total population with over half the population under 19 years of age. There are 14,578 Aboriginal children aged 0 to 17 years in Victoria.

This is represented in the Chart 1.1 below.
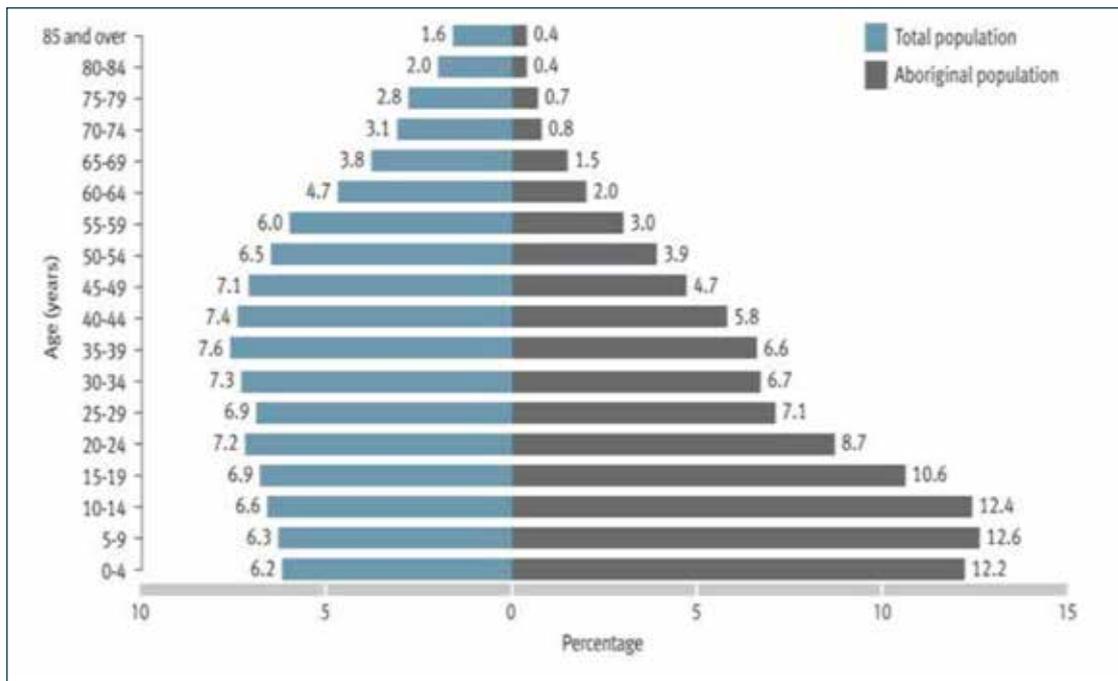
Chart 1.1 Proportion of Aboriginal population and total population by age group, Victoria, 2006

Significant data is available to confirm the challenging social circumstances facing the Indigenous population across Victoria. The below tables from the DEECD State of Victoria's Children's Report (2009) outline life stressors experienced by Indigenous young people and adults, as compared to non-Indigenous persons. This data provides some background as to the social context in which the Victorian Education and Training system operates.

Life Stressors
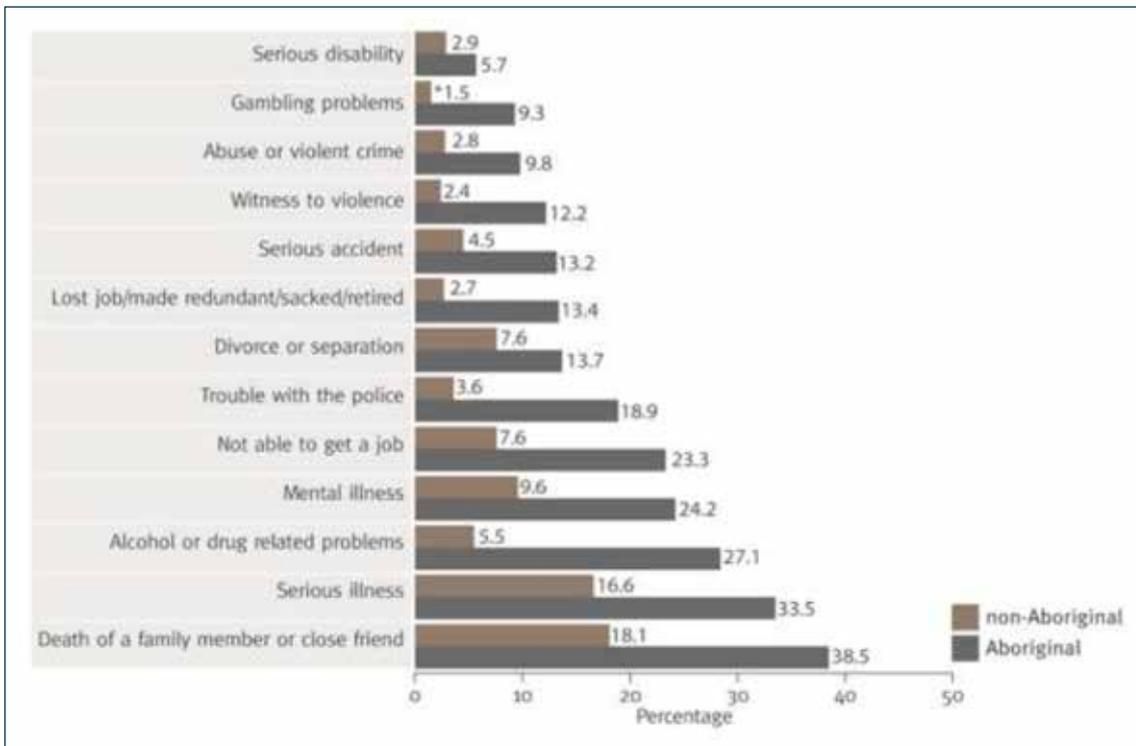
Chart 1.2 of those parent/guardians who had themselves, or their family or friends, experienced life stressors in the past 12 months, types of stressors experienced, Victoria.

(Aboriginal and Torres Strait Islander Health Survey 2008 and ABS 2006)

Key factors highlighted by this data are:

Life stressors experienced by self, family or friends
- 79 in 100 Aboriginal persons aged 15 years and over in Victoria
- 48 in 100 non–Aboriginal Victorian persons aged 15 years and over in Victoria
- 71 in 100 Aboriginal people living elsewhere in Australia - significantly lower than Victoria

Types of life stressors most likely to be experienced in Victoria
- Death of a family member/close friend, experiencing serious illness, alcohol and drug related problems and mental illness
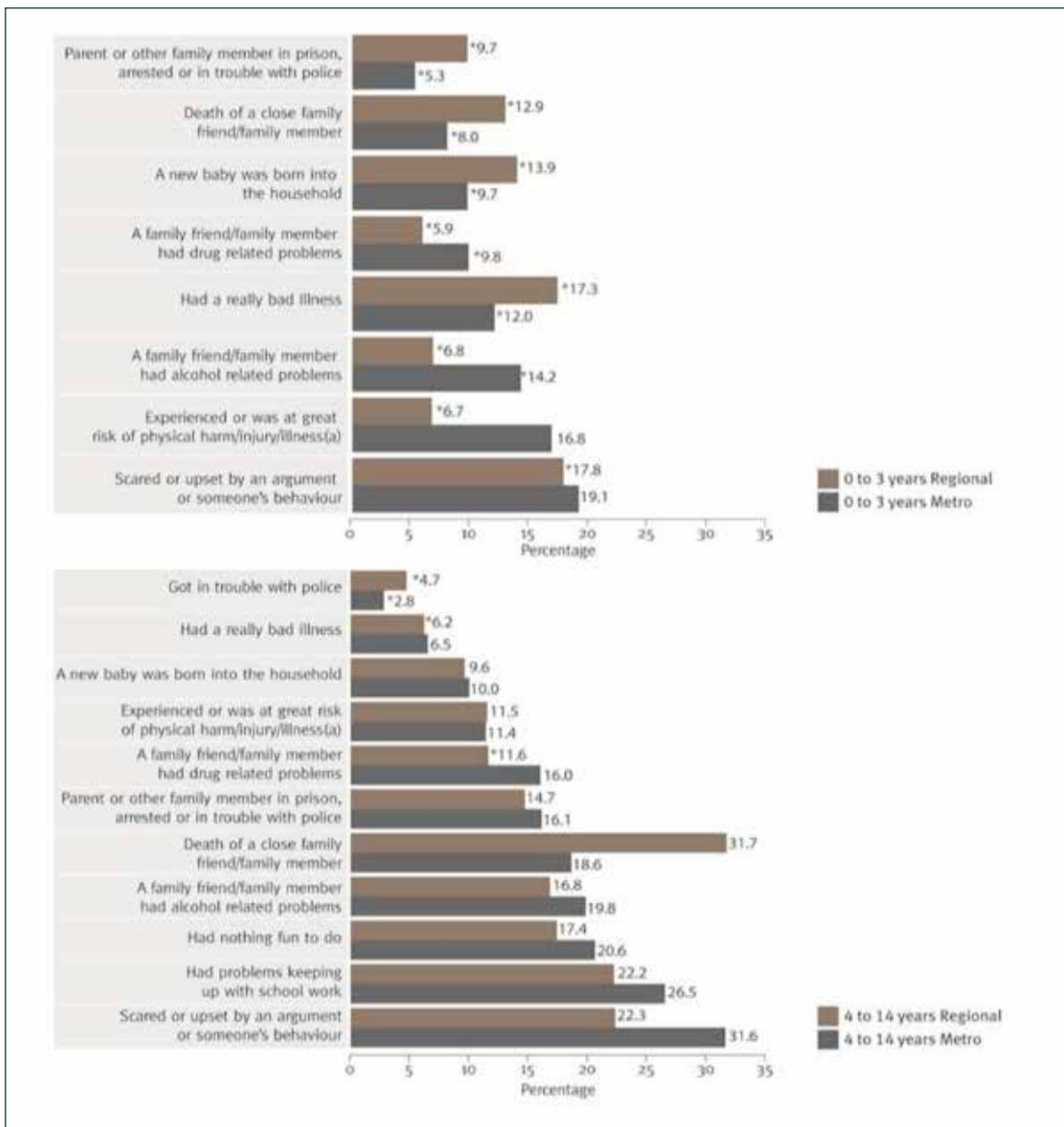
Chart 1.3 Types of stressors experienced by children aged 0 to 14 years, Victoria
(ATSI Health Survey 2008)

Life stressors experienced by children

- 47 in 100 Aboriginal children aged 0 to 3 years
- 75 in 100 Aboriginal children aged 4 to 14 years

Types of life stressors experienced

- Death of a family member/close friend much higher in regional Victoria for 4 to 14 year olds
- Scared or upset by an argument or someone's behaviour higher in metro Victoria for 4 to 14 year olds
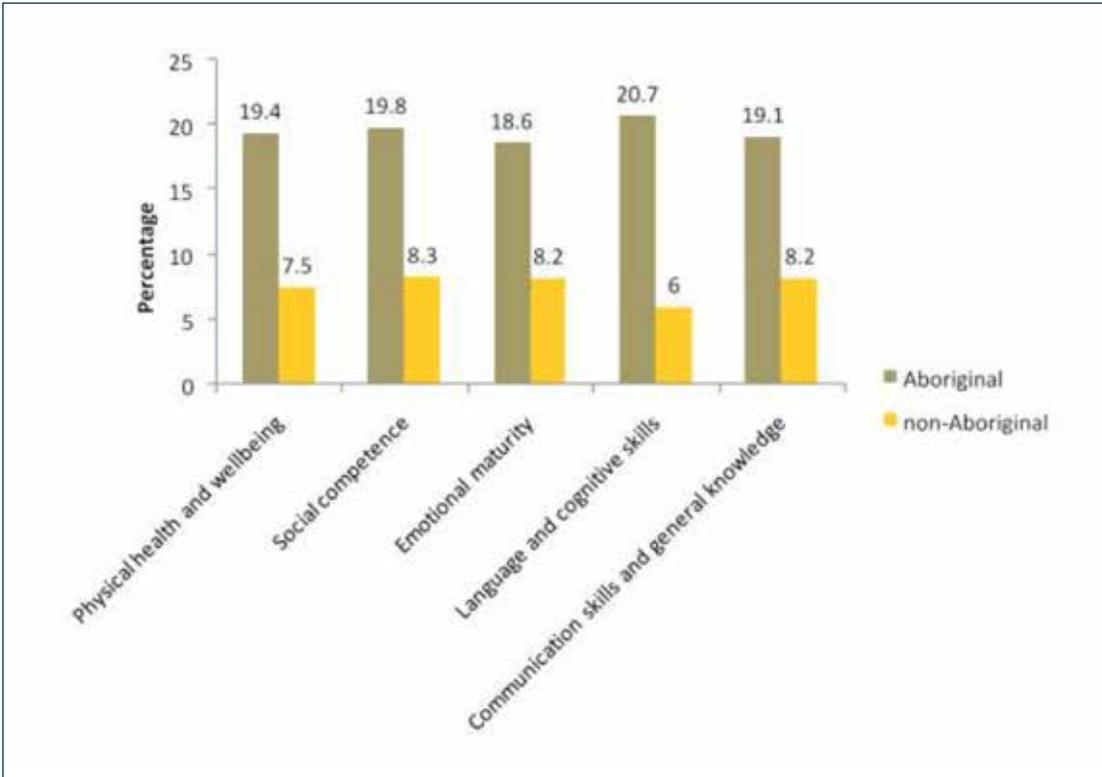
Chart 1.4 Proportion of prep children vulnerable on each AEDI domain, Victoria 2009

Key factors presented by this data:

The AEDI is a population measure of young children's development

Vulnerable on one domain
- 43 in 100 Aboriginal children
- 19 in 100 non-Aboriginal children

Vulnerable on 2 or more domains
- 27 in 100 Aboriginal children
- 9 in 100 non-Aboriginal children

Aboriginal children were more likely to be developmentally vulnerable across all domains when compared to non–Aboriginal children.

