BAYSIDE, GLEN EIRA AND KINGSTON
2016 REGIONAL SCAN

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bgkllen
Creating Community Partnerships
Enhancing Young People's Potential

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Executive Summary

Introduction

The purpose of the Bayside Glen Eira Kingston Local Learning and Employment Network's (BGK LLEN) 2016 Regional Scan is to assemble data that will assist both the BGK LLEN and its regional stakeholders to consider factors that may inform and influence strategic directions and goals. This Regional Scan was developed utilising a range of research tools, methods and sources. Release of the most recent Australian Bureau of Statistics (ABS) 2011 Census has enabled the most up-to-date information pertaining to local demographic data and, where possible, 2011 Census data is compared to 2006 and previous Census data-sets. The most recent school enrolment and applied learning participation figures, provided by the Department of Education and Training (DET – formally known as DEECD) are only available for up until the end of the 2014 school year.

The BGK LLEN is part of a network of 31 LLENs across Victoria funded by the Victorian Government, with a funding commitment to the end of 2019. LLENs are made up a range of groups and organisations including education and training providers, business and industry, community agencies, and parent and family organisations. LLENs have a particular focus on young people at risk of disengaging, or who have already disengaged, from education and training and are not in meaningful employment. Each LLEN creates strategic, sustainable partnerships that improve education and transition outcomes for young people, including increasing Year 12 or equivalent attainment rates. LLENs use their knowledge of the region to influence strategic planning and broker partnerships among key stakeholders to support young people to remain engaged, or re-engage, in education or training.

Established in 2002, the pivotal role of the BGK LLEN has been to act as a regional strategic and facilitation body, bringing together the entire Bayside, Glen Eira and Kingston local government regions to collaboratively contribute to improving the education, training and employment outcomes for local young people. The BGK LLEN works in partnership with its key stakeholders including secondary schools, further education and training providers, community members, social and welfare organisations, youth agencies, local government and employers. The BGK LLEN is governed by a voluntary Committee of Management representing the key organisational stakeholders.

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

Profile of the Region

General Regional Characteristics

The BGK region has a population that is ageing faster than the state average. The higher socio-economic areas, such as the Bayside Local Government Area (LGA), have lower numbers of young people aged less than 34 years than those in the older age ranges. Dwelling density across the BGK LLEN region has increased over the last decade. The Glen Eira and Kingston region have government funded or subsidised housing rates that are lower than the Greater Melbourne average, while Bayside is on par with the Melbourne average. Interestingly, the Bayside South region actually records higher rates of social housing than the Greater Melbourne average. The region has higher than average incomes. Overall the BGK region has lower than average levels of disadvantage, although one suburb within Bayside and nine within Kingston are higher than the Greater Melbourne average. Unemployment rates for Bayside and Glen Eira are lower than the Greater Melbourne and Victorian average to September 2015. The Kingston region had fluctuating rates of unemployment between June 2014 and September 2015, with slightly higher rates than the Greater Melbourne and Victorian regions in middle of this period and falling to slightly below these capital city and state-wide rates in September 2015. The BGK LLEN region has a higher than average number of people born overseas, and education levels of the population tend to be higher than the Victorian average.

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

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

a whole, but the migrant children have tended to come from English speaking countries, resulting in a rate of language difficulty lower than for the state as a whole. The area has few Indigenous children in this age group.

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

The number of people in the 13 to 19 year old age group has been steadily declining in this region, as it has in Victoria since 2001. Victorian people in this age group are generally in Secondary School; with some 17, 18 and 19 year olds finishing school and entering the workforce or tertiary study. As with the younger age groups the school students in this age group attend a diverse range of local state, catholic and independent schools. Overall 59 per cent of BGK secondary school age residents attend non-government schools and the remaining 41 per cent non-government ones. Year 12 or equivalent attainment rates within the BGK region are higher than the state average, with Bayside and Kingston reporting rates of above 96 per cent. The BGK region has above average family incomes and a relatively high proportion of people living with their own parents. Recent international migration to the area is higher than for Victoria as a whole, with the largest groups coming from the United Kingdom, Chinese Asia, Southern and East Africa. The number of young people aged 13 to 19 with disabilities is increasing. Similarly, a notable number of regional young people in this age range are unpaid assistants to a person/s with a disability, with this youth carer number increasing. As at December 2015, the youth unemployment rate for 15 – 24 year olds in the Ínner Melbourne' statistical areas (which takes in Bayside, Glen Eira, Kingston as well as Stonnington) was 12.2 per cent, which compared favourably to the Victorian rate of 14.5 but slightly higher than the Australian rate of 12.1 per cent.

Issues and Considerations – Youth Transitions and Outcomes

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

Ageing Population	
Issue:	• The BGK region has population that is ageing faster than the state average, with some areas having lower numbers of people aged less than 34 years than those in the post working age ranges. As such, the need for health and community services for an aged population will continue to increase.
Consideration:	• *An emphasis on building partnerships that promote careers in the health, community and services should remain a regional priority.*
Public Housing	
Issue:	• Public and social housing rates in the Bayside LGA are on par with that of Victoria; however the Bayside South region is almost one per cent higher. • The numbers of young people between the ages of 10 – 19 years and living in public housing is not known.
Consideration:	• *There is a need to identify and support those children and young people residing in public housing, as this cohort potentially face greater levels of education and transitions vulnerability than peers living in other housing arrangements.*
Culturally and Linguistically Diverse Children and Young People	
Issue:	• At 2011 approx. 14 per cent of children and young people aged 10 – 19 years in the region were born overseas, with the majority from countries where English is spoken. Of those born overseas in non-English speaking countries four regions were most prominent: Chinese Asia (11.9 percent of overseas born); Southern and East Africa (10.4 per cent); Southern Asia (7.8 per cent); and, Middle East (7 per cent).
Consideration:	• *While these figures are lower than in other parts of Victoria, it does suggest a need to build partnerships with Culturally and Linguistically Diverse (CALD) organisations servicing these cultural groups (often located in other regions), particularly where capacity could be built in youth educations and transitions support functions.*
Indigenous Children and Youth	
Issue:	• Although the child and youth Indigenous youth population in the BGK region is relatively low, this remains a population group at risk of early school leaving and poor education, training and employment outcomes.
Consideration:	• *Continue to work closely with the Department of Education and Training to link into regional initiatives that will support BGK region Indigenous young people.*
Kingston LGA Education and Transition	
Issue:	• Nearly 37 per cent of the BGK region's primary and secondary school-aged population is based in Kingston. In addition, of the three LGAs, Kingston has the lowest socio-economic statistics (including six suburbs that have SEIFA rates lower than the Victorian average).

	• It is acknowledged that low SEIFA rates are aligned with lower levels of education, training and employment outcomes. • Pleasingly, however, Kingston has a 96 per cent rate of Year 12 or equivalent attainment rate amongst 19 year olds. That this region has achieved an over 8 per cent increase in this rate in five years is exceptional.
Consideration:	• *An emphasis on building partnerships that enhance the education and wellbeing transitions and outcomes of Kingston children and young people should remain a regional priority to ensue ongoing positive education attainment rates.* • *Liaise with schools and education providers in Kingston to learn about strategies used to increase attainment rates and share these with other schools seeking to enhance their own attainment approaches.*
Cross-Sector Schooling	
Issue:	• A particular challenge in the BGK region is the fact that it is home to 126 primary and secondary schools and education providers, with around 45 per cent government schools and the remaining 55 per cent non-government ones. With a diverse range of funding bodies, educational authorities and networks it is therefore difficult to establish partnerships and networks that address and service the needs of all sectors and education institutions.
Consideration:	• *Building cross-sectoral partnerships and initiatives is vital in the diverse government and non-government school based BGK region.*
'At Risk' Youth – Young Carers	
Issue:	• Nearly 800 local young people over the age of 15 report as being unpaid carers to a person with a disability. In taking on this responsibility these young people are vulnerable to education, training and employment disengagement, as well as risking mental and physical health outcomes.
Consideration:	• *Build a network to explore this growing issue and identify ways in which local youth carers can be supported.*
'At Risk' Youth - Disability	
Issue:	• Young people with disability are particularly vulnerable to early-school leaving and therefore more likely to experience poor education, training, employment and wellbeing outcomes than their peers without disability. • The rates of youth disability employment is half that of their peers and reducing, making them vulnerable to social and economic exclusion in the future. • The numbers of young people with profound, moderate and mild disability (as well as learning needs) is increasing in the BGK region. Students with disability attend both special schools and mainstream schools.
Consideration:	• *Maintain and support existing cross-sector partnerships that are working to improve youth disability education, training and transitions outcomes. These include: 'Beyond the School Gates'; and, 'Southern Disability Careers Network'.* • *Build partnerships that facilitate cross-sector connections between special and mainstream schools, enabling sharing of resources, knowledge and skills to increase support for students with disability.* • *Extend 'Ticket to Work' to provide work placements and SBAT support to students with disability attending mainstream schools.*
'At Risk' Youth – Not in Education, Training or Employment	
Issue:	• Those youth between the ages of 15 – 19 years and not in education, training or employment (and not searching for employment) in the BGK region represent a population that is at risk of current and future social and economic inclusion. • As at December 2015, the youth unemployment rate for 15 – 24 year olds in the Ínner Melbourne' statistical areas (which takes in Bayside, Glen Eira, Kingston as well as Stonnington) was 12.2 per cent, which compared favourably to the Victorian rate of 14.5 but slightly higher than the Australian rate of 12.1 per cent. • At a minimum 425 young people were reported in this category in 2011. However, it is well understood such young people often 'fall within the gaps' of reporting and thus a further hidden number of such young people are likely to exist within the region. • This youth population is even more at risk if they have exited school before completing Year 12 or its equivalent, making the need for non-mainstream or 'alternative' program access critical to re-engaging those young people 'at risk' of or already disengaged from school. • The economic and social costs of early school leaving to the individual and the wider community are not well understood.

Consideration:	• *Maintain and support the Flexible Engagement and Learning Network (FELN).*
	• *Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people outside education, training and employment.*
	• *A local econometric assessment of early school leaver costs would be of benefit to a wide range of regional (and wider) stakeholders.*

Education and Training Provider Profile

Overview of Education and Training Providers

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

Primary and Secondary School Enrolments

From a primary school enrolment perspective, 32,571 students attend local BGK region schools. This includes not only BGK region residents but also others that may live outside of the region but attend a BGK primary school. Victorian Department of Education and Training data revealed that 62.8 per cent of all enrolled students attended a local government school and 37.2 per cent attended a non government one (23.5 per cent Catholic school and 13.8 per cent independent) in 2013. The population of enrolled students (32,571) is higher than the resident primary school-age population (28,762) of children attending primary school recorded in the 2011 ABS Census; suggesting that that just over 4,000 students travel from outside the BGK Region to attend a school located here.

From a secondary school enrolment perspective, 22,851 students attend local schools. This includes not only BGK region residents but also others that may live outside of the region but attend a BGK secondary school. In 2014, Victorian Department of Education and Training data revealed that 45.6 per cent of all enrolled students attended a local government school and 54.4 per cent attended a non-government one (20.2 per cent Catholic school and 34.2 per cent independent). In Victoria, for the same period, the split was 56.3 per cent government enrolments to 43.7 per cent non-government.

Regional Learning Pathways

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

Victorian Certificate of Education (VCE):

The VCE is a certificate Victorian students receive upon satisfactory completion of its components. The alternative to the VCE is the Victorian Certificate of Applied Learning (VCAL), however the majority of Victorian students who complete their education opt to complete the VCE. The BGK region records higher rates of Units 3 and 4 level VCE enrolment than does Victoria, with 84.0 per cent of senior school students undertaking the VCE as compared to a state-wide average of 76.5 per cent in 2014.

Victorian Certificate of Applied Learning (VCAL):

The VCAL sits alongside the Victorian Certificate of Education (VCE) as applied learning oriented senior school qualification in Victoria. The VCAL is a 'hands on' learning option for students in Years 11 and 12 and offers practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills. BGK region schools still lag behind their Victorian counterparts in terms of student access to VCAL during their senior years of school. Of particular concern is limited VCAL provision in government schools across the BGK region. In 2014, the BGK recorded a VCAL enrolment rate of 13.7 per cent whereas the Victorian average was higher at 19.3 per cent. Between 2013 and 2014 there was a reduction in the rate of VCAL uptake across the region, after significant VCAL uptake levels between 2010 - 2013, which may indicate the beginning of a plateauing of enrolments.

Vocational Education and Training in Schools (VETiS):

VETiS refers to school-based VET programs that provide students with the opportunity to gain credit towards their senior education certificate (ie. VCE or VCAL) while at the same time gaining a nationally industry-recognised qualification or credit towards this qualification (e.g. Certificate II in Hospitality). Some VET programs can also contribute towards a university

entrance score. VETiS training is delivered by a Registered Training Organisations (RTO) such as TAFE or private training organisations. In some cases secondary schools are also registered as RTOs. In 2013, VETiS participation rates in the BGK region were lower than the state-wide average, but with each year the region is edging closer to the state-wide participation level. In 2014, 18.2 per cent of Year 10 BGK region students were enrolled in a VETiS program, which was 4.8 per cent lower than across Victoria. For the same period, 36.8 per cent of Year 11 and Year 12 BGK students were enrolled in a VETiS program, which was 3.6 per cent lower than Victoria as a whole. Overall, the BGK region is performing well in terms of Year 10, 11 and 12 VET participation, demonstrating local schools' willingness to offer this applied learning option to advance student pathways, careers and engagement options. In 2014, the five highest VET industry enrolments were: THE (Tourism, Hospitality and Events; ENT (Cultural and Recreation – Entertainment); BCN (Building and Construction); BUS (Business Services); and, CSH (Community Services and Health).

School-Based Apprenticeship and Traineeship (SBAT):
A SBAT is a nationally accredited qualification that is recognised throughout Australia and is undertaken as part of a student's VCE or VCAL. A SBAT combines industry specific accredited training with a Registered Training Organisation and paid employment in that same industry. In some cases, students who have undertaken a SBAT will receive credits towards a post-school full or part-time apprenticeship or traineeship in that same industry. In 2013 the Year 10 SBAT enrolments in the BGK region was 0.3 per cent, just below the Victorian average of 0.8 per cent. Since 2008 there has been a continued reduction in the level of Year 11 and Year 12 SBAT enrolments in both the BGK region and across Victoria. Between 2013 and 2014 there was a 1.0 per cent reduction in Year and 12 SBAT enrolments in the BGK region, while participation over that same period remained relatively stable at 2.9 per cent. In 2014, the five highest SBAT industry enrolments were in: TRA - Transport and Storage; WRP (Wholesale Retail and Personal Services; PRI (Printing); CSH - Community Services and Health; and, AGH - Agriculture and Horticulture. Most striking however was a significant drop in SBAT enrolments in THE - Tourism, Hospitality and Events, reducing from 87 enrolments in 2013 to a mere 4 enrolments in 2014.

Structured Workplace Learning Program
The BGK LLEN, along with all other Victorian LLENs, is contacted from 2016 to deliver the new 'Structured Workplace Learning (SWL) Program' for 12 months. Under this contract the BGK LLEN will be funded to coordinate SWL opportunities for students across the region. A new state wide online portal will be developed to support the role of all LLENs in helping schools to access SWL opportunities and engage with business to better prepare students for successful post-school transitions. The portal will be used to promote brokered SWL placements with local schools. Relationships will be built with employers in order to source suitable SWL placements for students, with a particular focus on local industry need areas and with businesses with capacity to place vulnerable students. A particular focus of the program will be the facilitation of engagement between employers and schools, and the provision of support to schools so that they are equipped to liaise directly with employers and place students in SWL placements that are accessible via the portal. Further details about the SWL Program and the means by which the BGK LLEN will deliver it will be released in early 2016.

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

'At Risk' Population - Young people with disability
Unfortunately, there is no recent data regarding the population size of young people with disability in the BGK region. In 2006 it was estimated by the peak body Children with Disability Australia that up to 1,018 between the ages of 15 to 24 with severe or profound disabilities reside in the BGK region, as well as a further 2,434 with other moderate or mild disabilities. With the levels of disability increasing in the community it is thus likely that these figures greatly underestimate the current population. Young people with disability are particularly vulnerable to early school leaving and risk of not moving into sustainable post-school education, training and employment. The rates of employment for people aged 15 – 64 years with disabilities in Australia is a third less than that of their peers without a disability. The importance of supporting young people with disabilities to engage with schooling and successfully transition to post-school destinations such as further training and/or employment is critical. Partnerships between education, employment and not-for profit sectors are also seen as a mechanism for supporting positive transitions. This is not only of benefit to the individual but also to their carers and the wider community.

'At Risk' Population – Young people in out-of-home care
Most recent data from the Victorian Department of Human Services showed that in 2013 close to 6,500 children and young people are in out-of-home care (residential, foster-care or kinship arrangements); with that rate rising at a rate of 5.3 per

cent per annum since 2002. Accurate data for the BGK region is not available. It is well documented that young people in out-of-home care have statistically poor education and transition outcomes, often due to the negative life experiences and traumas that have taken them into the care system in the first place, disabilities, disadvantage and as a result of numerous care placements. As such it is critical that such vulnerable children and young people, and the carers and workers that support them, receive particular assistance to enhance their education and transition outcomes.

'At Risk' Population – Homeless youth
Accurate data of pertaining to homeless young people in the BGK region are not available, however anecdotally we know that young people without a sustainable, secure and safe circumstance are within the area. It is important to recognise that a number of factors can influence youth homelessness including family breakdown, family violence (physical, sexual and emotional abuse), poverty, social inequality, youth unemployment and intergenerational unemployment, out-of-home care and illness are factors that can influence youth homelessness. It is important to ensure that the region provides adequate support and advocates for the provision of services to meet their often complex needs.

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

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

Early School Leaver Survey
An indication of poor early school leaving outcomes in the BGK region is noted in the On Track Survey. This data showed that of those who left school early in 2013 (the most recent data available) and took part in the surveying, a significant 23.4 per cent were 'looking for work' and 4.5 per cent were 'not in the labour force or looking for education or training' in the months after leaving school.

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

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

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

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

Youth Participation and Leadership

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

Career Development

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

Youth Mentoring

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

Education and Training Provider Representative Networks

A number of representative networks to support education and training providers operate within the BGK region, some of which are facilitated and supported by the BGK LLEN, while others are supported by other bodies and authorities. These include: 'Applied Learning Awards'; 'Ticket to Work'; 'National Ticket to Work Network'; 'Flexible Engagement and Learning Steering Network'; 'Flexible Learning and Career Association (FLACA)'; 'Flexible Learning Victoria (FLV)'; 'Beyond the School Gates'; 'Schools Connect – Disability Pathways Group'; 'Bayside Careers Network', and, BGK VCAL Network'.

Issues and Considerations – Education, Training and Youth Transitions

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

Cross-Sector Schooling	
Issue:	• A particular challenge in the BGK region is the fact that it is home to 126 schools and education providers. • 62.8 per cent of all enrolled primary school students attended a local government school and 37.2 per cent attended a non-government one (23.5 per cent Catholic school and 13.8 per cent independent). • 45.6 per cent of all enrolled students attended a local government school and 54.4 per cent attended a non-government one (20.2 per cent Catholic school and 34.2 per cent independent). • With a diverse range of funding bodies, educational authorities and networks it is therefore difficult to establish partnerships and networks that address and service the needs of all sectors and education institutions.
Consideration:	• *Building cross sectoral partnerships and initiatives is vital in the diverse government and non-government school based BGK region.*
Victorian Certificate of Applied Learning (VCAL)	
Issue:	• Gaps exist in the provision of the VCAL amongst secondary schools in the BGK region, with recent enrolment in the BGK region being 5.6 per cent less than the Victorian average.

	• Some BGK region schools have >50% levels of students moving into employment after completing Year 12 but do not offer VCAL as an alternative to VCE. • There is a need to alter perceptions of VCAL so that it gains more credibility within the community and is not considered a "dumping ground" in some community segments and local secondary schools.
Consideration:	• *Work with current and potential VCAL providers to increase access for local young people* • *Profile VCAL successes* • *Award VCAL outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)* • *Support the efforts of the BGK VCAL Network (initiated in 2015 by the BGK LLEN but now self-sustained by members)*
Vocational Education and Training in Schools (VETiS)	
Issue:	• Gaps in Year 11 and 12 VETiS participation amongst secondary school students in the BGK region, with recent enrolment around 3.6 per cent less than the Victorian average. Although enrolments have increased by almost one percent between this and the previous year,
Consideration:	• *Build relationships with local stakeholders through the BGK LLEN managed SWL program to source and coordinate successful placements for students.* • *Promote VETiS programs, particularly in those industry areas with sound future employment and further training outcomes (e.g. skills shortage areas).* • *Profile VETiS successes* • *Award VETiS outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)*
School Based Apprenticeship and Traineeships (SBAT)	
Issue:	• Gaps in Year 11 and 12 SBAT participation amongst secondary school students in the BGK region, with recent enrolment 1.9 per cent less than the Victorian average, a drop of one per cent on the rate recorded for the previous year. • Gaps exist in the rate of young people with disability or learning difficulties undertaking SBATs, despite this being a sound transition program for those suited to an SBAT
Consideration:	• *Build relationships with local stakeholders through the BGK LLEN managed SWL program to source and coordinate successful placements for students.* • *Build partnerships with industry areas currently experiencing planning for future skills shortages* • *Increase awareness of, and access to, SBATs amongst students with disability and learning needs.* • *Build awareness of SBATs with employers (including knowledge of SBAT disability student employment)* • *Promote SBAT programs, particularly in those industry areas with sound future employment and further training outcomes (e.g. skills shortage areas).* • *Profile SBAT successes* • *Award SBAT outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)*
Structured Workplace Learning (SWL) Program	
Issue:	• The BGK LLEN is now, for the first time, delivering a SWL program within the BGK region. • The BGK LLEN should leverage its good reputation with stakeholders across the region to ensure awareness of the new program, its structure and goals
Consideration:	• *Develop strong marketing materials to promote the SWL program to stakeholders.* • *Conduct information sessions to provide details about the SWL program to large groups, thus enabling relationships to be enhanced and an opportunity for questioning provided.* • *Promote SWL successes in various mediums - media, social media and information sessions.*
'At Risk' Youth - Disability	
Issue:	• Young people with disability are particularly vulnerable to early-school leaving and therefore more likely to experience poor education, training, employment and wellbeing outcomes than their peers. • The rates of employment for people aged 15 – 64 years with disabilities in Australia is a third less than that of their peers without a disability, signalling that young people with disability are vulnerable to social and economic exclusion in the future.

	• The numbers of young people with profound, moderate and mild disability (as well as learning needs) is increasing in the BGK region. Students with disability attend both special schools and mainstream schools.
Consideration:	• *Maintain and support existing cross-sector partnerships that are working to improve youth disability education, training and transitions outcomes. These include: 'Beyond the School Gates' and 'Schools Connect – Disability Pathways Network'.* • *Build partnerships that facilitate cross-sector connections between special and mainstream schools, enabling sharing of resources, knowledge and skills to increase support for students with disability.* • *Continue to extend 'Ticket to Work' to provide SBAT support to students with disability attending both special and mainstream schools.*
'At Risk' Youth – Young Carers	
Issue:	• Nearly 800 local young people over the age of 15 report as being unpaid carers to a person with a disability. In taking on this responsibility these young people are vulnerable to education, training and employment disengagement, as well as risking mental and physical health outcomes.
Consideration:	• *Build a network to explore this growing issue and identify ways in which local youth carers can be supported.*
'At Risk' Youth – Out-of-Home Care	
Issue:	• Children and young people in out-of-home care arrangements are a vulnerable population that have statistically poor education and transition outcomes. • Gathering accurate state-wide and regional data and information about this vulnerable youth cohort is important.
Consideration:	• *The BGK region would benefit from an investigation into the out-of-home care issue regionally and identification of strategies and initiatives that could support the young people, carers, workers and educators to enhance education and transition outcomes.*
'At Risk' Youth - Homelessness	
Issue:	• Homeless youth are a vulnerable population that find participation in education, training and employment difficult. In addition, due to their circumstance, many face ongoing poor health and wellbeing and an increased risk of juvenile justice involvement. • Gathering accurate youth homelessness data is very difficult, and at present there is no data regarding homeless youth in the BGK region available.
Consideration:	• *The BGK region would benefit coordinating a meeting of organisations and agencies that operate within the youth homelessness sphere. This could potentially lead to partnership development, gap assessment and data collation.*
'At Risk' Youth – Mental Health	

Issue:	• Young people experiencing mental health issues are at risk early school leaving, and experiencing poor health and wellbeing outcomes.
	• In the BGK region, data has evidenced that:
	  • Young people in this region have experienced 'psychiatric hospital separations'. The rate across the virtually on par with the Victorian average, and even higher in Bayside.
	  • Not insignificant numbers of secondary school students have reported 'high levels' of psychological distress. In Glen Eira the rate of this was higher than the Victorian rate.
	  • Not insignificant numbers of students reported 'being recently bullied'. In Kingston the rate was higher than the Victorian rate.

Consideration:	• *Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people with mental health.* • *Support the delivery of professional development opportunities to local educators regarding youth mental health.*
'At Risk' Youth – Same-Sex Attracted	
Issue:	• Same Sex Attracted and Gender Questioning (SSAGQ) are at risk of disengagement from education, training and employment. In addition they are also at risk of poor physical and mental health issues such as bullying, suicide and homelessness.
Consideration:	• *Maintain and support existing and now self-sustaining RESPECT Network.* • *Encourage more schools to join the Victorian Safe Schools Coalition.*
'At Risk' Youth – Not in Education, Training or Employment	
Issue:	• Those youth between the ages of 15 – 19 years and not in education, training or employment (and not searching for employment) in the BGK region represent a population that is at risk of current and future social and economic inclusion.

	• At a minimum 425 young people were reported in this category in 2011. However, it is well understood such young people often 'fall within the gaps' of reporting and thus a further hidden number of young people will also exist within the region. • This youth population is even more at risk if they have exited school before completing Year 12 or its equivalent, making the need for non-mainstream or 'alternative' program access critical to re-engaging those young people 'at risk' of or already disengaged from school. • The economic and social costs of early school leaving to the individual and the wider community are not well understood. • Conclusion of the Australian Government funded 'Youth Connections' program, which supported vulnerable young people into supported education and employment pathways, at the end of 2014.
Consideration:	• *Maintain and support the Flexible Engagement and Learning Network (FELN).* • *Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people outside education, training and employment.* • *A local econometric assessment of early school leaver costs would be of benefit to a wide range of regional (and wider) stakeholders.* • *Evaluation of the impact of the conclusion of Youth Connections on vulnerable young people in the region should be considered.*
Networks Required	
Issue:	• The array of 'Education, Training and Transition Networks' within which the BGK LLEN plays a significant role (including the Applied Learning Awards, Ticket to Work, FELN, FLACA, FLV, Beyond the School Gates, Schools Connect – Disability Pathways Network, VCAL Network) should continue. • Youth Participation, Youth Leadership and Youth Mentoring are areas that are limited in this region, despite acknowledgement that these areas can contribute to positive youth outcomes, development and empowerment.
Consideration:	• *Efforts should be made to ensure the ongoing sustainability of those existing networks currently facilitated by the BGK LLEN, particularly in light of a significant reduction in funding (and thus staffing) from 2015 to 2018.* • *A 'Youth Participation, Leadership and Mentoring' Network should be established to consider this issue regionally, identify gaps in provision and potentially source funding.*

Business and Industry Profile

Key Regional Business and Industry Sectors – City of Bayside

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

Key Regional Business and Industry Sectors – City of Glen Eira

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

Key Regional Business and Industry Sectors – Kingston City Council

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

Skills Services Organisations

As of January 2016, the 12 Industry Councils that were previously funded by government to identify and respond to the skill development and workforce planning needs of their respective industries and which collectively comprised all sectors in the Australian economy were disbanded. These have been replaced by five new federal Department of Education and Training funded 'Skills Services Organisations' whose remits are to work under the direction of an Industry Reference Committee to

help them to consult with employers, analyse key trends and emerging issues, identify the skills sought by employers and develop the technical content of training packages.

Overview of Regional Business and Industry Sectors

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

It is important to note that within each of these sectors, STEM (science, technology, engineering and mathematics) form elements of business activity; with STEM innovation and education forming part of the Australian Government's new 'National Innovation and Science Agenda'. The new Australian Government agenda has the scope to influence advancement in local businesses as well as influence opportunities for local students and schools to collaborate with such local businesses and support students to consider STEM related education and employment.

Health Care and Social Assistance

Health Care and Social Assistance is the fastest growing industry sector in Australia with job creation increasing at a rate that far exceeds all other sectors, employing 12 per cent of the total Australian workforce. This trend is expected to continue, fuelled by demands from an ageing population and a reduced workforce population in the coming years. Since 2006, the BGK region has witnessed fluctuations in student enrolment in VETiS and SBAT within this industry area. Expressed as a proportion of all VETiS and SBAT enrolments across the BGK region, this industry area accounts for 7.4 per cent of all enrolments (below the 8.6 per cent enrolment rate experienced in 2014). Enrolment in this industry area within the BGK region is 3 per cent lower than the Victorian student participation rate of 10.4 per cent.

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

Manufacturing, Metals and Engineering

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

In terms of manufacturing, metals and engineering training in the BGK region, this is primarily available through Holmesglen and to a smaller degree Kangan Institute of TAFE. It is interesting to note that while the number of students undertaking 'Metals and Engineering' training has generally increased since 2006, the participation rate (as a proportion of all Year 10 – 12 combined VETiS and SBAT participation) still remains low when compared to more popular VETiS and SBAT programs. In 2014 the participation rate regionally was 2.1 per cent, which was a decrease of 0.4 per cent on the 2013 participation rate. The BGK region has a student participation rate that is 1.3 per cent less than the Victorian student participation rate. As a significant regional employer, and in a region experiencing significant engineering/manufacturing technological change, there is much to be done to create youth interest in this career pathway.

Construction and Property

The Construction and Property Services industry contributes greatly to Australia's infrastructure by underpinning the nation's economic and social fabric. Like other industries it is particularly affected by elasticity in the wider economy and in its specific markets and it heavily relies on state-of-the-art technology and design. This industry accounts for 8.9 per cent of the total Australian workforce and is projected to grow to 9.3 per cent in 2018.

In terms of building and construction vocational training in the BGK region, this is primarily available through Holmesglen and Chisholm TAFEs. It is important to note, however, that students undertaking this training do not have access to local area training and must undertake off-the-job training at the Chadstone campus of Holmesglen or the Dandenong / Frankston campuses of Chisholm TAFE. Until 2009 there was a steady increase in the number of students undertaking VETiS and SBAT 'Building and Construction' training programs, however there was a drop between 2010 and 2011 and an increase between 2012 and 2013. There has been a 2.9 per cent reduction of enrolments between 2013 and 2014, with the enrolment rate in 2014 being 10.9. In 2014, the local participation rate exceeded that of Victoria (10.4) by 0.5 per cent.

Transport and Logistics

The Australian Transport and Logistics Industry is a growth industry and employment sector across Australia. While not one of the largest areas within BGK it does have a significant role to play in terms of supporting our larger local industries and it is worth noting that Kingston is mooted as one of the Southern Melbourne areas to be linked to a future regional road and

rail transport corridor. Regional VETiS and SBAT student enrolments in 2014 represented a mere 0.7 per cent of all VETiS and SBAT enrolments in 2014; placing the region almost on par with the state-wide participation rate of 0.9 per cent. As a growth sector, transport and logistics deserves future student pathways development attention.

Professional, Scientific and Technical Skills
In 2015 the Professional, Scientific and Technical Services sector accounted for 8.7 per cent of the total Australian workforce or 1,016,600 persons. Over the past five years employment in this sector increased at a rate of 20.4 per cent. Presently the male share of employment is 57.8 per cent and female 42.2 per cent, and 56 per cent of workers in this industry hold a Bachelor degree or higher qualification. In 2015 the largest occupational groups in this sector were: Accountants; Solicitors; Software and Applications Programmers; Graphic, Web Designers and Illustrators; Management and Organisation Analysts; Bookkeepers; Architects and Landscape Architects; Advertising and Sales Managers; ICT Managers; and, Advertising and Marketing Professionals.

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

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

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

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

Health Care and Social Assistance – Industry and Training	
Issue:	• Health Care and Social Assistance is the most significant employment industry within the BGK region (and Australia wide) and requires regional support if it is to address the skills shortages challenges it faces now and in the future. • Health Care and Social Assistance VETiS and SBAT student training rates fell from 8.6 per cent of all VET and SBAT enrolments in 2013 to 7.4 per cent in 2014, making the 2014 enrolment rate 3 per cent lower than the state-wide rate of 10.4 per cent.
Consideration:	• *Maintain and build partnerships with regional Health Care and Social Assistance agencies, employers and organisations to build their knowledge of the current school-based applied learning programs and issues specific to the BGK region.* • *Increase student, parent and educator awareness of the Health Care and Social Assistance sector and the array of careers and employment opportunities within it.* • *Grow student enrolment rates in Health Care and Social Assistance VETiS and SBATs.* • *Profile Health Care and Social Assistance student and employer successes.*
Manufacturing – Industry and Training	
Issue:	• Manufacturing, as the second most significant regional and Australian industry (in terms of both employment and economic contribution), requires particular attention if it is to address the skills shortages and challenges it faces now and in the future.

	• 'Metals and Engineering' VETiS and SBAT enrolments in the BGK region have experienced a small reduction from 2.5 per cent in 2013 to 2.1 per cent in 2014; a participation rate that is 1.3 per cent less than the Victorian average.
Consideration:	• *Build partnerships with Manufacturing agencies, industry peak bodies and employers to build their knowledge of current school-based applied learning programs and issues specific to the BGK region.* • *Increase student, parent and educator awareness of the Manufacturing sector and the array of careers and employment opportunities within it. In particular address misconceptions and poor attitudes that community members may hold.* • *Grow student enrolment rates in Metals and Engineering VETiS and SBATs* • *Profile Manufacturing (Metals and Engineering) student and employer successes.*
Construction and Property Services – Industry and Training	
Issue:	• Construction and Property Services is a significant regional and Australian industry (in terms of both employment and economic contribution) and requires particular attention if it is to address the skills shortages (particularly in certain segments) and challenges it faces now and in the future. • 'Building and Construction' VETiS and SBAT student enrolments in the BGK region in 2014 was 10.9 per cent, a reduction of 2.9 per cent since 2013, but slightly higher than the Victorian participation rate of 10.4 per cent.
Consideration:	• *Build partnerships with Building and Construction agencies, industry peak bodies and employers to build their knowledge of current school-based applied learning programs and issues specific to the BGK region.* • *Increase student, parent and educator awareness of the Construction sector and the array of careers and employment opportunities within it.* • *Grow student enrolment rates in Building and Construction VETiS and SBATs* • *Profile Building and Construction student and employer successes.*
Transport and Logistics – Industry and Training	
Issue:	• Although the Transport and Logistics industry is not one of the largest employment sectors in the region, it is one of the most significant in Australia and is mooted to grow in size in the BGK region (particularly Kingston) in coming years. • Like many other industries, Transport and Logistics requires particular attention if it is to address the skills shortages (particularly in certain segments) and challenges it faces now and in the future. • 'Transport and Logistics' VETiS and SBAT student enrolments in the BGK region represented a mere 0.7 per cent of all VETiS and SBAT enrolments in 2014; placing the region almost on par with the state-wide participation rate of 0.9 per cent.
Consideration:	• *Build partnerships with Transport and Logistics agencies, industry peak bodies and employers to build their knowledge of current school-based applied learning programs and issues specific to the BGK region. .* • *Increase student, parent and educator awareness of the Transport and Logistics sector and the array of careers and employment opportunities within it.* • *Grow student enrolment rates in Transport and Logistics VETiS and SBATs* • *Profile Transport and Logistics student and employer successes.*
Professional, Scientific and Technical Services	
Issue:	• The Professional, Scientific and Technical Services industry is an increasing employment sector of the BGK region. In 2011, it was the second highest sector in Bayside and fourth highest in Glen Eira. • The Professional, Scientific and Technical Services sector is a varied and diversified one with occupations including Accountants, Software Programmers, Solicitors, Web Designers, Bookkeepers, Engineers, Architects and IT Technicians. • This sector, like others, is facing challenges as a result of an ageing workforce, increasing demand for qualified and professional staff to compete on a local and global scale and in some segments a diminishing interest amongst young people in particular careers (e.g. maths and science-based careers).
Consideration:	• *Support and encourage student interest in maths and science-based secondary school studies.* • *Support and encourage students to participate in TAFE and University exposure to training in Professional, Scientific and Technical Services occupation areas.*
Emerging Sectors – Biotechnology and Environmental Sectors	
Issue:	• Biotechnology and environmental sector employment are emerging as increasing sectors in terms of both employment opportunities and economic contributions across Australia.

	• Biotechnology is growing locally, nationally and globally increasing business opportunities. In fact biotechnology is already regarded as being mainly focused in the inner areas and the south east suburbs of Melbourne. • The BGK region, Victoria and nationally are seeing an increasing demand for environmentally sustainable work practices and employment in the coming years; driven by organisation, markets and governmental requirements and policies. These will likely impact on work practices, career developments and opportunities and lead to further education and training changes.
Consideration:	• *Build interest in training, education and employment in the growing biotechnology and environmental sustainability sectors.* • *Build partnerships between educators and biotechnology industry peak bodies and employers to build their knowledge of the current school-based education, training and work experience.* • *Build partnerships between educators and environmental sustainability industry peak bodies and employers to build their knowledge of current school-based education, training and work experience.* • *Increase school involvement in the 'Science and Technology Education Leveraging Relevance' (STELR) program.*
Skills Shortages and Youth Engagement	
Issue:	• The shortage of appropriately skilled labour across Australian industry has emerged as a significant and increasing problem in recent years. • In addition to those strategies aimed at immediate skill shortage relief have been those designed to mitigate future impact, in particular those involving greater student and industry engagement. • Skills shortages are largely linked to the effects of an ageing workforce, low youth entry/participation, low community perceptions about some careers, apprenticeship attrition and career advice emphasising further education over technical training and apprenticeships.
Consideration:	• *Leverage the LLEN and SWL program to build student engagement in skills shortage industries through the development of strategic partnerships with educators, students, parents and business.*

Parent and Family Profile

Parent and Family Stakeholders

The importance of parents, family members, carers or significant others in the lives of young people cannot be overstated. Young people themselves recognise this, as noted in the Mission Australia 'Youth Survey 2015'. When asked to rank what the youth respondents value they indicated 'friendships', 'family relationships', 'school and study satisfaction', 'physical and mental health', 'financial security' and 'getting a job'. When asked to identify their top three sources of advice and support, 'friends', then 'parents' and 'relatives/family friends' were the three highest ranked, this was followed by 'the internet', 'teacher' and 'school counsellor'. So, the important role that parents, carers, grandparents, relatives and significant others (and by virtue of that, the agencies and educators that work with them) play in the lives of young people and their resulting outcomes needs to be high on the regional agenda.

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

Key Parent and Family Groups

BGK LLEN feedback from parents identified a need for unbiased information presented by non-school aligned community groups, access to a collection of vetted resources and information, and greater opportunities to participate in community or school-based education planning and activities. Education providers also commented on parent and family involvement in children and young people's education and transitions identifying limited family involvement once young people reach secondary school and a lack of simplified information for parents about education and transitions from schools resulting in parental confusion as factors that may stymie family-school relationships and successful outcomes for their children. The BGK LLEN facilitated 'Working with Parents Network (WPN)' was formed in late 2010 to explore and address some of the issues noted above and explore strategies for addressing some of these, although this network has now been become a self-sustaining one led by representatives from the Youth Services areas of Bayside City Council and the City of Kingston. In addition, some related activities have also being taken up by a new local governance group as noted below.

Parents and family members have welcomed the BGK LLEN's development of the transition guide 'Who, What, Where – your guide to all the important stuff in the Bayside Glen Eira and Kingston region', which provides a range of information about

issues, services, programs and contacts pertaining to the education, training, employment, social, wellbeing and lifestyle transitions of young people aged 15 – 19 years of age.

In 2015 a new 'Çhild and Youth Directory' website, covering the BGK region and surrounding areas and managed by a regional governance group, was launched. This Directory brings local service-level information together in one place and aims to help children, young people and families, schools, agencies and services to: improve awareness of the child, youth, and family services systems; and increase opportunity for people to find the services they need.

Primary and Secondary School Parents and Friends Associations

Broadly speaking, Parent Groups (often referred to as 'Parents and Friends Associations' or 'Parents and Citizens Associations') attached to a school are a group of community minded parents, family and community members who take on a more formal role to assist the school by providing feedback on school policies and activities, sourcing additional resources to be used to enhance student learning, and providing parents with opportunities to be involved in their child's education. Both Victorian Council of School Organisations (VICCSO) and Parents Victoria acknowledge the importance of family-school partnerships as a key mechanism for enhancing student achievement. Their research and experience has determined that while schools have come a long way from the 'no parents beyond this point approach' of many schools in the 1960s, many still have a long way to go in terms of welcoming parents as co-educators and partners in shaping a school's direction. Instead many schools utilise parents in short-term roles such as helpers (e.g. working bees, classroom support), fundraisers and homework 'enforcement officers'. Having said that, VICCSO and Parents Victoria also recognise that schools face barriers in fully engaging families, including a lack of time and limited resources for family and community outreach work. Importantly, they note that "family engagement will also not happen without the time and commitment of both families and schools". It is interesting to note that the Victorian Department of Planning and Community Development's (DPCD) 'Indicators of community strength at the local government area level in Victoria 2008' report has determined that 51.5 – 56.3% of parents in the Bayside and Glen Eira region and 43.4 – 51.5% of parents in the Kingston region "are involved in their children's school".

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

Foster and Kinship Carers

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

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

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

Parents and Families from Culturally and Linguistically Diverse Backgrounds

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

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

Parents and Families Affected by Children with Disability

The statistical profile of children and young people with a disability (including learning disabilities) in the BGK region points to a need to provide specific education and transitions assistance to these young people and to the parents and families who care for them. In 2006, according to the Association for Children with a Disability there were a total of 6,991 children and

young people aged 5 – 24 years with a disability (including those with a severe or profound disability) living in the BGK region. This indicates that a significant number of young people within the BGK LLEN's age range are attending both disability-specific and mainstream education and training facilities.

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

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

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

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

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

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

Regional Careers and Transitions Programs (and parental influence)

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

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

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

Issues / Considerations – Parent and Family Stakeholders

The research points to the following issues affecting (or potentially affecting) BGK region parent and family stakeholders particularly as they relate to children and young people's transitions and education, training and employment outcomes. The

considerations (or recommendations) are areas that should be further explored by the BGK LLEN and/or other regional stakeholders.

Parents, Families and Friends	
Issue:	- Young people consider 'family relationships' to be extremely or very important values, with 'parents' and 'relatives/family friends' to be one of their most important sources of advice. - Parents and families welcome unbiased and quality information regarding youth engagement, education, training and employment transitions, including information about local programs and services available to assist families experiencing difficulties in these areas. - Parents can, at times, experience confusion in understanding the current education system, program offerings, youth transitions and pathways planning. - Family-school partnerships are recognised as a key mechanism for enhancing student success and positive transitions; however schools can face barriers in fully engaging families.
Consideration:	*Positive parent responses to the BGK LLEN's 'Who, What, Where…' booklet evidences it ongoing need as an information resource for parents (as well as the other youth, school and organisational user stakeholders).* *Support ongoing development of the new online 'Child and Youth Directory'* *Ongoing need to provide parents with access to unbiased face-to-face transition and information support programs (e.g. PACTS). However, a need to evaluate and research the impact of these programs to ensure they are still meeting parent and family requirements is recommended.*
Foster and Kinship Carers	
Issue:	- Pressure on the out-of-home care system which is resulting in shortages of foster carers, increasing case workers workloads and contributing to increased numbers of placements. - Research shows that children in out-of-home care risk low school achievement, homelessness and involvement in the juvenile or adult justice system. - Providing support to the careers of this vulnerable population of young people is critical. - Foster and Kinship Carers, just like parents and family stakeholders, also require access to unbiased and quality information regarding youth engagement, education, training and employment transitions, including information about local programs. - Foster and Kinship Carers, at times, experience confusion in understanding the current education system, program offerings, youth transition and pathways planning. - Promoting and supporting carers' awareness of the important role they can play in their child's education and transition is critical.
Consideration:	*Ensure that the BGK LLEN's 'Who, What, Where…' booklet is made available to local Foster and Kinship Carer organisations.* *Invite Foster and Kinship Carers to attend face-to-face transition and information support programs (e.g. PACTS).*
Parents and Families from Culturally and Linguistically Diverse (CALD) Backgrounds	
Issue:	- There are very few locally-based specific networks for parents and families from CALD backgrounds. - The region seems to be experiencing growth in the number of humanitarian refugees from Southern and East Africa and thus particular support should be provided to parents or carers of children and young people from this region
Consideration:	*Invite CALD parents as well as representatives from CALD networks and agencies to attend face-to-face transition and information support programs (e.g. PACTS).*
Parents and Families with Children Affected by Disability	
Issue:	- The number of young people with disability (profound, moderate, mild, learning needs) is increasing in the BGK region. However sourcing accurate data across the three school sectoral areas and from government agencies is difficult. - The transition outcomes for young people with disability are statistically low across Australia. - Parents of children affected by disability can benefit from connecting with disability-specific community agencies, organisations and network. - Special schools are the key information service regarding student education and transition for their parent cohort; however parents of students with disability in mainstream settings can miss out on disability-specific pathways and transition information for their child. - Building and maintaining existing connections between disability specific networks and youth transition / pathways professionals to ensure provision of quality information regarding youth engagement, education, training and employment transitions and local programs.
Consideration:	*Conduct research to gather accurate data regarding student with disability enrolment levels.*

	• *Promote existing youth transition information and support services (e.g. NDCO, DHS, DES) to disability support services, special schools and mainstream schools.*
	• *Target parents of students with disability attending mainstream schools (who may or may not be receiving disability funding) to take part in disability-focused transition programs (e.g. Disability PACTS).*
	• *Continue to support 'Beyond the School Gates' as a program that offers parents of young people with disability to take part in a range of leisure, wellbeing and information activities.*
Regional Networks	
Issue:	• Due to the numbers and diversity of parent, family, foster care, CALD and disability networks operating in the BGK or neighbouring regions it is difficult coordinate and connect with these.
Consideration:	• *Keep abreast of current and new parent / family networks and provide connects and support as required.*

Community Group Profile

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

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

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

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

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

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

Youth Transition Outcomes Not Necessarily Community Group Focus	
Issue:	• A wide range of community groups and support services operate in the BGK Region across a wide range of youth categories include: general health; mental health; general youth; welfare; employment; disability; housing; youth justice; mentoring; vulnerable and disadvantaged communities; and, sports and recreation.
	• A significant issue seems to be that the education, training and employment needs of the young people served by these organisations are not necessarily the primary mission of community groups and networks servicing the local area. This is not a criticism but recognition that many of the organisations have expertise, knowledge and services in other youth support areas.
Consideration:	• *Ensuring that community organisations understand the education, training and employment (in particular transitions and outcomes) issues facing local young people, and how these intersect with other youth issues, is of regional importance.*

	• *Ensuring that local community groups are invited to professional development, workshops and other events that will further extend their awareness of youth education transitions and outcomes is of regional importance.* • *Provision of BGKLLEN materials (such as the 'Who What Where...' guide) to local community groups is one mechanism by which information and education about youth education and transitions can be shared.*
Partnership Development and Capacity Building	
Issue:	• Community organisations are often funded by a range of sources such as government, philanthropic and community resources. • With scare resources and high support needs, on a regional level there is much to benefit from community groups and organisations collaborating with others, establishing strong partnerships and building regional capacity around specific issues.
Consideration:	• *There is a need to support regional provider networks to augment their already good work with an issue-based / consultation approach and in doing so support action initiatives and influence systemic change.* • *Most organisations are not funded to undertake strategic partnership development because most of their funding is tagged to service delivery only. So, in terms of partnership development there is really only the BGK LLEN and LGAs (who are restrained by their geographic boundaries) to undertake strategic planning and development, identifying gaps, conducting research.*

Education and Transition Policies and Programs Profile

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

Commonwealth Policies / Programs / Initiatives:

Melbourne Declaration on Educational Goals for Young Australians
In late 2008 the Ministerial Council on Education, Employment, Training and Youth Affairs, released the 'Melbourne Declaration on Educational Goals for Young Australians' which sets the direction for Australian schooling for the next 10 years. The Melbourne Declaration consists of two key goals which are the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other education and training providers, business and the broader community:
- Goal 1: Australian schooling promotes equity and excellence
- Goal 2: All young Australians become successful learners; confident and creative individuals; and, active and informed citizens.

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

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

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

National Innovation and Science Agenda
In late 2015 the Australian Government launched the 'National Innovation and Science Agenda'. The underpinning rationale behind this agenda is that innovation and science is critical for delivering new sources of growth, maintaining high-wage employment and seizing economic prosperity both nationally and internationally. This agenda acknowledges that innovation is important to every sector of the Australian economy and will focus on four key pillars: culture and capital; collaboration; talent and skills; and, using government as an exemplar. Collectively these pillars are designed to provide a framework for Australian innovation policy.

Part of this new initiative will focus on supporting students and young Australians to consider education and employment within the science, technology, engineering and mathematics (STEM) areas as it is estimated that in the next decade an estimated 75 per cent of jobs will require employees with such skill-sets.

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

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

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

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

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

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

Victorian Policies / Programs / Initiatives:

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

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

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

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

Skills and Jobs in the Education State
In December 2015 the Victorian Government released the 'Skills and Jobs in the Education State' report which was a response to the independent VET Funding Review which took place during 2015 and was charged with recommending ways to transform Victoria's training system. The Review provided a range of recommendations which will underpin the model and implementation plan that will be released by the Victorian Government in 2016.

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

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

Victoria's Vulnerable Children – Our Shared Responsibility (2012 – 2020)
Victoria's 'Vulnerable Children – Our Shared Responsibility' strategy is a whole-of-government strategy designed to drive broad, transformational change across government and the community to improve outcomes for vulnerable children and families. The strategy draws together all parts of government that have a responsibility for the health, social and economic factors that can make someone vulnerable and potentially lead to child abuse and neglect. It provides a set of goals, key outcomes and indicators that aim to reduce the incidence of vulnerability.

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

Victorian Disability Plan 2013 - 2016
The Plan aims to:
- Tackle barriers to accessing mainstream services such as health care, education and transport, and working towards delivering the support that people with disability, their family and carers need to fully participate in all aspects of life and fulfill their potential;
- Continue reform of the Victorian disability system to create a more streamlined system that offers more meaningful choice and control to people with disability; and
- Provide a clear direction that enables the whole community – businesses, local government, not-for-profits, small groups, advocates, individuals – to work with or alongside the government in achieving the goals outlined in the Plan.

Futures For Young Adults

The Futures For Young Adults program provides support to students with disability to make the transition to post-school options. Funding can be used to purchase supports to develop school leaver's independence, such as support to learn to budget, or to work successfully as a member of a team. Funding can also be used to help young people achieve their community and economic participation goals, including engaging in everyday activities with increasing independence, such as banking, catching public transport and shopping. It is available to eligible students from when they complete their schooling until they turn 21.

Transition to Employment

The Transition To Employment initiative is connected to the FFYA Program and provides a clear pathway for young people with disability leaving school who are interested in pursuing employment, but who are not yet ready to move into employment or receive assistance through a Commonwealth employment program.

Youth Central

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

FReeZA

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

School Focused Youth Service

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

Local Policies / Programs / Initiatives:

Bayside City Council Youth Action Plan (2013 – 2017)

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

City of Kingston Youth Strategy (2012 - 2016)

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

Partnerships Profile

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

Issues and Considerations – Education and Transitions Partnership Culture

Partnership and Culture Features:

- The predominate feature of identified education and transition oriented partnerships in the region is that they are mostly networks of agencies who gather to exchange information, share resources, engage in some professional development and provide peer-to-peer connections.
- A variety of local networks operate as strategic groups that are issue focused, action oriented, regional or organisational capacity building and/or advocating for systemic and cultural change, however a significant number of these have had the BGK LLEN as the facilitator or co-facilitator of it.

- In 2015, the BGK LLEN put significant effort into assisting many of the BGK LLEN facilitated networks in to ones that are now being sustained by their members. This was important, as the significant reduction in LLEN funding meant that less human and financial resources were available within the BGK LLEN to maintain a sustainable facilitation role. In the course of assisting networks to be transformed into sustainable networks, the BGK LLEN was able to play a role in assisting members of these various networks to understand the value and importance of the partnership development paradigm.
- Sustainable partnerships are ones that are built on trust, integrity and an understanding; however this is a relatively new concept in some areas and requires a cultural shift in thinking.

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

i)   Purpose of Regional Scan

The purpose of the Bayside Glen Eira Kingston Local Learning and Employment Network's (BGK LLEN) 2016 Regional Scan is to assemble data that will assist the BGK LLEN and its regional stakeholders to consider factors that may inform and influence strategic directions and goals. The Regional Scan provides an overview of demography, society and economy across the three local government areas (Bayside, Glen Eira and Kingston), as well as children and youth education, training and employment issues in these regions. This Regional Scan was developed utilising a range of research tools, methods and sources. The Regional Scan draws upon research conducted by the BGK LLEN during the development of previous annual Regional Scans.

Research and Data
Data was collated, reviewed and synthesised by the BGK LLEN utilising a range of resources such as government statistics, research publications, media content and market details. All sources referenced throughout this report are listed at the conclusion of this document.

Limitations
- Where possible the majority of demographic data references the most recent ABS 2011 Census and/or other recent data-sets. However, in some instances datasets 2010 or older were the only ones available. The next Census is to occur in 2016, so future editions of the BGK Regional Scan are likely to show changes across all areas.
- The most recent school enrolment figures are for the 2014 school year.
- The most recent Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL), VET in Schools (VETiS) and School Based Apprenticeship and Traineeship (SBAT) participation rates are for the 2014 school year, with 2015 Victorian school-year figures yet to be released to the BGK LLEN.
- As much as possible the most up-to-date relevant Commonwealth, Victorian and local region policies and initiatives are included, however this is by no means an exhaustive list.

ii)   BGK LLEN Background

The BGK LLEN is part of a network of 31 LLENs across Victoria funded by the Victorian Government. LLENs are made up a range of groups and organisations including education and training providers, business and industry, community agencies, and parent and family organisations. LLENs have a particular focus on young people at risk of disengaging, or who have already disengaged, from education and training and are not in meaningful employment. Each LLEN creates strategic, sustainable partnerships that improve education and transition outcomes for young people, including increasing Year 12 or equivalent attainment rates. LLENs use their knowledge of the region to influence strategic planning and broker partnerships among key stakeholders to support young people to remain engaged, or re-engage, in education or training.

Established in 2002, the pivotal role of the BGK LLEN has been to act as a regional strategic and facilitation body, bringing together the entire Bayside, Glen Eira and Kingston local government regions to collaboratively contribute to improving the education, training and employment outcomes for local young people. The BGK LLEN works in partnership with its key stakeholders including secondary schools, further education and training providers, community members, social and welfare organisations, youth agencies, local government and employers.

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

The BGK LLEN is governed by a voluntary Committee of Management representing the key organisational stakeholders including education providers, training providers, community organisations, universities, business and industry, and community members.

iii)   BGK LLEN Strategic Goals

The BGK LLEN has four major Strategic Goals. While the BGK LLEN's Strategic Goals aim to achieve positive learning and earning outcomes for all children and young people aged 10 – 19 years within our region, it is important to note that an

underpinning aspect within each of these goals is an emphasis on working together to achieve positive outcomes for vulnerable, disadvantaged or socially isolated young people. The goals are:

- **Strategic Goal 1 – Transitions.** Improve the support structures for children and young people in the Bayside, Glen Eira and Kingston region as they move through the critical learn and earn transition points by building primarily upon family and school partnerships.
- **Strategic Goal 2 – Engagement.** Reduce the numbers of children and young people aged 10 – 19 years in the Bayside, Glen Eira and Kingston region who are not fully engaged in education by developing relationships primarily within and between the community and education sectors.
- **Strategic Goal 3 – Pathways.** Expand the number and quality of school and business / industry partnerships that enhance the learning, social, economic and wellbeing outcomes of children and young people in the Bayside, Glen Eira and Kingston region.
- **Strategic Goal 4 – Retention.** Improve the learning and earning retention rates of children and young people in the Bayside, Glen Eira and Kingston region by working for systemic and cultural change amongst all stakeholders.

In order to fulfil our strategic goals and meet the needs of our community, the BGK LLEN aims to be a:

- **Regional Research Repository**. The BGK LLEN will continue to build capacity in our partnerships, our organisation and our community by undertaking rigorous, evidence-based research and evaluation. In addition, the BGK LLEN will share staff research skills and expertise with partners and stakeholders.
- **Communication Hub**. The BGK LLEN aims to become a significant communication hub within the region - building the BGK LLEN's profile, the profile of partnerships and promoting key external and internal research.
- **Pilot Programs Initiator**. The BGK LLEN plans on working with partners to pilot initiatives where program or service gaps have been identified.
- **Local Listener**. The BGK LLEN will be seen on the ground with partners and stakeholders – listening, learning, sharing and acting.

iv) BGK LLEN Funding and Stakeholders

The BGK LLEN, along with all other Victorian LLENs, is funded by the Victorian Department of Education and Training (DET) to the end of 2019.

The BGK LLEN works within our region to build strategic and sustainable partnerships between key stakeholders, rather than short-term, one-off associations. Ideally, the partnerships that the BGK LLEN establishes will deliver mutual benefits that make the relationship viable in the long term, build capacity in the community and support children and young people aged 10 – 19 years to reach their potential and make a successful transition through school to further education, training and/or employment. In order to achieve this, the BGK LLEN conducts research, gap analysis, supports program pilots and socially invests in partnerships to build capacity and sustainability.

Key BGK LLEN stakeholders are:
- Education and training providers (e.g. schools, Registered Training Providers, TAFEs, Learn Local organisations);
- Business and industry (e.g. employers, local government, industry training organisations);
- Parents and families (e.g. parents, grandparents, carers); and,
- Community groups (e.g. non-government organisations).

Part A – Profile of the Region

1. Overview of the Service Region

The majority of data used to inform 'Part 1 – Overview of the Service Region' was drawn from the ABS '2011 Census of Population and Housing', the Victorian Department of Education and Training (DET – previously DEECD), the Victorian Curriculum and Assessment Authority (VCAA), the federal Department of Education and Training, the federal Department of Employment, the federal Department of Social Services and federal Department of Human Services. Where possible, data over multiple years is provided in order to capture statistical changes over time.

With regards the 2011 Census dataset:

Snapshot data for 2011 is provided for the Statistical Local Areas (SLA) of the region namely:
- Bayside (C) – Brighton;
- Bayside (C) – South;
- Glen Eira (C) – Caulfield;
- Glen Eira (C) – South;
- Kingston (C) – North;
- Kingston (C) – South; and, for comparison purposes where relevant;
- Greater Melbourne and/or Victoria.

Time series data is provided for 2001, 2006 and 2011 at the Local Government level:
- Bayside (C);
- Glen Eira (C);
- Kingston (C); and, for comparison purposes where relevant
- Greater Melbourne
- Victoria.

The data is collated at two main age ranges; children aged 10 to 12 years and young people aged 13 to 19 years. This is to reflect that fact that the BGK LLEN is funded to improve the outcomes of children and young people aged 10 – 19 years. In some cases, particularly where labour force data is included, 15 to 19 years of age are considered. Separating these age range permits examination of primary school aged children aged 10 – 12 years, and young people aged 13 – 19 years in secondary school and/or post school destinations such as training, education and/or labour force.

Please note that for the purpose of this report the following terminology is utilised throughout:
- LGA – refers to Local Government Area
- BGK Region – refers to the entire Bayside Glen Eira and Kingston LGA areas.

1.1   General Regional Characteristics

The BGK region has a population that is generally ageing faster than the state average. The higher socio-economic areas, such as the Bayside Local Government Area (LGA), have significantly lower numbers of young people aged less than 34 years than those in the older age ranges. Dwelling density in the BGK region has been increasing over the last decade, with the number of separate houses decreasing and the number of flats, units, apartments and townhouses increasing. At 2011, the Glen Eira and Kingston region have government funded or subsidised housing rates that are lower than the Greater Melbourne average, while Bayside is on par with the Melbourne average. Interestingly, the Bayside South region actually records higher rates of social housing than the overall Melbourne region. Overall, at 2011, the Bayside and Glen Eira regions have higher than average and upper income rates than those recorded in Greater Melbourne, while Kingston generally aligns with Greater Melbourne across the lowest, medium lowest, medium high and upper highest income quartiles. In terms of levels of disadvantage, one suburb within Bayside and eight within Kingston record levels of disadvantage that are greater than the Victorian average. In late 2015, the unemployment rates for Bayside and Glen Eira were lower than the Greater Melbourne and Victorian average, whereas the Kingston region was higher. The BGK LLEN region has a higher than average number of people born overseas, and education levels of the population tend to be higher than the Victorian average.

1.1.1   Major Suburbs and Centres

i)   City of Bayside

The City of Bayside consists of the following suburbs / major centres: Beaumaris, Black Rock, Brighton, Brighton East (part), Cheltenham (part), Hampton, Hampton East, Highett (part) and Sandringham.

The City of Glen Eira consists of the following suburbs / major centres: Bentleigh, Bentleigh East, Carnegie, Caulfield, Caulfield East, Caulfield North, Caulfield South, Elsternwick, Gardenvale, Glen Huntly, McKinnon, Murrumbeena, Ormond and St Kilda East (part).

iii)   **City of Kingston**

The City of Kingston consists of the following suburbs / major centres: Moorabbin, Highett, Cheltenham, Clarinda, Oakleigh South, Braeside, Mentone, Clayton South, Dingley Village, Heatherton, Parkdale, Mordialloc, Aspendale, Aspendale Gardens, Edithvale, Chelsea, Chelsea Heights, Bonbeach, Carrum and Patterson Lakes.

1.1.2   Age Structure

According to the 2011 Census, the age structure for the BGK region is relatively similar to that of Victoria as a whole. The major differences can be found in the 20 – 24, 25 – 34 and 45 – 54 populations, which have below average proportions in these age ranges. Notably, Bayside records the smallest proportion within each of these age distribution areas; but this is balanced by slightly higher rates in the younger age ranges. Overall, the BGK region is almost on par with the state average in terms of the working age population; that is 20 – 64 years. Table 1 illustrates the age structure in 2011.

Table 1: Age distribution of the BGK region (2011)												
	0-9 yrs	**10-14 yrs**	**15-19 yrs**	**20-24 yrs**	**25-34 yrs**	**35-44 yrs**	**45-54 yrs**	**55-64 yrs**	**65-74 yrs**	**75-84 yrs**	**85+ yrs**	**Total**
Bayside	12,235	6,074	6,011	5,458	8,225	14,121	14,990	12,207	7,993	5,490	3,294	96,098
Glen Eir	16,078	7,307	7,805	9,575	20,952	20,876	18,431	14,731	8,991	7,511	4,104	136,361
Kingston	17,565	8,233	8,826	9,584	20,628	23,125	20,544	17,048	11,835	8,161	3,528	149,077
BGK	**45,878**	**21,614**	**22,642**	**24,617**	**49,805**	**58,122**	**53,965**	**43,986**	**28,819**	**21,162**	**10,926**	**381,536**
Victoria	**670,854**	**327,939**	**345,108**	**375,108**	**760,883**	**774,612**	**726,478**	**611,249**	**402,226**	**254,359**	**104,993**	**5,353,809**
Bayside	12.8	6.3	6.3	5.7	8.6	14.7	15.6	12.7	8.3	5.8	3.4	100.0
Glen Eir	11.8	5.4	5.7	7.0	15.4	15.4	13.5	10.9	6.6	5.5	3.0	100.0
Kingston	11.8	5.5	5.9	6.4	13.8	15.5	13.8	11.4	7.9	5.5	2.4	100.0
BGK	**12.0**	**5.7**	**5.9**	**6.5**	**13.1**	**15.2**	**14.1**	**11.5**	**7.6**	**5.5**	**2.9**	**100.0**
Victoria	**12.5**	**6.1**	**6.4**	**7.0**	**14.2**	**14.5**	**13.6**	**11.4**	**7.5**	**4.8**	**2.0**	**100.0**

Source: Census 2011

1.1.3   Population Size and Projected Forecast

According to the Forecast .id (Bayside, Glen Eira and Kingston) 2015, the population of the BGK region at 2011 was 381 536. The region is made up of well established suburbs and hence there is limited new land available for dwelling construction. However, within pockets of area there have been increases in the number of units and apartment building.

Graphs 1, 2 and 3 provide 2011 – 2036 projected population growth forecasts in Bayside, Glen Eira and Kingston. Bayside is projected to see significant increases in the population aged 45+ between 2011 – 2036. Glen Eira is projected to see steady increases across all age ranges between 2021 and 2031, with particular increases in the 30+ age range from 2021 onwards. Kingston is projected to see increases in the 45+ population ranges from 2021 to 2031, with disproportionate increases in the lower age groups.

Graph 1: Forecast Age Structure 2011 - 2036, Bayside

Forecast Age Stucture - Bayside City Council

Number of persons (y-axis: 0 to 9,000)

Age structure (x-axis: 0-4 years, 5-9 years, 10-14 years, 15-19 years, 20-24 years, 25-29 years, 30-34 years, 35-39 years, 40-44 years, 45-49 years, 50-54 years, 55-59 years, 60-64 years, 65-69 years, 70-74 years, 75-79 years, 80-84 years, 85 years and over)

Legend: 2011, 2026, 2036
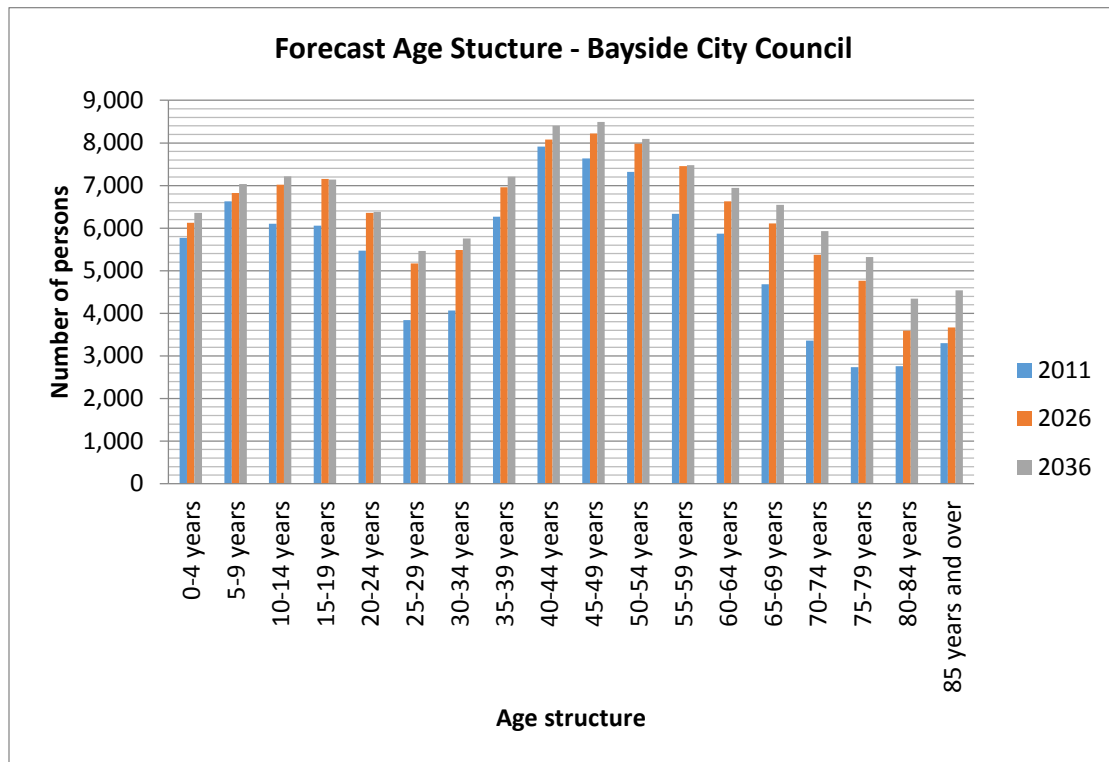
Graph 2: Forecast Age Structure 2011 - 2036, Glen Eira

Forecast Age Structure - Glen Eira City Council

Number of persons (y-axis: 0 to 16,000)

Age structure (x-axis: 0-4 years, 5-9 years, 10-14 years, 15-19 years, 20-24 years, 25-29 years, 30-34 years, 35-39 years, 40-44 years, 45-49 years, 50-54 years, 55-59 years, 60-64 years, 65-69 years, 70-74 years, 75-79 years, 80-84 years, 85 years and over)