Services Mapping in the Northern Region

Across the NMR's 5,157 Indigenous population, a number of service and referral agencies exist, including Indigenous specific services and mainstream services available to all populations. Throughout this project a total of 286 service agencies and organisations have been identified who may be providing services to Koorie young people engaged in education and training, including:

- 132 service agencies and organisations listed via internet and literature search seeking services for young people in the NMR (Transition focused services). It was not quantified if these services are utilised by Indigenous persons
- 46 secondary schools with Indigenous students in the NMR (listing provided by DEECD)

- 16 Job Service Agencies, with 74 locations across the Northern Region. Fifty-seven of those locations have Indigenous clients. A further two private providers, Job Co and AFL Sports Ready, also offer employment services with a number of other private agencies in the region (JSA listing provided by DEEWR)
- three Local Learning and Employment Networks operate in the region
- seven Local Councils (Local Government Authorities) provide services in the region
- an additional four state and federal government departments were engaged directly employing staff offering a service to the community.

These agencies may be summarised in four service categories:

- Local Government
- State Government
- Federal Government

Government

- Job Service Agencies
- Job Co
- AFL Sports Ready
- Private Employment Agencies
- Local Learning and Employment Networks

Employment

Outcome Focused Services and Programs

- Community Centres
- Social Support Agencies
- Social Support Programs
- Indigenous specific and Mainstream Health personal development / social justice programs

Social Support Programs

Education

Outcome Focused Programs and Organsiations

- TAFE and University
- Secondary Schools (public, private)
- Private Education Providers
- Youth Connections
- Education Support Programs
- Local Learning Employment Networks
- Wannik
- VAEAI

The above four sectors of organisations and programs operate in a complex environment. Many programs overlap in service delivery and in some cases, *one organisation may operate in up to three of the service categories*. The below commentary provides a summary to the service environment as relevant to the Northern Region of Melbourne.

Education outcome based programs and services

This sector includes primary and secondary schools, private education institutions, private registered training organisations, Independent and Catholic schools, TAFE institutes and universities. In addition, this sector also includes education support agencies such as Youth Connections, Local Learning and Employment Networks and specialist bodies or programs such as Victorian Aboriginal Education Association Incorporated (VAEAI) the peak body for Aboriginal Education, and Wannik, the Victorian State government's policy.

Secondary Schools

In the region there are 46 secondary schools that have identified as having Indigenous students. In total there are 472 Indigenous students enrolled in the NMR. Schools may employ support staff to assist within the school in addition to the teaching staff providing the academic program. Support staff may include:

- Year Level Co-ordinators
- Careers Practitioners
- Student Support Counsellors or Welfare Officers
- Chaplains
- MIPS coordinators

Indigenous specific roles within the school system may include:

- Wannik MIPS Co-ordinators
- KESOs.
- Koorie Support Officers (employed by School Councils)

The secondary schools available in the Northern Region include generalist public schools, community schools and specialist focus schools such as The Pavilion.

Wannik

The Wannik Education Strategy's overarching principle is to deliver the best possible education to Victoria's Koorie students. Wannik represents a new era of collaboration within all Victorian schools. The system will reposition the education of Koorie students through a culture of strong leadership, high expectations and individualised learning.

The Wannik Education Strategy promises significant changes at all levels of the education system. These changes are a necessary response to the disparity in educational outcomes between Koorie and non-Koorie students.

The strategy proposes to:

- reform the government school system's education of Koorie students
- support greater student engagement
- provide more literacy and numeracy support
- provide support and encouragement for high-achieving students
- expand and develop the Koorie support workforce
- renew our focus on parental engagement
- share responsibility appropriately across government.

To assist in the implementation of the Wannik Strategy, the roles existing within the Koorie education workforce were revised and a new Wannik workforce was created. Two significant roles located across Victoria include:

Koorie Education Co-ordinators

The Koorie Education Co-ordinator (KEC) role will focus on coordinating a collaborative and consistent strategy for Koorie education across the region, provide a strategic link between relevant DEECD employees and external agencies, and develop and coordinate the delivery of relevant training and professional development for the Koorie Education Workforce. There are nine KEC positions across the state.

Koorie Engagement Support Officers

Koorie Engagement Support Officers (KESO) fill a new professional role that is responsible for delivering support and services to Koorie children and their families through their regions and replaces the past Koorie Educators, Koorie Education Development Officers, Koorie Early Childhood Field Officers, and Home School Liaison Officer positions.

There are several KESOs employed in each of the nine departmental regions across the state.

Koorie Transitions Officers

A number of Koorie Transitions Officers (KTOs) across DEECD regions have been employed to enhance the effectiveness of services and supports for all Koorie students (although not all regions have a KTO role).

Koorie Transitions Officers develop relationships with Koorie young people and their families to increase the number who remain in education or training, improve aspirations to succeed at school, and support strong post-school pathways.

MIPS Co-ordinators

Wannik MIPs was introduced in 2009 to provide pathways planning and support services to Koorie students in Victorian government schools in Years 8 and 9. This forms part of the implementation of the Department's Wannik Strategy which aims to improve education outcomes for Koorie young people.

Wannik MIPs has therefore been introduced to help Koorie students, from an early age, to understand the direct link between school achievement (and the year level at which one leaves), and the options that will be available after leaving school, by:

- increasing engagement by demonstrating the relevance of school to post-school outcomes
- providing pathways planning and support to Koorie students at risk of leaving school early.

Funding for Wannik MIPs is provided to schools with Koorie enrolments in Years 8 and 9. This funding is paid to schools as a grant based on February census figures, and does not affect MIPs funding allocations for students in Years 10-12. Wannik MIPs funding is subject to accountability and reporting requirements.

VAEAI

VAEAI is a community based and controlled organisation that involves Victorian Koorie community members in decision making regarding education and training provision for Koorie students, thereby empowering the community.

Central to VAEAI's approach to education is a holistic view of the needs of Koorie students, advocating a birth to death philosophy of education. This belief calls for the provision of services which incorporate all sectors of the education system, beginning from the provision of early childhood services right through to post-compulsory education and training, creating educational pathways for Koorie students. Furthermore, VAEAI recognises the influences of social and economic issues on the individual and the impact these have on the Koorie community, supporting a cross-sectoral approach where education works closely with health, social justice, housing, wellbeing and employment for the social wellbeing and economic development of Koorie communities.

VAEAI provides an advocacy role for the Victorian Koorie community and provides representation in relation to all education and training policy, strategy and program development at the local, state and national levels. It promotes the provision of education and training which is culturally relevant, reinforces cultural identity and provides supportive learning environments for Koorie people. VAEAI also supports the provision of education to the wider community which increases awareness of Koorie culture, communities and aspirations.

Youth Connections

Youth Connections is funded by the Australian Government Department of Education, Employment and Workplace Relations. It is part of the National Partnership on Youth Attainment and Transitions, which aims to increase the educational engagement and attainment of young people and improve their transition to post school education, training and employment through immediate, concerted action supported by broader long term reform.

Youth Connections – Northern Region Consortia are part of 114 providers across Australia. There are three consortia, each with a local focus and a broad representation of experienced and established service providers in the region.

Youth Connections – Northern Region provides help for young people who need it most, at a crucial time in their lives. The program helps them to access education, training, employment and recreational opportunities so that they can stay on track and realise their full potential.

Some of these young people have already left school. Others are thinking of leaving school and are identified as being 'at risk'. They all need support to continue with their education or find their place in the workforce. Youth Connections providers also run re-engagement activities for young people in the community and connect them to a whole range of different organisations and services.

Youth Connections – Northern region harnesses the skills, knowledge and experience of a wide range of organisations from the welfare, youth specific, employment and training sectors across northern metropolitan Melbourne. Between January 2010 and December 2011, 1,081 young people were re-engaged in education and/or employment after receiving support from Youth Connections – Northern region.

Three Youth Connections consortia within the Northern Region

Banyule Nillumbik	Hume Whittlesea	Inner Northern
NMIT – Lead Agent	NMIT – Lead Agent	NMIT – Lead Agent
Service Delivery Partners • Berry Street • Nillumbik Community Health Service • Mission Australia • The Salvation Army – Crossroads • NMIT	*Service Delivery Partners* • Kangan Institute • Kildonan Uniting Care • Mission Australia • NMIT • The Salvation Army – Crossroads • Whittlesea Community Connections • Youth Projects	*Service Delivery Partners* • Moreland City Council • Melbourne City Mission • Youth Connect • The Salvation Army – Crossroads • Mission Australia • NMIT
Other Consortia Members	Other Consortia Members	Other Consortia Members
• Banyule City Council • Banyule Nillumbik LLEN • Diamond Valley Learning Centre • Employment Focus • Nillumbik Shire Council • Whitelion	• E-Qubed Inc • City of Whittlesea • Hume City Council • RMIT • HWLLEN / Whittlesea Youth Commitment	• City of Darebin • City of Yarra • Whitelion • Inner Northern LLEN

LLENs

There are 31 LLENs in Victoria. The core objective of a LLEN is to improve participation, engagement, attainment and transition outcomes for young people 10-19 years old within its geographical boundaries. Within the Northern Region of Melbourne there are 3 LLENs: Banyule Nillumbik, Hume Whittlesea and Inner Northern.

LLENs also have a particular focus on those young people who are at risk of disengaging, or who have already disengaged from education and training and are not in meaningful employment.

To this end, each LLEN is contracted to broker strategic, sustainable partnerships that support improved education and transition outcomes for young people, including increasing Year 12 or equivalent attainment rates. In its role as a partnership broker, the LLEN will use its knowledge of the region to influence strategic planning and broker partnerships among key stakeholders to improve education outcomes and support young people to remain engaged, or re-engage, in education or training and realise their full social and economic potential.

The partnerships established will exist for the benefit of young people across all government, Catholic and other non-government education and training sectors that fall in the target age range within the LLEN area, including those experiencing high levels of disadvantage.

LLENs will use their knowledge of local opportunities, needs and issues, and networks with employers, training and education providers, parents and families, agencies and individuals to set up programs that provide broader education, training and employment options for young people.

LLENs also play a central role in implementing the Victorian Government's youth transitions education and training reform agenda.

Partnership Brokers

The School Business Community Partnership Brokers (Partnership Brokers) program operates nationally and is being implemented by the Australian Government under the National Partnership on Youth Attainment and Transitions.

The objective of the Partnership Brokers program is to build partnerships that support young people to reach their full educational and social potential. The program is based on the principle that supporting young people's learning and development is a collective responsibility and that partnering is the most effective way for schools, business and the broader community to work together.

Partnership Brokers can assist potential partners to enter into partnership arrangements that are based on the principles of mutual benefit, respect and trust. They can assist by identifying potential partners, bringing them to the table and helping them to agree on how they can work together to achieve a common goal.

Workplace Learning Coordinator Programs

The Workplace Learning Coordinators (WLC) Program is a DEECD initiative funded under the Commonwealth Government National Partnerships of Youth Attainment and Transitions. The WLC Program identifies, facilitates and coordinates industry specific learning opportunities for young people aged 15-19 years of age via Structured Workplace Learning (SWL), School Based Apprenticeships and Traineeships (SBATs) or Work Experience (WE). There are three WLC Programs in the Northern Region of Melbourne; Inner Melbourne VET Cluster, Hume Whittlesea Workplace Learning and Banyule Nillumbik Workplace Learning.