Legend: 2011, 2021, 2036

Forecast Age Structure - City of Kingston

Number of persons / Age structure

Legend: 2011, 2026, 2036
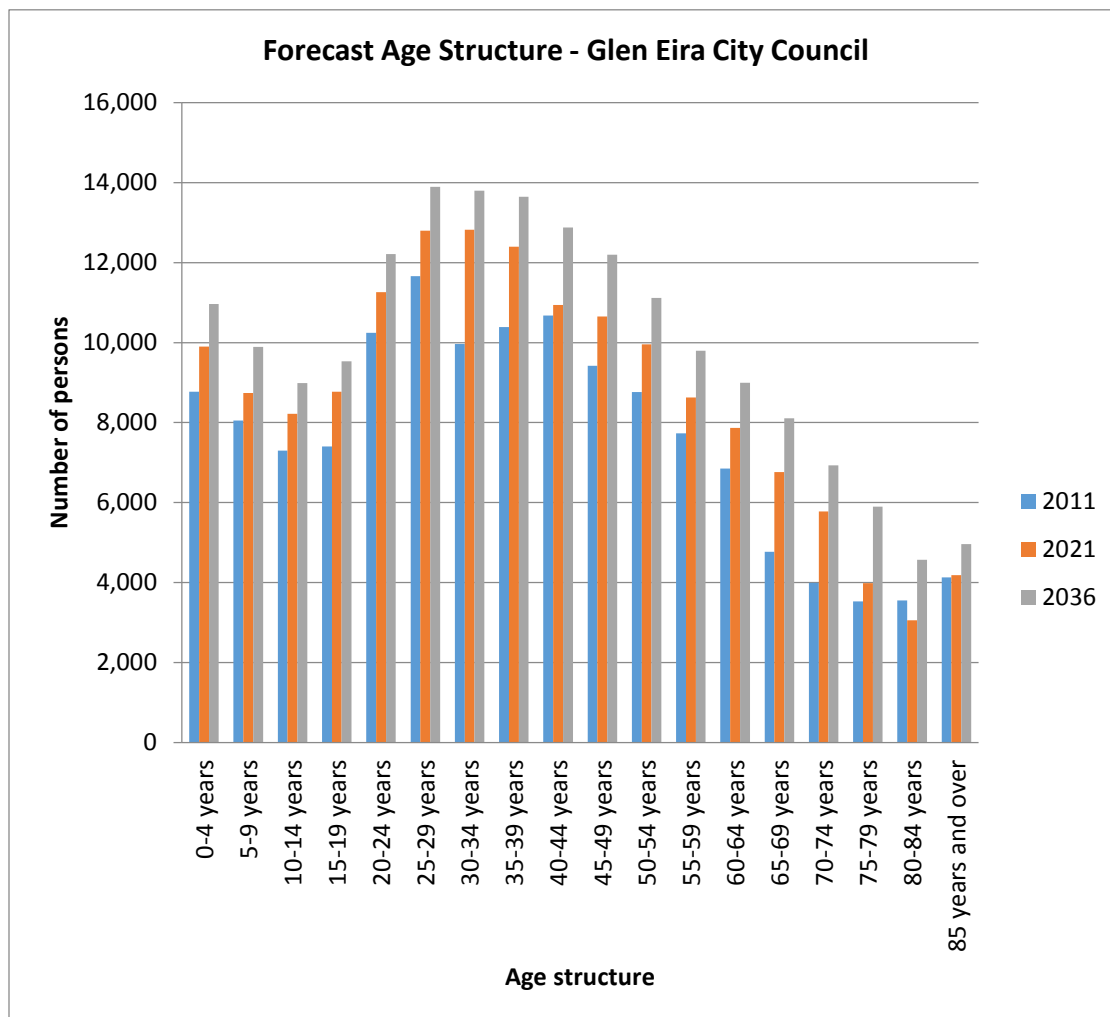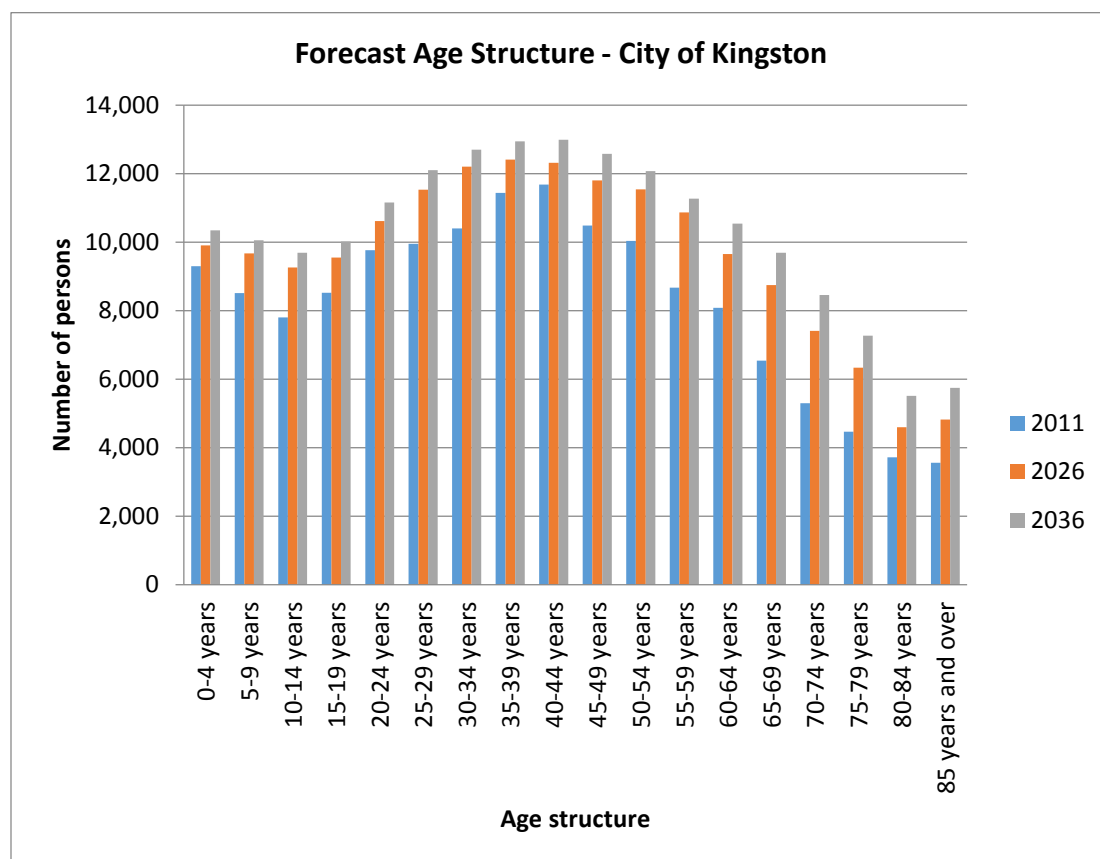
1.1.4 Housing – dwellings and public housing

According to the ABS Census' 1996 – 2011, the dwelling density in the BGK region has been increasing over this fifteen year period. The number of separate houses has been decreasing and the number of flats, units, apartments and townhouses has increased over this period.

Table 2 shows that the most consistent dwelling density increases across the region have been within the semi-detached, row or terrace house categories. Flat, unit or apartment categories have remained relatively stable within the Bayside and Glen Eira regions, while Kingston has seen a greater rate of increase. Increases in semi-detached, row and terrace houses have been recorded across the region. Overall, Kingston has seen an increase in dwelling density at a greater rate than both the Bayside and Glen Eira areas.

Table 2: Type of dwellings BGK region (1996 - 2011)								
	Occupied private dwellings				Share of LGA			
	1996	2001	2006	2011	1996	2001	2006	2011
Bayside								
Separate house	23,164	23,519	23,170	23,677	74.5	72.6	69.5	68.6
Semi-detached, row, terrace house etc	3,285	5,154	5,354	5,826	10.6	15.9	16.1	16.9
Flat, unit or apartment	4,646	3,718	4,834	5,025	14.9	11.5	14.5	14.6
Total	**31,095**	**32,391**	**33,358**	**34,528**	**100.0**	**100.0**	**100.0**	**100.0**
Glen Eira								
Separate house	28,605	28,808	29,316	28,975	62.7	60.0	58.5	56.2
Semi-detached, row, terrace house etc	4,775	7,442	7,010	8,784	10.5	15.5	14.0	17.0
Flat, unit or apartment	12,277	11,760	13,754	13,814	26.9	24.5	27.5	26.8
Total	**45,657**	**48,010**	**50,080**	**51,573**	**100.0**	**100.0**	**100.0**	**100.0**
Kingston								
Separate house	33,857	35,433	36,037	36,840	74.5	71.8	68.9	67.2
Semi-detached, row, terrace house etc	5,599	7,293	8,105	9,473	12.3	14.8	15.5	17.3
Flat, unit or apartment	5,981	6,624	8,147	8,510	13.2	13.4	15.6	15.5
Total	**45,437**	**49,350**	**52,289**	**54,823**	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS Census, 1996 - 2011

Public housing rates within the three local government areas differ; this type of housing being those rented from state government authorities or from housing co-operative/community/church groups. According to the ABS 2011 Census, Glen Eira had 668 public housing households, which accounted for 1.3 per cent of the total Glen Eira household population and represented an increase of 0.4 per cent on 2006 figures (ABS 2006 Census). According to ABS 2011 Census figures Kingston had 1,128 households residing in public housing, which accounted for 2.1 per cent of the total Kingston household population and represented an increase of 0.3 percent on 2006 figures (ABS 2006 Census).

In 2011, of the three local government areas, Bayside had the largest proportion of public housing with 988 households, or 2.9 per cent of the total Bayside household population, residing in public housing. Within Bayside there are significant differences between the two statistical areas; Bayside (C) - Brighton records 1.8 per cent public housing while a more significant rate of 3.7 per cent is recorded within the Bayside (C) – South area. The overall 2.9 per cent recorded across Bayside was a 0.2 per cent reduction on the 3.1 per cent rate recorded in 2006, however the 2011 rate is on par with the Greater Melbourne public housing rate and 0.9 per cent higher than the state average. Table 3 provides detail of public housing across the BGK region, broken into statistical areas.

Table 3: Public / social housing households (2011)			
	Social housing authority household	Total household types	Proportion of state housing household (per cent)
Bayside (C) - Brighton	231	13,145	1.8
Bayside (C) - South	757	20,687	3.7
Bayside Total	**988**	**33,832**	**2.9**
Glen Eira (C) - Caulfield	462	31490	1.5
Glen Eira (C) - South	206	18205	1.1
Glen Eira Total	**668**	**49,695**	**1.3**
Kingston (C) - North	792	35138	2.3
Kingston (C) - South	336	18269	1.8
Kingston Total	**1,128**	**53,407**	**2.1**
BGK Total	**2,784**	**136,934**	**2.0**
Greater Melbourne	**43,015**	**1,448,805**	**2.9**

Source: ABS 2011 Census

1.1.5 Socio-Economic Characteristics

Tables 4, 5 and 6 show weekly household quartile income rates across each of the BGK regions as captured during the 2011 Census.

Table 4: Weekly household income (Bayside)								
2011				**2006**				**2006 to 2011 change**
Quartile income group (weekly)	**Household (number)**	**Bayside (per cent)**	**Melbourne (per cent)**	**Quartile income group (weekly)**	**Household (number)**	**Bayside (per cent)**	**Melbourne (per cent)**	
Lowest group ($0-$624)	5,557	18.7	22.5	**Lowest group ($0-$539)**	5,232	18.3	22.7	325
Medium lowest ($625-$1213)	5,237	17.6	23.5	**Medium lowest ($540-$1021)**	5,155	18.1	23.8	83
Medium highest ($1214-$2148)	5,800	19.5	25.6	**Medium highest ($1022-$1682)**	5,532	19.4	25.1	268
Highest group ($2149+)	13,102	44.1	28.4	**Highest group ($1683+)**	12,614	44.2	28.4	488
Total Households	29,698	100.0	100.0	**Total Households**	28,534	100.0	100.0	1,164

Source: Forecast .id (Bayside) 2015

Table 5: Weekly household income (Glen Eira)								
2011				**2006**				**2006 to 2011 change**
Quartile income group (weekly)	**Household (number)**	**Glen Eira (per cent)**	**Melbourne (per cent)**	**Quartile income group (weekly)**	**Household (number)**	**Glen Eira (per cent)**	**Melbourne (per cent)**	
Lowest group ($0-$624)	9,844	21.7	22.5	**Lowest group ($0-$539)**	9,507	22.2	22.5	337
Medium lowest ($625-$1213)	9,675	21.3	23.5	**Medium lowest ($540-$1021)**	9,754	22.8	23.5	-79
Medium highest ($1214-$2148)	10,447	23.0	25.6	**Medium highest ($1022-$1682)**	9,565	22.4	25.6	881
Highest group ($2149+)	15,402	33.9	28.4	**Highest group ($1683+)**	13,965	32.6	28.4	1,437
Total Households	45,369	100.0	100.0	**Total Households**	42,794	100.0	100.0	2,576

Source: Forecast .id (Glen Eira)2015

Table 6: Weekly household income (Kingston)								
2011				**2006**				**2006 to 2011 change**
Quartile income group (weekly)	**Household (number)**	**Kingston (per cent)**	**Melbourne (per cent)**	**Quartile income group (weekly)**	**Household (number)**	**Kingston (per cent)**	**Melbourne (per cent)**	
Lowest group ($0-$624)	11,430	23.6	22.5	**Lowest group ($0-$539)**	10,820	23.8	22.7	610
Medium lowest ($625-$1213)	11,554	23.9	23.5	**Medium lowest ($540-$1021)**	11,337	24.9	23.8	217
Medium highest ($1214-$2148)	12,163	25.1	25.6	**Medium highest ($1022-$1682)**	11,601	25.5	25.1	562
Highest group ($2149+)	13,240	27.4	28.4	**Highest group ($1683+)**	11,782	25.9	28.4	1,458
Total Households	48,389	100.0	100.0	**Total Households**	45,541	100.0	100.0	2,848

Source: Forecast .id (Kingston) 2015

The above tables show disparity in 2011 weekly income quartile rates across the LGAs, and also show differences as compared to Greater Melbourne income rates. The above tables also contrast 2011 and 2006 income quartiles in the BGK region, during which there was either slight reduction or increases in the number of households earning higher income levels.

Bayside shows the smallest proportion (18.7 per cent) of the population receiving the lowest income and the highest proportion (44.1 per cent) earning the highest weekly income. Overall, Bayside has a lowest income level that is 3.8 per cent lower than Greater Melbourne, and a highest income quartile level that is 15.7 per cent higher than Greater Melbourne.

Glen Eira has a spread over the first three income quartiles that are almost 3 per cent close to those same rates recorded for Greater Melbourne. Glen Eira's most noticeable difference is within the highest income quartile, where this LGA's population earn income that is 5.5 per cent higher than the Greater Melbourne population.

Weekly income rate households in Kingston are lower than the Bayside and Glen Eira regions, and in each of the four quartiles Kingston households receive marginally lower weekly incomes than those received by households across Greater Melbourne. The income disparity between Kingston and both Bayside and Glen Eira is apparent when compared. Almost 5 per cent more Kingston households receive the lowest level of weekly income ($0 - $264) than the proportion of those that do in Bayside, and 2 per cent more than those in Glen Eira. Approx. 6.3 percent more Kingston households than those in Bayside receive the medium lowest level of weekly income ($625 - $1213), and 2.6 per cent more than those households in Glen Eira. Approx. 5.6 per cent more Kingston households than Bayside ones earn the medium highest income level ($1214 - $2148), and 2.1 per cent more than those in Glen Eira. A greater number of Kingston households earning the medium highest income level facilities the significant disparities noted in the fourth and final weekly income quartile. Approx. 16.6 per cent less Kingston households than those in Bayside earn the highest weekly income ($2149+), and less than 6.5 per cent less than those in Glen Eira earning this level of income.

A further measure of socio-economic is the Socio-Economic Index for Areas (SEIFA) Level of Disadvantage. This measure enables comparison for disadvantage between regions and wider areas. SEIFA is prepared by the ABS and takes accounts of factors that can affect disadvantage such low income, high unemployment, low education attainment and unskilled occupations. Drawing on 2011 ABS Census data, the below tables review the BGK region SEIFA levels and compare these to the Greater Melbourne and Victorian levels. Tables per each of the Bayside, Glen Eira and Kingston are also reviewed with the five highest suburbs in each noted.

All three BGK regions have average SEIFA levels of disadvantage that are higher than the Victorian and Greater Melbourne levels. In other words, all BGK regions are more advantaged than Victoria and Greater Melbourne. Glen Eira has no suburbs that rate lower than the state-wide or Melbourne average. Hampton East, within the Bayside LGA, has a SEIFA of 996 which is lower than both the state-wide and Melbourne average, and likely attributed to the higher level of public and social housing in this area. Within Kingston, six suburb / activity areas are lower than the Victorian average and nine are lower than the Greater Melbourne area. The five Kingston suburbs with the highest level of disadvantage are noted below.

Table 7: Socio-Economic Index Areas (SEIFA) Level of Disadvantage (2011)	
Victoria	**1,010.0**
Greater Melbourne	**1,020.0**
Kingston LGA	1,037.7
Glen Eira LGA	1,069.4
Bayside LGA	1,091.1

Source: ABS 2011 Census

NB. A higher index score means a lower level of disadvantage. A lower score on the index means a higher level of disadvantage

Table 8: SEIFA Level of Disadvantage, Five highest level of disadvantage in Bayside (2011)	
Hampton East	996.0
Victoria	*1,010.0*
Greater Melbourne	*1,020.0*
Moorabbin Major Activity Area	1,043.0
Highett	1,049.0
Cheltenham Activity Centre	1,077.0
Hampton	1,083.0

Source: ABS 2011 Census

Table 9: SEIFA Level of Disadvantage, Five highest level of disadvantage in Glen Eira (2011)	
Victoria	*1,010.0*
Greater Melbourne	*1,020.0*
Glen Huntly	1,047.0
Carnegie	1,057.0
Bentleigh East	1,057.0
Bentleigh	1,061.0
Ormond	1,066.0

Source: ABS 2011 Census

Table 10: SEIFA Level of Disadvantage, Five highest level of disadvantage in Kingston (2011)	
Clayton South	946.0
Clarinda	970.0
Clarinda-Oakleigh South	987.0
Carrum	998.0
Chelsea	1,000.0
Victoria	*1,010.0*
Greater Melbourne	*1,020.0*

Source: ABS 2011 Census

1.1.6   Unemployment

Table 11: Unemployment figures BGK region, June 2014 -September 2015							
	June 2014	September 2014	December 2014	March 2015	June 2015	September 2015	Labour force September 2015
Bayside	1,891	1,984	2,171	2,133	2,048	1,818	51,706
Glen Eira	3,870	4,030	4,341	4,217	4,028	3,568	79,324
Kingston	5,060	5,216	5,612	5,529	5,365	4,890	82,983

Source: economy.id (Bayside, Glen Eira, Kingston) 2015

Table 12: Unemployment rate BGK region, June 2014 - September 2015 (per cent)						
	June 2014	September 2014	December 2014	March 2015	June 2015	September 2015
Bayside	3.6	3.9	4.3	4.2	4.0	3.5
Glen Eira	4.9	5.1	5.5	5.4	5.1	4.5
Kingston	6.1	6.4	6.9	6.8	6.6	5.9
Greater Melbourne	**6.4**	**6.6**	**6.7**	**6.6**	**6.5**	**6.3**
Victoria	**6.6**	**6.8**	**6.5**	**6.1**	**6.1**	**6.1**

Source: economy.id (Bayside, Glen Eira, Kingston) 2015

Both Bayside and Glen Eira's unemployment rates have remained lower than the Greater Melbourne and Victorian rates between June 2014 and September 2015. The rates in Kingston highlight fluctuating rates of unemployment over this same period. Kingston maintained unemployment rates marginally lower than both the Greater Melbourne and state-wide average between June 2014 and September 2014, however it rose slightly about these between December 2014 and June 2015, falling marginally lower than the Greater Melbourne and Victorian averages in September 2015.

1.1.7 Cultural Characteristics

The BGK region has a higher proportion of the population born overseas, than Victoria. Across the region Glen Eira (C) – Caulfield has the highest proportion of its population born overseas, followed by Kingston (C) - North, with these areas respectively recording 26.9 and 15.6 per cent higher than the state-wide average.

Table 13: Country of birth - all residents (2011)			
	Australia	**Overseas**	**Per cent born overseas**
Bayside (C) - Brighton	25,429	9,280	36.5
Bayside (C) - South	39,619	12,984	32.8
Glen Eira (C) - Caulfield	45,898	29,901	65.1
Glen Eira (C) - South	33,093	15,409	46.6
Kingston (C) - North	58,506	31,459	53.8
Kingston (C) - South	34,211	11,336	33.1
BGK Total	**236,756**	**110,369**	**46.6**
Victoria	**3,670,947**	**1,402,488**	**38.2**

Source: ABS 2011 Census

The major regions that migrants come from are the United Kingdom, Southern Asia, Eastern Europe and South Eastern Europe.

Table 14: Major region of birth BGK overseas born persons (2011)		
	Overseas	**Per cent born overseas**
United Kingdom	18623	16.9
Southern Asia	13,632	12.3
Eastern Europe	10,382	9.4
South Eastern Europe	9,760	8.8
Chinese Asia (includes Mongolia)	9,081	8.2
Southern and East Africa	7,267	6.6
New Zealand	5,941	5.4
Other regions	35,721	32.4
Total	**110,407**	**100.0**

Source: ABS 2011 Census

1.1.8 Education and Training Characteristics

The BGK region population are on average better educated than the rest of Victoria. All LGAs have a higher than average per cent of the population with a Year 12 qualification.

Across the BGK region both Bayside and Glen Eira, at 46.2 per cent and 44.1 per cent respectively, have the largest proportion of their populations with qualifications above Certificate level. Kingston has the highest level of population with a Certificate level qualification, which is in fact slightly higher than the state-wide average for this. Across the BGK region, Kingston also records the highest proportion of population with no post-school qualification, and at 42.5 per cent is almost on par with the Victorian average.

Table 15: School completion rates BGK (2011)								
	Year 12	Year 11	Year 10	Year 9	Year 8 or below	Did not go to school	Not stated	Total
Bayside (C) - Brighton	67.8	9.7	8.5	3.2	2.6	0.3	7.9	100.0
Bayside (C) - South	63.1	11.3	10.7	4.0	3.7	0.4	6.7	100.0
Bayside Total	**65.5**	**10.5**	**9.6**	**3.6**	**3.2**	**0.4**	**7.3**	**100.0**
Glen Eira (C) - Caulfield	70.0	7.7	7.2	2.8	3.8	0.5	7.9	100.0
Glen Eira (C) - South	61.3	11.3	10.6	4.4	6.1	0.8	5.6	100.0
Glen Eira Total	**65.7**	**9.5**	**8.9**	**3.6**	**5.0**	**0.7**	**6.8**	**100.0**
Kingston (C) - North	55.0	11.5	12.6	5.2	7.2	1.3	7.1	100.0
Kingston (C) - South	49.5	14.4	16.1	6.4	5.3	0.6	7.8	100.0
Kingston Total	**52.3**	**13.0**	**14.4**	**5.8**	**6.3**	**1.0**	**7.5**	**100.0**
Victoria	**49.8**	**12.9**	**14.8**	**6.5**	**6.9**	**1**	**8.1**	**100.0**

Source: ABS 2011 Census

Table 16: Qualifications of BGK population (2011)							
	Post-graduate Degree Level	Graduate Diploma / Graduate Certificate Level	Bachelor Degree Level	Advanced Diploma and Gradual Level	Certificate Level	No Qualification	Not Stated	Total
Bayside (C) - Brighton	7.9	3.6	26.5	10.4	8.2	32.6	10.8	100.0
Bayside (C) - South	6.4	3.6	22.9	11.2	11.3	34.8	9.8	100.0
Bayside Total	**7.1**	**3.6**	**24.7**	**10.8**	**9.8**	**33.7**	**10.3**	100.0
Glen Eira (C) - Caulfield	9.2	3.7	26.7	9.7	9.0	31.2	10.4	100.0
Glen Eira (C) - South	5.4	3.2	20.6	10.2	13.2	38.9	8.5	100.0
Glen Eira Total	**7.3**	**3.5**	**23.7**	**9.9**	**11.1**	**35.0**	**9.5**	100.0
Kingston (C) - North	4.0	2.3	16.0	9.9	15.2	42.8	9.8	100.0
Kingston (C) - South	2.8	2.1	13.3	9.7	19.3	42.3	10.5	100.0
Kingston Total	**3.4**	**2.2**	**14.7**	**9.8**	**17.3**	**42.5**	**10.2**	100.0
Victoria	**3.9**	**2.2**	**14.7**	**8.4**	**16.4**	**43.9**	**10.5**	100.0

Source: ABS 2011 Census

1.2   Children Aged 10 – 12 Years in Bayside, Glen Eira and Kingston

1.2.1   Overview

The number of BGK region children in the 10 to 12 year old age group has been steadily declining as a proportion of total population over the last decade as it has across Victoria over the same period. Victorian children in this age group are generally in the upper classes of primary school; however a not insignificant number of 12 year olds are present in the first year of secondary school. The children in this age group attend a diverse range of schools from local state, Catholic and independent sectors. Overall school-age resident sectoral enrolments across the BGK region are: 55 per cent government; 24 per cent Catholic; and, 21 per cent independent. The BGK region has above average incomes and a relatively high proportion of children living with their own parents. Recent international migration to the area is higher than for Victoria as a whole, but the migrant children have tended to come from English speaking countries, resulting in a rate of language difficulty lower than for the state as a whole. The area has few Indigenous children in this age group.

1.2.2 Population Size and Growth

According to the ABS 2011 Census it is estimated that in 2011 there were 12,741 children aged 10 to 12 years in the BGK region. This represents 6.5 per cent of the region's children in this age range. Across the region the Kingston has the highest number of children in this age range, with around 4,599 or 36 per cent of the total BGK 10 to 12 year old population. Most of the Kingston children in this age range are concentrated in the Kingston (C) – North area. This age group makes up between three and four per cent of the total population. In both Bayside and Kingston there have been slight increases in average annual growth between 2006 and 2011 whereas, because of population ageing, there has been a slight reduction in the Kingston region. The number of 10 to 12 year olds in Victoria is also decreasing as the population ages. Population across the BGK region is forecasted to continue to age between 2011 and 2036 (as noted in Graphs 1, 2 and 3), and the proportion of younger age ranges are expected to fall over this period.

Table 17: Estimated resident population of children aged 10 - 12 years					
	Persons			**Average Annual Growth (per cent)**	
	2001	**2006**	**2011**	**2001 - 2006**	**2006 - 2011**
Bayside (C) - Brighton	1,385	1,411	1,498	0.4	1.2
Bayside (C) - South	2,119	2,066	2,268	-0.5	2.0
Glen Eira (C) - Caulfield	2,431	2,291	2,298	-1.2	0.1
Glen Eira (C) - South	1,698	1,857	2,078	1.9	2.4
Kingston (C) - North	3,139	3,202	2,973	0.4	-1.4
Kingston (C) - South	1,631	1,724	1,626	1.1	-1.1
BGK Total	**12,403**	**12,551**	**12,741**	**0.2**	**0.3**
Victoria	**196,756**	**200,798**	**195,354**	**0.4**	**-0.5**

Source: ABS Census, 2001 - 2011

Table 18: Per cent of total population aged 10 - 12 years					
	Persons			**Average Annual Growth (per cent)**	
	2001	**2006**	**2011**	**2001 - 2006**	**2006 - 2011**
Bayside (C) - Brighton	3.9	3.8	4.1	-0.5	1.6
Bayside (C) - South	4.0	3.8	4.1	-1.0	1.6
Glen Eira (C) - Caulfield	3.2	2.9	2.9	-1.9	0.0
Glen Eira (C) - South	3.6	3.7	4.1	0.6	2.2
Kingston (C) - North	3.5	3.4	3.1	-0.6	-1.8
Kingston (C) - South	3.6	3.7	3.4	0.6	-1.6
Victoria	**4.1**	**3.9**	**3.6**	**-1.0**	**-1.5**

Source: ABS Census, 2001 - 2011

Table 19: Regional share of Victorian population aged 10 - 12 years					
	Persons			**Average Annual Growth (per cent)**	
	2001	**2006**	**2011**	**2001 - 2006**	**2006 - 2011**
Bayside (C) - Brighton	0.7	0.7	0.8	1.4	2.9
Bayside (C) - South	1.1	1.0	1.2	-1.8	4.0
Glen Eira (C) - Caulfield	1.2	1.1	1.2	-1.1	1.8
Glen Eira (C) - South	0.9	0.9	1.1	1.4	4.4
Kingston (C) - North	1.6	1.6	1.5	-0.8	-1.3
Kingston (C) - South	0.8	0.9	0.8	2.5	-2.2
Victoria	**100.0**	**100.0**	**100.0**	**0.0**	**0.0**

Source: ABS Census, 2001 - 2011

1.2.3   School Enrolments

Table 20 compares total primary school-age resident enrolment (all ages, not just 10 – 12 years) within the BGK region to the Victorian sectoral enrolment average. Resident enrolments refers to those who live in the region only, and does not mean that they are attending schools located in the region but may be enrolled locally and in other regions. Overall sectoral enrolments across the BGK region are: 57.7 per cent government; 23.7 per cent Catholic; and, 18.6 per cent independent. Victorian sectoral enrolments are: 66.2 per cent government; 22.7 per cent Catholic; and, 11.2 per cent independent. Most prominent is the fact that the independent primary school resident enrolments in the BGK region are 7 per cent higher than Victoria while government enrolments are 8.5 per cent lower than Victoria.

Comparing primary school students across the region it can be seen that Kingston has the highest resident enrolments in government schools (61.1), and the proportion of Kingston resident students enrolled in Catholic schools is also higher (30.4) than the other parts of the BGK region. The residents of Kingston utilise the other non-government schools at lower levels (8.5) than the rest of the BGK region and indeed Victoria as a whole. Bayside has just 53.3 per cent of its resident students in government schools, followed by 23.51 per cent enrolled in independent schools and 21.7 per cent in Catholic schools. Glen Eira has 56.1 per cent of its resident students in government schools, followed by 25.5 per cent attending an independent school and the remaining 18.4 per cent attending a catholic school.

Table 20: Primary School Age Population 2011, BGK and Victoria					
	Bayside	**Glen Eira**	**Kingston**	**BGK Region**	**Victoria**
Government	4,661	5,588	6,339	16,588	271,996
Catholic	1,828	1,833	3,150	6,811	93,174
Independent	1,945	2,539	879	5,363	45,853
Total	**8,434**	**9,960**	**10,368**	**28,762**	**411,023**
Proportion of primary school students per sector (per cent)					
Government	55.3	56.1	61.1	57.7	66.2
Catholic	21.7	18.4	30.4	23.7	22.7
Independent	23.1	25.5	8.5	18.6	11.2
Total	100.0	100.0	100.0	100.0	100.0

Source: ABS 2011 Census

Tables 21 to 23 look specifically at the age 10 – 12 years. Around 5,279 or 45 per cent of BGK resident children aged 10 -12 are enrolled at government primary schools across the region or in surrounding areas. Around 2,279 or 19 per cent are enrolled at Catholic primary schools and around 17 per cent at independent schools. By comparison, approx. 53 per cent of Victorian students in this age range are enrolled in government schools, 18 per cent in Catholic schools and 10 per cent in independent schools. The significant difference in the BGK region's use of non-government schools is apparent even at this age range. This is partly due to the diversity of school choice in the region and also due to the high household incomes in some parts of the region.

Table 21: Type of school attended by students aged 10 - 12 years 2011 (Bayside)

	Bayside (C) - Brighton	Bayside (C) - South	Bayside - Total	Victoria
Primary School				
Government	470	975	1,445	93,811
Catholic	227	419	646	31,858
Other Non Government	414	376	790	16,870
Secondary School				
Government	55	104	159	17,597
Catholic	43	66	109	8,310
Other Non Government	178	189	367	6,852
Other	0	0	0	629
Total	**1,387**	**2,129**	**3,516**	**175,927**
Proportion of 10 - 12 year old students (per cent)				
Primary School				
Government	33.9	45.8	41.1	53.3
Catholic	16.4	19.7	18.4	18.1
Other Non Government	29.8	17.7	22.5	9.6
Secondary School				
Government	4.0	4.9	4.5	10.0
Catholic	3.1	3.1	3.1	4.7
Other Non Government	12.8	8.9	10.4	3.9
Other	0.0	0.0	0.0	0.4
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

Table 22: Type of school attended by students aged 10 - 12 years 2011 (Glen Eira)

	Glen Eira (C) - Caulfield	Glen Eira (C) - South	Glen Eira - Total	Victoria
Primary School				
Government	739	1,070	1,809	93,811
Catholic	248	364	612	31,858
Other Non Government	712	148	860	16,870
Secondary School				
Government	92	209	301	17,597
Catholic	77	95	172	8,310
Other Non Government	258	58	316	6,852
Other	7	0	7	629
Total	**2,133**	**1,944**	**4,077**	**175,927**
Proportion of 10 - 12 year old students (per cent)				
Primary School				
Government	34.6	55.0	44.4	53.3
Catholic	11.6	18.7	15.0	18.1
Other Non Government	33.4	7.6	21.1	9.6
Secondary School				
Government	4.3	10.8	7.4	10.0
Catholic	3.6	4.9	4.2	4.7
Other Non Government	12.1	3.0	7.8	3.9
Other	0.3	0.0	0.2	0.4
Total	**100.0**	**100.0**	**100.0**	**100.0**

Table 23: Type of school attended by students aged 10 - 12 years 2011 (Kingston)				
	Kingston (C) - North	**Kingston (C) - South**	**Kingston - Total**	**Victoria**
Primary School				
Government	1,262	763	2,025	93,811
Catholic	716	323	1,039	31,858
Other Non Government	212	96	308	16,870
Secondary School				
Government	254	133	387	17,597
Catholic	162	77	239	8,310
Other Non Government	107	51	158	6,852
Other	6	6	12	629
Total	**2,719**	**1,449**	**4,168**	**175,927**
Proportion of 10 - 12 year old students (per cent)				
Primary School				
Government	46.4	52.7	48.6	53.3
Catholic	26.3	22.3	24.9	18.1
Other Non Government	7.8	6.6	7.4	9.6
Secondary School				
Government	9.3	9.2	9.3	10.0
Catholic	6.0	5.3	5.7	4.7
Other Non Government	3.9	3.5	3.8	3.9
Other	0.2	0.4	0.3	0.4
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

The number of children in primary schools over time is directly related to the population growth in the relevant age groups. Hence the pattern of growth in regional school enrolments matches the population profile for children aged 10 to 12 years.

A slight difference occurs across regions in regard to the number of 12 year olds that have moved into secondary school. This occurs as part of the normal enrolment practice, in that to be eligible to start Prep a child must be 5 years old by 30th of April of the starting year, therefore by 30th April in the sixth grade year all students will be at least 11 years old and hence all twelve year olds would be expected to be in secondary school. However there has been a trend in recent years to start some children a year later. This tends to occur when a child is in the younger cohort for example those born in April, or if the child is deemed not to be ready. Economic factors and levels of advantage / disadvantage may influence the decision to keep a child out of school (e.g. child care costs weighed up against school costs).

Tables 24 and 25 show that between 2006 and 2011 there has been a reduction in the proportion of 12 year olds (or under) attending a secondary school. Locally, the number of 12 year olds (or younger) in secondary school is above the state level.

Table 24: Education trends 1996 - 2011 for students aged 10 - 12 years							
					Average Annual Growth (per cent)		
	1996	**2001**	**2006**	**2011**	**1996 - 2001**	**2001 - 2006**	**2006 - 2011**
Bayside							
Primary	2,319	2,482	2,421	2,885	1.4	-0.5	3.8
Secondary	610	654	684	633	1.4	0.9	-1.5
Other	0	0	0	3	0.0	0.0	0.0
Total	**2,929**	**3,136**	**3,105**	**3,521**	**1.4**	**-0.2**	**2.7**
Glen Eira							
Primary	2,746	2,845	2,951	3,276	0.7	0.7	2.2
Secondary	694	746	762	795	1.5	0.4	0.9
Other	0	0	0	7	0.0	0.0	0.0

	1996	2001	2006	2011			
Total	**3,440**	**3,591**	**3,713**	**4,078**	0.9	0.7	2.0
Kingston							
Primary	3,481	3,567	3,461	3,375	0.5	-0.6	-0.5
Secondary	889	904	894	782	0.3	-0.2	-2.5
Other	10	13	12	14	6.0	-1.5	3.3
Total	**4,380**	**4,484**	**4,367**	**4,171**	0.5	-0.5	-0.9
Victoria							
Primary	143,754	145,959	140,974	142,539	0.3	-0.7	0.2
Secondary	33,627	34,925	35,265	32,759	0.8	0.2	-1.4
Other	362	500	450	629	7.6	-2.0	8.0
Total	**177,743**	**181,384**	**176,689**	**175,927**	0.4	-0.5	-0.1

Source: ABS Census, 1996 - 2011

Table 25: Education trends 1996 - 2011 for students aged 10 - 12 years (per cent)			
	1996	**2001**	**2006**	**2011**
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Bayside				
Primary	79.2	79.1	78.0	81.9
Secondary	20.8	20.9	22.0	18.0
Other	0.0	0.0	0.0	0.1
Total	**100.0**	**100.0**	**100.0**	**100.0**
Glen Eira				
Primary	79.8	79.2	79.5	80.3
Secondary	20.2	20.8	20.5	19.5
Other	0.0	0.0	0.0	0.2
Total	**100.0**	**100.0**	**100.0**	**100.0**
Kingston				
Primary	79.5	79.5	79.3	80.9
Secondary	20.3	20.2	20.5	18.7
Other	0.2	0.3	0.3	0.3
Total	**100.0**	**100.0**	**100.0**	**100.0**
Victoria				
Primary	80.9	80.5	79.8	81.0
Secondary	18.9	19.3	20.0	18.6
Other	0.2	0.3	0.3	0.4
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS Census, 1996 - 2011

1.2.4 Socio-Economic and Living Characteristics

The financial wellbeing of children in this age group is dependent on the situation in which they live. The region as a whole has higher than average household incomes, though the levels vary across the region, with Kingston recording a greater proportion of households in low incomes than Bayside and Glen Eira.

Table 26 shows the number of children that were living in low income earning families in 2011 (determined at the time as being those earning less than the Health Care Card threshold of $838 per week in 2011 - which represented a approx. 7,815 children in 2011. All of the BGK regions have below average numbers of children living in low income families. However across the regions it can be seen that Kingston (C) – North (closely followed by Kingston (C) – South) has the highest number of children living in these low income families, whilst Bayside (C) – Brighton has the lowest number of children in low income families. It should be noted here that the source of this data is the Australian Bureau of Statistics 2011 census, and at this geographic level it was not possible to separate 10 to 12 year olds from the ABS dependent child definition of "A dependent child is a person who is either a child under 15 years of age, or a dependent student aged 15-24 years".

Table 27 is similar to Table 26 except that it measures the number of low income families.

Table 26: Number of low income families with dependent children (2011)			
	Low income families (no. children)	All families (no. children)	Per cent
Bayside (C) - Brighton	539	8,026	6.7
Bayside (C) - South	926	12,645	7.3
Glen Eira (C) - Caulfield	1,379	15,045	9.2
Glen Eira (C) - South	1,200	11,808	10.2
Kingston (C) - North	2,497	18,984	13.2
Kingston (C) - South	1,274	9,880	12.9
BGK Total	**7,815**	**76,388**	**10.2**
Victoria	**209,411**	**1,101,080**	**19.0**

Source: ABS 2011 Census

Table 27: Number of low income families with dependent children (2011)			
	Low income families	All families	Per cent
Bayside (C) - Brighton	330	4,230	7.8
Bayside (C) - South	578	6,679	8.7
Glen Eira (C) - Caulfield	889	8,218	10.8
Glen Eira (C) - South	717	6,476	11.1
Kingston (C) - North	1,523	10,675	14.3
Kingston (C) - South	776	5,534	14.0
BGK Total	**4,813**	**41,812**	**11.5**
Victoria	**116,020**	**588,750**	**19.7**

Source: ABS 2011 Census

Victorian children now live in a variety of family situations. Table 28 analyses the living arrangements of 10 to 12 year olds in the BGK region at 2011. All regions except one have a higher than the Victorian average proportion of children living with their natural or adopted parents. Kingston (C) - South has 92.2 per cent per cent of 10 to 12 year olds living with both parents or with a lone parent, compared to the Victorian average of almost 92.5 per cent. The proportion of children living in a step family situation is also slightly higher for Kingston (C) – South than for Victoria.

Table 28: Living arrangements of population aged 10 - 12 years (2011)								
	Bayside (C) - Brighton	Bayside (C) - South	Glen Eira (C) - Caulfield	Glen Eira (C) - South	Kingston (C) - North	Kingston (C) - South	BGK Total	Victoria
10 - 12 year olds (number of children)								
Natural or adopted child under 15	1352	2054	2109	1877	2681	1424	11497	170,949
Step child under 15	51	103	80	85	156	109	584	12,460
Foster child under 15	0	0	0	0	0	0	0	325
Otherwise related child under 15	4	6	6	3	12	8	39	882
Unrelated child under 15	3	0	3	3	0	3	12	255

Total	**1,410**	**2,163**	**2,198**	**1,968**	**2,849**	**1,544**	**12,132**	**184,871**
10 - 12 year olds (per cent)								
Natural or adopted child under 15	95.9	95.0	96.0	95.4	94.1	92.2	94.8	92.5
Step child under 15	3.6	4.8	3.6	4.3	5.5	7.1	4.8	6.7
Foster child under 15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Otherwise related child under 15	0.3	0.3	0.3	0.2	0.4	0.5	0.3	0.5
Unrelated child under 15	0.2	0.0	0.1	0.2	0.0	0.2	0.1	0.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

1.2.5 Culturally and Linguistically Diverse Population Characteristics

Table 29 shows that the majority of children in the BGK region were born in Australia. At 2011 only 1,649 or 15.4 per cent of 10 to 12 year olds in the BGK region were born overseas, however this was 3.6 per cent higher than the Victorian average. The overseas regions where most of these children came from were: United Kingdom at 20.9 per cent of overseas born; New Zealand at 10.6 per cent; Northern America at 9.4 per cent; and, Northern and East Africa at 8.9 per cent. Recent changes in the number of arrivals of children, aged 10 – 14 years, are illustrated in Table 31. Between 2001 and 2011 all BGK regions had a decline in the proportion of children born overseas.

Partly because many of the BGK migrant children come from countries where English is widely spoken, the proportion of children with language difficulties is relatively similar to that for Victoria as a whole. The regional exception to this is Glen Eira (C) – South where 1.3 per cent of 10 to 12 year olds in 2011 were not proficient in spoken English, this being 0.5 per cent higher than the Victorian average. In Bayside (C) – Brighton 0.2 per cent higher than the Victorian average were also recorded.

Table 29: Country of birth people aged 10 - 12 years (2011)			
	Australia	**Overseas**	**Per cent born overseas**
Bayside (C) - Brighton	1,213	236	19.5
Bayside (C) - South	1,883	327	17.4
Glen Eira (C) - Caulfield	1,948	269	13.8
Glen Eira (C) - South	1,711	317	18.5
Kingston (C) - North	2,495	373	14.9
Kingston (C) - South	1,446	127	8.8
BGK Total	**10,696**	**1,649**	**15.4**
Victoria	**167,900**	**19,868**	**11.8**

Source: ABS 2011 Census

Table 30: Major region of birth for people aged 10 - 12 years in BGK region (2011)		
	Born overseas	**Per cent**
United Kingdom	345	20.9
New Zealand	175	10.6
Northern America	155	9.4
Southern and East Africa	146	8.9
Middle East	141	8.6
Southern Asia	122	7.4
Chinese Asia (includes Mongolia)	114	6.9
Other regions	451	27.3
Total overseas born	1,649	**100.0**

Source: ABS 2011 Census

Table 31: Overseas born per cent of the population aged 0 - 14 years (2001 - 2011)			
	2001	**2006**	**2011**
Bayside (C) - Brighton	17.6	15.1	15.3
Bayside (C) - South	14.2	13.3	12.9
Glen Eira (C) - Caulfield	19.4	15.3	12.1
Glen Eira (C) - South	14.4	11.8	11.5
Kingston (C) - North	16.0	13.3	11.0
Kingston (C) - South	12.6	10.4	6.4
Victoria	**12.4**	**10.7**	**8.7**

Source: ABS Census, 2001 – 2011

Table 32: Proficiency in spoken English population aged 10 - 12 years (2011)			
	Speaks English well	**Not proficient in English**	**Per cent not proficient**
Bayside (C) - Brighton	1,434	14	1.0
Bayside (C) – South	2,194	7	0.3
Glen Eira (C) - Caulfield	2,200	18	0.8
Glen Eira (C) – South	2,004	27	1.3
Kingston (C) – North	2,859	20	0.7
Kingston (C) – South	1,561	10	0.6
Victoria	**186,739**	**1,502**	**0.8**

Source: ABS 2011 Census

1.2.6   Indigenous Population Characteristics

According to the Australian Government 'My Schools' website, 82 Indigenous students were enrolled in BGK region primary schools in 2014 (this year being the most recent data set available through this source). This represents a decrease of eight students on 2013 school enrolment figures. Eighty-seven per cent of students were enrolled in government schools, with the remaining thirteen per cent enrolled at Catholic primary schools. No Indigenous students were enrolled in independent primary schools.

Table 33: Estimated Indigenous primary school population (all sectors)						
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Government	68	59	54	63	84	71
Catholic	4	3	1	6	6	11
Independent	0	0	0	0	0	0
BGK Total	**72**	**62**	**55**	**69**	**90**	**82**

Source: My Schools website

1.2.7   Children with Special Needs Characteristics

The "Core Activity Need for Assistance" question included in the ABS Census was included to measure those individuals that have long term health problems that cause people to need help in one or more of the areas of self-care, mobility and communication. Table 34 shows the 2006 and 2011 Census results for BGK region children aged 10 to 12. In 2011, the BGK region recorded a lower proportion of children needing assistance with core activity than the Victorian average. Of all the regions, Kingston (C) – South recorded the largest proportion with 2.3 per cent of all children requiring assistance, as compared to 2.9 per cent of Victorian average for children aged 10 – 12 years. Overall the BGK region has recorded a slight increase in children requiring core activity assistance between the 2006 and 2011 census years, however this increase has been less than the growth experienced state wide.

Table 34: Children aged 10 - 12 years that require help with core activities (2006 - 2011)						
	2006			**2011**			**Average Annual Growth (per cent)**
	Need help	**Does not need help**	**Need help per cent**	**Need help**	**Does not need help**	**Need help per cent**	**2006 - 2011**
Bayside (C) - Brighton	20	1,304	**1.5**	20	1,417	**1.4**	-1.6
Bayside (C) - South	29	1,909	**1.5**	28	2,158	**1.3**	-2.9
Glen Eira (C) - Caulfield	39	2,059	**1.9**	42	2,163	**1.9**	0.5
Glen Eira (C) - South	27	1,702	**1.6**	37	1,985	**1.9**	3.5
Kingston (C) - North	52	2,953	**1.8**	53	2,781	**1.9**	1.6
Kingston (C) - South	25	1,596	**1.6**	35	1,524	**2.3**	9.3
BGK Total	**192**	**11,523**	**1.7**	**215**	**12,028**	**1.8**	1.5
Victoria	**3,924**	**182,787**	**2.1**	**5,302**	**180,992**	**2.9**	7.3

Source: ABS Census, 2006 and 2011

1.3 Young People Aged 13 - 19 Years in Bayside, Glen Eira and Kingston

1.3.1 Overview

The number of people in the 13 to 19 year old age group has been steadily declining in this region, as it has in Victoria since 2001. Victorian people in this age group are generally in Secondary School, with some 17, 18 and 19 year olds finishing school and entering the workforce or in tertiary study. As with the younger age groups the resident school students in this age group attend a diverse range of government, Catholic and independent schools. Overall the sectoral enrolments of BGK region resident students are: 41 per cent government; 24 per cent Catholic; and, 35 per cent independent. Year 12 or equivalent attainment rates within the BGK region are higher than the state average, with Bayside and Kingston reporting rates of above 96 per cent in the most recent reporting in 2013. The BGK region has above average family incomes and a relatively high proportion of people living with their own parents. Recent international migration to the area is higher than for Victoria as a whole, with the largest groups coming from the United Kingdom, Chinese Asia, and, Southern and East Africa. The number of young people aged 13 to 19 (and above) with disabilities is increasing. A not insignificant number of young people in the region have moderate to severe intellectual and/or physical disabilities, a group that is increasing. Similarly a notable number of regional young people in this age range are unpaid assistants to a person/s with a disability, with this population increasing. As at December 2015, the youth unemployment rate for 15 – 24 year olds in the Ínner Melbourne' statistical areas (which takes in Bayside, Glen Eira, Kingston as well as Stonnington) was 12.2 per cent, which compared favourably to the Victorian rate of 14.5 but slightly higher than the Australian rate of 12.1 per cent.

1.3.2 Population Size and Growth

At the ABS 2011 Census 29,440 young people aged 13 to 19 years resided in the BGK region.

It is estimated that in 2009 there was almost 30,000 people aged 13 to 19 years in the BGK region. This represents 6.1 per cent of the state's people in this age range. Across the region Kingston has the highest number of people in this age group with around 11,434 or 38.8 per cent of the BGK region. Most of these are resident in the Kingston (C) – North statistical area. This 13 to 19 age group makes up between seven and nine per cent of the total population in each LGA region however, as the population ages, this age group is diminishing in each area except Glen Eira (C) – South. The number of 13 to 19 year olds in Victoria is also decreasing as the population ages.

Table 35: Estimated resident population of children aged 13 - 19 years					
	Persons			Average Annual Growth (per cent)	
	2001	2006	2011	2001 - 2006	2006 - 2011
Bayside (C) - Brighton	3,064	3,466	3,276	2.6	-1.1
Bayside (C) - South	4,627	4,865	4,771	1.0	-0.4
Glen Eira (C) - Caulfield	5,751	5,739	5,490	0.0	-0.9
Glen Eira (C) - South	3,802	4,283	4,469	2.5	0.9
Kingston (C) - North	7,719	7,854	7,501	0.3	-0.9
Kingston (C) - South	3,578	3,889	3,933	1.7	0.2
BGK Total	**28,541**	**30,096**	**29,440**	**1.1**	**-0.4**
Victoria	**455,558**	**483,731**	**477,925**	**1.2**	**-0.2**

Source: ABS Census, 2001 - 2011

Table 36: Per cent of total population aged 13 - 19 years					
	Persons			Average Annual Growth (per cent)	
	2001	2006	2011	2001 - 2006	2006 - 2011
Bayside (C) - Brighton	8.6	9.4	8.9	1.9	-1.0
Bayside (C) - South	8.7	8.9	8.7	0.5	-0.6
Glen Eira (C) - Caulfield	7.6	7.2	6.8	-1.1	-1.1
Glen Eira (C) - South	8.1	8.6	8.9	1.2	0.6
Kingston (C) - North	8.7	8.4	7.9	-0.7	-1.1
Kingston (C) - South	8.0	8.3	8.2	0.8	-0.3
Victoria	**9.5**	**9.4**	**8.9**	**-0.2**	**-1.0**

Source: ABS Census, 2001 - 2011

Table 37: Regional share of Victorian population aged 13 - 19 years					
	Persons			Average Annual Growth (per cent)	
	2001	2006	2011	2001 - 2006	2006 - 2011
Bayside (C) - Brighton	0.7	0.7	0.7	1.4	-0.4
Bayside (C) - South	1.0	1.0	1.0	0.0	0.0
Glen Eira (C) - Caulfield	1.3	1.2	1.1	-1.1	-0.9
Glen Eira (C) - South	0.8	0.9	0.9	1.4	0.8
Kingston (C) - North	1.7	1.6	1.6	-0.8	-0.4
Kingston (C) - South	0.8	0.8	0.8	0.0	0.6
Victoria	**100.0**	**100.0**	**100.0**	**0.0**	**0.0**

Source: ABS Census, 2001 – 2011

1.3.3   Education Enrolments

Tables 38 to 40 highlight that BGK region resident young people aged 13 to 19 attend a wide variety of educational institutions. These tables show that young people in this age range attend primary schools, secondary schools, and post-school education and training providers such as university and TAFEs.

Table 41 shows the total BGK region secondary school population and also compares secondary school sectoral enrolment to the Victorian sectoral enrolment average. A total of 22,791 residents attend secondary schools. Around 9,368 of these attend government secondary schools, 5,377 attend Catholic secondary schools and 8,046 attend independent secondary schools.

Overall BGK region resident sectoral enrolments are: 41.1 per cent government; 23.6 per cent Catholic; and, 35.3 per cent independent. Victorian sectoral enrolments are: 56.1 per cent government; 23.8 per cent Catholic; and, 20.1 per cent

independent. Most prominent is the fact that the BGK region resident independent secondary school enrolments in the BGK region are 15.2 per cent higher than Victoria while government enrolments are 15 per cent lower than Victoria. The BGK region's use of non-government schools is apparent. As with the younger age group this is partly due to the diversity of school choice in the region and also due to the high household incomes in some parts of the region.

Comparing the secondary school enrolments of resident across the region it can be seen that Kingston residents have the highest level of enrolments in government schools, and the proportion of students enrolled in Catholic schools is also higher in Kingston than the other parts of the BGK region. The residents of Kingston utilise the independent schools at lower levels than the rest of the region and indeed Victoria as a whole. In contrast Bayside has 27.4 per cent of its students in government secondary schools, around 19 per cent in Catholic schools and 53.5 per cent in other non-government independent schools.

Please note, total resident secondary school enrolment figures are slightly higher than those expressed in Tables 38 to 40 as Table 41 incorporates secondary school enrolment data captured in the 10 to 12 age section of this report.

Table 38: Type of school attended by residents aged 13 - 19 years 2011 (Bayside)				
	Bayside (C) - Brighton	Bayside (C) - South	Bayside - Total	Victoria
Primary School				
Government	6	11	17	2,880
Catholic	6	12	18	1,049
Other Non Government	13	21	34	656
Secondary School				
Government	422	1,159	1,581	173,364
Catholic	411	700	1,111	73,319
Other Non Government	1,507	1,560	3,067	61,853
Further				
Technical or Further Educational Institution	74	182	256	27,227
University or other Tertiary Institution	470	539	1,009	41,861
Other	20	17	37	5,596
Not in Education	150	286	436	53,162
Total	**3,079**	**4,487**	**7,566**	**440,967**
Proportion of 13 - 19 year old residents				
Primary School				
Government	0.2	0.2	0.2	0.7
Catholic	0.2	0.3	0.2	0.2
Other Non Government	0.4	0.5	0.4	0.1
Secondary School				
Government	13.7	25.8	20.9	39.3
Catholic	13.3	15.6	14.7	16.6
Other Non Government	48.9	34.8	40.5	14.0
Further				
Technical or Further Educational Institution	2.4	4.1	3.4	6.2
University or other Tertiary Institution	15.3	12.0	13.3	9.5
Other	0.6	0.4	0.5	1.3
Not in Education	4.9	6.4	5.8	12.1
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

Table 39: Type of school attended by residents aged 13 - 19 years 2011 (Glen Eira)				
	Glen Eira (C) - Caulfield	Glen Eira (C) - South	Glen Eira - Total	Victoria
Primary School				
Government	7	16	23	2,880
Catholic	7	9	16	1,049
Other Non Government	21	3	24	656
Secondary School				
Government	877	1,754	2,631	173,364
Catholic	676	837	1,513	73,319
Other Non Government	2,243	567	2,810	61,853
Further				
Technical or Further Educational Institution	189	203	392	27,227
University or other Tertiary Institution	719	507	1,226	41,861
Other	61	37	98	5,596
Not in Education	298	284	582	53,162
Total	**5,098**	**4,217**	**9,315**	**440,967**
Proportion of 13 - 19 year old residents (per cent)				
Primary School				
Government	0.1	0.4	0.2	0.7
Catholic	0.1	0.2	0.2	0.2
Other Non Government	0.4	0.1	0.3	0.1
Secondary School				
Government	17.2	41.6	28.2	39.3
Catholic	13.3	19.8	16.2	16.6
Other Non Government	44.0	13.4	30.2	14.0
Further				
Technical or Further Educational Institution	3.7	4.8	4.2	6.2
University or other Tertiary Institution	14.1	12.0	13.2	9.5
Other	1.2	0.9	1.1	1.3
Not in Education	5.8	6.7	6.2	12.1
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

Table 40: Type of school attended by residents aged 13 - 19 years 2011 (Kingston)				
	Kingston (C) - North	Kingston (C) - South	Kingston - Total	Victoria
Primary School				
Government	39	22	61	2,880
Catholic	26	9	35	1,049
Other Non Government	13	0	13	656
Secondary School				
Government	2,719	1,468	4,187	173,364
Catholic	1,467	727	2,194	73,319
Other Non Government	838	442	1,280	61,853
Further				
Technical or Further Educational Institution	437	243	680	27,227
University or other Tertiary Institution	743	301	1,044	41,861
Other	71	30	101	5,596
Not in Education	629	404	1,033	53,162
Total	**6,982**	**3,646**	**10,628**	**440,967**
Proportion of 13 - 19 year old residents (per cent)				
Primary School				
Government	0.6	0.6	0.6	0.7
Catholic	0.4	0.2	0.3	0.2
Other Non Government	0.2	0.0	0.1	0.1
Secondary School				
Government	38.9	40.3	39.4	39.3
Catholic	21.0	19.9	20.6	16.6
Other Non Government	12.0	12.1	12.0	14.0
Further				
Technical or Further Educational Institution	6.3	6.7	6.4	6.2
University or other Tertiary Institution	10.6	8.3	9.8	9.5
Other	1.0	0.8	1.0	1.3
Not in Education	9.0	11.1	9.7	12.1
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

Table 41: Secondary school-age resident enrolments 2011, BGK and Victoria					
	Bayside	**Glen Eira**	**Kingston**	**BGK Region**	**Victoria**
Government	1,762	2,972	4,634	9,368	193,777
Catholic	1,228	1,697	2,452	5,377	82,225
Independent	3,447	3,151	1,448	8,046	69,463
Total	**6,437**	**7,820**	**8,534**	**22,791**	**345,465**
Proportion of secondary school students per sector (per cent)					
Government	27.4	38.0	54.3	41.1	56.1
Catholic	19.1	21.7	28.7	23.6	23.8
Independent	53.5	40.3	17.0	35.3	20.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

The number of people in secondary schools over time is directly related to the population growth of the relevant age groups. Hence the pattern of growth in school enrolments for the region matches the 13 – 19 year old population profile.

The trends over time in education in the region are illustrated in Tables 42 and 43 and drawn from the ABS 1996, 2001, 2006 and 2011 Census. Secondary school enrolments over the period 1996 to 2011 have marginally increased across the region. Within the 13 to 19 year old resident age group TAFE enrolments have declined, whilst university student enrolments have increased over this period and in each LGA within the BGK region.

Table 42: Education trends 1996 - 2011 for resident students aged 13 - 19 years							
					Average Annual Growth (per cent)		
	1996	2001	2006	2011	1996 - 2001	2001 - 2006	2006 - 2011
Bayside							
Primary	52	55	54	69	1.2	-0.4	5.6
Secondary	5,073	5,436	5,690	5,759	1.4	0.9	0.2
Other	59	84	61	37	8.5	-5.5	-7.9
TAFE	338	357	298	256	1.1	-3.3	-2.8
University	900	957	916	1,009	1.3	-0.9	2.0
Total	**6,422**	**6,889**	**7,019**	**7,130**	1.5	0.4	0.3
Glen Eira							
Primary	68	70	73	63	0.6	0.9	-2.7
Secondary	5,838	6,274	6,409	6,954	1.5	0.4	1.7
Other	103	108	87	98	1.0	-3.9	2.5
TAFE	538	511	429	392	-1.0	-3.2	-1.7
University	1,007	1,132	1,137	1,226	2.5	0.1	1.6
Total	**7,554**	**8,095**	**8,135**	**8,733**	1.4	0.1	1.5
Kingston							
Primary	118	121	117	109	0.5	-0.7	-1.4
Secondary	7,176	7,295	7,221	7,661	0.3	-0.2	1.2
Other	75	102	91	101	7.2	-2.2	2.2
TAFE	838	897	741	680	1.4	-3.5	-1.6
University	769	868	901	1,044	2.6	0.8	3.2
Total	**8,976**	**9,283**	**9,071**	**9,595**	0.7	-0.5	1.2
Victoria							
Primary	4,913	4,988	4,818	4,585	0.3	-0.7	-1.0
Secondary	280,370	291,199	294,031	308,536	0.8	0.2	1.0
Other	3,662	5,059	4,763	5,596	7.6	-1.2	3.5
TAFE	27,508	30,236	26,886	27,227	2.0	-2.2	0.3
University	31,583	35,093	36,736	41,861	2.2	0.9	2.8
Total	**348,036**	**366,575**	**367,234**	**387,805**	1.1	0.0	1.1

Source: ABS Census, 1996 - 2011

Table 43: Education trends 1996 - 2011 for resident students aged 13 - 19 years (per cent)							
					Average Annual Growth (per cent)		
	1996	2001	2006	2011	1996 - 2001	2001 - 2006	2006 - 2011
Bayside							
Primary	0.8	0.8	0.8	1.0	-0.3	-0.7	5.2
Secondary	79.0	78.9	81.1	80.8	0.0	0.5	-0.1
Other	0.9	1.2	0.9	0.5	6.5	-5.7	-8.1
TAFE	5.3	5.2	4.2	3.6	-0.3	-3.6	-3.1
University	14.0	13.9	13.1	14.2	-0.2	-1.2	1.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**0.0**	**0.0**	**0.0**
Glen Eira							
Primary	0.9	0.9	0.9	0.7	-0.8	0.8	-3.9
Secondary	77.3	77.5	78.8	79.6	0.1	0.3	0.2
Other	1.4	1.3	1.1	1.1	-0.4	-4.0	1.0
TAFE	7.1	6.3	5.3	4.5	-2.3	-3.3	-3.0
University	13.3	14.0	14.0	14.0	1.0	0.0	0.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**0.0**	**0.0**	**0.0**
Kingston							
Primary	1.3	1.3	1.3	1.1	-0.2	-0.2	-2.4
Secondary	79.9	78.6	79.6	79.8	-0.3	0.3	0.1
Other	0.8	1.1	1.0	1.1	6.3	-1.7	1.0
TAFE	9.3	9.7	8.2	7.1	0.7	-3.1	-2.6
University	8.6	9.4	9.9	10.9	1.8	1.2	1.9
Total	**100.0**	**100.0**	**100.0**	**100.0**	**0.0**	**0.0**	**0.0**
Victoria							
Primary	1.4	1.4	1.3	1.2	-0.7	-0.7	-2.0
Secondary	80.6	79.4	80.1	79.6	-0.3	0.2	-0.1
Other	1.1	1.4	1.3	1.4	6.2	-1.2	2.3
TAFE	7.9	8.2	7.3	7.0	0.9	-2.2	-0.8
University	9.1	9.6	10.0	10.8	1.1	0.9	1.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**0.0**	**0.0**	**0.0**

Source: ABS Census, 1996 – 2011

1.3.4   Year 12 or equivalent attainment rates

Table 44 shows that Year 12 or equivalent attainment between the years of 2009 and 2013 across the BGK region was generally higher than that of Victoria. In 2013, Bayside had the highest attainment rate at 96.6 per cent, Kingston followed at 96.0 per cent and Glen Eira had the lowest level at 91.1 per cent. Unfortunately, more recent data is not currently available.

Despite having the lowest socio-economic rates and enrolment in non-government schools in the BGK region (as well as higher levels of disability, migration from non-english speaking countries and other factors that can negatively influence attainment in education) Kingston has shown the most significant Year 12 or equivalent attainment rate increase over this period. The Kingston grew its attainment rate by a staggering 8.6 per cent over this five year period.

By contrast, the higher socio-economic and non-government school enrolment regions of Bayside and Glen Eira actually experienced small reduction rates in their Year 12 or equivalent rates over the 2009 – 2013 period.

Table 44: Year 12 or equivalent attainment of 19 year olds (BGK region)						
	2009	**2010**	**2011**	**2012**	**2013**	**Per cent change (2009 - 2013)**
Bayside	96.8	99.7	95.3	97.0	96.6	-0.1
Glen Eira	93.2	94.6	90.2	94.2	91.1	-1.3
Kingston	87.4	89.6	85.2	89.1	96.0	8.6
Victoria	**81.2**	**81.6**	**84.2**	**86.8**	**86.9**	**5.7**

Source: Victorian DET, 2015 LLEN Data Disk

1.3.5   Post-School Destinations

'On Track', the Victorian Government initiative that researches Year 12 completers' post school pathways, provides further detail about the destinations of young people in the year after they have left school. Table 45 indicates that the vast majority of regional young people are choosing a further education or training pathway upon school completion. At the time of preparing this BGK Regional Scan data for the 2014 Year 12 completer cohort was not yet available, making the 2013 completer cohort data the most recent.

It is important to note that when reviewing the following On Track data tables the destination measures changed when surveying the 2013 Year 12 completer cohort. Where previously deferrals from further education and training offers were included, 2013 Year 12 completers who have deferred a place now have their university or TAFE/VET have been allocated to their labour market destinations. Two additional measures have also been included, which were not included in previous years, NILFET (Not in the Labour Force, Education or Training) and unknown destinations. The inclusion of these two measures account for increases in some specific destination categories.

According to On Track, between the Year 12 Completer years of 2003 and 2013, the proportion of school leavers in the BGK region enrolling in University has increased by 16.5 per cent from 47.8 per cent of the 2003 cohort to 64.3 per cent of the 2013 completers.

Between the Year 12 Completer years of 2003 to 2013 there has been a steady decline in the number of BGK region Year 12 completers undertaking a TAFE/VET place (Cert I – IV). Since 2003, the proportion of students attending a Technical and Further Education Institution (incl. TAFE) place has reduced by 12 per cent, peaking at 28.1 per cent of all 2003 Year 12 Completers and dropping to only 14 per cent of all 2013 Year 12 Completers, which may be partially attributed to the increasing rates of university, apprenticeship/traineeship and employment destinations.

Between the Year 12 Completer years of 2003 to 2013 there has been an increase in the proportion of students taking up an apprenticeship / traineeship labour-market destination post-school, from 3 per cent of all Year 12 completers in 2003 to 3.5 per cent of 2013 school completers, including spikes of 7.1 per cent in 2005, 6.4 per cent in 2008 and 4.2 per cent in 2012.

Between 2003 and 2012 a decrease in the employment (which includes both full and part-time arrangements) destination of young people was recorded. Of 2012 Year 12 completers, the employment destination rate was 7.4 per cent. However, in 2013 this rate has significantly increased to 13.2 per cent. It is highly likely that this spike is because deferrals are now allocated to the completer's labour force destination; meaning that some of those 13.2 per cent are actually working post-school with a view to entering into their deferred further education or training place in the following year.

The number of Year 12 Completers seeking work post-school had been steadily declining within the BGK region between 2003 and 2012. However, there was an increase in the rate of 2013 Year 12 completers looking for work to 4.4 per cent (in 2012 it had been 2.5 per cent). Again, this is likely attributed to the fact that deferrals from further education and training are no longer presented as a separate On Track destination category and some of this cohort looking for work actually have been offered a place but at the time of On Track surveying were not in employment.

The number of Year 12 Completers who opted to defer their tertiary place had been steadily increasing over time between 2004 and 2012. However, as noted earlier, deferrals were not recorded in the 2014 On Track surveying of Year 12 completers. It is worth noting, however, that 2008 ACER research suggests that the vast majority of Year 12 Completers across Victoria deferred so as "to have a year off from study" while "one-third of students said that the costs of study influenced their decision to defer" and may also be a contributing factor for students choosing deferral in the BGK region.

Table 45 show On Track data for the BGK region as a whole. Tables 46 to 48 show On Track data for each of the BGK regions over the 2003 – 2013 period.

Table 45: On Track Survey Destination Data, BGK Region (2003 – 2013, Year 12 Completer Cohorts)											
	Uni-versity	Cert IV+	Cert I-III	Apprentice-ship	Trainee-ship	Employed full-time	Employed part-time	Looking for work	Deferred	NILFET	Un-known
2003	47.8	22.3	5.8	1.6	1.4	6.9	9.8	4.3			
2004	50.3	20.4	5.6	2.3	1.3	4.5	6.3	2.4	6.9		
2005	51.0	18.8	4.6	3.2	4.0	4.1	6.3	1.8	6.3		
2006	56.1	15.2	3.2	3.3	2.8	3.7	6.2	2.0	7.5		
2007	52.8	16.0	3.5	2.2	1.9	6.5	6.1	1.8	9.2		
2008	52.7	13.6	2.7	4.1	2.4	6.4	5.6	1.5	11.1		
2009	53.3	12.6	3.7	3.2	1.5	3.1	6.8	3.2	12.3		
2010	59.1	11.8	3.0	2.7	1.4	3.0	6.1	2.3	10.7		
2011	57.7	13.3	2.8	2.4	1.0	2.3	4.2	2.4	13.5		
2012	59.3	12.6	2.9	2.7	1.5	2.2	5.2	2.5	11.1		
2013	64.3	11.6	2.4	2.3	1.2	3.3	9.9	4.4		0.5	0.1

Source: BGK LLEN, 2015 (drawn from Victorian DET data)

Table 46: On Track Survey Destination Data, Bayside Region (2003 – 2013, Year 12 Completer Cohorts)											
	Uni-versity	Cert IV+	Cert I-III	Apprentice-ship	Trainee-ship	Employed full-time	Employed part-time	Looking for work	Deferred	NILFET	Un-known
2003	47.5	19.1	4.8	1.5	1.7	7.9	13.6	3.9			
2004	50.0	18.0	6.1	1.7	1.2	4.4	7.0	3.3	8.2		
2005	51.3	15.6	3.3	2.8	4.1	5.7	7.5	2.5	7.2		
2006	57.3	12.9	2.4	2.9	3.5	3.5	6.7	2.9	8.0		
2007	51.8	16.3	2.0	2.1	1.5	7.5	6.3	2.6	9.9		
2008	51.6	11.7	1.7	3.6	1.9	6.6	7.1	1.7	14.1		
2009	52.2	13.0	2.5	3.0	1.2	4.3	6.4	4.2	13.0		
2010	59.2	10.0	1.7	1.5	1.0	2.9	7.3	2.8	13.7		
2011	56.8	11.7	2.1	1.9	0.6	2.4	4.1	1.9	18.1		
2012	56.2	12.0	2.2	2.6	1.2	2.3	5.6	3.2	14.4		
2013	60.9	11.9	2.3	1.6	0.5	4.6	12.4	5.3		0.5	0.0

Source: BGK LLEN, 2015 (drawn from Victorian DET data)

Table 47: On Track Survey Destination Data, Glen Eira Region (2003 – 2013, Year 12 Completer Cohorts)											
	Uni-versity	Cert IV+	Cert I-III	Apprentice-ship	Trainee-ship	Employed full-time	Employed part-time	Looking for work	Deferred	NILFET	Un-known
2003	57.3	20.5	6.5	0.4	0.2	5.4	6.7	3.1			
2004	57.5	20.2	4.8	1.3	1.8	3.3	3.9	2.0	5.3		
2005	52.8	19.0	6.0	1.4	3.1	3.4	5.1	2.2	6.9		
2006	60.5	15.2	4.4	1.5	1.7	2.3	4.2	0.9	9.3		
2007	57.9	12.3	5.2	1.4	1.8	3.4	3.8	1.3	12.8		
2008	58.3	12.9	2.9	2.4	2.4	4.7	3.3	0.7	12.5		
2009	55.8	10.7	3.7	3.2	1.5	2.1	4.4	2.1	15.6		
2010	62.4	11.5	4.4	2.1	1.6	2.4	3.6	2.1	10.0		
2011	63.8	12.9	3.6	0.9	0.9	1.3	1.8	2.2	12.1		
2012	70.2	9.5	2.7	1.0	1.8	1.2	3.2	1.3	9.0		
2013	71.1	11.0	2.5	1.8	1.2	1.6	6.7	3.0		1.2	0.0

Source: BGK LLEN, 2015 (drawn from Victorian DET data)

Table 48: On Track Survey Destination Data, Kingston Region (2003 – 2013, Year 12 Completer Cohorts)

	Univ-ersity	Cert IV+	Cert I-III	Apprentice-ship	Trainee-ship	Employed full-time	Employed part-time	Looking for work	Deferred	NILFET	Un-known
2003	42.3	25.7	6.2	2.4	2.0	7.2	8.9	5.3			
2004	46.4	22.4	5.7	3.2	1.2	5.3	7.2	1.9	6.8		
2005	49.4	21.1	4.5	4.8	4.5	3.4	6.1	1.0	5.3		
2006	51.3	17.7	3.1	5.2	2.9	5.0	7.4	1.8	5.6		
2007	50.0	18.4	3.5	2.7	2.2	7.9	7.7	1.5	6.1		
2008	49.5	16.1	3.4	5.9	2.9	7.6	5.9	1.9	6.9		
2009	52.4	13.8	4.8	3.2	1.8	2.7	9.2	3.0	8.8		
2010	56.1	13.6	3.1	4.4	1.5	3.6	7.1	2.0	8.6		
2011	53.7	15.1	2.8	4.2	1.5	3.0	6.1	3.1	10.1		
2012	54.1	15.3	3.5	3.8	1.4	2.7	6.4	2.8	9.9		
2013	61.3	11.9	2.4	3.3	1.5	3.6	10.7	5.0		0.0	0.3

Source: BGK LLEN, 2015 (drawn from Victorian DET data)

1.3.6   Socio-Economic and Living Characteristics

The financial wellbeing of young people aged 13 to 19 years is dependent on the situation in which they live. The region as a whole has higher than average household incomes, though the levels vary across the region, with Kingston recording a greater proportion of households in low incomes than Bayside and Glen Eira.