The objectives of the WLC Program include; increasing the number of young people undertaking workplace learning placements, especially within industries that provide strong vocational outcomes for young people and also to increase the number of Koorie young people undertaking workplace learning placements.

Other Education Providers

TAFE INSTITUTES

The Australian Vocational and Education Training (VET) system operates as a joint partnership between the Commonwealth and states and territories. Under this arrangement, the states and territories retain responsibility for their training systems. Key providers of VET nationally are colleges and institutes of Technical and Further Education (TAFE) operating under different governance arrangements according to each state authority.

The Victorian vocational education and skills training system includes, among other organisations, 14 TAFE institutes and TAFE within four universities. TAFE institutes provide skills training in operative/

clerical, trades and professional/paraprofessional areas. Training delivery includes apprenticeships and traineeships, training for members of Koorie communities and training related to government policies that address national, state-wide and regional skills shortages and community needs.

TAFE institutes in Victoria offer a high degree of flexibility in the delivery of programs including skills recognition (RPL), part time award courses, stand-alone modules and short non-award courses.

Registered Training Organisations

Registered training organisations (RTOs) are those training providers registered by ASQA to deliver VET services. RTOs are recognised as providers of quality-assured and nationally recognised training and qualifications. Only RTOs can:

- deliver nationally recognised courses and accredited Australian Qualifications

Framework (AQF) VET qualifications:
- apply for Australian, state and territory funding to deliver vocational education and training.

RTOs can offer qualifications at the following levels:
- Certificates I, II, III and IV
- Diploma
- Advanced Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma.

There are currently around 5,000 RTOs in Australia, with 1,910 currently registered on the Victorian register (note: not all may be active).

Universities

Victoria's nine universities offer a unique educational experience that fosters self-belief, rewards independent thought and fuels inquiring minds.

Australia's universities deliver higher education programs and assert their intention to prepare people for the highly skilled jobs of tomorrow, and to be leaders in developing and adapting new knowledge to revitalise our economy, strengthen our society and tackle the many problems we will face. Largely, universities offer undergraduate degree programs and post-graduate programs in applied research.

Within the Northern Region, there are two university campuses: Latrobe University Bundoora and RMIT University Bundoora.

Social Support Agencies

Within this report, social support agencies are defined as services supporting the engagement and participation of young people although they are

not necessarily established with the primary focus of employment or education. Many social support agencies provide personal development programs, social justice and youth specific initiatives. A number of social support agencies do have dual roles and as such may have an education arm and/or an employment arm.

Social support agencies target Indigenous young people to participate in their services, although largely most agencies work with all young persons who experience disadvantage or challenges in participation in mainstream education and/or long term sustainable employment.

Educational or employment outcomes may not be the primary focus of services delivered by social support agencies as this is often a longer term goal.

Multi Service Agencies

A significant number of agencies provide services across the four identified sectors of education, employment, social welfare and government. This multi-service approach may assist in the transition across programs, although it can also become ambiguous or unclear as to which services are offered by each agency. For example, many of the Youth Connections Consortia members deliver a number of programs not related to employment or education, whereas the Youth Connections program is established to support educational outcomes e.g. Moreland City Council.

Employment Agencies

Largely Job Service Agencies funded by the Department of Employment, Education and Workplace Relations to provide universal and Indigenous specific job placement services.

Job Service Agencies (JSAs)

In the Northern Region there are 16 Job Service Agencies, with 74 locations across the Northern Region. Of these, 57 have Indigenous clients. Some organisations provide generalist services and others offer specialist services, for example 'youth at risk'. JSAs in the Northern Region include organisations such as Youth Projects and Melbourne Citymission which both specialise in 'youth at risk' and are also members of Youth Connections consortia. Other JSAs with multiple locations include Sarina Russo, Job Prospects, Matchworks, CVGT and Job Services Australia.

Job Services Australia provides job seekers with flexible and tailored support to help them find a job. Employers are able to use Job Services Australia to find staff to meet their recruitment needs.

Job Services Australia is delivered by a network of organisations funded by the Australian Government to provide employment services to job seekers and employers.

Job Services Australia providers are a mix of large, medium and small, for-profit and not-for- profit organisations that are experienced in delivering services and support for job seekers and employers.

Job Services Australia providers offer personalised support to help job seekers to find a job. They also connect job seekers with a range of government initiatives, including training programs that help them gain the skills to get and keep a job.

Indigenous Youth Careers Pathways Program (delivered by Job Co)

The Indigenous Youth Careers Pathways (IYCP) Program is an Australian Government initiative funded through DEEWR as part of the Closing the Gap commitment.

The aim of the IYCP Program is to inspire, encourage and assist young Aboriginal and Torres Strait Islander students in years 10, 11 and 12 to successfully complete secondary school and transition into employment or further education by strengthening pathways between schools, employment and/ or further education through School Based Apprenticeships and Traineeships (SBAT).

The young people who are signed on to IYCP are provided with an active Case Manager/Mentor whose role is to support and mentor the student from the beginning to completion of their SBAT and then assist the student into further education or employment.

AFL SportsReady – Indigenous Employment Program

In 2000 AFL SportsReady committed to strengthening partnerships with Indigenous communities to deliver education, employment and training in a culturally sensitive and respectful manner. As a result of this commitment, AFL SportsReady has developed its Indigenous Employment Program.

The AFL SportsReady Indigenous Employment Program acknowledges the challenges faced by Indigenous Australians in gaining employment and provides the support needed to meet them.

The program is a targeted traineeship delivery model. Indigenous young people receive mentoring, hear guest speakers and attend workshops designed to support and enhance their traineeship placement, whilst host employers receive cultural awareness training and ongoing support and advice.

More than 20% of the AFL SportsReady workforce is Indigenous. All AFL SportsReady mentors are Indigenous and have many years experience supporting Indigenous people. Our team provide culturally appropriate support and build trust in their relationships with their trainees and their family network, assisting trainees to navigate their way through any obstacles and barriers that they face on their employment journey.

The AFL SportsReady approach delivers trainee retention, engagement and a clear transition to employment or further education for Indigenous participants.

Government

This includes local government offices providing direct service delivery, state and federal departments where offices may not be located in the region, although department staff may provide support, development and liaison services in the region (for example: Department of Planning and Community Development Indigenous Community Engagement Brokers). The seven local government regions in the Northern Region of Melbourne are: Darebin, Whittlesea, Hume, Nillumbik, Yarra, Banyule and Moreland.

State government departments involved in the region are Department of Health, Department of Human Services, Department of Justice, Department of Planning and Community Development, Department of Education and Early Childhood Development and Department of Transport. Federal government departments include Department of Employment and Workplace Relations, Department of Families, Housing, Community Services, and Indigenous Services.

Table 1.1 Agencies currently working with Indigenous people in the Northern Region

This table lists a range of organizations, programs and networks. Some may work predominantly with Indigenous young people while others are open to all groups.

Organisation = (O) Program = (P) Network = (N)	Education Focus	Employment Focus	Social Welfare	Government	Other
AIME Mentoring Program: targeted towards increasing retention of Indigenous Secondary students (P)	Primary		X		
NGURRUNGAETA Male and Fathers Group: meeting weekly to undertake shared interest activity, personal development, cultural and social.	X		Primary		
Merri Community Health Services : Integrated health and community services provider. (O)	X		Primary		
Reservoir Neighbourhood House(O): Provider of community services programs.	X		Primary		
The Salvation Army : Social welfare and community services. ALSO hosts Employment Plus, Job Services Program (O)	X	X	Primary		
IMUL Wurundjeri: Traditional owners land council organization (O)					Cultural Heritage
VAEAI: VAEAI's main functions are providing advice on Koorie education issues, monitoring education trends and advocating for the needs of our community (O)	Primary				
Victorian Rugby League: Community Development of Sports Organisation (O)					Community Dev
Preston Reservoir Adult Community Education (PRACE) (O)	Primary				
Glenroy Learning Centre (O)	Primary				
Brotherhood of St Lawrence: (O)	X	X	Primary		
Uniting Care: (O)			Primary		
Youth Connections: see p 12 for list of providers (P)	Primary				
Diamond Valley Learning Centre: (O)	Primary				
Banyule Community Health: (O)			Primary		
Youth Commitments (Moreland, Darebin, Hume, Whittlesea): (N)			Primary		
Whitelion: (O)			Primary Personal Dev		
Regional Aboriginal Justice Advisory Committee:			X		Social Justice
Local Indigenous Networks (N)			x		Community Dev
VACSAL: (O)			Primary		Primary
Burt Williams Hostel (O)					Homelessness
Berry St (O)					Homelessness
Nillumbik Health(O)			Primary		
Korin Gamadtji (O):			Primary		

Table 1.1 Agencies currently working with Indigenous people in the Northern Region (cont)

Organisation = (O) Program = (P) Network = (N)	Education Focus	Employment Focus	Social Welfare	Government	Other
Victorian Aboriginal Health Service (O): Indigenous health and community services			X		Health Services
VACSAL Bert Williams Hostel: Accommodation services and social support for homeless adolescent Indigenous males.					Accommodation Hostel
Headspace – 2 consortia cover northern metro region Northern Headspace in Glenroy and Collingwood Headspace in Collingwood					Mental Health
The Salvation Army Crossroads (O)	Primary	X			
Mission Australia: (O)	X	X	Primary		
Melbourne Storm: (O)					Community Development
LLENs x 3 (Banyule Nillumbik, Inner Northern, Hume Whittlesea) (N): all	Primary				
WLC Programs x 3 (P) (IMVC, HWWL, BNWL)	X	X			
Local Government x 7 (O)				Primary	
46 Secondary Schools (O)	Primary				
55 Job Service Agencies (O)		Primary			
Job Co (O)	X	Primary			
AFL Sports Ready (O)	X	Primary			

Pathways Available for Young People

Throughout the research undertaken in the mapping project, it was clear the pathway possibilities differed depending on the age of the young person. The following diagrams attempt to capture the available pathways for young people at three key ages: less than 15 years, 15-17years and 17 years plus (post secondary education).

Pathway Options for Young People 10-14yrs

PATHWAY 1
Staying at school

Academic and some social support from Wannik staff or school staff.

Health and Social Services support from Koorie Specific or mainstream service providers.

Best Practice principles of engagement DEECD & VAEAI

Absenteeism monitored by Centrelink

PATHWAY 1
Attending Secondary School
Support Available
- Teachers
- Wannik (MIPS)
- Wannik Tutorial

Individual learning plans monitored

Parental engagement encouraged

Koorie Specific Services Support
- Health*
- Social Support

Youth 10 – 14 yrs

Mainstream Services Support
- Health *
- Social Support

PATHWAY 2
Not attending Secondary School

- Not attending any formal education or training
- No income support
- Limited contact with service agencies

PATHWAY OPTION 2) EXITING SCHOOL

No alternative pathways, No income support Health and social support services available

Pathway Options for Young People 15 – 17 years

Youth 15 – 17 yrs (centre)

- Youth Connections
- Job Co and AFL Sportsready Employment Readiness Program
- Attending Secondary School Internal and External Support
- TAFE Training Cert 1 to Assoc Diploma Or VCAL combination
- Job Service Agency Unemployment Support
- Koorie Specific Transition Program (eg. short course personal dev)
- Gain Employment
- Mainstream Transition Programs Eg Local Councils personal dev
- Private RTO or Alternative Training Program

Koorie Specific Services Support
- Health*
- Social Support

Mainstream Services Support
- Health*
- Social Support

KEY
- Training and Education Focus
- Employment outcome focus
- Personal or Social Development non accredited programs

Pathway Options for Young People 17 years over

Complete yr 12 17 yrs plus (centre)

- Youth Connections
- University
- Attending Secondary School
- TAFE Studies Cert 1 to Assoc Diploma Or VCAL combination
- JSA Employment Support
- Koorie Specific Transition Program
- Enhanced Employment Opportunities
- Mainstream Transition Programs
- Private RTO Training Program