Table 49 shows the number of children that were living in low income earning families in 2011 (determined at the time as being those earning less than the Health Care Card threshold of $838 per week in 2011 - which represented a approx. 7,815 children in 2011. All of the BGK regions have below average numbers of children living in low income families. However across the regions it can be seen that Kingston (C) – North (closely followed by Kingston (C) – South) has the highest number of children living in these low income families, whilst Bayside (C) – Brighton has the lowest number of children in low income families. It should be noted here that the source of this data is the Australian Bureau of Statistics 2011 census, and at this geographic level it was not possible to separate 13 to 19 year olds from the ABS dependent child definition of "A dependent child is a person who is either a child under 15 years of age, or a dependent student aged 15-24 years".

Table 50 is similar to Table 49 except that it measures the number of low income families.

Table 49: Number of low income families with dependent children (2011)

	Low income families (no. children)	All families (no. children)	Per cent
Bayside (C) - Brighton	539	8,026	6.7
Bayside (C) - South	926	12,645	7.3
Glen Eira (C) - Caulfield	1,379	15,045	9.2
Glen Eira (C) - South	1,200	11,808	10.2
Kingston (C) - North	2,497	18,984	13.2
Kingston (C) - South	1,274	9,880	12.9
BGK Total	**7,815**	**76,388**	**10.2**
Victoria	**209,411**	**1,101,080**	**19.0**

Source: ABS 2011 Census

Table 50: Number of low income families with dependent children (2011)			
	Low income families	All families	Per cent
Bayside (C) - Brighton	330	4,230	7.8
Bayside (C) - South	578	6,679	8.7
Glen Eira (C) - Caulfield	889	8,218	10.8
Glen Eira (C) - South	717	6,476	11.1
Kingston (C) - North	1,523	10,675	14.3
Kingston (C) - South	776	5,534	14.0
BGK Total	**4,813**	**41,812**	**11.5**
Victoria	**116,020**	**588,750**	**19.7**

Source: ABS 2011 Census

Young people aged 13 to 19 years in the BGK region live in a variety of family types. Table 51 analyses the living arrangements of 13 to 19 year olds in the BGK region in 2011. All regions have higher than the Victorian average proportion of people living solely with their own parents. Kingston (C) - South has the lowest proportion of 13 to 14 year olds living with both or a lone parent, at around 90 per cent and very close to the Victorian average of 91 per cent. The proportion of 15 to 19 year olds living with their parents is around 87 per cent for Kingston (C) – South and around 86 per cent for Victoria. The other regions again have a higher share of 15 to 19 year olds living with their own parents. The proportion of people living in a step family situation is higher for Kingston (C) – South, at 9.8 per cent, than for Victoria in both age ranges. The rest of the region is significantly below the state proportion for step families.

Table 51: Living arrangements of population aged 13 - 19 years (2011)		Bayside (C) - Brighton	Bayside (C) - South	Glen Eira (C) - Caulfield	Glen Eira (C) - South	Kingston (C) - North	Kingston (C) - South	BGK Total	Victoria
13 to 14 year olds (number of children)									
Natural or adopted child under 15		780	1,185	1,402	1,182	1,806	950	7,305	113,036
Step child under 15		24	77	53	82	127	99	462	10,161
Foster child under 15		0	0	0	0	0	0	0	217
Otherwise related child under 15		6	8	4	6	13	4	41	993
Unrelated child under 15		3	0	3	0	9	0	15	320
	Total	**813**	**1,270**	**1,462**	**1,270**	**1,955**	**1,053**	**7,823**	**124,727**
13 to 14 year olds (per cent)									
Natural or adopted child under 15		95.9	93.3	95.9	93.1	92.4	90.2	93.4	90.6
Step child under 15		3.0	6.1	3.6	6.5	6.5	9.4	5.9	8.1
Foster child under 15		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Otherwise related child under 15		0.7	0.6	0.3	0.5	0.7	0.4	0.5	0.8
Unrelated child under 15		0.4	0.0	0.2	0.0	0.5	0.0	0.2	0.8
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
15 to 19 year olds (number of children)									
Natural or adopted child		1,986	2,864	2,983	2,626	4,412	2,215	17,084	258,498
Step child		130	219	185	195	400	251	1,380	25,739
Foster child		0	0	0	0	0	9	9	465
Unrelated indiv. living in family household		29	27	66	57	80	33	292	5,614
Group household member		16	16	160	36	59	28	315	7,475
Lone person		12	28	41	13	33	16	143	3,227
	Total	**2,173**	**3,154**	**3,435**	**2,927**	**4,984**	**2,552**	**19,223**	**301,018**
15 to 19 year olds (per cent)									
Natural or adopted child		91.4	90.8	86.8	89.7	88.5	86.8	88.9	85.9
Step child		6.0	6.9	5.4	6.7	8.0	9.8	7.2	8.6

Foster child	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.2
Unrelated indiv. living in family household	1.3	0.9	1.9	1.9	1.6	1.3	1.5	1.9
Group household member	0.7	0.5	4.7	1.2	1.2	1.1	1.6	2.5
Lone person	0.6	0.9	1.2	0.4	0.7	0.6	0.7	1.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: ABS 2011 Census

1.3.7   Culturally and Linguistically Diverse Population Characteristics

People in the BGK region are predominately born in Australia. At the 2011 Census only 4,430 or 18.5 per cent of 13 to 19 year olds in the BGK region were born overseas. The overseas regions where most of these people came from were: United Kingdom 15.9 per cent; Chinese Asia 13.7 per cent; Southern and East Africa 11 per cent; and, New Zealand 8.9 per cent. Recent changes in the number of arrivals of people are illustrated in Table 54. Between 2006 and 2011 Glen Eira (C) - Caulfield had a large increase in the per cent of 15 to 24 year olds born overseas, increasing from 39.7 per cent in 2006 to 53.8 per cent in 2011.

Across around half of the BGK region, the proportion of people with language difficulties is lower than that for Victoria as a whole. The regional exceptions to this are Glen Eira (C) – Caulfield, Glen Eira (C) - South and Kingston (C) – North, which range from 0.1 per cent and 0.5 per cent higher than the Victorian average of 0.9 per cent of young people aged 13 to 19 recorded as not proficient in spoken English.

Table 52: Country of birth people aged 13 - 19 years (2011)			
	Australia	**Overseas**	**Per cent born overseas**
Bayside (C) - Brighton	2,633	528	20.1
Bayside (C) - South	3,954	660	16.7
Glen Eira (C) - Caulfield	4,312	942	21.8
Glen Eira (C) - South	3,615	740	20.5
Kingston (C) - North	6,070	1,153	19.0
Kingston (C) - South	3,379	407	12.0
BGK Total	**23,963**	**4,430**	**18.5**
Victoria	**342,752**	**60,513**	**17.7**

Source: ABS 2011 Census

Table 53: Major region of birth for people aged 13 - 19 years in BGK region (2011)		
	Born overseas	**Per cent**
United Kingdom	705	15.9
Chinese Asia (includes Mongolia)	608	13.7
Southern and East Africa	487	11.0
New Zealand	394	8.9
Southern Asia	352	7.9
Maritime South-East Asia	317	7.2
Middle East	283	6.4
Other regions	1,284	29.0
Total overseas born	**4,430**	**100.0**

Source: ABS 2011 Census

Table 54: Overseas born per cent of the population aged 15 - 24 years (2001 - 2011)			
	2001	**2006**	**2011**
Bayside (C) - Brighton	19.2	19.3	19.8
Bayside (C) - South	16.6	15.7	16.5
Glen Eira (C) - Caulfield	34.2	39.7	53.8
Glen Eira (C) - South	25.8	23.3	25.8
Kingston (C) - North	26.3	25.3	29.3
Kingston (C) - South	19.6	19.0	13.9
Victoria	**21.6**	**23.2**	**25.3**

Source: ABS Census, 2001 - 2011

Table 55: Proficiency in spoken English population aged 13 - 19 years (2011)			
	Speaks English well	**Not proficient in English**	**Per cent not proficient**
Bayside (C) - Brighton	3,140	20	0.6
Bayside (C) - South	4,615	15	0.3
Glen Eira (C) - Caulfield	5,198	72	1.4
Glen Eira (C) - South	4,304	48	1.1
Kingston (C) - North	7,191	70	1.0
Kingston (C) - South	3,772	18	0.5
Victoria	**456,034**	**4,137**	**0.9**

Source: ABS 2011 Census

1.3.8 Indigenous Population Characteristics

The BGK region has a low number of young people of Indigenous heritage attending BGK secondary colleges. At 2014, the federal government My School website recorded 63 Indigenous students attended secondary schools across the region which was a slight decrease on enrolment levels recorded in 2013. All Indigenous students attended government schools, with no attendance in the Catholic or independent sectors.

Table 56: Indigenous secondary school population (government sector)						
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Bayside	11	11	7	8	12	2
Glen Eira	10	15	11	25	42	51
Kingston	18	21	29	24	23	10
BGK Total	**39**	**47**	**47**	**57**	**77**	**63**

Source: My School

1.3.9 Young People with Special Needs Characteristics

The "Core Activity Need for Assistance" question included in the ABS Census is included to measure those individuals that have long term health problems that cause people to need help in one or more of the areas of self-care, mobility and communication. Table 57 shows the 2006 and 2011 Census results for BGK region children aged 13 to 19 years of age. In 2011, the BGK region recorded a lower proportion of children needing assistance with core activity than the Victorian average. Of all the regions, Kingston (C) – South recorded the largest proportion with 1.9 per cent of all young people aged 13 to 19 requiring assistance, as compared to 2.2 per cent of Victorian average for this age group. Overall the BGK region has recorded a slight increase in children requiring core activity assistance between the 2006 and 2011 census years; however this increase has been less than the growth experienced state wide.

Table 57: People aged 13 - 19 years that require help with core activities (2006 - 2011)							
	2006			**2011**			**Average Annual Growth (per cent)**
	Need help	**Does not need help**	**Need help per cent**	**Need help**	**Does not need help**	**Need help per cent**	**2006 - 2011**
Bayside (C) - Brighton	26	3,175	**0.8**	35	3,113	**1.1**	7.5
Bayside (C) - South	57	4,469	**1.3**	60	4,543	**1.3**	0.7
Glen Eira (C) - Caulfield	49	5,114	**1.0**	65	5,187	**1.3**	6.2
Glen Eira (C) - South	45	3,880	**1.2**	68	4,280	**1.6**	7.4
Kingston (C) - North	100	7,131	**1.4**	131	7,098	**1.8**	6.3
Kingston (C) - South	64	3,467	**1.8**	71	3,688	**1.9**	0.9
BGK Total	**341**	**27,236**	**1.3**	**430**	**27,909**	**1.5**	4.6
Victoria	**7,234**	**436,619**	**1.7**	**9,944**	**446,720**	**2.2**	6.9

Source: ABS Census 2006 / 2011

Another source of data that indicates higher rates of disability was that produced by The Association for Children with a Disability in 2006 (the most recent data available). At this time, it was asserted that in 2006 there were a total of 2,997 children and young people aged 5 – 24 with a severe or profound disability (see Table 58) living in the Bayside, Glen Eira and Kingston region. Table 59 shows that there were 6,991 children and young people (including those with a severe or profound disability) living in the region. This indicates that there were approx. 3,994 considered to have a disability outside of the category 'severe or profound' – ie. moderate or mild. Young people, regardless of the level of disability, may present with a range of impairments including: sensory or speech; intellectual or learning needs; physical; psychological; and Autism Spectrum Disorder.

Table 58: Children or Young People with a Severe or Profound Disability - 2006			
LGA	**5 – 14 years**	**15 – 24 years**	**Total**
Bayside	552	251	**803**
Glen Eira	662	380	**1042**
Kingston	765	387	**1152**
BGK Total	**1979**	**1018**	**2997**

Source: Association for Children with a Disability, 2006

Table 59: All Children or Young People with a Disability - 2006			
LGA	**5 – 14 years**	**15 – 24 years**	**Total**
Bayside	987	850	**1837**
Glen Eira	1184	1289	**2473**
Kingston	1368	1313	**2681**
Total	**3539**	**3452**	**6991**

Source: Association for Children with a Disability, 2006

At 2012, the Victorian Department of Education and Training (previously DEECD) reported that approx. 260 young people between the ages of 14 to 18 years of age attending government special and mainstream secondary schools were receiving funding under the 'Program for Students with Disabilities (PSD)'. This does not include the numbers of young people with disabilities or learning needs attending either Catholic or independent schools in the BGK region. Unfortunately more recent data regarding the numbers of local students receiving the PSD is available at the time of publication.

The Victorian Department of Education and Training 'Program for Students with Disabilities 2015 Guidelines' states that the PSD is a targeted program, additional to the Student Resource Package for a defined student population with moderate to severe disabilities in Victorian Government Schools. The categories of students eligible for this funding are: physical disability; visual impairment; severe behaviour disorder; hearing impairment; intellectual disability; Autism spectrum disorder; and, severe language disorder with critical learning needs.

Another group of people with special needs are young people that are required to help a family member with a disability or long term health condition. These carers are vulnerable to not completing or pursuing education and work opportunities. In 2011, across the BGK region, 4.3 per cent of young people aged 13 to 19 years identified as an unpaid assistant to a person with a disability, comparing with 4.8 per cent across Victoria. Glen Eira (C) – South recorded at rate of 6 per cent, making that statistical area 1.2 per cent higher than the state wide average. Overall the BGK region as a whole and the statistical regions that make up this area have seen an increase in youth carers since the 2006 Census, just has Victoria. Table 60 gives an indication of the numbers of unpaid carers in the 15 to 19 year old age group.

Table 60: Unpaid assistants (aged 15 - 19 years) to people with a disability (2006 - 2011)							Average Annual Growth (per cent)
	2006			2011			
	No unpaid assistance provided	Unpaid assistance provided	Provided unpaid assistance per cent	No unpaid assistance provided	Unpaid assistance provided	Provided unpaid assistance per cent	2006 - 2011
Bayside (C) - Brighton	1,966	68	3.5	2,086	80	3.8	2.2
Bayside (C) - South	2,862	94	3.3	2,962	120	4.1	4.7
Glen Eira (C) - Caulfield	3,249	163	5.0	3,322	199	6.0	3.9
Glen Eira (C) - South	2,422	100	4.1	2,795	92	3.3	-4.1
Kingston (C) - North	4,584	192	4.2	4,706	195	4.1	-0.2
Kingston (C) - South	2,193	84	3.8	2,421	96	4.0	0.7
BGK Total	17,276	701	4.1	18,292	782	4.3	1.1
Victoria	276,250	12,698	4.6	293,526	13,982	4.8	0.7

Source: ABS Census 2006 / 2011

1.3.10 Youth Employment Population Changes

As at December 2015, the youth unemployment rate for 15 – 24 year olds in the Ínner Melbourne' statistical areas (which takes in Bayside, Glen Eira, Kingston as well as Stonnington which could not be separated from the data) was 12.2 per cent. This rate was lower than the Victorian rate of 14.5 per cent at the same time, but slightly higher than the Australian rate of 12.1 per cent. This data was provided through the Department of Employment 'Small Area Labour Markets' publication.

The education and labour force status of 15 to 19 year olds between each of the three most recent census periods 2001, 2006 and 2011 is given in Tables 61 to 65. Tables 64 – 65 provide BGK region and Victorian totals.

There has been a mix of increase and decrease in employment whilst attending education patterns between 2001 and 2011. There has been an increase in part-time employment for secondary students in the BGK region, just as has been recorded within Victoria as a whole. There have been slight decreases in full and part-time employment of BGK students attending Technical and Further Education Institutions, something mirrored state wide. Amongst BGK students attending university there has been a slight decrease in those working full-time but a strong increase in the number employed part-time, with a similar pattern noted in Victoria. Amongst those BGK students attending another type of education or training provider there has been a slight decrease in full-time employment and small increase in part-time employment; whereas Victorian rates amongst this student category remained relatively consistent.

Overall there have been decreases in the number of BGK young people not attending any education and training and not employed either full or part-time. The number not attending and in full-time has dropped from 7.7 per cent in 2001 to 3.4 in 2011; which contrasts greatly with Victorian rates which have seen growth in this population from 8.1 per cent in 2001 to 8.8 in 2011. Those not attending and working part-time have remained relatively static in the BGK region, at around 3.1 per cent, with the Victorian static also hovering around 3.9 per cent over this period.

There has been a small reduction in the number of 15 to 19 year olds not in education and not in the labour force. Between 2001 and 2011 this population has reduced from 527 to 425, or 2.6 per cent to 2.3 per cent of the total 15 – 19 year old population. In contrast the Victorian average has remained stable at approx. 3.4 per cent over the ten year period.

Table 61: Education and labour force status of 15 - 19 year olds in Bayside						
	Number			**Per cent**		
	2001	**2006**	**2011**	**2001**	**2006**	**2011**
Secondary school and employed FT	12	8	3	0.2	0.1	0.1
Secondary school and employed PT	899	1,037	832	16.6	17.4	15.9
Secondary school and Unemployed, looking for work	134	145	117	2.5	2.4	2.2
Secondary school and Not in the labour force	2,363	2,862	2,617	43.7	48.1	50.2
Technical and Further Education Institution and Employed FT	119	61	46	2.2	1.0	0.9
Technical and Further Education Institution and employed PT	145	123	84	2.7	2.1	1.6
Technical and Further Education Institution, Unemployed, looking for work	25	31	24	0.5	0.5	0.5
Technical and Further Education Institution and Not in the labour force	102	116	89	1.9	1.9	1.7
University and employed FT	36	14	19	0.7	0.2	0.4
University and employed PT	538	646	608	10.0	10.9	11.7
University and Unemployed, looking for work	60	60	84	1.1	1.0	1.6
University and Not in the labour force	245	270	252	4.5	4.5	4.8
Attend Other and employed FT	15	9	4	0.3	0.2	0.1
Attend Other and employed PT	9	16	5	0.2	0.3	0.1
Attend Other and Unemployed, looking for work	4	3	4	0.1	0.1	0.1
Attend Other and Not in the labour force	38	32	19	0.7	0.5	0.4
Not attending and employed FT	278	177	129	5.1	3.0	2.5
Not attending and employed PT	188	185	141	3.5	3.1	2.7
Not attending and Unemployed, looking for work	81	56	45	1.5	0.9	0.9
Not attending and Not in the labour force	116	102	96	2.1	1.7	1.8
Total	**5,407**	**5,953**	**5,218**	**100.0**	**100.0**	**100.0**

Source: ABS Census, 2001 - 2011

Table 62: Education and labour force status of 15 - 19 year olds in Glen Eira						
	Number			**Per cent**		
	2001	**2006**	**2011**	**2001**	**2006**	**2011**
Secondary school and employed FT	5	4	6	0.1	0.1	0.1
Secondary school and employed PT	889	1,079	869	12.9	14.8	13.8
Secondary school and Unemployed, looking for work	189	155	106	2.7	2.1	1.7
Secondary school and Not in the labour force	2,903	3,477	3,141	42.2	47.6	49.8
Technical and Further Education Institution and Employed FT	170	68	63	2.5	0.9	1.0
Technical and Further Education Institution and employed PT	161	169	121	2.3	2.3	1.9
Technical and Further Education Institution, Unemployed, looking for work	70	55	40	1.0	0.8	0.6
Technical and Further Education Institution and Not in the labour force	214	203	162	3.1	2.8	2.6
University and employed FT	32	16	14	0.5	0.2	0.2
University and employed PT	534	688	588	7.8	9.4	9.3
University and Unemployed, looking for work	172	98	119	2.5	1.3	1.9
University and Not in the labour force	555	465	457	8.1	6.4	7.2
Attend Other and employed FT	19	14	7	0.3	0.2	0.1
Attend Other and employed PT	16	21	18	0.2	0.3	0.3
Attend Other and Unemployed, looking for work	9	8	0	0.1	0.1	0.0
Attend Other and Not in the labour force	52	55	56	0.8	0.8	0.9
Not attending and employed FT	446	284	152	6.5	3.9	2.4
Not attending and employed PT	162	210	180	2.4	2.9	2.9
Not attending and Unemployed, looking for work	128	93	76	1.9	1.3	1.2
Not attending and Not in the labour force	152	143	135	2.2	2.0	2.1
Total	**6,878**	**7,305**	**6,310**	**100.0**	**100.0**	**100.0**

Source: ABS Census, 2001 - 2011

Table 63: Education and labour force status of 15 - 19 year olds in Kingston						
	Number			Per cent		
	2001	2006	2011	2001	2006	2011
Secondary school and employed FT	15	11	4	0.2	0.1	0.1
Secondary school and employed PT	1,137	1,414	1,341	14.1	16.6	18.4
Secondary school and Unemployed, looking for work	226	238	98	2.8	2.8	1.3
Secondary school and Not in the labour force	3,044	3,470	3,148	37.7	40.8	43.1
Technical and Further Education Institution and Employed FT	330	219	159	4.1	2.6	2.2
Technical and Further Education Institution and employed PT	231	267	211	2.9	3.1	2.9
Technical and Further Education Institution, Unemployed, looking for work	111	100	70	1.4	1.2	1.0
Technical and Further Education Institution and Not in the labour force	278	249	212	3.4	2.9	2.9
University and employed FT	38	34	19	0.5	0.4	0.3
University and employed PT	461	571	561	5.7	6.7	7.7
University and Unemployed, looking for work	104	69	113	1.3	0.8	1.5
University and Not in the labour force	317	306	316	3.9	3.6	4.3
Attend Other and employed FT	29	13	12	0.4	0.2	0.2
Attend Other and employed PT	14	19	18	0.2	0.2	0.2
Attend Other and Unemployed, looking for work	9	10	3	0.1	0.1	0.0
Attend Other and Not in the labour force	48	57	50	0.6	0.7	0.7
Not attending and employed FT	843	562	362	10.5	6.6	5.0
Not attending and employed PT	265	356	268	3.3	4.2	3.7
Not attending and Unemployed, looking for work	305	305	146	3.8	3.6	2.0
Not attending and Not in the labour force	259	238	194	3.2	2.8	2.7
Total	**8,064**	**8,508**	**7,305**	**100.0**	**100.0**	**100.0**

Source: ABS Census, 2001 - 2011

Table 64: Education and labour force status of 15 - 19 year olds in BGK region						
	Number			**Per cent**		
	2001	**2006**	**2011**	**2001**	**2006**	**2011**
Secondary school and employed FT	32	23	13	0.2	0.1	0.1
Secondary school and employed PT	2,925	3,530	3,042	14.4	16.2	16.2
Secondary school and Unemployed, looking for work	549	538	321	2.7	2.5	1.7
Secondary school and Not in the labour force	8,310	9,809	8,906	40.8	45.1	47.3
Technical and Further Education Institution and Employed FT	619	348	268	3.0	1.6	1.4
Technical and Further Education Institution and Employed PT	537	559	416	2.6	2.6	2.2
Technical and Further Education Institution, Unemployed, looking for work	206	186	134	1.0	0.9	0.7
Technical and Further Education Institution and Not in the labour force	594	568	463	2.9	2.6	2.5
University and employed FT	106	64	52	0.5	0.3	0.3
University and employed PT	1,533	1,905	1,757	7.5	8.8	9.3
University and Unemployed, looking for work	336	227	316	1.7	1.0	1.7
University and Not in the labour force	1,117	1,041	1,025	5.5	4.8	5.4
Attend Other and employed FT	63	36	23	0.3	0.2	0.1
Attend Other and employed PT	39	56	41	0.2	0.3	0.2
Attend Other and Unemployed, looking for work	22	21	7	0.1	0.1	0.0
Attend Other and Not in the labour force	138	144	125	0.7	0.7	0.7
Not attending and employed FT	1,567	1,023	643	7.7	4.7	3.4
Not attending and employed PT	615	751	589	3.0	3.5	3.1
Not attending and Unemployed, looking for work	514	454	267	2.5	2.1	1.4
Not attending and Not in the labour force	527	483	425	2.6	2.2	2.3
Total	**20,349**	**21,766**	**18,833**	**100.0**	**100.0**	**100.0**

Source: ABS Census, 2001 - 2011

Table 65: Education and labour force status of 15 - 19 year olds in Victoria						
	Number			**Per cent**		
	2001	**2006**	**2011**	**2001**	**2006**	**2011**
Secondary school and employed FT	488	402	312	0.1	0.1	0.1
Secondary school and employed PT	46,734	51,248	47,482	14.3	14.7	15.0
Secondary school and Unemployed, looking for work	10,116	10,303	9,650	3.1	3.0	3.1
Secondary school and Not in the labour force	127,838	144,581	129,330	39.2	41.5	40.9
Technical and Further Education Institution and Employed FT	9,089	8,907	7,219	2.8	2.6	2.3
Technical and Further Education Institution and employed PT	7,685	7,930	6,874	2.4	2.3	2.2
Technical and Further Education Institution, Unemployed, looking for work	3,644	2,906	2,557	1.1	0.8	0.8
Technical and Further Education Institution and Not in the labour force	10,632	10,362	9,413	3.3	3.0	3.0
University and employed FT	840	821	690	0.3	0.2	0.2
University and employed PT	18,482	19,200	19,543	5.7	5.5	6.2
University and Unemployed, looking for work	4,593	4,203	4,182	1.4	1.2	1.3
University and Not in the labour force	15,407	16,340	15,836	4.7	4.7	5.0
Attend Other and employed FT	1,031	852	672	0.3	0.2	0.2
Attend Other and employed PT	637	728	890	0.2	0.2	0.3
Attend Other and Unemployed, looking for work	700	483	464	0.2	0.1	0.1
Attend Other and Not in the labour force	2,343	2,775	2,718	0.7	0.8	0.9
Not attending and employed FT	26,578	26,921	27,758	8.1	7.7	8.8
Not attending and employed PT	12,251	13,664	12,336	3.8	3.9	3.9
Not attending and Unemployed, looking for work	16,213	13,344	7,680	5.0	3.8	2.4
Not attending and Not in the labour force	11,132	12,208	10,742	3.4	3.5	3.4
Total	**326,433**	**348,178**	**316,348**	**100.0**	**100.0**	**100.0**

Source: ABS Census, 2001 - 2011

1.4   Economic Profile of the Bayside, Glen Eira and Kingston Region

For detailed information about the region's economic, industry and employment profile see the 'Key Regional Business and Industry Sector' section of this report.

1.5   Issues / Considerations - Youth Transitions and Outcomes

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

Ageing Population	
Issue:	• The BGK region has population that is ageing faster than the state average, with some areas having lower numbers of people aged less than 34 years than those in the post working age ranges. As such, the need for health and community services for an aged population will continue to increase.

Consideration:	• *An emphasis on building partnerships that promote careers in the health, community and services should remain a regional priority.*

Public Housing	
Issue:	• Public and social housing rates in the Bayside LGA are on par with that of Victoria, however the Bayside South region is almost one per cent higher. • The numbers of young people between the ages of 10 – 19 years and living in public housing is not known.
Consideration:	• *There is a need to identify and support those children and young people residing in public housing, as this cohort potentially face greater levels of education and transitions vulnerability than peers living in other housing arrangements.*

Culturally and Linguistically Diverse Children and Young People	
Issue:	• At 2011 approx. 14 per cent of children and young people aged 10 – 19 years in the region were born overseas, with the majority from countries where English is spoken. Of those born overseas in non-English speaking countries four regions were most prominent: Chinese Asia (11.9 percent of overseas born); Southern and East Africa (10.4 per cent); Southern Asia (7.8 per cent); and, Middle East (7 per cent).
Consideration:	• *While these figures are lower than in other parts of Victoria, it does suggest a need to build partnerships with Culturally and Linguistically Diverse (CALD) organisations servicing these cultural groups (often located in other regions), particularly where capacity could be built in youth educations and transitions support functions.*

Indigenous Children and Youth	
Issue:	• Although the child and youth Indigenous youth population in the BGK region is relatively low, this remains a population group at risk of early school leaving and poor education, training and employment outcomes.
Consideration:	• *Continue to work closely with the Department of Education and Training to link into regional initiatives that will support BGK region Indigenous young people.*

Kingston LGA Education and Transition	
Issue:	• Nearly 37 per cent of the BGK region's primary and secondary school-aged population is based in Kingston. In addition, of the three LGAs, Kingston has the lowest socio-economic statistics (including six suburbs that have SEIFA rates lower than the Victorian average). • It is acknowledged that low SEIFA rates are aligned with lower levels of education, training and employment outcomes. • Pleasingly, however, Kingston has a 96 per cent rate of Year 12 or equivalent attainment rate amongst 19 year olds. That this region has achieved an over 8 per cent increase in this rate in five years is exceptional.
Consideration:	• *An emphasis on building partnerships that enhance the education and wellbeing transitions and outcomes of Kingston children and young people should remain a regional priority to ensue ongoing positive education attainment rates.* • *Liaise with schools and education providers in Kingston to learn about strategies used to increase attainment rates and share these with other schools seeking to enhance their own attainment approaches.*

Cross-Sector Schooling	
Issue:	• A particular challenge in the BGK region is the fact that it is home to 126 schools and education providers, with around 45 per cent government schools and the remaining 55 per cent non-government ones. With a diverse range of funding bodies, educational authorities and networks it is therefore difficult to establish partnerships and networks that address and service the needs of all sectors and education institutions.
Consideration:	• *Building cross-sectoral partnerships and initiatives is vital in the diverse government and non-government school based BGK region.*

'At Risk' Youth – Young Carers	
Issue:	• Nearly 800 local young people over the age of 15 report as being unpaid carers to a person with a disability. In taking on this responsibility these young people are vulnerable to education, training and employment disengagement, as well as risking mental and physical health outcomes.
Consideration:	• *Build a network to explore this growing issue and identify ways in which local youth carers can be supported.*

'At Risk' Youth - Disability	
Issue:	• Young people with disability are particularly vulnerable to early-school leaving and therefore more likely to experience poor education, training, employment and wellbeing outcomes than their peers without disability. • The rates of youth disability employment is half that of their peers and reducing, making them vulnerable to social and economic exclusion in the future. • The numbers of young people with profound, moderate and mild disability (as well as learning needs) is increasing in the BGK region. Students with disability attend both special schools and mainstream schools.
Consideration:	• *Maintain and support existing cross-sector partnerships that are working to improve youth disability education, training and transitions outcomes. These include: 'Beyond the School Gates'; and, 'Schools Connect – Disability Pathways Network'.* • *Build partnerships that facilitate cross-sector connections between special and mainstream schools, enabling sharing of resources, knowledge and skills to increase support for students with disability.* • *Extend 'Ticket to Work' to provide work placements and SBAT support to students with disability attending mainstream schools.*

'At Risk' Youth – Not in Education, Training or Employment	
Issue:	• Those youth between the ages of 15 – 19 years and not in education, training or employment (and not searching for employment) in the BGK region represent a population that is at risk of current and future social and economic inclusion. • As at December 2015, the youth unemployment rate for 15 – 24 year olds in the Ínner Melbourne' statistical areas (which takes in Bayside, Glen Eira, Kingston as well as Stonnington) was 12.2 per cent, which compared favourably to the Victorian rate of 14.5 but slightly higher than the Australian rate of 12.1 per cent. • At a minimum 425 young people were reported in this category in 2011. However, it is well understood such young people often 'fall within the gaps' of reporting and thus a further hidden number of young people are likely to exist within the region. • This youth population is even more at risk if they have exited school before completing Year 12 or its equivalent, making the need for non-mainstream or 'alternative' program access critical to re-engaging those young people 'at risk' of or already disengaged from school. • The economic and social costs of early school leaving to the individual and the wider community are not well understood.
Consideration:	• *Maintain and support the Flexible Engagement and Learning Network (FELN).* • *Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people outside education, training and employment.* • *A local econometric assessment of early school leaver costs would be of benefit to a wide range of regional (and wider) stakeholders.*

2 Education, Training and Youth Transitions Profile

2.1 Primary and Secondary Schools and Post-School Providers

The Bayside, Glen Eira and Kingston region is home to 126 primary and secondary education providers. Of these, there are 86 mainstream primary schools (48 government, 23 catholic, 15 independent), 4 special needs primary schools, 28 mainstream secondary schools (10 government, 5 catholic, 13 independent) and 8 specialist / alternative secondary education providers, as well as TAFEs, Registered Training Providers (RTOs) and Universities providing education and training opportunities to young people from the local area.

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

From a secondary school enrolment perspective, 22,851 students attend local schools. This includes not only BGK region residents but also others that may live outside of the region but attend a BGK secondary school. In 2014, Victorian Department of Education and Training data revealed that 45.6 per cent of all enrolled students attended a local government school and 54.4 per cent attended a non government one (20.2 per cent Catholic school and 34.2 per cent independent). In Victoria, for the same period, the split was 56.3 per cent government enrolments to 43.7 per cent non-government.

2.1.1 Primary School Enrolments

From a primary school enrolment perspective, 32,571 students attended local BGK region schools in 2013 (this being the most recent data available). This includes not only BGK region residents but also others that may live outside of the region but attend a BGK primary school. Victorian Department of Education and Training data revealed that 62.8 per cent of all enrolled students attended a local government school and 37.2 per cent attended a non-government one (23.5 per cent Catholic school and 13.8 per cent independent) in 2013.

Table 66: Primary school enrolments 2013, BGK region				
	Bayside	**Glen Eira**	**Kingston**	**BGK Region**
Government	6,075	6,729	7,642	20,446
Catholic	2,164	2,017	3,458	7,639
Independent	1,220	2,504	762	4,486
Total	**9,459**	**11,250**	**11,862**	**32,571**
Proportion of primary school enrolments 2013, BGK region				
Government	64.2	59.8	64.4	62.8
Catholic	22.9	17.9	29.2	23.5
Independent	12.9	22.3	6.4	13.8
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: Victorian DET Data 2014

Also see Appendix 1: My School Website Overview Primary Schools and Appendix 2: My School Website Overview Secondary Schools

2.1.2 Secondary School Enrolments

From a secondary school enrolment perspective, 22,851 students attend local schools. This includes not only BGK region residents but also others that may live outside of the region but attend a BGK secondary school. In 2014, Victorian Department of Education and Training data revealed that 45.6 per cent of all enrolled students attended a local government school and 54.4 per cent attended a non-government one (20.2 per cent Catholic school and 34.2 per cent independent). In Victoria, for the same period, the split was 56.3 per cent government enrolments to 43.7 per cent non-government.

Table 67: Secondary school enrolments 2014, BGK and Victoria					
	Bayside	**Glen Eira**	**Kingston**	**BGK Region**	**Victoria**
Government	2,198	3,707	4,521	10,426	219,067
Catholic	1,093	1,134	2,390	4,617	94,354
Independent	2,407	3,862	1,539	7,808	75,781
Total	**5,698**	**8,703**	**8,450**	**22,851**	**389,202**
Proportion of secondary school enrolments 2014, BGK and Victoria					
Government	38.6	42.6	53.5	45.6	56.3
Catholic	19.2	13.0	28.3	20.2	24.2
Independent	42.2	44.4	18.2	34.2	19.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: Victorian DET, 2015 LLEN Data Disk

2.1.3 Education Providers – primary schools, secondary schools and tertiary training / education

A full list of the following education providers can be found in Appendix 3:
- Mainstream Primary Schools (BGK region) – Government, Catholic and Independent
- Special Needs Primary Schools (BGK region)
- Mainstream Secondary Schools (BGK region) – Government, Catholic and Independent
- Specialist / Alternative Secondary Education Providers (BGK region)
- Adult and Community Education Providers (BGK region)
- TAFEs (BGK region)
- Universities

2.2 Regional Learning Pathways and Enrolment Data

The BGK region does offer multiple learning pathways to its children and young people, however broad provision is limited in some schools. As noted below, and through work and research undertaken since the BGK LLEN's inception in 2002, there is a need to build capacity in senior secondary education providers to broaden applied learning provision (in particular Vocational Education and Training in Schools [VETiS], School Based Apprenticeships / Traineeships [SBATs] and the Victorian Certificate of Applied Learning [VCAL]) to complement already strong levels of academic education (Victorian Certificate of Education [VCE]) provision. There has also been an acknowledged need to provide early intervention programs for younger cohorts who are at risk of leaving school early, and for young people with disabilities / learning difficulties in both special needs and mainstream education settings.

It is also important to note that a number of regional partnerships which complement and contribute to student learning and pathways have been established across in the region, and are recognised by the BGK LLEN as contributing to the development of leadership and youth participation. These include VCAL, VETiS, SBATs, Workplace Learning Coordination and youth participation and leadership programs and approaches.

2.2.1 Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a certificate Victorian students receive upon satisfactory completion of its components. The alternative to the VCE is the Victorian Certificate of Applied Learning (VCAL), however the majority of Victorian students who complete their education opt to complete the VCE. The VCE provides pathways into university, other types of further education and training and to employment. The VCE is usually completed over two years (generally Year 11 and Year 12), however it can be spread over a longer period in some cases. In addition to completing assessment materials per each subject final exams are also offered for each subject, however it is also possible to complete the VCE without

completing end-of-year exams. Students undertake Units 1 – 4 per each subject, generally with Units 1 and 2 at Year 11 and Units 3 and 4 in Year 12.

Table 68 and Graph 4 compare VCE enrolment (Units 3 and 4) rates between 2005 and 2014 in the BGK region with that of Victoria. Over that period, the BGK region recorded higher levels of VCE enrolment (Units 3 and 4) than that experienced across Victoria. The higher level of VCE participation (Units 3 and 4) in the BGK region is because locally there were fewer numbers of students undertaking the alternative school certificate VCAL, whereas across Victoria VCAL enrolment was higher (see Table 69). Please remember that this data pertains only to students enrolled in Units 3 and 4 level VCE, with data regarding enrolments in Units 1 and 2 not available to the BGK LLEN at this time. In summary:

- **2005:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 6.5% higher than the rest of the state. *BGK = 79.6% / Victoria = 73.1%*
- **2006:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 0.7% lower than the rest of the state. *BGK = 73.9% / Victoria = 73.2%*
- **2007:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 2.4% higher than the rest of the state. *BGK = 74.9% / Victoria = 72.5%*
- **2008:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 1.2% higher than the rest of the state. *BGK = 74.6% / Victoria = 73.4%*
- **2009:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 5.6% higher than the rest of the state. *BGK = 80.9% / Victoria = 75.3%*
- **2010:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 2.0% higher than the rest of the state. *BGK = 77.8% / Victoria = 75.8%*
- **2011:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 5.7% higher than the rest of the state. *BGK = 81.4% / Victoria = 75.7%*
- **2012:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 8.9% higher than the rest of the state. *BGK = 83.7% / Victoria = 74.8%*
- **2013:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 7.2% higher than the rest of the state. *BGK = 84.0% / Victoria = 76.8%*
- **2014:** BGK recorded a VCE enrolment rate (as a proportion of senior school enrolments) that was 7.5% higher than the rest of the state. *BGK = 84.0% / Victoria = 76.5%*

Table 68: VCE Enrolments 2005 – 2014 (Units 3 and 4)										
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Bayside, Glen Eira, Kingston enrolments										
Year 11 enrolments	3,644	3,568	3,760	3,661	3,581	3,813	3,639	3,677	3,778	3,807
Year 12 enrolments	3,275	3,307	3,278	3,446	3,132	3,330	3,387	3,325	3,371	3,432
Total senior school enrolments	**6,919**	**6,875**	**7,038**	**7,107**	**6,713**	**7,143**	**7,026**	**7,002**	**7,149**	**7,239**
Bayside, Glen Eira, Kingston VCE Enrolments										
Total VCE (3 & 4) enrolments	5,508	5,080	5,271	5,302	5,433	5,560	5,719	5,863	6,003	6,081
VCE (3 & 4) as a proportion of senior enrolments (per cent)	**79.6**	**73.9**	**74.9**	**74.6**	**80.9**	**77.8**	**81.4**	**83.7**	**84.0**	**84.0**
Victorian enrolments										
Year 11 enrolments	60,955	60,172	63,517	62,687	62,674	62,695	63,189	63,241	63,560	63,952
Year 12 enrolments	52,620	53,431	52,521	55,204	52,759	54,572	55,028	55,121	55,920	56,850
Total senior school enrolments	**113,575**	**113,603**	**116,038**	**117,891**	**115,433**	**117,267**	**118,217**	**118,362**	**119,480**	**120,802**
Victorian VCE (3 & 4) enrolments										
Total VCE (3 & 4) enrolments	83,019	83,117	84,175	86,511	86,913	88,840	89,519	88,563	91,791	92,383
VCE (3 & 4) as a proportion of total enrolments (per cent)	**73.1**	**73.2**	**72.5**	**73.4**	**75.3**	**75.8**	**75.7**	**74.8**	**76.8**	**76.5**

Source: Victorian DET, 2015 LLEN Data Disk

Graph 4: VCE Comparative Enrolment Data: BGK and Victoria
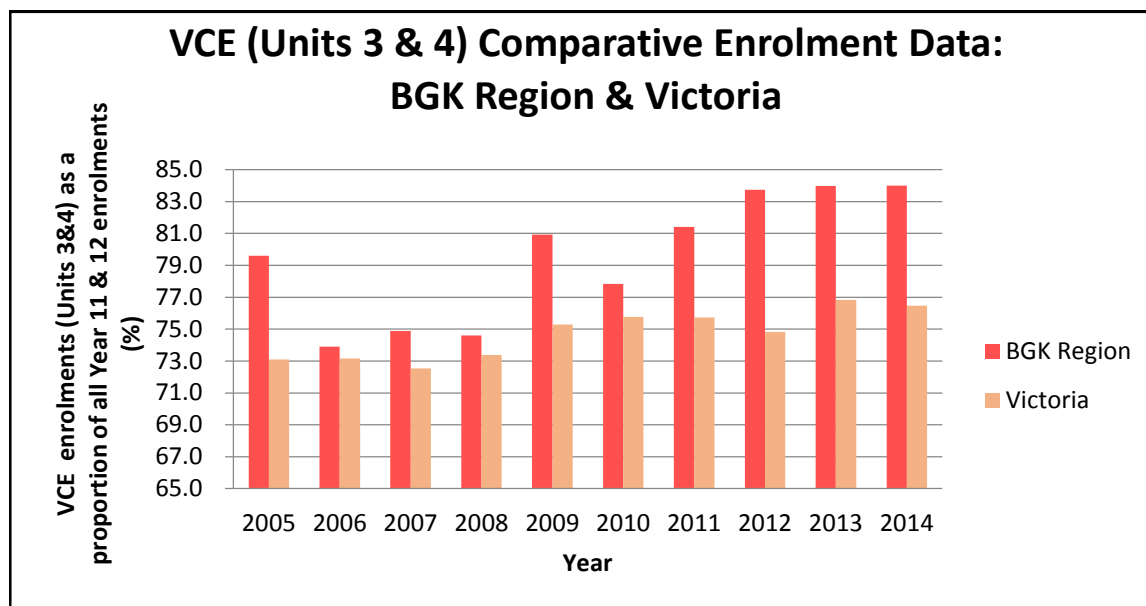
Source: Victorian DET, 2015 LLEN Data Disk

2.2.2   Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) sits alongside the Victorian Certificate of Education (VCE) as applied learning oriented senior school qualification in Victoria. The VCAL is a 'hands on' learning option for students in Years 11 and 12. It offers practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and employment. Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE which is widely used by students as a pathway to university, the VCAL focuses on vocational learning. Students who undertake VCAL are more likely to be interested in TAFE training, an apprenticeship, or employment after completing Year 12. VCAL students do not receive an ATAR scores, which means they are generally not eligible to apply for most university courses at the end of the completing year, however they can still apply for some TAFE courses and a number of universities are now allowing VCAL qualified students to apply for specific courses.

Table 69 and Graph 5 compare VCAL enrolment rates between 2005 and 2014 in the BGK region with that of Victoria. Over that period, the BGK region recorded lower levels of VCAL enrolment than that experienced across Victoria. In summary:

- **2005:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 5.2% lower than the rest of the state. *BGK = 4.2% / Victoria = 9.4%*
- **2006:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 5.5% lower than the rest of the state. *BGK = 5.4% / Victoria = 10.9%*
- **2007:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 3.6% lower than the rest of the state. *BGK = 7.9% / Victoria = 11.5%*
- **2008:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 3.9% lower than the rest of the state. *BGK = 8.7% / Victoria = 12.6%*
- **2009:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 6.5% lower than the rest of the state. *BGK = 8.5% / Victoria = 15.0%*
- **2010:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 7.4% lower than the rest of the state. *BGK = 8.6% / Victoria = 16.0%*
- **2011:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 6.7% lower than the rest of the state. *BGK = 11.4% / Victoria = 18.1%*
- **2012:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 5.8% lower than the rest of the state. *BGK = 12.6% / Victoria = 18.4%*
- **2013:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 5.6% lower than the rest of the state. *BGK = 13.5% / Victoria = 19.1%*
- **2014:** BGK recorded a VCAL enrolment rate (as a proportion of senior school enrolments) that was 5.6% lower than the rest of the state. *BGK = 13.7% / Victoria = 19.3*

It is pleasing to see that the number of student enrolments in BGK region schools has increased significantly over the past ten years. However, BGK region schools still lag behind their Victorian counterparts in terms of student access to VCAL during their senior years of school. Of particular concern, however, is the limited number of regional government schools offering VCAL to their students. In 2015, 15 education providers were offering VCAL in the region:

- 6 x government secondary schools
- 3 x catholic secondary schools
- 2 x independent secondary schools
- 1 x government special education secondary school
- 1 x TAFE
- 2 x community VCAL providers (adult and flexible engagement provider – government funded)

While many schools across the region perform well in terms of students' post-school destinations (tracked via On Track), it is fair to say that many of those government schools not offering VCAL to students see a significant proportion of their students enter into vocational or employment pathways post Year 12 and those students would thus benefit from the opportunity to participate in a hands-on, applied learning pathway during their senior secondary years.

Table 69: VCAL Enrolments 2005 – 2014										
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Bayside, Glen Eira, Kingston enrolments										
Year 11 enrolments	3,644	3,568	3,760	3,661	3,581	3,813	3,639	3,677	3,778	3,807
Year 12 enrolments	3,275	3,307	3,278	3,446	3,132	3,330	3,387	3,325	3,371	3,432
Total senior school enrolments	**6,919**	**6,875**	**7,038**	**7,107**	**6,713**	**7,143**	**7,026**	**7,002**	**7,149**	**7,239**
Bayside, Glen Eira, Kingston VCAL Enrolments										
Foundation Level VCAL enrolments	103	152	164	141	132	167	144	152	164	142
Intermediate Level VCAL enrolments	128	152	301	355	323	347	436	464	468	493
Senior Level VCAL enrolments	61	70	92	119	182	214	222	268	331	355
Total VCAL enrolments	**292**	**374**	**557**	**615**	**637**	**728**	**802**	**884**	**963**	**990**
VCAL as proportion of senior enrolments (per cent)	**4.2**	**5.4**	**7.9**	**8.7**	**9.5**	**10.2**	**11.4**	**12.6**	**13.5**	**13.7**
Victorian enrolments										
Year 11 enrolments	60,955	60,172	63,517	62,687	62,674	62,695	63,189	63,241	63,560	63,952
Year 12 enrolments	52,620	53,431	52,521	55,204	52,759	54,572	55,028	55,121	55,920	56,850
Total senior school enrolments	**113,575**	**113,603**	**116,038**	**117,891**	**115,433**	**117,267**	**118,217**	**118,362**	**119,480**	**120,802**
Victorian VCAL enrolments										
Foundation Level VCAL enrolments	3,361	4034	3,851	4,028	4,909	5,393	5,626	5,295	6,285	5,893
Intermediate Level VCAL enrolments	5,183	5,721	6,574	7,243	7,854	8,563	9,868	10,452	9,717	10,150
Senior Level VCAL enrolments	2,148	2,571	2,945	3,580	4,533	4,765	5,856	6,008	6,851	7,219
Total VCAL enrolments	**10,692**	**12,326**	**13,370**	**14,851**	**17,296**	**18,721**	**21,350**	**21,755**	**22,853**	**23,262**
VCAL as a proportion of total senior enrolments (per cent)	**9.4**	**10.9**	**11.5**	**12.6**	**15.0**	**16.0**	**18.1**	**18.4**	**19.1**	**19.3**

Source: Victorian DET, 2015 LLEN Data Disk

Graph 5: VCAL Comparative Data – BGK and Victoria

VCAL Comparative Enrolment Data: BGK Region & Victoria
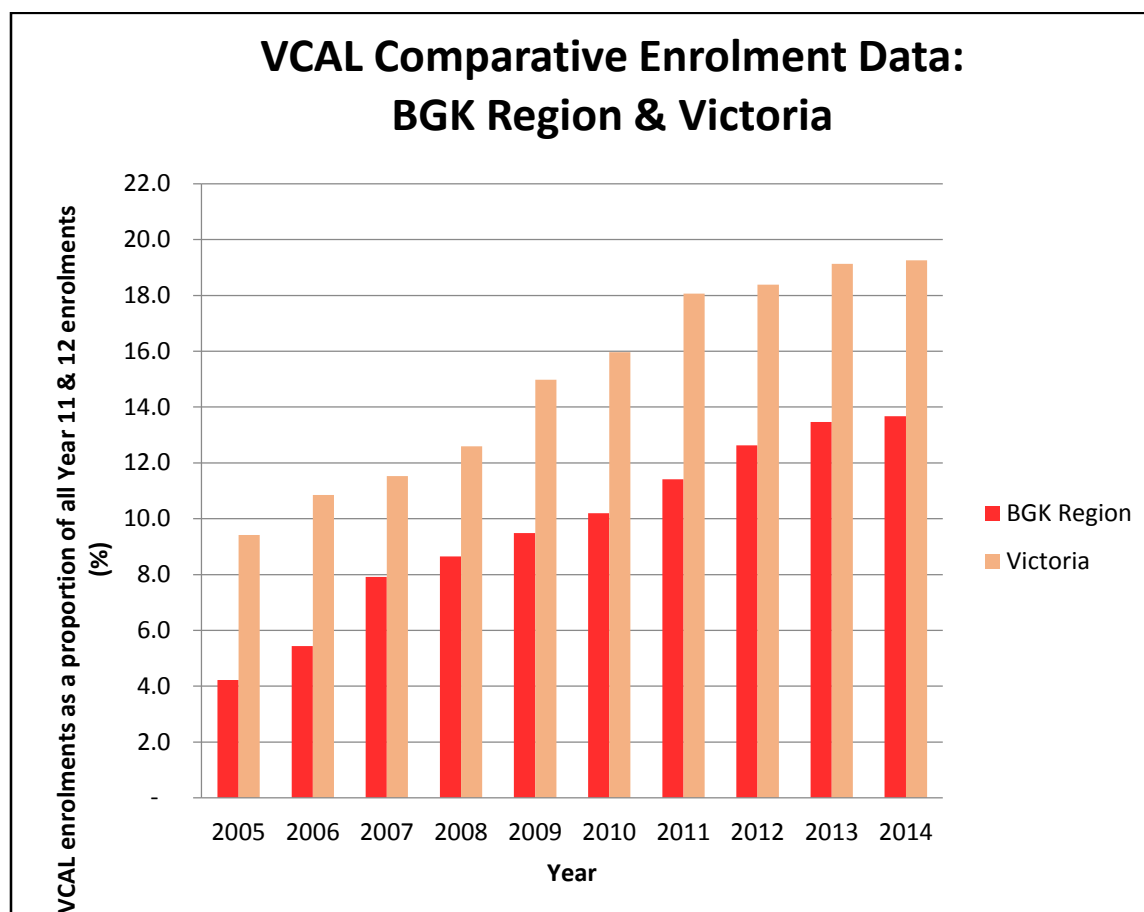
Source: Victorian DET, 2015 LLEN Data Disk

The following table examines VCAL enrolment rates per each LGA in the BGK region between 2005 and 2014. Between 2013 and 2014 there was a reduction in the rate of VCAL uptake across the region, after significant VCAL uptake levels between 2010 - 2013, which may indicate the beginning of a plateauing of enrolments. It could also be indicative of a negative impact of 2012 VCAL funding withdrawal, a policy change that is outlined below.

Table 70: VCAL Enrolments, per LGA, 2005 – 2014										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Bayside, Glen Eira, Kingston VCAL Enrolments										
Bayside	48	66	131	124	112	106	158	135	115	122
Glen Eira	21	60	72	92	67	57	153	215	260	287
Kingston	223	248	354	399	458	565	491	534	588	581
Total VCAL enrolments	**292**	**374**	**557**	**615**	**637**	**728**	**802**	**884**	**963**	**990**
Change since previous year (per cent)	■	28.1	48.9	10.4	3.6	14.3	10.2	10.2	8.9	2.8
Victorian VCAL enrolments										
Total VCAL enrolments	10,692	12,326	13,370	14,851	17,296	18,721	21,350	21,755	22,853	23,262
Change since previous year (per cent)	■	15.3	8.5	11.1	16.5	8.2	14.0	1.9	5.0	1.8

Source: Victorian DET, 2015 LLEN Data Disk

In September 2011 the Victorian Government announced that VCAL Coordination funding was to be withdrawn from 2012, as it believed that this funding support is no longer necessary. In announcing this, the Victorian Government said that the decision was made because program was now established, had gained some stability and did not require coordination funding. This funding (approx. $900 per student) assists schools (in all sectors) as well as TAFE and alternative education providers to fund program coordination, in many cases a dedicated VCAL Program Coordinator.

In consultations that the BGK LLEN conducted with education providers post the 2011 announcement, providers indicated the following potential effects that coordination funding withdrawal may have:

- A need to increase VCAL class sizes, from the VCAL smaller classes now offered;
- Reduced ability to ensure meaningful individualized pathways;
- Reduced time available for VCAL program coordination, reduced time allocation for VCAL coordination;
- A more rigid program structure - one that isn't as vibrant, responsive, creative, flexible and dynamic as it is currently;
- Inability to expand the program and increase the number of VCAL classes on offer;
- Inability to take in students from other schools where VCAL is not offered;
- Less capacity to work one-on-one with students;
- Less capacity to coordinate and monitor School Based Apprenticeships and Traineeships, VET and Work Placements;
- Less capacity to liaise with business and community VCAL partners;
- Making budget cuts to other school programs to fund VCAL coordination at the current level and quality;
- Non-providers who were considering introduction of the program are now deterred and say they won't consider it;
- Reduced numbers of students participating in the program, which may lead to some leaving school early; and,
- Reduced access for more vulnerable and disadvantaged young people, especially those with special needs, from CALD backgrounds and/or already significantly disengaged from education.

A 2012 Victorian Auditor General Report, 'Student Completion Rates', explored the VCAL funding issue and was critical of the Victorian Department of Education and Training (previously DEECD) for not providing "comprehensive evidence-based information to decision-makers to inform recent funding changes to the Victorian Certificate of Applied Learning" (p.vii). The report further states (p.32):

"While the decision to cease funding VCAL coordinators in schools will save the government $12.3 million per year, DEECD does not know how much it actually costs schools to deliver VCAL or whether schools can meet the demand for it. VETiS is a compulsory but costly component of VCAL, and any outstanding costs must be met by schools. DEECD does not know the current costs of providing VETiS, and is unable to determine if providing VETiS is sustainable at individual schools. The information provided to decision-makers regarding the decision to cease the VCAL coordinator funding was incomplete and was not evidence-based. The limited critical information that DEECD possessed was not referred to in briefs and key stakeholders were not consulted."

2.2.3   Vocational Education and Training in Schools (VETiS) Provision

Vocational Education and Training in Schools (VETiS) refers to school-based VET programs that provide students with the opportunity to gain credit towards their senior education certificate (ie. VCE or VCAL) while at the same time gaining a nationally industry-recognised qualification or credit towards this qualification (e.g. Certificate II in Hospitality). Some VET programs can also contribute towards a university entrance score. VETiS training is delivered by a Registered Training Organisations (RTO) such as TAFE or private training organisations. In some cases secondary schools are also registered as RTOs.

The Department of Education Science and Training (now Australian Department of Education and Training) report 'Making Education and Career Decisions: School Students Aspirations, Attitudes and Influences' (2003) identified that school-based workplace learning, either through VET training or Structured Workplace Learning (SWL), was a means of providing exposure to careers and workplaces, which in turn facilitated informed career decision making by both young people and their parents. It is worth noting that since this report was released VETiS programs have increasingly become a mainstream part of senior secondary schooling in Victoria and across Australia.

Table 71 compares VET in Schools (VETiS) rates between 2005 and 2014 in the Bayside, Glen Eira and Kingston region with that of Victoria. Graph 6 examines Year 10 VETiS enrolment and Graph 7 examines Year 11 and 12 enrolments between 2006 and 2014.

Table 71: VET in Schools Participation 2006 – 2014									
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Bayside, Glen Eira, Kingston enrolments									
Year 10 enrolments	3,644	3,544	3,645	3,677	3,743	3,744	3,794	3,897	3,911
Year 11 enrolments	3,568	3,760	3,661	3,581	3,813	3,639	3,677	3,778	3,807
Year 12 enrolments	3,307	3,278	3,446	3,132	3,330	3,387	3,325	3,371	3,432
Total Year 11 & 12 enrolments	**6,875**	**7,038**	**7,107**	**6,713**	**7,143**	**7,026**	**7,002**	**7,149**	**7,239**
Bayside, Glen Eira, Kingston VET enrolments									
VET enrolments (Year 10)	178	266	331	461	563	548	653	586	711
VET enrolments (Year 11)	1,316	1,649	1,435	1,714	1,321	1,278	1,609	1,500	1,518
VET enrolments (Year 12)	442	592	568	762	802	827	842	1,047	1,149
Total VET enrolments (Year 10 - 12)	**1,936**	**2,507**	**2,334**	**2,937**	**2,686**	**2,653**	**3,104**	**3,133**	**3,378**
Total VET enrolments (Year 11 & 12)	**1,758**	**2,241**	**2,003**	**2,476**	**2,123**	**2,105**	**2,451**	**2,547**	**2,667**
VET enrolments as a proportion of total Year 10 enrolments (per cent)	**4.9**	**7.5**	**9.1**	**12.5**	**15.0**	**14.6**	**17.2**	**15.0**	**18.2**
VET enrolments as a proportion of total Year 11 & 12 enrolments (per cent)	**25.6**	**31.8**	**28.2**	**36.9**	**29.7**	**30.0**	**35.0**	**35.6**	**36.8**
Victorian enrolments									
Year 10 enrolments	65,007	64,355	66,138	66,554	67,120	66,534	66,820	66,999	68,065
Year 11 enrolments	60,172	63,517	62,687	62,674	62,695	63,189	63,241	63,560	63,952
Year 12 enrolments	53,431	52,521	55,204	52,759	54,572	55,028	55,121	55,920	56,850
Total Year 11 & 12 enrolments	**113,603**	**116,038**	**117,891**	**115,433**	**117,267**	**118,217**	**118,362**	**119,480**	**120,802**
Victorian VET enrolments									
VET enrolments (Year 10)	8,950	8,043	10,728	9,986	11,003	14,615	15,705	14,993	15,626
VET enrolments (Year 11)	24,490	24,829	25,941	27,941	29,219	30,679	30,580	30,956	32,066
VET enrolments (Year 12)	10,861	11,120	11,703	13,162	14,504	15,490	15,921	16,981	16,794
Total VET enrolments (Year 10 - 12)	**44,301**	**43,992**	**48,372**	**51,089**	**54,726**	**60,784**	**62,206**	**62,930**	**64,486**
Total VET enrolments (Year 11 & 12)	**35,351**	**35,949**	**37,644**	**41,103**	**43,723**	**46,169**	**46,501**	**47,937**	**48,860**
VET enrolments as a proportion of total Year 10 enrolments (per cent)	**13.8**	**12.5**	**16.2**	**15.0**	**16.4**	**22.0**	**23.5**	**22.4**	**23.0**
VET enrolments as a proportion of total Year 11 & 12 enrolments (per cent)	**31.1**	**31.0**	**31.9**	**35.6**	**37.3**	**39.1**	**39.3**	**40.1**	**40.4**

Source: Victorian DET, 2015 LLEN Data Disk

Graph 6: VET Comparative Enrolment (Year 10) – BGK and Victoria
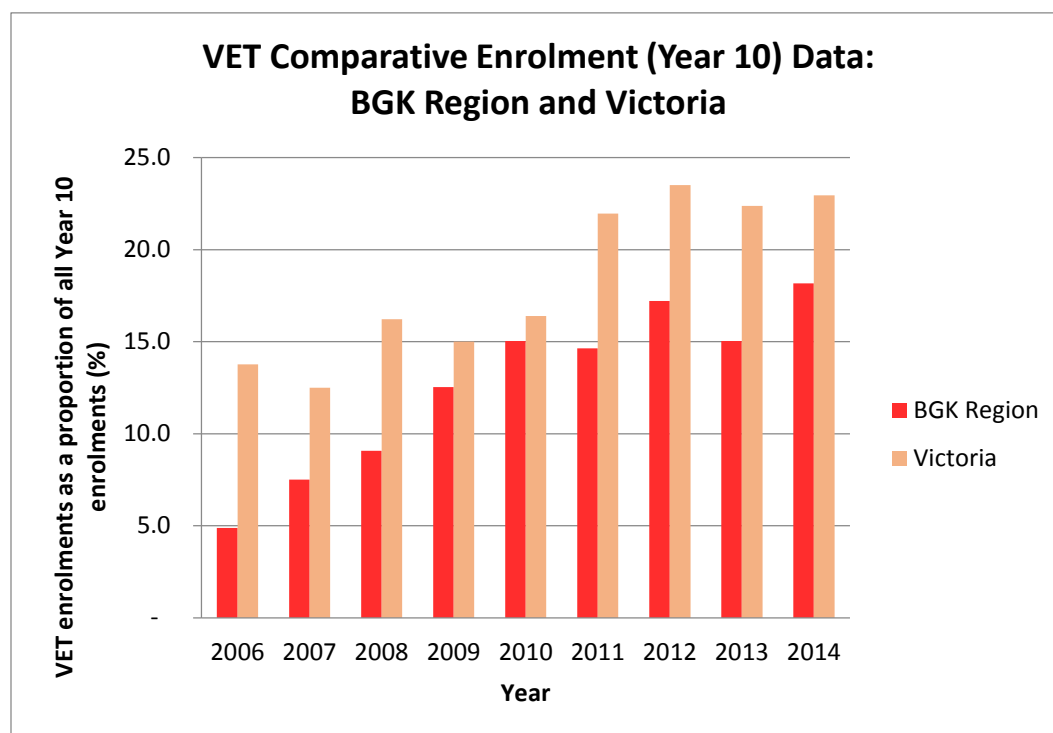
Source: Victorian DET, 2015 LLEN Data Disk

Graph 7: VET Comparative Enrolment (Year 11 and 12) - BGK and Victoria
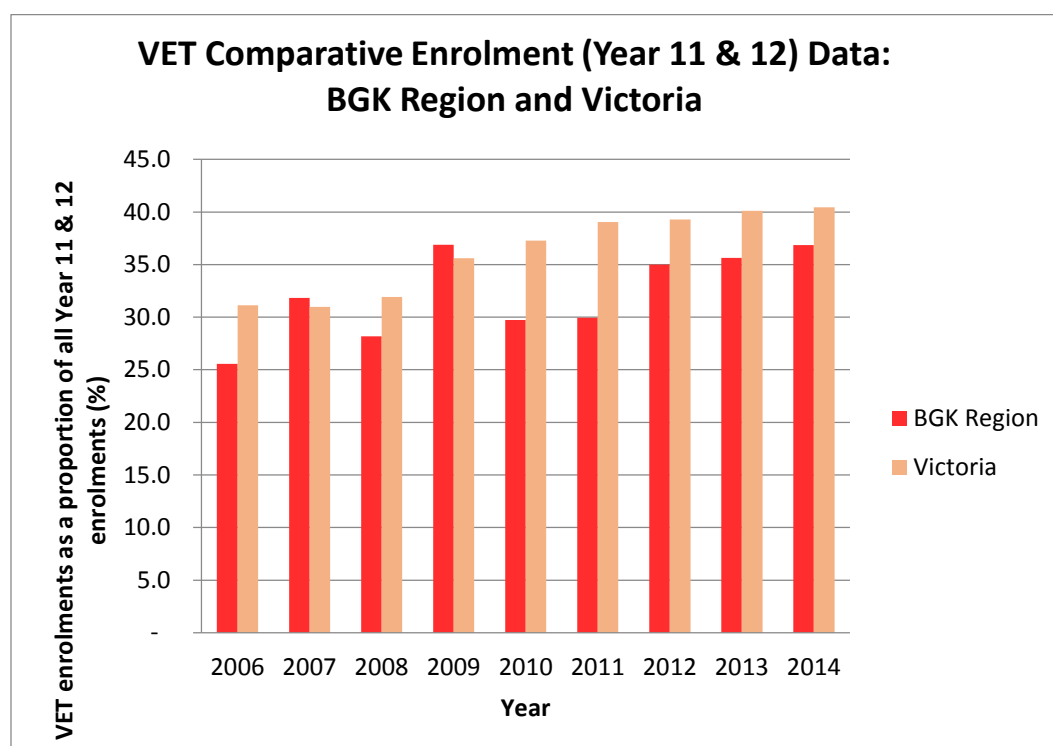
Source: Victorian DET, 2015 LLEN Data Disk

The BGK region is performing well in terms of Year 10, 11 and 12 VET participation, demonstrating local schools' willingness to offer this applied learning option to advance student pathways, careers and engagement options.

Between 2006 and 2014 there has been a steady increase in VET (Year 10) participation in the BGK region and, while not at the state-wide participation levels, with each year the region reaches closer to the Victorian average. In 2014 the BGK region's Year 10 VET participation was only 4.8 per cent lower than the state-wide participation rate. In summary:

- **2006:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 8.9% lower than the rest of the state. *BGK = 4.9% / Victoria = 13.8%*

- **2007:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 5.0% lower than the rest of the state. *BGK = 7.5% / Victoria = 12.5%*
- **2008:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 7.1% lower than the rest of the state. *BGK = 9.1% / Victoria = 16.2%*
- **2009:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 2.5% lower than the rest of the state. *BGK = 12.5% / Victoria = 15.0%*
- **2010:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 1.4% lower than the rest of the state. *BGK = 15.0% / Victoria = 16.4%*
- **2011:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 7.4% lower than the rest of the state. *BGK = 14.6% / Victoria = 22.0%*
- **2012:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 6.3% lower than the rest of the state. *BGK = 17.2% / Victoria = 23.5%*
- **2013:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 7.4% lower than the rest of the state. *BGK = 15.0% / Victoria = 22.4%*
- **2014:** BGK recorded a Year 10 VET enrolment rate (as a proportion of all year 10 enrolments) that was 4.8% lower than the rest of the state. *BGK = 18.2% / Victoria = 23.0%*

In 2014, the BGK region recorded lower levels of VET (Year 11 and 12) participation than that experienced within Victoria as a whole. However, overall there has been a steady increase in Year 11 and Year 12 VET participation since 2006. In 2014 the BGK region's Year 11 and 12 VET participation was only 3.6 per cent lower than the state-wide participation rate. In summary:

- **2006:** BGK recorded a Year 11 & 12 VET enrolment rates (as a proportion of all Year 11 & 12 enrolments) that was 5.5% lower than the rest of the state. *BGK = 25.5% / Victoria = 31.1%*
- **2007:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 0.9% higher than the rest of the state. *BGK = 31.8% / Victoria = 30.9%*
- **2008:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 3.7% lower than the rest of the state. *BGK = 28.2% / Victoria = 31.9%*
- **2009:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 1.3% higher than the rest of the state. *BGK = 36.9% / Victoria = 35.6%*
- **2010:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 7.6% lower than the rest of the state. *BGK = 29.7% / Victoria = 37.3%*
- **2011:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 9.1% lower than the rest of the state. *BGK = 30.0% / Victoria = 39.1%*
- **2012:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 4.3% lower than the rest of the state. *BGK = 35.0% / Victoria = 39.3%*
- **2013:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 4.5% lower than the rest of the state. *BGK = 35.6% / Victoria = 40.1%*
- **2014:** BGK recorded a Year 11 & 12 VET enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 3.6% lower than the rest of the state. *BGK = 36.8% / Victoria = 40.4%*

Enrolments (Years 10, 11 and 12) in industry areas between 2006 and 2014 are noted in Table 72 below, and evidences changes per industry areas over time. It is important to note that while 'FE – Adult Community and Further Education' rates high in each year this is generally in vocational certificates that are not industry specific but in areas such as general education and transition programs.

In 2014, the five highest VET industry enrolments were: THE (Tourism, Hospitality and Events; ENT (Cultural and Recreation – Entertainment); BCN (Building and Construction); BUS (Business Services); and, CSH (Community Services and Health).