Koorie Specific Services Support
- Health*
- Social Support

Mainstream Services Support
- Health*
- Social Support

Indigenous Data in the Northern Region

A number of departments hold centralised data sets of Indigenous services access in the Northern Region. These data sets were accessed via information request specific to this project. The data requests are summarised below and provide indicators of service access in the region.
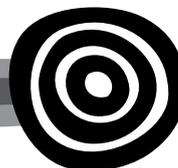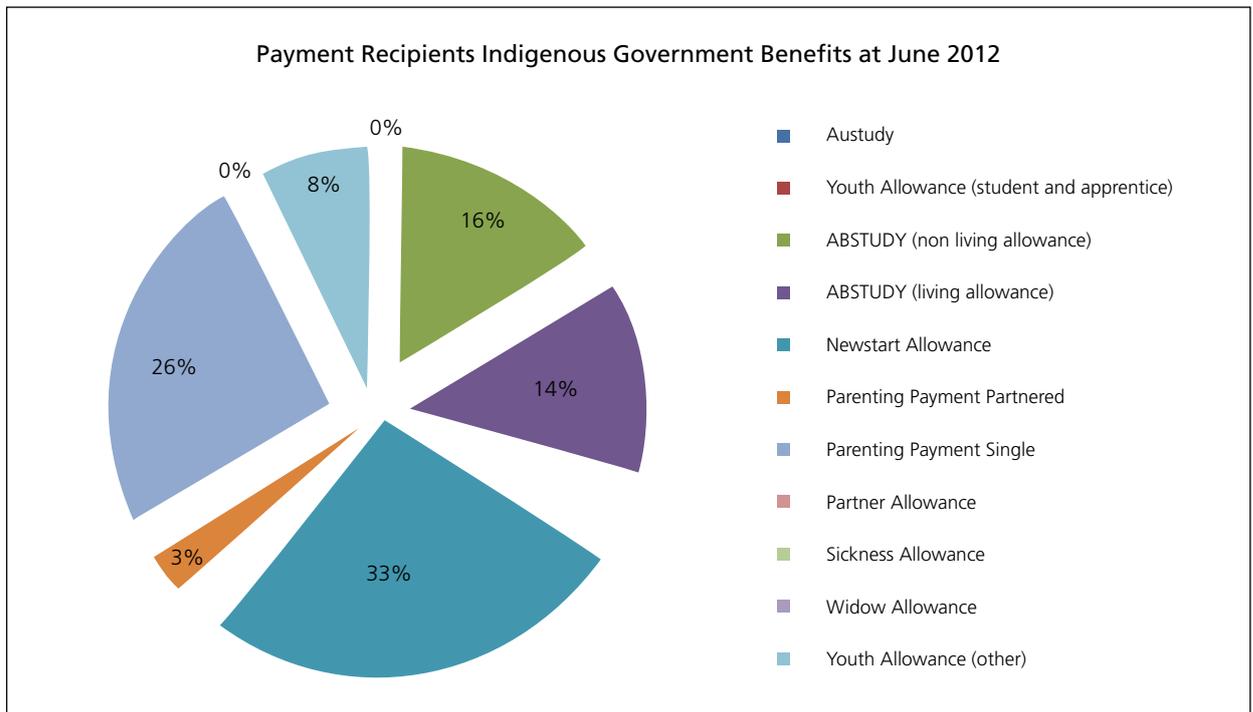
Department of Human Services

Data provided by the Department of Human Services is specific to the postcodes identified as belonging to the Northern Region. The data in the tables below confirms the number of recipients of government benefits by government type over the period 2008 to 2012. This data is available for both Indigenous and non-Indigenous recipients. NOTE: disclaimer information regarding DHS data is provided at Appendix 3.

Chart 2.1 and 2.2 summarise the recipients by benefit type. Chart 2.1 is for Indigenous recipients and chart 2.2 is for non-Indigenous. This data is also summarised in Table 1.1 below.

Chart 2.3 Summarises Indigenous Recipients of Government Benefits, by benefit type over the 5 year period 2008-2012.

Chart 2.1

Payment Recipients Indigenous Government Benefits at June 2012

Legend:
- Austudy
- Youth Allowance (student and apprentice)
- ABSTUDY (non living allowance)
- ABSTUDY (living allowance)
- Newstart Allowance
- Parenting Payment Partnered
- Parenting Payment Single
- Partner Allowance
- Sickness Allowance
- Widow Allowance
- Youth Allowance (other)

Chart 2.2

Payment Recipients Non-Indigenous Government Benefits at June 2012

Legend:
- Austudy
- Youth Allowance (student and apprentice)
- ABSTUDY (non living allowance)
- ABSTUDY (living allowance)
- Newstart Allowance
- Parenting Payment Partnered
- Parenting Payment Single
- Partner Allowance
- Sickness Allowance
- Widow Allowance
- Youth Allowance (other)

Chart 2.3

Indigenous Recipients of Government Benefits, by Benefit Type 2008-2012

Legend:
- Austudy
- Youth Allowance (student and apprentice)
- ABSTUDY (non living allowance)
- ABSTUDY (living allowance)
- Newstart Allowance
- Parenting Payment Partnered
- Parenting Payment Single
- Partner Allowance
- Sickness Allowance

Table 2.2 Payment Recipients of Government Benefits June 2008–2012 Indigenous and non-Indigenous

Payment Type	Jun-12		Jun-11		Jun-10		Jun-09		Jun-08	
	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous
Austudy	3,368	<20	3,161	<20	2,870	<20	2,529	<20	2,140	<20
Youth Allowance (student and apprentice)	18,086	N/A	20,075	N/A	18,372	N/A	17,146	N/A	15,949	N/A
ABSTUDY (non living allowance)	<20	188	<20	183	<20	202	<20	176	<20	152
ABSTUDY (living allowance)	<20	167	<20	195	<20	204	<20	219	<20	187
Newstart Allowance	24,701	400	23,000	364	23,752	363	22,402	362	17,685	311
Parenting Payment Partnered	6,109	32	6,210	20	6,705	21	6,894	25	6,898	27
Parenting Payment Single	10,584	309	11,081	280	11,593	277	12,151	276	12,685	288
Partner Allowance	551	<20	691	<20	954	<20	1,159	<20	1,445	<20
Sickness Allowance	303	<20	295	<20	310	<20	336	<20	385	<20
Widow Allowance	1,043	<20	1,062	<20	1,214	<20	1,326	<20	1,370	<20
Youth Allowance (other)	2,407	95	2,515	111	2,673	115	2,438	106	1,912	92

DEEWR JSA data identified 557 Indigenous young people registered with JSAs in the Northern Region.

Department of Education and Early Childhood Development

Data provided by DEECD provides numbers of Indigenous students currently enrolled in public schools throughout the Northern Region of Melbourne.

Chart 3.1 summarises all student numbers from Year 7 to Year 12 over the time period 2008–2012.
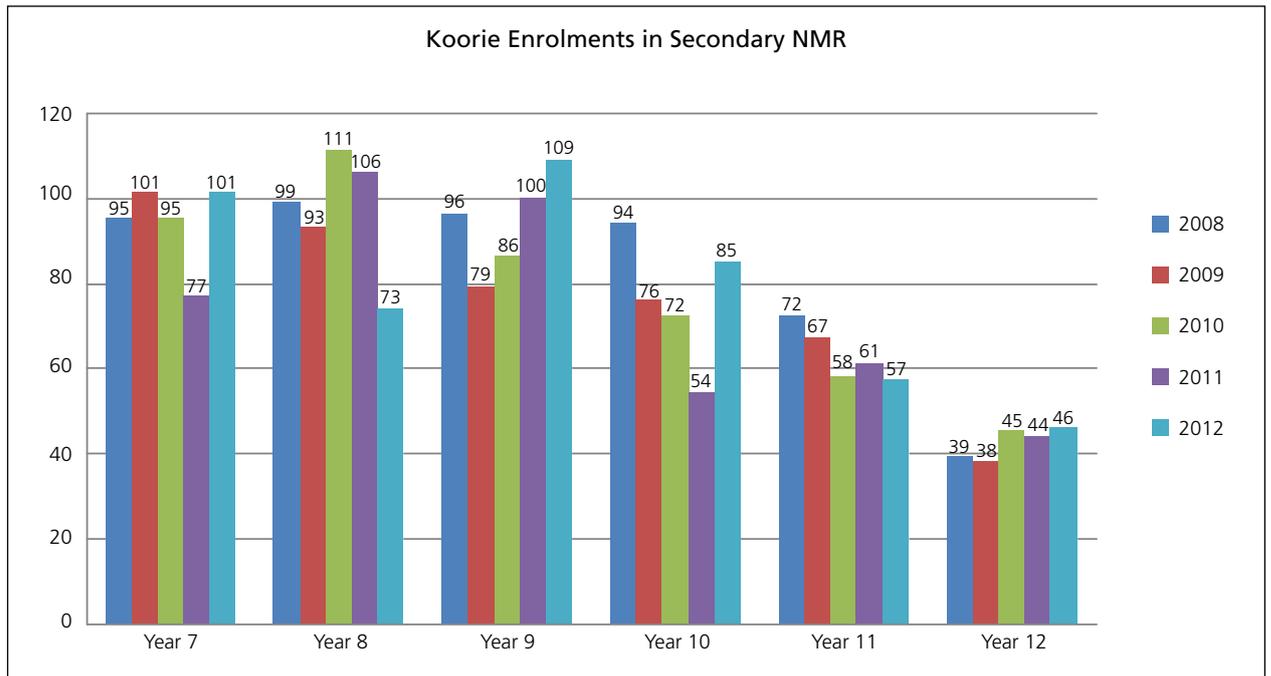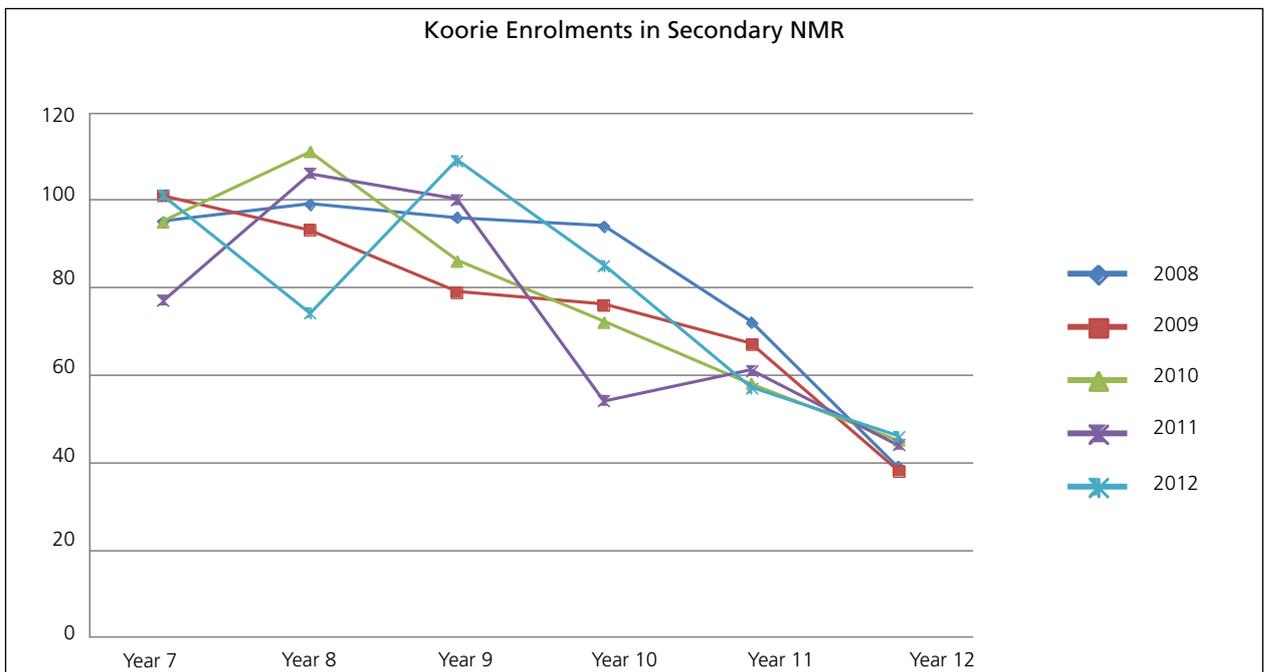
Chart 3.1