Table 72: VETiS Industry Enrolments 2006 - 2014									
Industry	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
BGK VET Industry Enrolments									
FE - Adult Community and Further Education	289	217	262	272	169	421	422	309	582
AGH - Agriculture and Horticulture	8	13	17	15	15	35	49	47	46
ANI - Animal Handling	11	13	9	10	23	26	19	22	29
AUR - Automotive Industry	84	68	73	107	99	120	99	52	71
BCN - Building and Construction	45	200	264	462	322	243	387	432	374
BUS - Business Services	87	101	102	173	215	195	178	249	274

CSH - Community Services and Health	108	231	120	323	158	188	230	313	229
ART - Cultural & Recreation (Arts and Design)	14	13	0	27	45	25	21	23	27
ENT - Cultural & Recreation (Entertainment)	381	508	503	466	439	433	489	491	399
REC - Cultural & Recreation (Recreation)	138	154	205	188	218	215	302	298	345
ELE - Electrical and Electronics	61	64	56	74	78	94	75	73	78
FDP - Food Processing	0	0	2	1	0	0	1	3	6
FOR - Primary and Forest	0	0	0	0	0	0	0	0	1
FUR - Furnishing	30	53	10	3	6	29	24	24	36
IT - Information Technology	63	122	124	143	147	201	180	109	105
MET - Metals and Engineering	47	87	78	70	73	79	110	82	71
PRI - Printing	2	2	33	25	20	14	3	4	13
PRO - Process Manufacturing	0	2	4	11	10	9	7	2	3
PUA - Public Administration and Safety	0	0	0	1	1	15	17	23	24
TEX - Textiles Clothing and Footware	103	100	98	52	64	75	75	61	69
THE - Tourism, Hospitality and Events	375	376	518	360	426	670	628	862	424
TRA - Transport and Storage	1	3	2	0	4	2	5	12	10
WRP - Wholesale Retail and Personal Services	89	180	156	154	179	137	196	97	162

Source: Victorian DET, 2006 - 2015 LLEN Data Disks

2.2.4   School Based Apprenticeship and Traineeships (SBAT) Delivery

A School Based Apprenticeship and Traineeship (SBAT) is a nationally accredited qualification that is recognised throughout Australia and is undertaken as part of a student's VCE or VCAL. A SBAT combines industry specific accredited training with a Registered Training Organisation and paid employment in that same industry. In some cases, students who have undertaken a SBAT will receive credits towards a post-school full or part-time apprenticeship or traineeship in that same industry.

Between 2005 – 2008 the BGK region recorded higher or similar levels of Year 10 SBAT enrolments to that experienced across Victoria. Between 2009 - 2014 a steady decline in enrolments in SBATs has been recorded in the BGK region, and the Victorian wide rate has remained relatively low and stable over that same period. In summary:

- **2006:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.5% higher than the rest of the state. *BGK = 2.5% / Victoria = 2.0%*
- **2007:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.2% lower than the rest of the state. *BGK = 1.9% / Victoria = 2.1%*
- **2008:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.1% higher than the rest of the state. *BGK = 3.1% / Victoria = 3.0%*
- **2009:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was on par with the rest of the state. *BGK = 0.8% / Victoria = 0.8%*
- **2010:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.3% lower than the rest of the state. *BGK = 0.2% / Victoria = 0.5%*
- **2011:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.4% lower than the rest of the state. *BGK = 0.3% / Victoria = 0.7%*
- **2012:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.4% lower than the rest of the state. *BGK = 0.4% / Victoria = 0.8%*
- **2013:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.2% lower than the rest of the state. *BGK = 0.5% / Victoria = 0.7%*
- **2014:** BGK recorded a Year 10 SBAT enrolment rate (as a proportion of all Year 10 enrolments) that was 0.5% lower than the rest of the state. *BGK = 0.3% / Victoria = 0.8%*

Since 2008 there has been a continued reduction in the level of Year 11 and Year 12 SBAT enrolments in both the BGK region and across Victoria. Between 2013 and 2014 there was a 1.0 per cent reduction in Year and 12 SBAT enrolments in the BGK region, while participation over that same period remained relatively stable at 2.9 per cent. In summary:
- **2005:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was on par with the rest of the state. *BGK = 4% / Victoria = 4%*

- **2006:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 0.7% lower than the rest of the state. *BGK = 3.5% / Victoria = 4.2%*
- **2007:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 0.7% lower than the rest of the state. *BGK = 3.9% / Victoria = 4.6%*
- **2008:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 1.2% lower than the rest of the state. *BGK = 4.2% / Victoria = 5.4%*
- **2009:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was on par with the rest of the state. *BGK = 4.0% / Victoria = 4.0%*
- **2010:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 0.1% higher than the rest of the state. *BGK = 3.2% / Victoria = 3.1%*
- **2011:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 1.8% lower than the rest of the state. *BGK = 1.5% / Victoria = 3.3%*
- **2012:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 1.9% lower than the rest of the state. *BGK = 1.4% / Victoria = 3.3%*
- **2013:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 0.9% lower than the rest of the state. *BGK = 1.9% / Victoria = 2.8%*
- **2014:** BGK recorded a Year 11 & 12 SBAT enrolment rate (as a proportion of all Year 11 & 12 enrolments) that was 1.9% lower than the rest of the state. *BGK = 1.0% / Victoria = 2.9%*

Table 73 compares School Based Apprenticeship and Traineeship (SBAT) rates between 2006 and 2014 in the BGK region with that of Victoria. Graph 8 examines Year 10 SBAT enrolments and Graph 9 examines Year 11 and 12 enrolments between 2006 and 2014.

Table 73: School Based Apprenticeships and Traineeships (SBAT) Participation 2005 – 2014									
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Bayside, Glen Eira, Kingston enrolments									
Year 10 enrolments	3,644	3,544	3,645	3,677	3,743	3,744	3,794	3,897	3,911
Year 11 enrolments	3,568	3,760	3,661	3,581	3,813	3,639	3,677	3,778	3,807
Year 12 enrolments	3,307	3,278	3,446	3,132	3,330	3,387	3,325	3,371	3,432
Total Year 11 & 12 enrolments	**6,875**	**7,038**	**7,107**	**6,713**	**7,143**	**7,026**	**7,002**	**7,149**	**7,239**
Bayside, Glen Eira, Kingston SBAT enrolments									
SBAT enrolments (Year 10)	92	68	114	29	6	11	17	20	10
SBAT enrolments (Year 11)	135	166	200	172	181	56	49	89	32
SBAT enrolments (Year 12)	104	107	102	99	49	46	52	47	39
Total SBAT enrolments (Year 10 - 12)	**331**	**341**	**416**	**300**	**236**	**113**	**118**	**156**	**81**
Total SBAT enrolments (Year 11 & 12)	**239**	**273**	**302**	**271**	**230**	**102**	**101**	**136**	**71**
SBAT Enrolments as a proportion of total Year 10 enrolments (per cent)	**2.5**	**1.9**	**3.1**	**0.8**	**0.2**	**0.3**	**0.4**	**0.5**	**0.3**
SBAT Enrolments as a proportion of total Year 11 & 12 enrolments (per cent)	**3.5**	**3.9**	**4.2**	**4.0**	**3.2**	**1.5**	**1.4**	**1.9**	**1.0**
Victorian Enrolments									
Year 10 enrolments	65,007	64,355	66,138	66,554	67,120	66,534	66,820	66,999	68,065
Year 11 enrolments	60,172	63,517	62,687	62,674	62,695	63,189	63,241	63,560	63,952
Year 12 enrolments	53,431	52,521	55,204	52,759	54,572	55,028	55,121	55,920	56,850
Total Year 11 & 12 enrolments	**113,603**	**116,038**	**117,891**	**115,433**	**117,267**	**118,217**	**118,362**	**119,480**	**120,802**
Victorian SBAT enrolments									
SBAT enrolments (Year 10)	1,293	1,381	1,963	536	368	463	524	438	531
SBAT enrolments (Year 11)	2,778	3,324	3,623	2,544	2,032	2,019	2,021	1,443	1,502

SBAT enrolments (Year 12)	2,005	2,052	2,751	2,065	1,561	1,858	1,921	1,853	1,967
Total SBAT enrolments (Year 10 - 12)	**6,076**	**6,757**	**8,337**	**5,145**	**3,961**	**4,340**	**4,466**	**3,734**	**4,000**
Total SBAT enrolments (Year 11 & 12)	**4,783**	**5,376**	**6,374**	**4,609**	**3,593**	**3,877**	**3,942**	**3,296**	**3,469**
SBAT enrolments as a proportion of total Year 10 enrolments (per cent)	**2.0**	**2.1**	**3.0**	**0.8**	**0.5**	**0.7**	**0.8**	**0.7**	**0.8**
SBAT enrolments as a proportion of total Year 11 - 12 enrolments (per cent)	**4.2**	**4.6**	**5.4**	**4.0**	**3.1**	**3.3**	**3.3**	**2.8**	**2.9**

Source: Victorian DET, 2015 LLEN Data Disk

Graph 8: SBAT Comparative Enrolment (Year 10) – BGK and Victoria
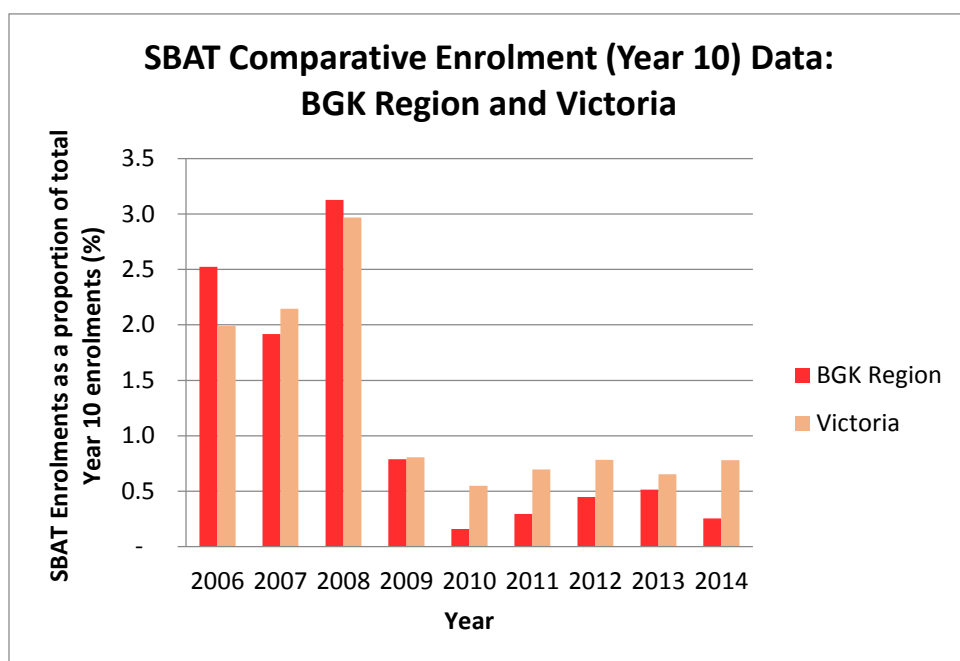
Source: Victorian DET, 2015 LLEN Data Disk

Graph 9: SBAT Comparative Data (Year 11 and 12) – BGK and Victoria

Source: Victorian DET, 2015 LLEN Data Disk

Year 10, 11 and 12 SBAT enrolments in industry areas between 2006 and 2014 are noted in Table 74 below, and evidence changes per industry areas over time. In 2014, the five highest industry enrolments were in: TRA - Transport and Storage; WRP (Wholesale Retail and Personal Services; PRI (Prin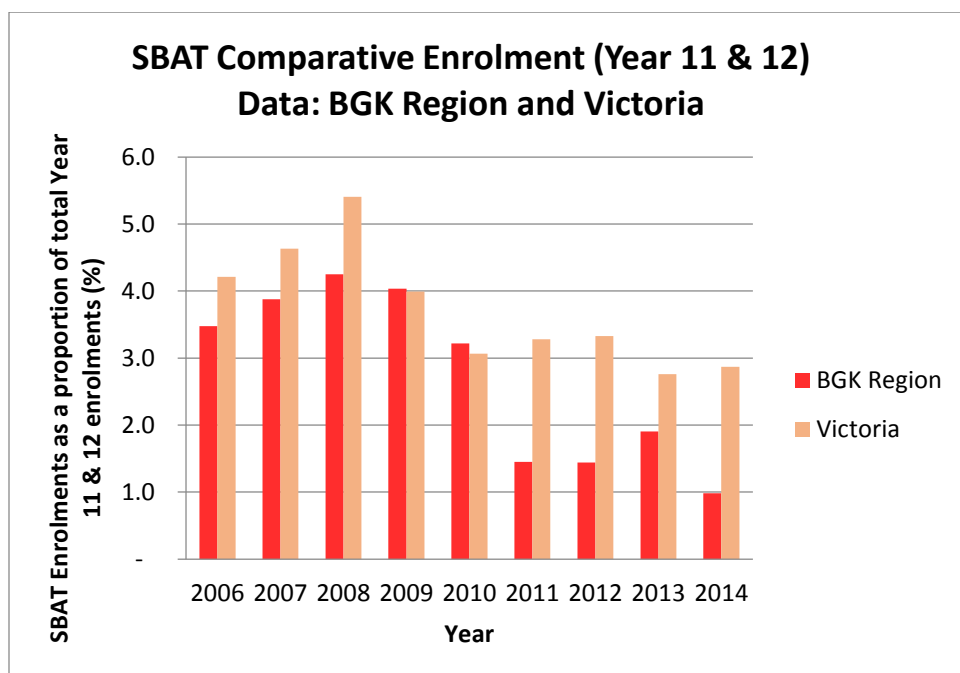ting); CSH - Community Services and Health; and, AGH - Agriculture and Horticulture. Between 2013 and 2014 a significant drop in SBAT enrolments in THE - Tourism, Hospitality and Events took place, reducing from 87 enrolments to a mere 4 enrolments.

Interestingly two industry areas that were in the top five SBAT enrolment areas in 2013 did not appear in the 2014 levels. There was only three enrolments in AUR - Automotive Industry, as compared to 18 in 2013. Most striking however was a significant drop in SBAT enrolments in THE - Tourism, Hospitality and Events, reducing from 87 enrolments in 2013 to a mere 4 enrolments in 2014.

Table 74: SBAT Industry Enrolments 2006 - 2014									
Industry	2006	2007	2008	2009	2010	2011	2012	2013	2014
BGK SBAT Industry Enrolments									
AGH - Agriculture and Horticulture	4	0	3	1	1	0	5	1	8
ANI - Animal Handling	0	0	0	2	0	0	1	0	3
AUR - Automotive Industry	7	4	5	6	3	3	3	18	3
BCN - Building and Construction	1	3	1	2	0	0	0	1	3
BUS - Business Services	10	7	8	4	20	9	24	0	3
CSH - Community Services and Health	13	19	11	10	6	4	3	2	8
ELE - Electrical and Electronics	0	0	0	0	0	0	0	1	2
ENT - Cultural & Recreation (Entertainment)	0	0	0	0	0	0	0	0	1
FDP - Food Processing	0	0	0	11	1	1	0	5	1
FUR - Furnishing	3	3	4	2	0	0	0	0	1
IT - Information Technology	0	0	17	12	3	0	0	0	2
MET - Metals and Engineering	0	0	5	3	0	1	0	0	1
PRI - Printing	1	6	2	15	16	23	15	17	11
PRO - Process Manufacturing	0	1	0	0	0	0	0	0	0
PUA - Public Administration and Safety	0	0	0	0	0	0	0	0	1
REC - Cultural & Recreation (Recreation)	1	9	21	86	117	10	12	1	3
THE - Tourism, Hospitality and Events	22	28	41	18	6	22	17	87	4
TRA - Transport and Storage	1	0	0	0	5	4	0	2	14
WRP - Wholesale Retail and Personal Services	273	261	298	128	58	36	38	19	12

Source: Victorian DET, 2006 - 2015 LLEN Data Disks

2.2.5   Structured Workplace Learning (SWL) Program

The BGK LLEN, along with all other Victorian LLENs, is contacted from 2016 to deliver the new 'Structured Workplace Learning (SWL) Program' for 12 months. Under this contract the BGK LLEN will be funded to coordinate SWL opportunities for students across the region. A new state wide online portal will be developed to support the role of all LLENs in helping schools to access SWL opportunities and engage with business to better prepare students for successful post-school transitions. The portal will be used to promote brokered SWL placements with local schools.

Relationships will be built with employers in order to source suitable SWL placements for students, with a particular focus on local industry need areas and with businesses with capacity to place vulnerable students. A particular focus of the program will be the facilitation of engagement between employers and schools, and the provision of support to schools so that they are equipped to liaise directly with employers and place students in SWL placements that are accessible via the portal.

The BGK LLEN will also liaise with state-wide and neighbouring LLENs to identify appropriate SWL placements outside of the BGK region, as well as share program knowledge and expertise with LLEN peers.

The new SWL program is following on from the 'Workplace Learning Coordinator (WLC) Program which concluded at the end of 2015. Over many years the previous WLC Program was delivered in the BGK region by Youth Connect, and over that period the BGK LLEN supported Youth Connect as the local delivery agent of the WLC Program.

VET and SBATs are important mechanisms for influencing and assisting schools to offer a broad suite of post-compulsory vocational programs for students and ensuring access to non-school based career exposure prior to school completion. It is anticipated that the new SWL Program will contribute to expanding VET and SBAT related work placement participation across the region over the contractual period. Furthermore, an ongoing coordinated approach to workplace learning will assist in building a positive schools-to-industry culture within schools, businesses and the wider community.

Further details about the SWL Program and the means by which the BGK LLEN will deliver it will be released in early 2016.

2.3 Early School Leavers and 'At Risk' Youth

The coalescing issues of youth disengagement and early school leaving are significant problems in Australia. While school retention rates have increased in recent years and there has been some reduction in youth unemployment, large numbers of young people continue to fall through the gaps and risk present and future social and economic exclusion or access to education and training.

Many factors can contribute to a young person leaving school early including disadvantage, family reasons, disability, sexual orientation, health and access to relevant education offerings. By minimising or mitigating these factors and by also ensuring that parents and families are supported during their child's education career and at key transition points can also help to reduce early school leaving.

A review of some key 'At Risk' youth population groups are outlined below. In addition, a number of programs and initiatives aimed at reducing youth disengagement and improving transitions are also outlined below.

2.3.1 'At Risk' Population – Young People with Disability

The United Nations Convention on the Rights of Persons with Disabilities recognises that disability arises from the combination of impairments and barriers that "hinder...full and effective participation in society on an equal basis with others". The impairments can include "long-term physical, mental, intellectual or sensory impairments" whilst the barriers can be attitudinal or environmental.

In the ABS Disability and Labour Force Participation 2012 Report (including data revealed in the 'Survey of Disability, Ageing and Carers 2012') the following disability rates are noted in 2012, including increasing levels over time. In 1993 it was noted that 1.4 million Australians aged 15 - 64 years have a disability, which increased to 2.2 million Australians in 2009 and 2.2 million also reported in 2012. The rate of disability for Australians aged 15 - 64 years increased from 15 per cent in 1993 to 17 per cent in 2003, then returned to 15 per cent in 2009 and dropped slightly to 14.4 per cent in 2012. Not surprisingly, the prevalence of disability increases with age.

In 2012, the disability rate among 15-24 year olds was 7.9 per cent (higher than the 6.6 per cent in 2009) and the rate was higher for successively older age groups, with 18 per cent of 45 - 54 year olds (also 18 per cent in 2009), and 31 per cent of 55 - 64 year olds (also 31 per cent in 2009) living with disability.

Between 2009 and 2012 the labour force participation of Australians with a disability aged 15 to 64 years remained steady (54 per cent in 2009 and 53 per cent in 2012), but below the 83 per cent labour force participation recorded for those without a disability in 2012.

In 2012, 56.6 per cent of people aged 18 – 24 years with a disability were employed, as compared to 70.8 per cent of young people of the same age without a disability.

In 2012, the proportion of Australians aged 15 to 64 years, living in households, who had completed secondary school (Year 12 or equivalent) had increased since 2003. For people with disability, this increased from 30 per cent in 2003 to 36 per cent in 2012. The increase was more marked in those without disability, where the proportion of people completing secondary school increased from 49 per cent in 2003 to 60 per cent in 2012. In addition, a smaller proportion of people with disability in this age group had a bachelor degree or higher compared with those without disability (15 per cent compared with 26 per

cent), while a larger proportion of people with disability had attained a certificate level qualification (26 per cent compared with 21 per cent).

It is already well established that the transition from school to further education, training or employment is critical for the long-term economic inclusion of young people. This is even more so for young people with disability, making completion of Year 12 and support into post-school study and work pathways important. Young people with a disability are particularly vulnerable to early school leaving and risk not moving into sustainable post-school education, training and employment. The rates of employment for people aged 15 – 64 years with disabilities in Australia is a third less than that of their peers without a disability. There is a strong link between the positive or negative labour market aspiration and expectations of the community (including parents and schools) for young people with disabilities, and whether or not such young people take an employment pathway.

The 2011 PriceWaterhouseCoopers report ‘Disability expectations: Investing in a better life, a stronger Australia’ (p. 9) highlights the poor employment access and relative poverty statistics for Australians with a disability: only 50% of Australians with a disability are likely to be employed, compared to 60% for the OECD, and 70% for the top eight OECD countries; and, 45% of Australians with a disability live in/near poverty, more than double the OECD average.

The 2009 KPMG report ‘The Contemporary Disability Service System – Summary Report’ estimated that in 2009 4 million Australians reported as having a disability resulting from a health condition, with 1.3 million of those having a ‘profound or severe’ disability (p.11). The numbers of people with disabilities is expected to continue to grow over the coming decades, while the working age population will fall. This same report also acknowledged that the critical transition points that a person with a disability experiences are: beginning school; leaving school and entering employment; beginning work; and, retiring and ageing (p.11). In light of this, a particular focus on the transition from school to work is recommended through “increasing participation for people with a disability in employment ... with a particular focus on improving transitions from school to employment ... and partnerships with the private and not-for-profit sectors” (p.4). It is further recommended that social inclusion and transitions can be enhanced through the education of young people with a disability and fostering partnerships between education and employment agencies to support the young person’s school to work transition.

Overall, the importance of supporting young people with disabilities to engage with schooling and successfully transition to post-school destinations such as further training and/or employment is critical. Partnerships between education, employment and not-for profit sectors are also seen as a mechanism for supporting positive transitions. This is not only of benefit to the individual but also to their care givers and the wider community.

2.3.1.1   Youth Disability Population

Within the BGK region, a number of differing sources must be reviewed when estimating the area's youth disability population and unfortunately most are not recent data sources and likely underestimate the current youth disability population regionally.

As noted earlier the approx. number of BGK region young people aged 13 to 19 with profound and severe disabilities at 2011 is, according to the ABS 2011 Census, approximated to be 430. This represents 1.5 per cent of the total population in this age range, which is 0.7 per cent lower than the Victorian average.

With respect to 2006 Association for Children with a Disability data, it was estimated that 1,018 between the ages of 15 to 24 were residents of the BGK region. It was also estimated that 2,434 with other moderate or mild disabilities resided in the region.

In 2012, the Victorian Department of Education and Training reported that approx. 260 young people between the ages of 14 to 18 years of age attending BGK region government special and mainstream secondary schools were receiving funding under the ‘Program for Students with Disabilities (PSD)’; targeted funding to support students with moderate to severe disabilities.

It is difficult to provide an accurate estimate of the number of young people in the BGK region who have a learning disability (LD). The Victorian ‘LD Network’ estimates that one in ten Victorian students have a learning disability; that is around 91,000 children and young people in Victoria alone. The LD Network defines LD as “a variety of disorders that affect the acquisition, retention, understanding, organisation or use of verbal and/or verbal information” and that these disorders “result from impairments in one or more psychological processes related to learning, in combination with at least average abilities essential for thinking and reasoning”. LD is distinct from intellectual disabilities and ranges in severity. LD interferes with important skills such as: oral language; reading; written language; and/or mathematics.

Overall, the BGK region data pertaining to youth disability attest to a very great need for ongoing support and services for this vulnerable youth population. A particular need is to ensure young people with disability have access to a range of services aimed at social inclusion and improving school to employment transitions.

2.3.2   'At-Risk' Population - Children and Young People in Out-of-Home Care

According to the Victorian Department of Human Services' report 'Out-of-Home Care: A Five Year Plan', in 2013 there were close to 6,500 Victorian children and young people in out-of-home care placements, with that figure rising at a rate of 5.3 per cent per annum since 2002 (2014:16). Accurate data pertaining to the number of young people in out-of-home care (foster care and kinship care arrangements) in the BGK region is unclear at present. Across the region a number of community organisations provide children and young people with foster, kinship and residential out-of-home care placements.

In 2007, the Victorian Government endorsed a 'Charter for Children in Out-of-Home Care' which "provides a clear and simple set of statements of the rights that children and young people can expect to be upheld throughout their time in care...". Among these rights are a number which relate to the education and training, transitions and pathways of young people in out-of-home care, including "to be provided with the best possible education and training; to be able to develop life skills and grow up to become the best person I can; and, help in preparing myself to leave care and support after I leave care". It is well documented that young people in out-of-home care have statistically poor education and transition outcomes, often due to the negative life experiences and traumas that have taken them into the care system in the first place, disabilities, disadvantage and as a result of numerous care placements. According to Dr Sarah Wise Australian out-of-home care studies "show that children in out-of-home care perform academically below what is normal for their age" (Neale G Moloy Social Justice Lecture, 2009: 1).

According to a Victorian Government briefing by the Department of Human Services (obtained under Freedom of Information by The Sunday Age), Victorian children in out-of-home care "risk a future of low school achievement, homelessness and involvement in crime" (Fyfe, 2010). The report finds that children in foster and residential care had consistently high levels of school absenteeism than the general student population, with only 58 per cent attending school, as well as lower levels of academic achievement in mathematics and English. The 2008 briefing identified that there was an unexpectedly high number of children requiring state care, and that as a result children were often placed in multiple homes and there was a chronic shortage of foster carers. Most concerning was the fact the paper also "cited a study that showed a young adult leaving the out-of-home system in Victoria will cost the government $686,000 more in health, drug and alcohol, police, justice and housing services than a young adult in the general population".

As a particularly vulnerable and disadvantaged group of young people in our community providing support to, not only the young person but also the carers and agencies that play a part in the education and transition of children and young people in out-of-home care is vital. This is further validated when one considers the significant increase in children in care, the current "massive shortage of foster carers and pressures on social workers" in Australia (Wise, 2009: 5) and that "research has highlighted a lack of engagement and involvement among social workers and care givers in children's education experiences, such as contact with schools, carer encouragement, support and direction" (CREATE Foundation, 2006: 16).

2.3.3   'At Risk' Population - Homeless Youth

The Australian Department of Social Services 'Homelessness Exposure Bill' sees a broadening of the definition of homelessness to include the following definition:

"A person is experiencing homelessness if:
- the person is sleeping rough or living in an improvised dwelling; or either:
- the person is temporarily living with friends or relatives and has no other usual address; or
- the person is living in accommodation provided by a specialist homelessness service; or
- the person is living in a boarding house, caravan park, hostel, refuge, shelter or similar accommodation, whether on a short-term or long-term basis, in respect of which the person has no secure lease and the person is not living in that accommodation by choice."

According to the ABS 2011 Census, the overall rate of homelessness in Victoria is 42.6 persons per 10,000 heads of population. The number of homeless youth on Census night needs to be treated with some caution. On Census night 2,283 young people aged 12 to 18 years were recorded as homeless. The figure accounted for around 10 per cent of all homeless persons in Victoria and was equated to 42.8 per 10,000 young people in that age bracket. Accurate data for Bayside, Glen Eira or Kingston LGA regions is not available.

Youth Homelessness Australia's 2012 'Creating a Framework for Ending Homelessness' paper (p.1) advised that young people experiencing homelessness can find sourcing secure accommodation, maintaining relationships and community connections and participating in education, training and employment difficult. It is also noted that many young people who are homeless frequently disengage from education and training, find sourcing and keeping employment difficult and often find that their physical and psychological health suffers. Young people who are homeless also have an increased risk of juvenile justice contact and experiencing ongoing homelessness. Young women are more likely than men to face homelessness.

The reasons behind youth homelessness can be many and varied. The same report notes that family breakdown, family violence (physical, sexual and emotional abuse), poverty, social inequality, youth unemployment and intergenerational unemployment, out-of-home care and illness are factors that can influence youth homelessness (p.1)

Although youth are over-represented in the homeless population, accurately assessing levels of youth unemployment at national, state or regional levels is particularly difficult. The ABS 2012 'Factsheet – Youth Homelessness' notes "that for some youth who are homeless and 'couch surfing', a usual residence may still be reported in the Census" and that "their homelessness is masked because their characteristics look no different to other youth who are not homeless but are simply visiting on Census night". The ABS acknowledges that they have not yet been able to establish a reliable way of estimating youth homelessness at Census night, and that service providers and researchers have indicated that the estimates of homeless youth derivable from Census data do not concur with their knowledge about youth homelessness.

Mission Australia's 'Home and Away – Child and Youth Homelessness Report 2016' identified that, of the nearly 19,000 participants (aged 15 – 19 years), one in seven had spent time away from home in the last three years because they felt that they could not return. The key factors contributing to youth homelessness identified in this report were family conflict, personal stresses, living in crowded dwellings, and domestic and family violence. The impacts of youth homelessness were identified as high levels of psychological distress, self injury, suicide, high unemployment rates, increased likelihood of early school leaving, poor health outcomes, and a higher prevalence of mental health conditions. This report provided a range of early-intervention recommendations designed to identify young people at risk of homelessness, address the underlying factors that contribute to youth homelessness and, ensure that schools and community services are adequately resourced to assist such young people. This report strongly advocates for youth homelessness in Australia to be halved by 2020, in order to reduce the immediate and future impacts imposed on young homeless people as well as the economic burden that addressing these impacts has on government and the wider community.

While it is unclear of the exact numbers of young people in the BGK region that are homeless or in transient accommodation situations, it is important to ensure that the region provides adequate support and advocates for the provision of services to meet their often complex needs.

2.3.4   'At Risk' Population – Young People Experiencing Mental Health Issues

The National Health Priorities Area (NHPA) 'Report on Mental Health 1998' defined mental health as "the capacity of individuals and groups to interact with one another and the environment, in ways that promote subjective wellbeing, optimal development and use of mental abilities (cognitive, affective and relational)" (p.152).

Headspace is Australia's National Youth Mental Health Foundation and funded by the Australian Government Department of Health and Ageing. Headspace outlines the major cause factors to be:

• Biological factors - inherited or environmental
• Negative early life experiences - for example: abuse, neglect, death of a relative or other losses and trauma
• Individual factors - for example: self-esteem or way of thinking
• Current social circumstances - school, work, financial, relationship or family stress, or negative life events.

Headspace also outlines the key mental illnesses to be:
• Depression
• Anxiety
• Eating Disorders
• Psychosis
• Self harm
• Alcohol and other drug issues.

Victorian and BGK region data attests to mental health as a significant issue amongst young people in our community.

2.3.4.1   Youth Mental Health Data

The Victorian Department of Health and Human Services' ['Victorian Population Health Survey Report 2008 (7.0 Mental Health)'](#) evaluated psychological distress (incorporating depression and anxiety) statewide in 2008. With regards to youth data (aged 18 – 24 years) the following was identified via this survey:

- 51.9 per cent of young Victorian experienced 'low levels' of psychological distress (contrasts to 62.4 per cent of all 18+ Victorian adults)
- 10.9 per cent of young Victorian experienced 'high levels' of distress (6.6 per cent Victorian total) and 3.1 per cent experienced 'very high' levels (3.1 per cent Victorian total)

Bayside City Council's ['Health and Wellbeing Plan 2013 – 2017'](#) identified that "For young people using the public mental health system, the Bayside data shows higher rates of anorexia nervosa, chronic depression, anxiety disorder, Asperger's syndrome and childhood autism - when compared to all young people in the southern region" (p.7).

The Kingston City Council's 'Health Profile for the City of Kingston 2009' report states that "Within Kingston, the admission rate for mental diseases and disorders was highest for 25-54 year olds. Mental diseases and disorders as a share of total admissions for the age group were highest amongst 15-24 year olds, accounting for 6% of admissions for this age group. The age-standardised admission rate was significantly above the Victorian average for 0-14 year olds in Kingston" (p.41).

The 2010 'Adolescent Community Profiles' prepared by Office for Children and Portfolio Coordination in the Victorian Department of Education and Early Childhood Development evaluate bullying, psychological and psychiatric outcomes amongst children and young people in each of the BGK regions. Unfortunately these profiles have not been updated making the 2010 data the most recent available.

Bayside LGA ([Adolescent Community Profile, 2010 City of Bayside](#)):
- 99 psychiatric hospital separations, equating to 10.2 young people (10 – 17 years) per 1,000 young people, occurred in Bayside. This is higher that the Southern Metropolitan region of 7.1 and the Victorian rate of 6.7 per 1,000. (p.22)
- 6.6 per cent of Bayside students in Years 7, 9 and 11 reported 'high levels' of psychological distress. This was lower than both the Southern Metropolitan Region rate of 12.6 per cent and the Victorian rate of 13 per cent. (p.23).
- 29.5 per cent of Bayside students in Years 7, 9 and 11 reported 'being recently bullied'. This was significantly lower than both the Southern Metropolitan Region rate of 42.4 per cent and the Victorian rate of 44.6 per cent. (p.18)

Glen Eira LGA ([Adolescent Community Profile, 2010 City of Glen Eira](#)):
- 78 psychiatric hospital separations, equating to 6.8 young people (10 – 17 years) per 1,000 young people, occurred in Glen Eira. This is slightly lower than the Southern Metropolitan region of 7.1 and almost on par with the Victorian rate of 6.7 per 1,000. (p.22)
- 14.9 per cent of Glen Eira students in years 7, 9 and 11 reported 'high levels' of psychological distress. This was higher than both the Southern Metropolitan Region rate of 12.6 per cent and the Victorian rate of 13 per cent. (p.23)
- 35.2 per cent of Glen Eira students in years 7, 9 and 11 reported 'being recently bullied'. This was lower than both the Southern Metropolitan Region rate of 42.4 per cent and the Victorian rate of 44.6 per cent. (p.18)

Kingston LGA ([Adolescent Community Profile, 2010 City of Kingston](#)):
- 84 psychiatric hospital separations, equating to 6.4 young people (10 – 17 years) per 1,000 young people, occurred in Kingston. This is lower than the Southern Metropolitan region of 7.1 and almost on par with the Victorian rate of 6.7 per 1,000. (p.22)
- 9.4 per cent of Kingston students in years 7, 9 and 11 reported 'high levels' of psychological distress. This was lower than both the Southern Metropolitan Region rate of 12.6 per cent and the Victorian rate of 13 per cent. (p.23)
- 47.1 per cent of Kingston students in years 7, 9 and 11 reported 'being recently bullied'. This was higher than both the Southern Metropolitan Region rate of 42.4 per cent and the Victorian rate of 44.6 per cent. (p.18)

2.3.5   'At Risk' Population - Same-Sex Attracted and Gender Questioning Youth

Same-sex attracted youth are at potential risk of disengagement. A number of newspaper articles indicated that "young homosexuals are suffering more abuse than ever, particularly in schools" (Tomazin, *The Age*, 2011). The La Trobe University Australian Research Centre in Sex, Health and Society's 2010 report ['Writing Themselves in 3 – third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people'](#), which surveyed over 3,000 young people aged 14 – 21 year, delivered some very concerning data as to the issues faced by these young people whilst in their local communities and schools. The report found that while society had progressed in terms of law reform, changed values

and the introduction of programs, homophobia has increased and particularly in schools. Indeed, 61 per cent of survey respondents reported verbal abuse because of homophobia, 18 per cent reported physical abuse, 80 per cent of those who were abused experienced it at school, 69 per cent reported other forms of abuse such as exclusion and rumours and young men reported more abuse than young women (p.39).