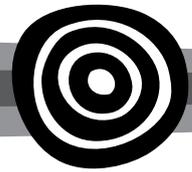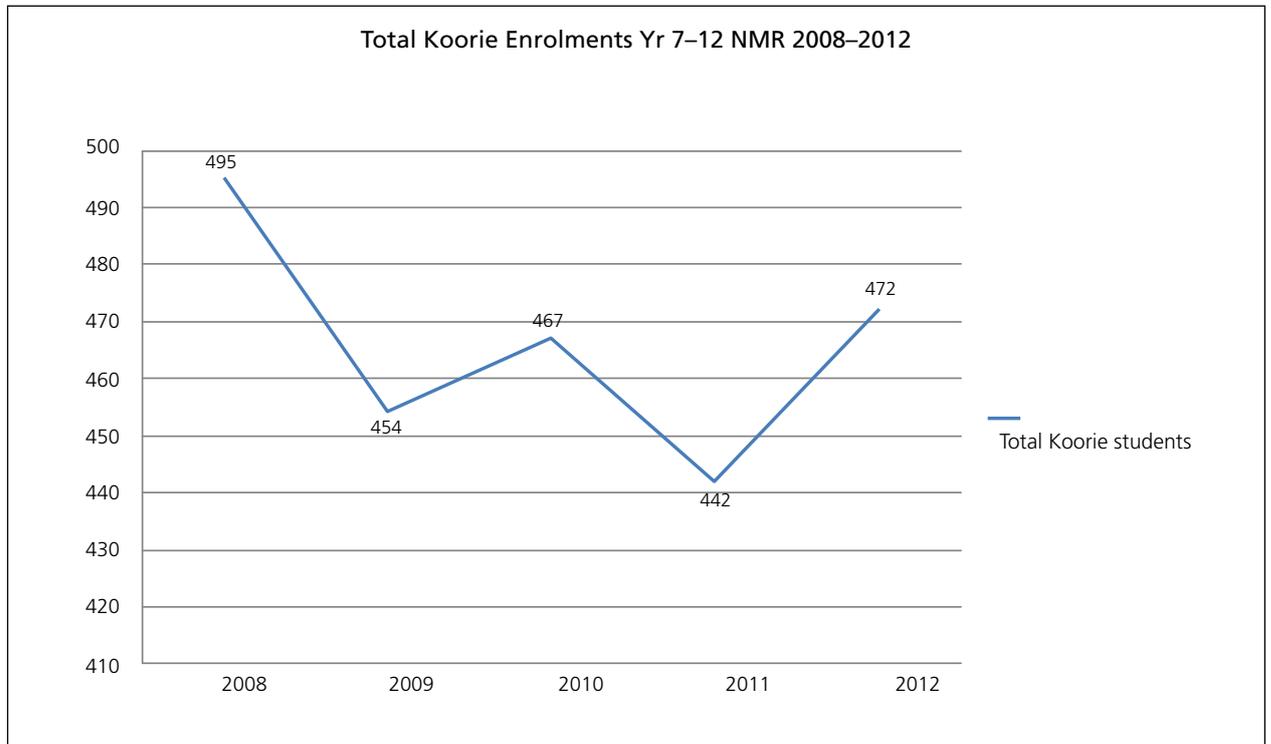*Chart 3.2 presents the trend of total Indigenous enrolments over the 5 Year period 2008–2012.*

Chart 3.2

Chart 3.3 summarises the total number of students enrolled in the Northern region for the period 2008–2012.

Chart 3.3

**Total Koorie Enrolments Yr 7–12 NMR 2008–2012**

The Northern Region identified 46 secondary schools with Indigenous student enrolments.

Youth Connections Data

The Youth Connections program provides an alternative to secondary school for young people. The program operates through three Local Learning and Employment Network Regions. Chart 4.1 outlines total enrolment for Indigenous students in the Youth Connections program, across the Northern Region by age. A total of **61 participants were enrolled in the program in 2012,** 65 participants in 2011 and 31 participants in 2010.

CHART 4.1

Total Indigenous Youth Connections Enrolment by Age Northern Region 2012
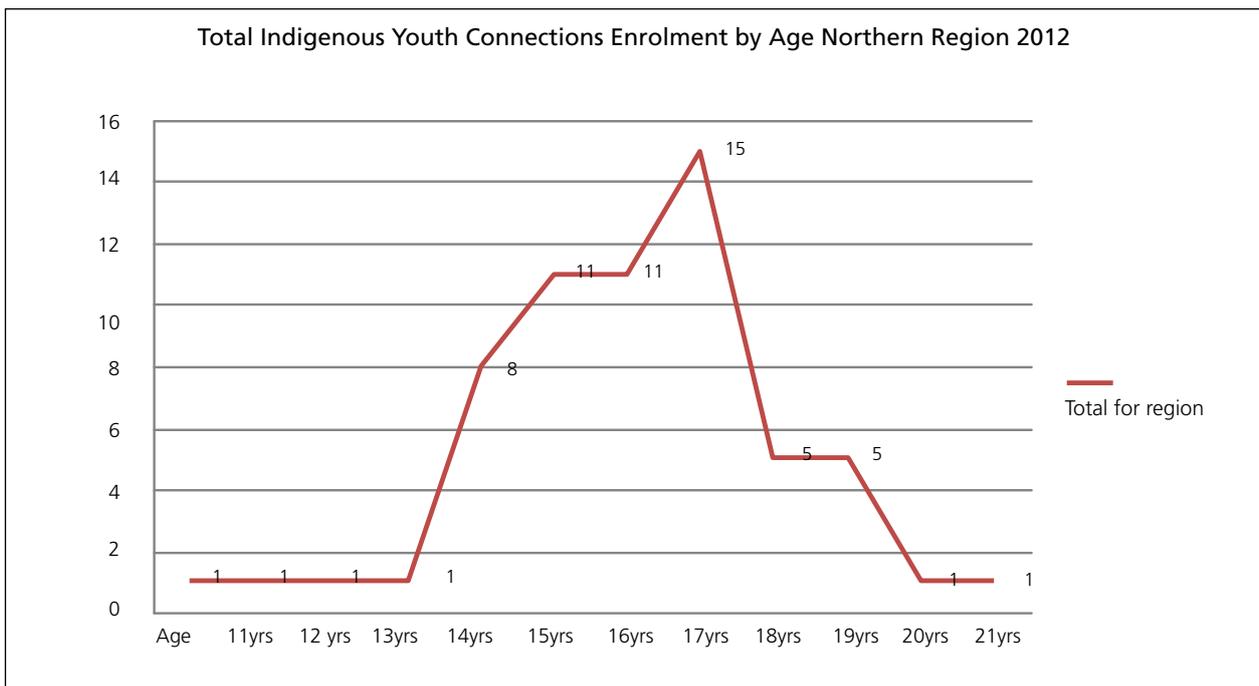
TAFE Institute Data NMR

Two TAFE institutes operate in the region, Kangan Institute and NMIT. Both have provided data on their total Indigenous enrolments for the years 2008–2012. **Total Indigenous students enrolled in TAFE in 2012 were767.**

National ABS Census Data – Education and Training

The ABS Census data 2011 provide a summary of the education achievement at a national level:

- Half as many Indigenous 17 year olds attend secondary school as for their non-Indigenous counterparts.
- Indigenous young people located in major cities are more likely to attend secondary school and are more likely to complete year 12.

- Attendance at a technical institute is greater for the Indigenous population than the non-Indigenous population (proportionate to total population) for age groups 15-17yrs, 25-34yrs, 24-44yrs, 45-44yrs, 55-64yrs, but not 18-24yrs.
- More 15-17 year old Indigenous young people have a non-school certificate than non-Indigenous 15-17 year olds.
- The top four industries Indigenous people participate in are: engineering and related technologies, management and commerce, society and culture, and health.
- Victoria's Indigenous population is achieving better than the national average for Indigenous populations in NATPLAN results. Albeit the Indigenous population results are significantly lower than mainstream Victoria.

What do young people think?

Although the stakeholders identified in this project are diverse and significant in number, the primary stakeholder group in the report are Indigenous young people residing in the Northern Region of Melbourne.

Indigenous Young People Case Studies and Focus Groups

To capture some real experiences of young people navigating the service system and in particular their individual pathways and transition support, six case studies were undertaken to detail the experiences of the clients of the services detailed in this report.

In reviewing the individual case studies below a number of key points were raised:

- A number of referrals to service agencies were made by a relative or close friend.
- In many cases, upon departure from school, no referral or pathway was provided.
- Many young people are not identified in any of the above data records as they are not enrolled in an education or training program and are not in receipt of a government benefit.

- Where a relationship was identified with a service agency the individuals were very familiar with Indigenous clients and in most cases had contact with the client's family.
- The decision to move from one education provider to the next is in many cases the decision of the family and may be due to external factors i.e. moving suburbs or towns.

The six case studies capture only the pathways of the young people interviewed and generally does not go into further details of their circumstances.

In addition to the six case studies, two focus groups were held with existing students at a secondary school. Some of the young person discussions included:

CONSULTANT:

'What influences what year you finish school?'

YOUNG PERSON:

'Parents' expectations.'

'Sometimes you just need to try .... Give it a go. Some kids don't try, or can't.'
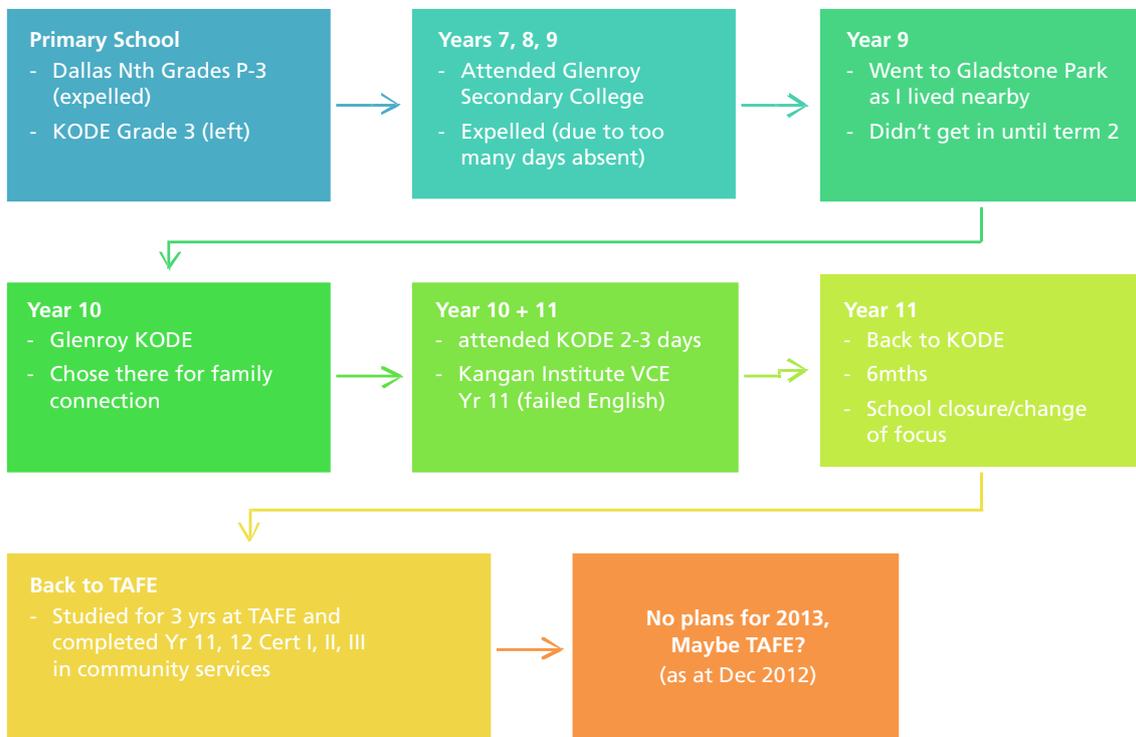
STUDENT

'Meeting new people is hard ... you don't know if you are going to fit it.'
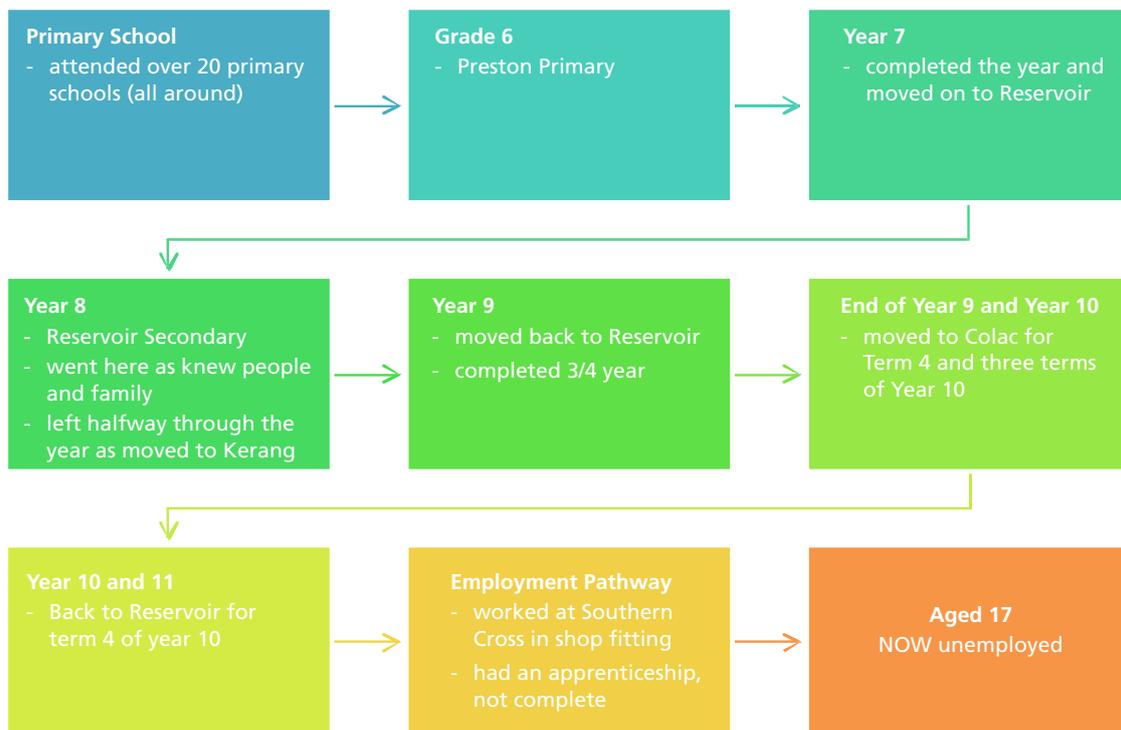
STUDENT

'Teachers need to be more helpful ... it's like they don't have time.'

'They just want you to do your work!'

STUDENT

Prep - 1
Attended in NSW

Grades 2 - 4
Attended N.T. at Mt Allen

Grades 5, 6, 7
• Attended Glenroy KODE
• Had family and people I knew there
• Meet with Susan at KODE

YRs 8, 9, 10
• Attended Wallan Secondary College
• Left partway through Yr 10

2010
• Contacted Susan at Salvation Army
• Needed to get my birth certificate
• I was too young not to be doing something

KODE School
• I wanted to do something
• Susan linked me back into KODE school

Traineeship at Kangan Institute
• Stayed in this role for 5-6 months
• Attended a three day program at Sydney
• Getting my learner licence
• Registered with Salvation Army employment program

Do art to make money now
Not currently engaged in any programs to receive income. Lives at brother's house.

'I wanted to do something.' Azeza 17yrs

Helen 21

Primary School - Dallas Nth Grades P-3 (expelled) - KODE Grade 3 (left)	**Years 7, 8, 9** - Attended Glenroy Secondary College - Expelled (due to too many days absent)	**Year 9** - Went to Gladstone Park as I lived nearby - Didn't get in until term 2
Year 10 - Glenroy KODE - Chose there for family connection	**Year 10 + 11** - attended KODE 2-3 days - Kangan Institute VCE Yr 11 (failed English)	**Year 11** - Back to KODE - 6mths - School closure/change of focus
Back to TAFE - Studied for 3 yrs at TAFE and completed Yr 11, 12 Cert I, II, III in community services	**No plans for 2013, Maybe TAFE?** (as at Dec 2012)	

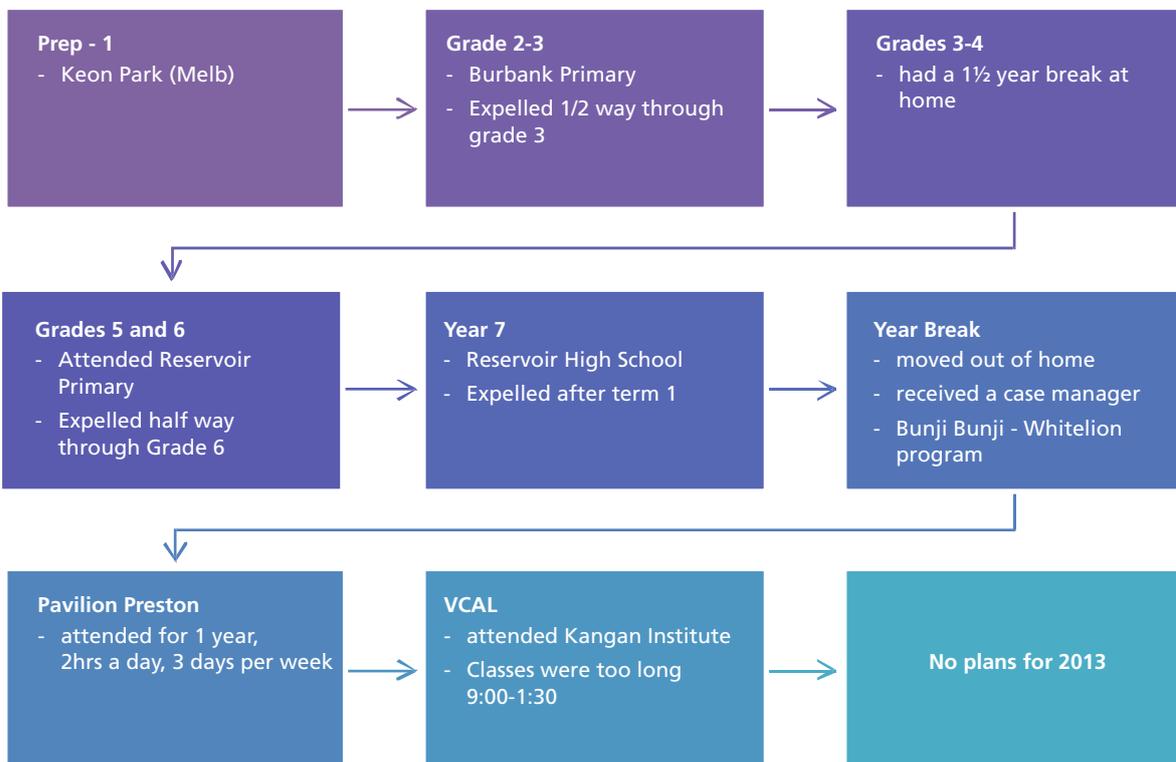*'A teacher believed in me and created me a 5 year plan.'* Helen 21

Jarrod 19

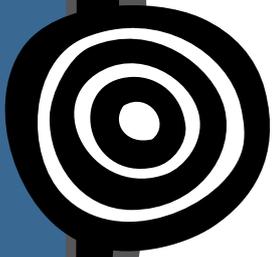|		
Primary School - attended over 20 primary schools (all around)	**Grade 6** - Preston Primary	**Year 7** - completed the year and moved on to Reservoir
Year 8 - Reservoir Secondary - went here as knew people and family - left halfway through the year as moved to Kerang	**Year 9** - moved back to Reservoir - completed 3/4 year	**End of Year 9 and Year 10** - moved to Colac for Term 4 and three terms of Year 10
Year 10 and 11 - Back to Reservoir for term 4 of year 10	**Employment Pathway** - worked at Southern Cross in shop fitting - had an apprenticeship, not complete	**Aged 17** NOW unemployed

There is no mucking around (at Burt Williams), they are here, whatever you need, they've got ya back ... I hate sitting around doin' nothing.' Jarrod 19

Grade 6
- attended Collingwood P-12 College
- attended 12 different primary schools

→

Year 7
Tullamarine
- left as there was no assistance

→

Year 8 + 9
- attended Lilydale and Worawa

Year 10
- Ballarat Secondary College
- Access Mental Health support in Ballarat (CAMHS)

→

12 Months off
- travelled around Australia

→

TAFE
- 17 years old
- Studying Cert I, II and III in Hospitality

Currently Unemployed
(looking for work)

'All of it's a nightmare.' Kodie, aged 20

Prep - 1
- Keon Park (Melb)

→

Grade 2-3
- Burbank Primary
- Expelled 1/2 way through grade 3

→

Grades 3-4
- had a 1½ year break at home

Grades 5 and 6
- Attended Reservoir Primary
- Expelled half way through Grade 6

→

Year 7
- Reservoir High School
- Expelled after term 1

→

Year Break
- moved out of home
- received a case manager
- Bunji Bunji - Whitelion program

Pavilion Preston
- attended for 1 year, 2hrs a day, 3 days per week

→

VCAL
- attended Kangan Institute
- Classes were too long 9:00-1:30

→

No plans for 2013

'If it wasn't for this place (Burt Williams Hostel), I don't know where I would be at the moment.'
Leonard, aged 16

Grade Prep - 7 - attended Craigieburn	**Year 8** - Worawa College	**Year 9** - Glenroy KODE

VCAL - Studying at Kangan Institute	**Moving Forward** - 8 wk course at Hume City Council complete 2012	**Would like to do childcare course this year.**

'Couldn't be stuffed getting out of bed, but now it's good looking forward to something.' Tia, aged 15

What do service providers think about Koorie Transition?

Northern Region Stakeholder Forum

The Stakeholder Forum brought together services from across the region that are working with Indigenous young people. A total of 57 services attended from each of the four categories above.

The forum provided an opportunity for services to collectively share experiences on what is working well and what the current barriers are to engaging and working with Indigenous young people. The outcomes of the discussion are summarised below.

BARRIERS to working with Indigenous young people
• Hard to close the door if you are an Indigenous worker – 24 hour responsibility
• Training opportunities lost because info not accessible enough. Need to improve
• Goodwill is there but there are systematic issues
• Info within the community is accessible for those connected to the community
• Ensuring info is accessible
• How do we measure what is working well?
• Community engagement
• Community feedback
• Important for board to understand the breadth and importance of work
• Communication
• Students missing classes
• Affecting literacy and numeracy
• Communication of what services are on offer
• Willingness of schools to allow a time out
• Engaging young people for opportunities
• Good vacancies, but hard to fill
• Competing demands and expectations of families
• Difficult engaging community consultation
• Unless intentional about seeking out Indigenous young people they are unlikely to engage
• Young person may not identify as Indigenous, or may not be recognised as such
• Misaligned expectations between young people and employers
• Multiple-handling – many players and lack of co-ordination

EXAMPLES of what services are currently 'doing well', when working with Indigenous young people:
• When placed in traineeships/employment young people tend to stay there
• Indigenous youth connections worker has time to engage and support young people and families
• Good community consultation
• Family engagement vital
• Cultural appreciation and sensitivity

Further to these discussions, a number of one-on-one interviews were undertaken with service providers including the Salvation Army, Burt Williams Hostel, Kangan Institute and Reservoir High School. Key messages from further discussion confirmed the discussion from the Forum (captured above), although in addition, the following individual quotes were captured:

'We need to engage with this community.'
MAINSTREAM SERVICE PROVIDER

'Schools are doing as much as they can do about attendance...'
SCHOOL

'A lot of kids don't feel that sense of belonging [at school] ... if you come here [to TAFE] there is familiarity, there may be a family member.'
KOORIE TAFE UNIT

'There are so many challenges, fines from transport, family issues ... it's enormous.'
MAINSTREAM

'One of the biggest challenges for young people is a place to call home ...'
MAINSTREAM SERVICE PROVIDER

'We need one dedicated person who is not too busy to co-ordinate it, a point of contact. Then once a term everyone sits down and says this is what is available this term.'
SCHOOL

'It takes about 2-3 years to build up a rapport, a relationship with trust [with Koorie students] ...'
MAINSTREAM SERVICE PROVIDER

'Have all these programs, but one person does know what the other one is doing.'
MAINSTREAM SERVICE PROVIDER

'We do whatever it takes to keep them on track in class.'
MAINSTREAM SERVICE PROVIDER

What we know – Existing Research Regarding Indigenous Youth Transition

The method of collating information for this document was through a desktop research approach. In line with the scope of the report, there were several elements for consideration including:

- identifying existing transition programs for Koorie students
- reviews conducted on current or past transitional programs with a Koorie focus;
- what elements have been found to be successful in youth transition
- different scopes of youth transition (to year 12, post-secondary, employment, re- engagement of students in the education system).

Both Australian and international documents were considered for this process. The researcher used three key processes in identifying key documents. These were:

- going directly to key known websites
- exploring further resources identified in key literature throughout the process
- completing a broader search through web engine (searching key terms in relation to Indigenous youth transition).

There were a number of key documents (reports, literature reviews, consultation summaries, longitudinal studies) from which key elements have formed the basis of the findings outlined in this summary.

Influencing Factors for Successful Youth Transition

a) Significant factors that impact a young person successfully completing year 12

The two significant elements that impact on the likelihood of any young person completing year 12 are a young person's **academic ability** and also their **socio-economic status**. To explain further:

- **Academic ability:** 'Most young people who experience difficulties in their transition to adulthood have low academic achievement and as a consequence, leave school early' (Liu, 2011).

Additionally, for Koorie students, research has identified that improving academic results will assist in closing education gaps. 'Raising literacy levels contributes significantly to improving Indigenous outcomes particularly in increasing year 12 completion' (Cirecelli, 2012). In a Koorie context, regional, state and national data all identify that there is still a significant number of Koorie/Indigenous young people who are at or below the basic national standard in literacy and numeracy skills in comparison to the wider Australia student population.

- **Social economic status:** 'Young people are more likely to be at risk of experiencing difficulties in their transitions because of poor socio economic backgrounds or lower levels of education' (Cirecelli, 2012). A large proportion of Koorie students within Victoria are living in situations of disadvantage and within a generational cycle of low socio economic status.

  For example: higher proportion of single parent families limiting the capacity of income earned, higher rates of unemployment, lower levels of completed schooling by parent/guardian.

b) Variable influences that impact a young person successfully completing year 12

Additional to the significant elements of impact on a young person's ability to complete year 12 (mentioned above), there are four additional elements that have an impact on a young person's educational journey. These elements have been referred to as variable for this report as the impact of each would vary with the individual young person and their circumstances. The four variable influences are:

- engagement
- school environment
- a young person's aspirations
- geographical area.
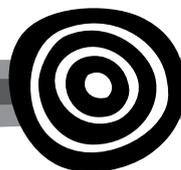
Engagement

'Engagement and participation in education is a key factor affecting life chances for all Australians, and it is particularly important for Indigenous Australians who have an overall lower level of participation in education than non-Indigenous Australians.' (Purdie, 2010)

The level of parental, student and community engagement has an impact on academic progression of students. A stronger involvement of parents in their child's education can improve student engagement. A research paper developed by Edith Cowan University based on Indigenous parent participation in school education indicates that where positive parental engagement is frequent, the more positive experience the student has and the longer their success. Specifically, greater parent and community involvement develops a more positive student attitude towards school, teachers, family, and the community and enhances student achievement and improves attendance.

School Environment

'Positive school factors can assist a smoother transition by improving the experience that young people have at school and their engagement with school' (Liu, 2011)

Teacher–student relationships, quality of teaching, access to career guidance, links to structured workplace learning, how well the school celebrates Koorie culture and inclusion are all examples of positive school factors.

The Victorian Aboriginal Education Association Incorporated (VAEAI) has developed a framework that assists schools to be able to embed cultural perspectives within schools. The framework identifies the following four point strategy that works towards embedding Koorie cultures, histories and perspective in Victorian schools. The aim of this framework is to achieve structural and systemic change within the Victorian education sector through embedding Koorie culture, history and perspectives across our schools.

VAEAI's four point strategy for achieving structural and systemic change are:

1. Enhance pre-service teacher training program
2. Provide professional learning for all education staff
3. Embed Aboriginal Studies across the curriculum
4. Bolster community based learning for Koorie students

Young people's aspirations

The creation of Indigenous young people's aspirations is impacted by many factors. These include access to role models (which can be limited with Indigenous young people by social issues), relationships with schools, and relationships with peers. Encouraging and documenting aspirations for young people can assist in successful transition. The discussion paper on exploring multiple pathways for Indigenous students found a number of young Indigenous Australians generally:

- have insufficient attention paid to their recreational, cultural and spiritual needs
- have an unfulfilled need for their own role models and mentors
- have an unfulfilled need to feel valued and respected members of their communities (Education, 2001).

Geographic area

Where young people live can limit and impact opportunities presented to them. Their ability to access supports, link into services, have resources available, access role models and mentors and the social experiences they encounter in their local area can all impact on a young person's future. The combination of positive and negative factors arising from a person's geographic area will vary on a case by case basis in remote, regional and urban settings.

Summary Influencing Factors on Successful Youth Transition
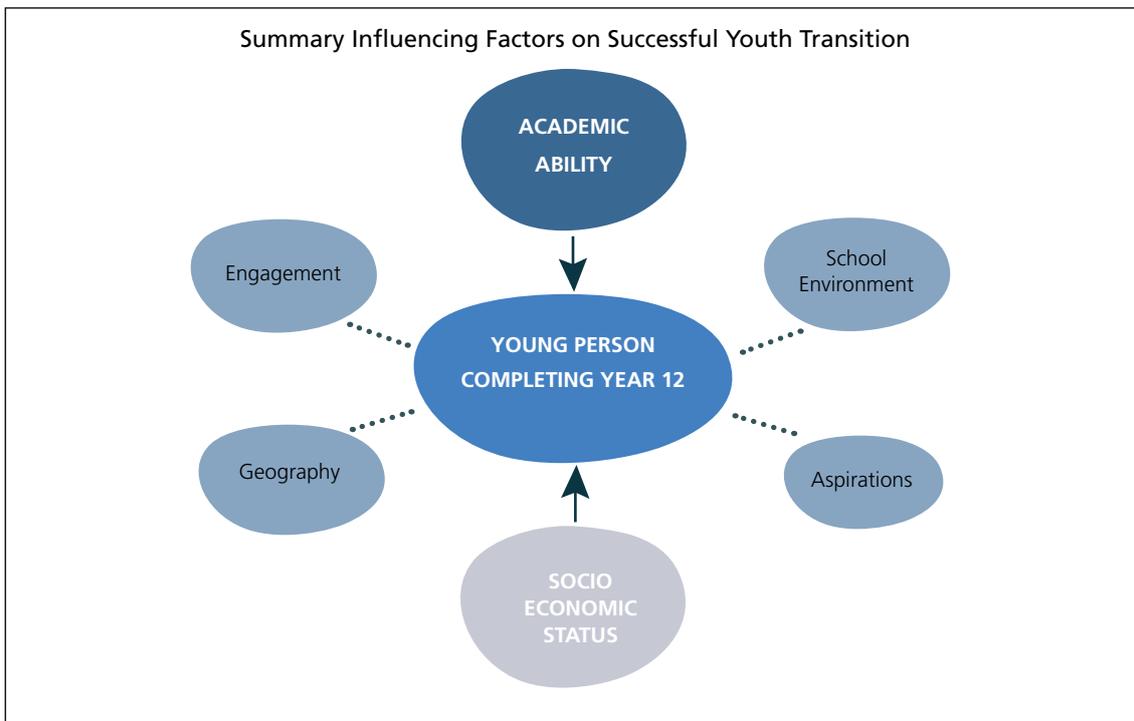
Developing a Successful Model for Indigenous Youth Transition

There are three scenarios for Koorie young people transitioning through secondary school. These are:

- Koorie young people who are completely disengaged from school
- Koorie students who are at risk of being disengaged
- Koorie students who are achieving in both academic and social aspects.

Regardless of the scenario, every Koorie young person requires a different approach to assist them in reaching their aspirations and goals. With an individual child focused approach, there are identified principles that can guide engagement and implementation of a transitional model.

'International best practice in youth transitions systems is based on:

- *literacy and numeracy support* in the post-compulsory years and broad preparation for work and life
- *support for making education and training choices*
- arrangements that support and encourage young people to complete qualifications with *strong employment and further education outcomes*

- systems with *strong pathways* that assist students to move effectively between courses, institutions and sectors
- student pathways that are *strongly connected to workplace learning opportunities* and employment destinations
- *opportunities for young people to re-engage* with education and training.' (DEECD 2010)

Where agencies, institutes or organisations are developing a model or program to improve transition for Indigenous young people, the above influencing factors and best practice principles should be considered.

'Research indicates that young people have the best chance of a successful transition if they achieve a sequence of milestones between the ages of 15 and 24.' (DEECD 2010) This research would suggest that it is generally not one single event or characteristic that will determine successful transition. This is further supported by Ross (2005), who also suggests it is usually the cumulative effect of a combination of factors that finally prompt a student to leave. (Ross, *Transitions and re- engagement through second chance education*, 2005)

Acknowledging that there are a number of key transition points in a young person's education, no single program or model has been identified through this research as a best practice program or

model. Rather an approach to developing transitional models based on principles that are informed by research is outlined below. Some literature highlights that factors impacting on young people are often inherited in a secondary system from experiences in primary and early years' settings. Further, every child's individual circumstances are reflective of their personal life circumstances and will differ, so this demands the individualised approach.

The diagram below has been labelled 'An Approach to Inform Best Practice Transition' and should be considered in accompaniment with the influencing factors and best practice principles when developing or implementing a transition program.

An Approach to Inform Best Practice Transition Programs
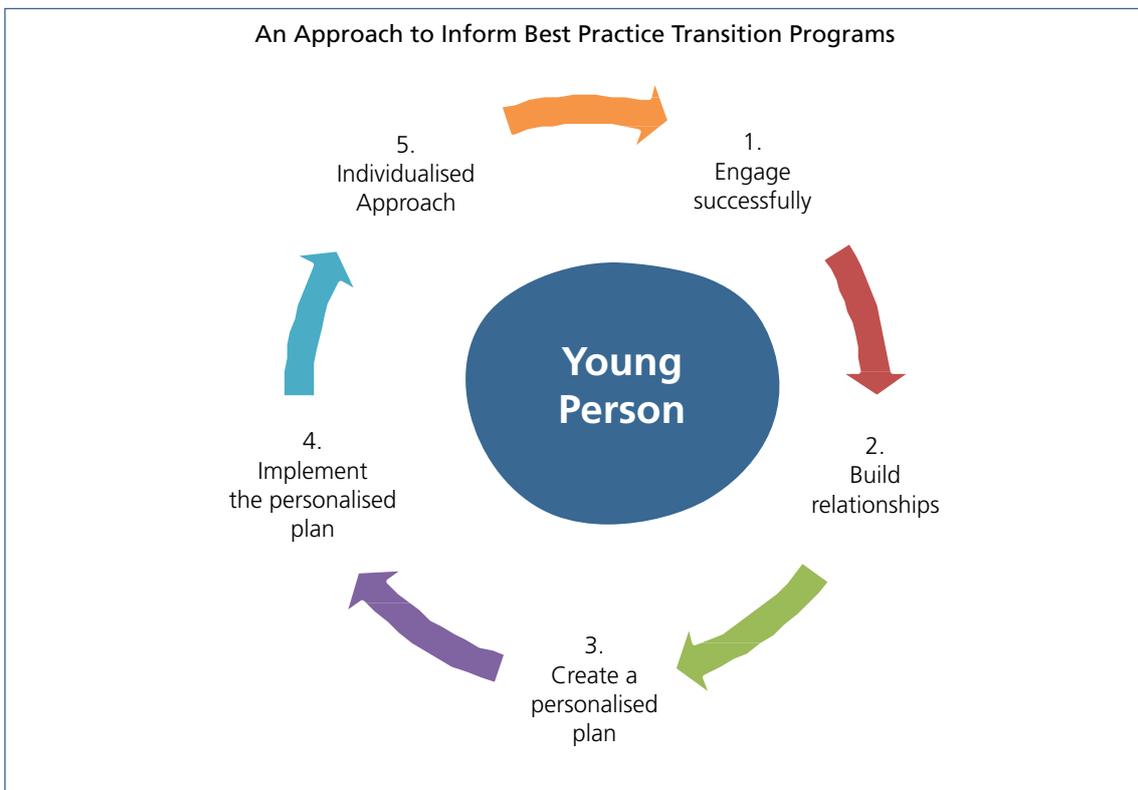
1. **Engage successfully:** The initial hurdle is engagement with the young person and or the young person's family; successful engagement is developing the relationship.
2. **Build relationships:** The development of a relationship between a young person and a service provider may take significant time, although once established will often become a 'one stop shop' point of contact and reference.
3. **Create a personalised plan:** Ensure an individualised approach with consideration of the individual's history, aspirations, challenges and strengths.

4. **Implement the personalised plan:** Support the individual to implement the plan: What supports are required? Who are some key contacts, points of reference?
5. **Review and move on to the next transition point:** Continue contact with the individual, further establishing the relationship, and review the goals outlined in the plan.

Summary of Key Findings and Suggested Recommendations

Co-ordination

1) There are a significant number of service providers delivering transition and transition support programs available to Koorie youth in the Northern Region. Many of these services are multi sector services. There is significant ambiguity and a lack of awareness (by both other service providers and the Koorie community) of these services and service offerings across the region.

   There is also limited collaboration and communication between service agencies and schools within the region. Communication and collaboration of knowledge between service providers requires improvement and was considered by service providers as a requirement to improve effectiveness of working with the Koorie community.

Recommendation: KETPN to assist in the communication of transition support services available to the Koorie community and existing service agencies.

Recommendation: KETPN to advocate for hosting and resourcing of a regular service agency to forums to encourage relationship building and sharing of knowledge regarding Koorie engagement and transition (e.g. once or twice a year).

Supporting Transition

2) In the Northern Region, there are more Aboriginal people enrolled in TAFE programs (767) than enrolled in secondary school (472).

   There are also an almost equivalent number of Aboriginal people in receipt of Centrelink benefits for Parenting Payment (341), Newstart (400) and ABSTUDY (355).

Recommendation: Improve transition to and from TAFE within the region. Support the building of stronger relationships between schools, youth connections, alternative schooling options and TAFE providers.

3) A number of young people are not identified in any data sets as they are not enrolled in education and are not eligible for Centrelink benefits.

Recommendation: Promotion of re-engagement opportunities for Koorie young people is targeted to the broader Aboriginal community and key groups.

Recommendation: Clarify the responsibility and accountability for exit processes in the schooling system. Identify implementation weaknesses and seek advocacy for effectiveness. KETPN consider championing the advocacy process.

School and Community Partnerships

4) Poor engagement and limited relationship development is considered a barrier for service providers working with the Koorie community.

5) Research undertaken through this project suggests that support and advice to young people from individuals other than family members (regarding availability of transition programs and opportunities) is limited. Engagement is most effective by service agencies and schools where agencies engage with both the individual's family as well as the individual.

Recommendation: Service agencies and schools continue to work on engagement, improving relationships and communication with young persons and their families.

Recommendation: Service agencies consider suggested approach to working with Koorie young people outlined in this report.

Recommendation: Service agencies identify opportunities to build relationships with the greater Koorie community in the Northern Region.

Alternative Settings

6) Alternatives to secondary school or pathways external to secondary school are limited for young persons under 15 years. Support available outside of the schooling system is minimal for young people under 15. Support within schools is significantly greater although is inconsistent across schools and across families. Pathways and transition support for students 15 years and over, both internal and external to the schooling system, are available in the Northern Region. Pathway opportunities for Koorie young people significantly increase on completion of year 12.

Recommendation: Stronger relationships are developed with service agencies and key partners offering alternatives and assistance for continued engagement in secondary schooling for young persons less than 15 years.

Recommendation: Support the further investigation and development of a meaningful support program targeted at supporting young people 14 years and under to stay in the schooling system.

Supporting Best Practice

7) Existing research provides key influencing factors impacting on transition through to completion of year 12 and best practice principles for successful transition. This research should be considered to inform service delivery and program development in the sector.

Recommendation: KETPN undertake to further communicate best practice research to service agencies and schools within the region.

Current Environment

Recommendation: Support Wannik to strengthen relationships between schools and services to achieve greater retention of Koorie young people to year 12.

Appendix 1

Northern Region Suburbs and Postcodes

Post Code	Suburb	Contract	Region
3079	IVANHOE	BN	Banyule
3079	IVANHOE EAST	BN	Banyule
3079	IVANHOE NORTH	BN	Banyule
3081	BELLFIELD	BN	Banyule
3081	HEIDELBERG HEIGHTS	BN	Banyule
3081	HEIDELBERG RGH	BN	Banyule
3081	HEIDELBERG WEST	BN	Banyule
3083	BUNDOORA	BN	Banyule
3084	BANYULE	BN	Banyule
3084	EAGLEMONT	BN	Banyule
3084	HEIDELBERG	BN	Banyule
3084	ROSANNA	BN	Banyule
3084	VIEWBANK	BN	Banyule
3085	MACLEOD	BN	Banyule
3085	MACLEOD WEST	BN	Banyule
3085	YALLAMBIE	BN	Banyule
3087	WATSONIA	BN	Banyule
3087	WATSONIA NORTH	BN	Banyule
3088	BRIAR HILL	BN	Banyule
3088	GREENSBOROUGH	BN	Banyule
3088	ST HELENA	BN	Banyule
3093	LOWER PLENTY	BN	Banyule
3089	DIAMOND CREEK	BN	Nillumbik
3090	PLENTY	BN	Nillumbik
3091	YARRAMBAT	BN	Nillumbik
3094	MONTMORENCY	BN	Nillumbik
3095	ELTHAM	BN	Nillumbik
3095	ELTHAM NORTH	BN	Nillumbik
3095	RESEARCH	BN	Nillumbik
3096	WATTLE GLEN	BN	Nillumbik
3097	BEND OF ISLANDS	BN	Nillumbik
3097	KANGAROO GROUND	BN	Nillumbik
3097	WATSONS CREEK	BN	Nillumbik
3099	ARTHURS CREEK	BN	Nillumbik
3099	COTTLES BRIDGE	BN	Nillumbik
3099	HURSTBRIDGE	BN	Nillumbik
3099	NUTFIELD	BN	Nillumbik
3099	STRATHEWEN	BN	Nillumbik
3757	EDEN PARK	HW	Whittlesea
3757	HUMEVALE	HW	Whittlesea
3757	KINGLAKE CENTRAL	HW	Whittlesea
3757	KINGLAKE WEST	HW	Whittlesea
3757	PHEASANT CREEK	HW	Whittlesea
3757	WHITTLESEA	HW	Whittlesea
3057	LYGON STREET NORTH	IN	Darebin
3058	MERLYNSTON	IN	Darebin
3070	NORTHCOTE	IN	Darebin
3070	NORTHCOTE SOUTH	IN	Darebin

Post Code	Suburb	Contract	Region
3071	THORNBURY	IN	Darebin
3072	PRESTON	IN	Darebin
3072	PRESTON LOWER	IN	Darebin
3072	PRESTON SOUTH	IN	Darebin
3072	PRESTON WEST	IN	Darebin
3072	REGENT WEST	IN	Darebin
3072	GILBERTON	IN	Darebin
3073	RESERVOIR	IN	Darebin
3073	RESERVOIR EAST	IN	Darebin
3073	RESERVOIR NORTH	IN	Darebin
3073	RESERVOIR SOUTH	IN	Darebin
3073	KEON PARK	IN	Darebin
3078	FAIRFIELD	IN	Darebin
3083	KINGSBURY	IN	Darebin
3064	ROXBURGH PARK	IN	Hume
3043	GOWABRAE	IN	Moreland
3044	PASCOE VALE	IN	Moreland
3044	PASCOE VALE SOUTH	IN	Moreland
3046	GLENROY	IN	Moreland
3046	HADFIELD	IN	Moreland
3046	OAK PARK	IN	Moreland
3055	BRUNSWICK SOUTH	IN	Moreland
3055	BRUNSWICK WEST	IN	Moreland
3055	MORELAND WEST	IN	Moreland
3056	BRUNSWICK	IN	Moreland
3056	BRUNSWICK LOWER	IN	Moreland
3056	BRUNSWICK NORTH	IN	Moreland
3057	BRUNSWICK EAST	IN	Moreland
3057	SUMNER	IN	Moreland
3058	COBURG	IN	Moreland
3058	COBURG NORTH	IN	Moreland
3058	MORELAND	IN	Moreland
3058	BATMAN	IN	Moreland
3060	FAWKNER	IN	Moreland
3060	FAWKNER EAST	IN	Moreland
3060	FAWKNER NORTH	IN	Moreland
3054	CARLTON NORTH	IN	Yarra
3054	PRINCES HILL	IN	Yarra
3065	FITZROY	IN	Yarra
3066	COLLINGWOOD	IN	Yarra
3066	COLLINGWOOD NORTH	IN	Yarra
3067	ABBOTSFORD	IN	Yarra
3068	FITZROY NORTH	IN	Yarra
3068	CLIFTON HILL	IN	Yarra
3078	ALPHINGTON	IN	Yarra
3121	BURNLEY	IN	Yarra
3121	CREMORNE	IN	Yarra
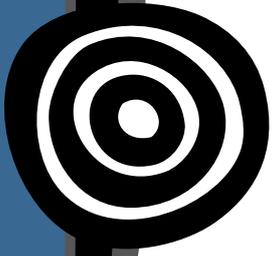
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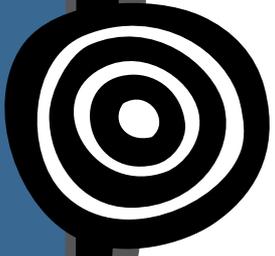
Appendix 3

Department of Human Services Disclaimer Information

Department of Human Services: Data Disclaimer
Information

APPENDIX 3: Centrelink Referral

Australian Government
Department of Human Services

IMPORTANT

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Production - By: Statistical Information Section - Access Team, Centrelink Master Program

Reference Number - SF4032032

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All data supplied is point in time data. This means that the data is reflective of the point in time when the snap shot was taken. The date that the snap shot was taken can be found in the heading above your data. All snap shot data is taken as at the last Friday of the reported month.
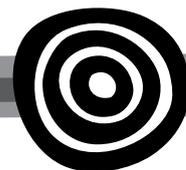
Confidentiality Provision

All cells that have a value of less than 20, including zero, have been changed to display '<20'. This rule has been employed for privacy reasons. Where the total fields are included these will only have a value when it does not make it possible to work out the value of any '<20' fields. Not Available (N/A) will be inserted in cells when it may be possible to estimate customer numbers. This will prevent information from being broken down or manipulated to the degree that individuals may be identified, and to cover the legal requirement to protect and individuals privacy.

Data Source

The source of the data can be found by the following example below:

DATA DESCRIPTIONS

Source: Centrelink Administrative data (DEEWR Blue Book dataset)

Indigenous

Please Note: It is optional for customers to identify themselves as Indigenous so this limitation should be considered in any application or use of this information. This data may represent an undercount.

Indigenous: Customers self-identified as being Indigenous Australian. This includes if the customer has identified himself or herself as being of Aboriginal or Torres Strait Islander origin. Please note that Centrelink Master Program officially defines Indigenous Australians as being of Aboriginal and/ or Torres Strait Islander descent and includes the following categories:

• Aboriginal.

• Both Aboriginal & Torres Strait Islander.

• Torres Strait Islander.

Non-Indigenous or Indigenous status unknown: Customers not self-identified as being Indigenous Australian. Non-Indigenous includes the following categories:

• Not Aboriginal/Torres Strait but is South Sea Islander.

• South Sea Islander.

• Does not wish to declare if they are or are not Indigenous.

ABSTUDY

Provides a Living Allowance and a range of supplementary assistance to Indigenous Australian students and apprentices.

Newstart Allowance

An income support payment for customers who are looking for work and allows them to participate in activities designed to increase their chances of finding work. Customers must be aged 21 to 64 to qualify.

Partner Allowance

An income support payment for customers who face barriers to finding work because they have had limited participation in the workforce and their partner is getting income support. There have been no new grants of Partner Allowance since 20 September 2003.

Widow Allowance

An income support payment for women who were born on or before 1 July 1955 and have become widowed, divorced or separated later in life and have no recent workforce experience.

Parenting Payment

An income support payment for customers who are primary carers of children. Includes Parenting Payment Single and Parenting Payment Partnered.

Sickness Allowance

An income support payment for customers who are employed and who are temporarily unable to work due to a medical condition. Customers must be aged 21 to 64 to qualify.

Youth Allowance

An income support payment for young people who are studying, undertaking training or an Australian Apprenticeship, looking for work, or sick. Customers must be aged 15 to 24 to qualify.

Youth Allowance (other)

A subset of Youth Allowance customers with a student status of:

- Agreement/Study Activity
- Full-time training
- Not a Student
- Part-time Student
- Student full-time – Principle care or PCW
- Student part-time – Partial capacity to work
- Not specified

Excludes Youth Allowance customers with a student status of:

- Full-time Student
- Apprenticeship/Traineeship

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Production - By: Statistical Information Section - Access Team, Centrelink Master Program

Reference Number - SF4032032

Metadata

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Point in Time

Point in Time

All data supplied is point in time data. This means that the data is reflective of the point in time when the snap shot was taken. The date that the snap shot was taken can be found in the heading above your data. All snap shot data is taken as at a particular fortnight within a particular month or quarter depending on the data source.

Confidentiality Provision

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Data Source

The source of the data can be found by the following example below:

Centrelink

Populations 2003 Qtr 3 (05-09-03) Ver-01

Table 1

Postcode by Language of Birth for Customers

Indigenous

Please Note: It is optional for customers to identify themselves as Indigenous so this limitation should be considered in any application or use of this information. This data may represent an undercount.

Indigenous: Customers self-identified as being Indigenous Australian. This includes if the customer has identified himself or herself as being of Aboriginal or Torres Strait Islander origin. Please note that Centrelink Master Program officially defines Indigenous Australians as being of Aboriginal and/ or Torres Strait Islander descent and includes the following categories:

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• Both Aboriginal & Torres Strait Islander.

• Torres Strait Islander.

Non-Indigenous or Indigenous status unknown: Customers not self-identified as being Indigenous Australian. Non-Indigenous includes the following categories:

• Not Aboriginal/Torres Strait but is South Sea Islander.

• South Sea Islander.

• Does not wish to declare if they are or are not Indigenous.

Austudy

An income support payment for customers aged 25 years or more and studying or undertaking an Australian Apprenticeship full-time. Customers must be aged 25 or over to qualify.

Youth Allowance

An income support payment for young people who are studying, undertaking training or an Australian Apprenticeship, looking for work, or sick. Customers must be aged 15 to 24 to qualify.

Youth Allowance (FTS)

• Full-time Student

• Apprenticeship/Traineeship