In terms of school support, a quarter of young people attended a school where they knew there was policy-based protection from homophobia, 40 per cent attended a school with no structural support features for sexual difference, only 19 per cent attended a school that was supportive of their sexuality and over a third described their school as homophobic (p. 79). Most alarmingly, is the strong relationship between abuse and self-harm identified through this research. Almost double the number of young people who had experienced abuse had thought of self harm, while twice the number of those who had experienced verbal abuse had attempted suicide and four and a half times the number of young people who had experienced physical abuse had attempted suicide (p. 51). The report also noted that there was a strong correlation between school-based homophobia and education disengagement, with 29 per cent reporting they could not concentrate in class, 20 per cent missing classes, 21 per cent missing days at school and 20 per experiencing a reduction in marks. In addition, 10 per cent left their school to move to another and 8 per cent left school altogether (p.56).

At an education policy level, the Victorian Department of Education and Training provides some guidance to its teachers through the Supporting Sexual Diversity in Schools program, and the Victorian Government recently announced a $4 million plan to develop suicide prevention strategies for same sex attracted youth. In 2010 a new Safe Schools Coalition of schools was set up to promote tolerance and sexual diversity whereby schools are encouraged to establish 'gay/straight student alliances', share resources, create information posters and increase sexual health information.

At a community level, there are two community support group available to same-sex attracted youth, facilitated by the City of Kingston's Youth Services Department and the City of Bayside's Youth Services Department. With a high secondary school population across the region, during 2011 the BGK LLEN recognised that this was an important issue to explore with a view to engaging schools and relevant community organisations in conversations about the importance and value of supporting this vulnerable group of young people who overall have a high risk of school disengagement, self-harm and suicide.

In late 2011, the BGK LLEN established the 'RESPECT: Supporting Sexual and Gender Diversity in Bayside Glen Eira Kingston' partnership to strategically build a network of schools and organisations across the region that will help improve the health, wellbeing and education success of young people who are Same Sex Attracted and Gender Questioning (SSAGQ). RESPECT has focused on advocating and supporting local schools to join the Safe Schools Coalition to stand out against homophobic bullying, to identify what the issues are for SSAGQ young people, identify the availability of support and any gaps, and provide support for teachers, service providers, parents and families. As at 2014, 20 schools are connected to the RESPECT schools network and of these 16 schools are now members of the Safe Schools Coalition Victoria. As of late 2014, the BGK LLEN initiated RESPECT schools network is a self-sustaining one that is being coordinated by the network of schools directly.

2.3.6   Early School Leavers Survey

'On Track', the Victorian Government initiative that researches Year 12 completers and Early School Leavers post school pathways, provides further detail about the post-school destinations of young people who have left school prior to completing Year 12 or equivalent. At the time of preparing this BGK Regional Scan, data for the 2014 early school leaver cohort was not yet available, making the 2013 cohort data the most recent.

Table 75 indicates that an increasing number of young people who leave school early find themselves 'looking for work' post their school exit, this figure being 23.4 per cent across the 2013 early school leaver cohort. However, it is important to note that an increasing number of young people are being retained in further education and training after leaving school prior to Year 12 completion. Indeed, of those students who exited in 2013, a significant increase in this destination was recorded; with 34.6 per cent indicating that they were now at University or undertaking vocational studies.

Of the 80 early school leavers who took part in On Track survey after leaving school in 2013, 2.7 per cent were attending University and 31.9 per cent were in Certificate 1 to Certificate 4 level training. The increase in these destinations can be attributed to the fact there was a reduction in early school leavers taking up apprenticeship or traineeship pathways when compared to previous years.

Apprenticeships accounted for 14.3 per cent of early leavers' destinations in 2013, where in 2012 this rate was 21.4. Traineeships accounted for 5.1 per cent of destinations in 2013, which way only a small reduction on the 2012 rate of 6.0 per cent.

Those engaged in either full or part-time employment was 5.0 and 13.2 per cent respectively and whilst these figures were greater in 2012 the decrease in 2013 can be accounted for by a larger per cent of early school leavers pursuing further education and training after school exit.

Of the remaining, and the most vulnerable early school leavers, 23.4 per cent were looking for work and 4.5 per cent were not in the labour force, education or training (NILFET).

Please note that the destination NILFET was only surveyed for the first time 2011 which is why data for this was not available for previous years and might explain higher response levels in the category 'looking for work'.

It is important to note that the On Track survey cannot reach all early school leavers, so this data should be treated with caution due to the low level response rate amongst this cohort. However, it is indicative of the ongoing need to ensure that early school leavers in the region should be, wherever possible, supported to engage with sustainable and meaningful post-school destinations and/or assisted to re-engage with schooling.

Table 75: On Track Survey Destination Data, BGK Region (2003 – 2013 Early School Leaver Cohort)									
	University	Certificate IV+	Certificate I-III	Apprentice -ship	Trainee- ship	Employed full-time	Employed part-time	Looking for work	NILFET
2003		N/A	27.0	19.7	1.5	36.5	15.3	3.6	
2004		3.6	21.9	21.9	2.2	16.8	19.7	13.9	
2005		6.0	22.4	21.6	4.3	17.2	12.9	15.5	
2006		5.1	4.0	29.3	6.1	26.3	11.1	18.2	
2007		4.9	9.8	24.6	6.6	23.8	16.4	13.9	
2008		1.9	17.1	28.5	8.9	20.3	11.4	12.0	
2009		4.6	18.5	20.8	7.5	11.0	12.1	25.4	
2010		11.0	24.8	13.8	5.5	8.3	19.3	17.4	
2011		7.4	12.8	22.3	0.0	11.7	11.7	30.9	3.2
2012		7.1	7.1	21.4	6.0	19.1	14.3	17.9	7.1
2013	2.7	10.8	21.1	14.3	5.1	5.0	13.2	23.4	4.5

Source: BGK LLEN, 2015 (drawn from Victorian DET data)

2.3.7   Young People not in Education, Training or the Labour Force

The 2011 Census revealed that approx. 692 young people between the ages of 15 – 19 years in the BGK region were not in education, training or employment. Of this total, 267 were not attending education / training, were not employed and were looking for work. The remaining 425 were not attending education / training and were not in the labour force (see Table 64).

This represents a not-insignificant portion of young people across the region who are at significant risk of potentially poor future social, wellbeing and economic outcomes.

2.3.8   'At Risk' Youth Education and Unemployment Costs

Numerous studies point to the correlation between school completion and future access to education, training or employment. Data in 'How Young people are Faring Report 2012' shows that school completers are most likely to be engaged in full-time employment and education. This report shows that "female early school leavers are much more likely than male early leavers to withdraw from the labour force" (p.10). This report revealed that, in 2011, 36.7 per cent of females who left school at Year 10 or below were not in the labour force, as compared to 10.2 per cent who completed Year 12. Among males who left school at Year 10 or below, in 2011, 12.2 per cent of these were in the labour force as compared to 5.4 per cent who completed Year 12.

This same report also showed that "Year 12 completers are more likely than early school leavers to continue into further study" (p.10). In 2011, 62.4 per cent of Year 12 completers were either in full-time or part-time study the year after leaving school, compared with 35.4 per cent for Year 11 early leavers and 36.4 per cent for leavers from Year 10 or below.

The impact of not completing 12 years of schooling or its equivalent cannot be underestimated with research showing that extended periods outside these can have considerable impact on a young person's social, educational, emotional, physical and financial wellbeing.

According to the report 'The Cost of Dropping Out' young people "who leave school early and do not pursue other forms of education and training or find sustainable employment will face a life characterised by unemployment and poor living standards" (Business Council of Australia, 2003: 14). Marsh and Perkins also determined that "long periods outside work and education have been associated with long-term disadvantages including higher levels of unemployment, reduced likelihood of returning to the labour force or full-time education, more part-time and casual work, a shorter working life, lower income, and increased likelihood of ending up in poor-quality jobs with few opportunities for career development" (2006:3)

From a social and economic perspective the impact of early school leaving inevitably leads to lower employment rates, increased welfare payments, lower productivity and lower tax revenue (Business Council of Australia, 2003:8). The National Centre for Economic Modelling conservatively estimated that the average monetary cost per early school leaver was $37,100 to the government and $14, 700 per individual over the course of a lifetime; a figure which took into account the individual costs associated with early school leaving, such as forgone earnings, and government costs, such as increased social security expenditure and reduced tax revenues. Indeed the total lifetime costs associated with one year cohort of early school leavers was conservatively estimated at $1.3billion (1999:19-21). A more localised econometrics assessment of the costs associated with early school leaving would be beneficial to a wide range of stakeholders across the region.

2.3.9 'At Risk' Program - Access to Alternative Education and Learning

Alternative and flexible learning options for young people outside of mainstream school are a vital part of the education system. Unfortunately, many young people for a multitude of reasons disconnect or disengage from mainstream school and therefore it is important that there are options of community or alternative from mainstream school provision made available for these young people. Sometimes a more adult learning environment can meet the needs of some young people, whereas community-based learning options such as Learn Locals or Neighbourhood Houses offer a less formal and often less intimidating environment. Whatever the needs of young people are, every region must have a range of options to meet the needs of young people at risk of disengaging completely from education and ensure that partnerships and welfare support mechanisms are put in place to enhance their journey through this education system.

In the BGK region there are a few education provision options for young people outside of school: Learn Locals offering VCAL and CGEA as well as Holmesglen Vocation College offering VCAL. The BGK LLEN also facilitates a Network (Flexible Engagement and Learning Network) of influence and capacity to foster strategic interest in, drive opportunities and coordinate best options for flexible and alterative learning and engagement opportunities outside of mainstream school in the BGK (and neighbouring) regions.

The 2013 research project, A Different Journey – Youth in Learn Locals, undertaken by the BGK LLEN and Educational Transformations (commissioned by the Southern Metropolitan Regional Council of Adult Community and Further Education - ACFE) focused on developing a comprehensive picture of the young people (aged from 10 to 19 years of age) who are accessing education at Learn Local organisations in the southern metropolitan region of Melbourne and illustrate the arrangements for program delivery. The young people accessing education at Learn Local organisations are on the whole disengaged from schools and have low levels of literacy and numeracy. This research identified that this is often the outcome of these young people not being able to successfully engage in a mainstream education environment whilst dealing with significant issues. These issues are categorised into: learning differences and disabilities; mental health challenges; substance abuse; and family background issues.

The Learn Local organisations that participated in this research reported to have a total of 1,498 young people participating in programs at their centres. The research found that there were approximately 70% additional young people accessing programs at Learn Local organisations than recorded in the official validated ACFE data provided for this research. The reasons appear to be a combination of young people receiving funding to participate in the programs outside of those that are recorded by ACFE and the Learn Local organisations allowing some young people to access programs unofficially. Generally the programs that are being offered in Learn Local organisations are effective in re-engaging young people and providing them with pathways to further education or employment. However, there were strong calls for further support in the form of funding and resources to enable the educators in these facilities to develop more effective partnerships, programs and pathways to support these vulnerable young people.

The The Next Journey – Youth in Learn Locals report followed in 2014 as a by compendium to the 2013 'A Different Journey' research. 'The Next Journey' is a review into the ways that student pathways planning and transition planning is managed in alternative and flexible learning organisations (such as Learn Locals, TAFEs and Registered training Organisations) across the Southern Melbourne Region. This report provided a range of recommendations and considerations for ways that pathways and transition planning and provision could be enhanced at organisational, regional and systemic levels.

These reports led to the establishment of a 2014 Victorian Government 'Adult Community and Further Education (ACFE) Taskforce' to provide recommendations to the ACFE Board regarding improvements to the funding, education and pathways planning in the alternative and flexible engagement system.

2.3.10 'At Risk' Program - Beyond the School Gates

'Beyond the School Gates' is an extended school hub initiative driven by Berendale School and project managed by the BGK LLEN. Extended school hubs are schools that provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. The aim of Beyond the School Gates is to break down the barriers that prevent young people with intellectual disability or learning differences from inclusion in the community and enhance the employability, further education and social outcomes for this cohort. The target group for this initiative are young people aged 14 – 19 years with an intellectual disability or learning difference, and their families, in the BGK and Port Phillip regions. Beyond the School Gates offers vocational, recreational, health and family support programs for this cohort of student and runs in a variety of locations in response to demand from special and mainstream schools. Beyond the School Gates received pilot funding from 2012 – 2014 by the Victorian Department of Education and Training, and was offered by Berendale School and project managed by the BGK LLEN over that period. Some small additional funding (Department of Human Services and Lord Mayor's Charitable Fund) to deliver some specific programs initiated by Beyond the School Gates. The success of Beyond the School Gates has enabled the initiative to be delivered in 2016 by the same parties.

2.3.11 Parent Transition Support Programs

In recognition of the value in empowering parents with current secondary education and career transition information, a number of programs have been developed for or adopted into the region to support parents in their role as a career and transitions influencer, most notably the 'Parents as Career Transition Support (PACTS)'. PACTS was developed by Brotherhood of St Laurence in 2002 and then introduced into the BGK region in 2005 by both the BGK LLEN and local community organisation Youth Connect. Since 2005, Youth Connect has delivered the program across the BGK region and over that time has presented the PACTS workshops to over 1000 local parents in school and community settings.

'PACTS for Primary School Parents' (originally known as 'Secondary School Conversations') was developed by BGK LLEN in partnership with Youth Connect. This program was developed in response to an identified need to support parents who were transitioning their child from primary to secondary school and wanted to learn more about pathway options, the education system and empower them to make informed decisions about the most suitable school for their child based upon their child's learning needs.

2.4 Youth Participation and Leadership

The notion that young people should have a say in decisions affecting their lives has existed for many years. However, in more recent years the concept and principle of 'Youth Participation' has increasingly entered the lexicon of Australian agencies with a youth focus and in some cases been enshrined in legislation or formed part of governmental policy.

Many alternative definitions of youth participation prevail, from those of a more philosophical to those of a more pragmatic nature. The Australian Clearinghouse for Youth Studies defines participation as a "term used in youth research, policy and practice to denote the role of young people in decision-making and action within personal, social and political domains. Distinctions can be drawn between: private participation, or personal decision-making, and public participation, which is more social". The Victorian Office for Youth in conjunction with the Youth Affairs Council of Victoria (YACVic) defines youth participation as "involving young people being active in decision-making processes and issues that affect them. As members of our community young people need opportunities to participate in all aspects of community life. Young people make invaluable contributions to communities and are empowered themselves when they participate" (2004:1). YACVic offers three key resources which aim to increase and enhance opportunities for youth participation within the community, focusing on young people's participation in consultations, organisational structures or in other activities creating change in their communities. Similarly, Youthlaw NSW offers a practical definition of participation in stating that it is a "multi-faceted concept extending well beyond mere consultation...involving young people in the decision-making processes of the Committee of Management and directly involving young people in key policy formulation and project implementation".

Legislatively, a number of states have, through Children and Youth Acts, proclaimed that relevant government agencies must consult with young people about decisions affecting their lives. Whilst not legislatively enacted in Victoria, the state government emphasis on community consultations has seen young people take an active role in public discussions about relevant youth issues and the development of government funded and youth driven projects (such as FReeZA) have increased in recent years. Local government has also been an active proponent of youth participation, establishing decision making committees comprised of young people to consult on local youth issues and plan for local community services and programs

and, in fact, all the Bayside, Glen Eira and Kingston local governments have functioning Youth Advisory Committees. In 2002 federal and state Education and Youth Affairs Ministers signed the 'Stepping Forward: Improving the Pathways for all Young People' declaration which describes a vision where young people's opinions are sought and they are encouraged to take an active role in their local communities and the nation. Through this declaration, and the subsequent guiding principles articulated in 'Contributing and Changing: Young People's Involvement in Government Planning and Decision Making', Australian governments committed to the following principles which underpin young people's engagement in the design and delivery of public policies, programs and services: empowerment; valuing diversity; purposeful engagement; and encouragement. Many government tenders for youth-related programs and activities now require organisations to demonstrate how youth participation is encouraged and utilised within their organisation/funded program (MCEETYA: 1–4). At a policy level, state and national government department's funding for youth and related programs have increasingly written youth participation principles and activities into funding contracts. An examination of some philanthropic funding requirements also places an onus on the funded party to support the participation of youth in the design, development and management of the funded project.

Young people themselves have identified a strong connection to youth leadership and related activities as noted in the Mission Australia 'National Survey of Young Australians 2015', which was based on survey responses from almost 19,000 young people aged 15 – 19 years nationally, of which almost a quarter of respondents were Victorian. When asked to identify what activities young people had been involved in over the past year "Four in ten young people reported participation in student leadership activities (40.0%), one third had participated in youth groups and clubs (33.1%), three in ten had participated in religious groups or activities (30.8%) and around one in five had participated in environmental groups or activities (22.0%) over the past year" ("p.22). This response evidences the importance that young people place on youth leadership and participation opportunities, and is therefore something that must remain in place as an activity that empowers, increases confidence and instils a value in civic participation in young people.

Given the benefits of youth leadership, the fact that young people themselves indicate an interest in student leadership opportunities, and the fact that more disadvantaged or vulnerable students often miss out on youth leadership opportunities; the BGK LLEN and partners are keenly supporting networked student leadership programs across the region.

A number of key networked youth participation and learning projects across the BGK region are:
- Local Government Area 'Youth Advisory Groups'
- FReeZa
- Disability Ambassador Programs
- Student Representative Councils (in individual schools)
- Victorian Student Representative Council.

2.5 Career Development

After parents, educators play the second most significant role in influencing the transitions, career and pathways decisions made by young people. Indeed the Department of Education Science and Training (now the Australian Department of Education and Training) report 'Making Education and Career Decisions: School Students Aspirations, Attitudes and Influences' (2003) articulated the significant role that careers and general teachers play in the career development of young people. The report identified that this came about mostly through their role as an information disseminator, but that their capacity to provide appropriate information was reduced by limited industry experience, a bias towards tertiary education and limited time to thoroughly review career resources and disseminate these to students.

The peak national careers association, the Careers Industry Council of Australia (CICA), adopted a set of 'Professional Standards for Australian Career Development Practitioners'. This set of standards conforms with international best practice, reflects the belief that career development is seen as an essential building block in today's knowledge economy and is designed as a mechanism for ensuring that all citizens gain access to high quality career services throughout their lives. In addition to setting ethical compliance, the standards also stipulate a minimum level of professional training (Graduate Certificate) for full members. While the standards are relevant for career advisors in a range of settings, it is important to note that they have been adopted by the peak Victorian association for careers teachers, the Career Education Association of Victoria (CEAV), who in conjunction with the Victorian Department of Education and Training offer scholarships to those teachers wishing to obtain a professional industry qualification. More recently the Australian Government endorsed the 2008 roll-out of the Australian Blueprint for Career Development. The primary aim of the Blueprint is to enable teachers, parents, career development practitioners, employment service providers or others who are in a position to support people's careers and transitions, to work with a nationally consistent set of career management competencies which will help all Australians to better manage their lives, learning and work.

In addition to establishing minimum standards for career advisors, an increased emphasis has been placed on practitioner exposure to workplaces and industries with a view to encouraging practical career exposure. A small number of industry

placements for teachers are available through the Victorian Department of Education and Training and Victorian Catholic Education Office annually.

While careers teachers play a significant role in advising and supporting the career development of students, it is important to note that other general and specialist teachers also contribute to student development in this area, although often to a lesser degree. Increasing the currency of careers knowledge amongst all teachers offers a number of benefits including: greater capacity for integration of careers into subject curriculum; career teacher succession planning; provision of assistance to time-poor careers teachers, and; provision of reliable on-demand careers support for students.

2.6   Youth Mentoring

Youth Mentoring is increasingly seen as a model for enhancing relationships between a young person and significant other (e.g. peer, adult) with a view to enhancing their emotional, social, skills or pathways development. Significant interest in this model has been demonstrated by increasing public discussion, the establishment of peak mentoring associations and benchmarking and best practice resources, and an increase in the number and variety of programs available.

Mentoring can take many different forms, from unstructured arrangements to more formalised relationships that conclude when the mutually agreed goal is achieved. The National Youth Mentoring Network defines youth mentoring as a "structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement" (Hartley, 2004:3). Mentoring can take place in a number of settings including within the community; at schools; in the work place, through a faith based organisation or virtually. According to the Australian Youth Mentoring Network, international research carried out on the benefits of mentoring to a young person "has shown that young mentees are less likely to become involved in criminal activity, drug and alcohol abuse or to leave school early. Instead they are more likely to have improved academic performance and have better relationships with their teachers and family compared to their peers who are not mentored". As such Youth Mentoring can often support parents, carers or other family members in their guidance role and may also assist in enhancing education and transition outcomes for children and young people.

There are very few Youth Mentoring programs (see BGK region Mentoring Programs list) offered within the BGK region, which may mean there needs to be a renewed push for new school / community-based youth mentoring programs in the region and/or a limited amount of funding available for such programs. In recognition of the poor education and transition outcomes often experienced by vulnerable and disadvantaged children and young people (e.g. those in out-of-home care, from a CALD background or presenting with special needs), it is perhaps those youth cohorts that should be specifically targeted for future mentoring programs or support in the region.

2.7   Education, Training and Transition Networks

A wide range of education, training and transition networks operate across the BGK region, as listed below:

2.7.1   Regional Network – Applied Learning Awards

Launched in 2009, the Applied Learning Awards were developed to recognise and encourage greater levels of applied learning participation amongst regional stakeholders. In 2014, the Awards were in their sixth year. Awards are presented to students, schools, teachers, program coordinators and businesses; recognising excellence and best practice in applied learning provision and participation. Since their inception, 549 individuals and organisations have received or been nominated for an award and close to 2,000 people have attended the Awards Ceremony evening. The Awards receive sponsorship from a range of local businesses and community organisations, and are supported by a judging panel comprised of senior representatives from local councils, education / training authorities and industry groups. The success and value of the inaugural 2009 awards has been built upon over the years and this event will be offered again in 2015.

The report Applying the Learnings: A report reviewing the effectiveness of the Applied Learning Awards 2009 – 2013 was released in 2014 and attested to the important and valuable role the awards have played regionally. This report: drew upon direct feedback and consultation with winners and nominees (students, educators and employers), sponsors and the independent judges who review applicants and select winners; reviewed quantitative award data against the backdrop of their representative sector and industry areas; reviewed sponsorship and independent judging involvement; compared these Awards and those available at state and national levels; evidenced the value, importance and 'change agent' role the Awards have played regionally; provided a range of student and educator case studies; drew linkages to public and social policies; explored the capacity of Awards' transferability and scalability; and, provided a 'project implementation guide and model' to assist other communities wanting to introduce similar awards in their area to do so.

The success and value of the Applied Learning Awards has been built upon over the years. However, due to changes in Youth Connect's structure (now part of Whitelion) and the BGK LLENs contractual remit, how the Awards will be offered in 2016 is under review. The BGK LLEN, along with Whitelion, is committed to working to transition the Awards, which play such an important role in the local region, to another organisation or partnership.

2.7.2   Regional Network – Ticket to Work

Ticket to Work has been a very successful locally-led project that has now been piloted and being expanded into other Victorian and Australian regions. Ticket to Work recognises that many students with disabilities struggle to successfully make the transition from school to employment, and that a SBAT undertaken during the senior years of school is sound approach of supporting young people with disabilities to prepare for their transition to post-school employment.

Ticket to Work is a SBAT and workplace preparation program for young people with mild to moderate intellectual disabilities attending special and mainstream schools. Ticket to Work matches students with employers, in industry areas that appeal to and suit the student, enabling them to take part in workplace preparation activities and ultimately an SBAT for between 1 – 2 years. The SBAT allows students to undertake vocational training in the industry area connected to their employment. Within the BGK region Ticket to Work is predicated on a partnership network approach which brings together schools, Disability Employment Service (Marriott Employment Options), Group Training Organisation (ATEP), Workplace Learning Coordinator (Youth Connect), Training Providers, National Disability Coordination Officer (SkillsPlus) and the BGK LLEN.

A 'National Ticket to Work Network' was established in 2012 and is currently managed by the BGK LLEN, enabling other regions (across Victoria and Australia-wide) to adopt the program model and associated resources and branding. The success of this approach saw the BGK LLEN successful in receiving National Disability Employment Initiative (NDEI) funding in late 2013 (until June 2014). With this funding support, the National Ticket to Work Network (and employed National Manager) is supporting organisations across Australia to establish the trade-marked Ticket to Work program in their area and led to an increase in the numbers of partnerships. An increase in the number of partnerships has resulted close to 500 Australian students with disability undertake work preparation, work experience and SBATs during 2014. In addition the National Ticket to Work Network has worked on behalf of all partners to maintain linkages with government, peak bodies and change-makers across Australia; engaging in public and government policy and advocacy to advance work opportunities for young people with disability across Australia. The outcomes of the program and need for ongoing delivery of this model was researched and outlined in the 2014 report 'Transitions to Employment of Young People with Disability and the Ticket to Work initiative'. A stand-alone national Ticket to Work website was also developed in 2014 – www.tickettowork.org.au

In March 2015, Ticket to Work received funding from the Australian Government Department of Social Services (as well as other small philanthropic contributions) which saw the National Ticket to Work Network transferred into the peak body National Disability Services.

2.7.3   Regional Network – Flexible Engagement and Learning Network (FELN)

The Flexible Engagement and Learning Network (FELN) for the BGK region is a strategic group with a core purpose to look at how we, as a region, best coordinate, support and develop our flexible engagement and learning programs for young people outside of mainstream school. This Network is made up of managers and coordinators of organisations from the region that offer youth and education / engagement-based programs. This Network meets four times per year.

Established in early 2011, the Network collaborates and supports initiatives focused on four priority areas:
1.   Work towards the provision of learning and engagement for 10-14 year olds who have disengaged from mainstream school
2.   Strengthen the way the youth education, learning and engagement sector works and support its growth, capacity and sustainability
3. Strengthen the sector's resource development, professional development opportunities and collegiate support mechanisms
4. Increase the capacity for providers to offer effective pathways and career development planning, resources and information for students in programs.

To date, the FELN has supported cross-regional professional development for teachers and trainers, supported the establishment of engagement programs in the region, developed a school and agency focused referral guide as well as HELP sheets for schools, parents and young people needing further information about moving into 'alternative' education provision, TAFE and seeking welfare support and has run 'At Risk Forums' for schools and alternative education providers to share their work and learn from each other.

2.7.4   Regional Network – Flexible Learning and Careers Association (FLACA)

FLACA was established in 2014 for providers of alternative and flexible learning across the South Melbourne Region with a focus on careers, pathways and transitions. FLACA was an initiative driven by a need identified by the Flexible Engagement and Learning Network (FELN) and the research undertaken by the BGK LLEN as part of the FELN remit.

FLACA is comprised of members from Southern Region alternative and flexible learning organisations and aims to create an environment whereby young people would be empowered and supported to pursue and manage their careers through life-long learning. The focus of FLACA is to provide: quality programs and services focusing on young people as learners; advocacy for our young people and sector; sharing of resources and knowledge; professional learning and support; and, robust and respectful partnerships.

FLACA has also led to the development of a Victorian Government funded initiative known as 'Flexible Learning Victoria (FLV)'. The BGK LLEN plays key roles in both FLACA and FLV.

2.7.5   Regional Network – Flexible Learning Victoria

Flexible Learning Victoria (FLV) was developed through funding received under the 'Leading Practice and Leading Change in Youth Education' Project which is an Adult, Community and Further Education funded Community of Practice. Consortia members are Skills Plus (playing the lead role), Narre Community Learning Centre, Melbourne City Mission and the Brotherhood of St Laurence. The BGK LLEN is the Project Manager of this eighteen month initiative which commenced in 2015, and builds on the work of the Flexible Learning and Careers Association (FLACA) and the Flexible Engagement and Learning Network (FELN)'s operating in the Southern Melbourne region.

FLV seeks to provide a community of practice that will enable advocacy, networking, partnerships, research and professional development for Flexible and Inclusive Learning Providers; ensuring that providers of flexible and inclusive learning programs are supported to empower young people to pursue their aspirations.

FLV is working with regional Flexible and Inclusive Learning Providers and LLENs across Victoria to develop Regional Networks supporting professionals working within the field.

2.7.6   Regional Network - Beyond the School Gates

'Beyond the School Gates' is a Department of Education and Early Childhood Development extended school hub that was funded until 2014 under Smarter Schools National Partnerships and driven by Berendale School, a BGK region special school, and program managed by the BGK LLEN. Extended School Hubs provide a range of services and activities, often beyond the school day, to help meet the needs of young people, their families and the wider community. While the initial funding has now concluded, Berendale School and the BGK LLEN are continuing to offer this program in 2016 and receiving funding from other sources to deliver specific projects.

Beyond the School Gates customises and coordinates a range of programs for secondary school aged young people with intellectual disabilities and learning differences and their families in the Bayside, Glen Eira, Kingston and Port Philip regions. The programs fall under four key areas (vocation, recreation, health and family support) identified as key to increasing access to employment, training and community participation opportunities and breaking down the barriers to social inclusion. Beyond the School Gates programs are delivered in a variety of locations in response to demand from special and mainstream schools.

2.7.7   Regional Network – Bayside Careers Network

The Bayside Careers Network provides an opportunity for all secondary school careers practitioners to meet per school term. This Network has over 40 members and associates including over 20 schools, plus TAFEs and Universities. Meetings enable members to discuss current career development issues, engage in professional development, hear from guest speakers, and network with one another.

2.7.8   Regional Network – Schools Connect, Disability Pathways Network

Beyond the School Gates (BGK LLEN) coordinates the 'Schools Connect – Disability Pathways Group' to promote the sharing of expertise and resources between mainstream and special schools in the region. Schools Connect is only open to school staff.

Schools Connect – Disability Pathways Group provides staff from special and mainstream schools the chance to: meet cross-sectoral peers; share experiences and expertise; share resources and tools; work together to identify gaps in pathways opportunities for students with disabilities; work together to identify solutions to addressing these gaps; and, Share existing and future pathways opportunities for students with disabilities

2.7.9   Regional Network – VCAL Network

The BGK VCAL Network was initiated by the BGK LLEN during 2015 to enable VCAL providers from across all education sectors to engage, share resources and learning, and explore partnership opportunities. The VCAL Network allows for coordinators and teachers working within the VCAL domain to enhance their own practices through collegiate support, as well as raise the standing of the VCAL within the local community. The VCAL Network is a self-sustaining one that is managed by members.

2.7.10   Regional Networks List – Education, Training and Transition Networks

A number of representative networks operate to support education and training providers operating in the BGK region. Some of these are facilitated and supported by the BGK LLEN, while others are supported by other bodies and authorities. During 2015, the BGK LLEN worked with key partners to consolidate some of the education and training provider networks within the region; thus ensuring that key networks reflected the needs of the region, suited partner members' capacity and addressed critical issues identified within the region.

List 1: Regional Education and Training Provider Representative Networks		
Partnership	**Aim/s**	**Facilitator**
Adult and Community Further Education (ACFE) – Regional Council (Southern Region)	The Regional Councils of ACFE provide: • expertise and local knowledge about adult education needs • advise the ACFE Board on regional priorities • implement plans and policies that promote and support adult education provision • recommendation regarding funding allocations to be made to Learn Local organisations in their regions in line with priorities and guidelines established by the ACFE Board.	ACFE – Regional Council (Southern Region)
Applied Learning Awards Network	To enhance the standing of applied learning across the region by rewarding the applied learning successes of students, schools, training providers and employers	BGK LLEN / Whitelion
Bayside Careers Network	The BGK LLEN is a member of this region wide careers network. This group has over 40 members and associates including over 20 schools, plus TAFEs and Universities.	Bayside Careers Network
BGK VCAL Network	The VCAL Network enables providers from across all education sectors to engage, share resources and learning, explore partnership opportunities and build a positive image of VCAL.	Regional VCAL Providers
Southern Disability Careers Network	Provides a networking and sharing forum for those who are involved in, and passionate about, future planning for young people with disabilities.	Victorian DET
Department of Education and Training (Southern Metropolitan Region) – Regional Principals Network	• A number of Principals Networks (for the leaders of government primary and secondary schools) exist across the BGK LLEN region • These networks provide improved opportunities for sharing resources, establishing partnerships, collocating facilities and servicing the needs of the community. • To ensure a coherent and integrated approach to accountability and improvement right across the school, network, region and system, each regional network is further required to develop a network self-evaluation, network strategic plan, network annual implementation plan, network provision plan and network annual report.	Victorian DET (SMR)
Flexible Engagement and	The Flexible Engagement and Learning Network (FELN) for the BGK region is a strategic group with a core purpose to look at how to best coordinate,	BGK LLEN

Learning Network (FELN)	support and develop flexible engagement and learning programs for young people outside of mainstream school. This Network is made up of managers and coordinators of organisations from the region that offer youth and education / engagement-based programs. This Network meets four times per year.	
Flexible Learning and Careers Association (FLACA)	FLACA is comprised of members from Southern Region alternative and flexible learning organisations and aims to create an environment whereby young people would be empowered and supported to pursue and manage their careers through life-long learning. The focus of FLACA is to provide: quality programs and services focusing on young people as learners; advocacy for our young people and sector; sharing of resources and knowledge; professional learning and support; and, robust and respectful partnerships.	Regional Flexible Learning Providers
Flexible Learning Victoria (FLV)	Flexible Learning Victoria (FLV) is a Victorian Government funded initiative steered Skills Plus (lead role), Narre Community Learning Centre, Melbourne City Mission and the Brotherhood of St Laurence; with the BGK LLEN as Project Manager. FLV seeks to provide a community of practice that will enable advocacy, networking, partnerships, research and professional development for Flexible and Inclusive Learning Providers. FLV is working with regional Providers and LLENs across Victoria to develop Regional Networks supporting professionals working within the field.	BGK LLEN / Consortia
Schools Connect – Disability Pathways Network	Beyond the School Gates coordinates the 'Schools Connect – Disability Pathways Group' to promote the sharing of expertise and resources between mainstream and special schools in the region. Schools Connect is only open to school staff and provides a chance for cross-sectoral peers to collaborate, share resources, identify gaps in pathways for students with disability and identify ways of addressing gaps in pathways opportunities for students.	Beyond the School Gates (BGK LLEN)

2.8   Policies and Initiatives – Education, Training and Youth Transitions

A range of policies and initiatives influence the education, training and transition opportunities made available to young people and their school, parent and community supports. Some of the relevant policies and initiatives relevant to education, training and youth transitions can be found in the Education and Transitions Policies and Programs Profile section.

2.9   Issues / Considerations – Education, Training and Youth Transitions

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

Cross-Sector Schooling	
Issue:	• A particular challenge in the BGK region is the fact that it is home to 126 schools and education providers. • 62.8 per cent of all enrolled primary school students attended a local government school and 37.2 per cent attended a non-government one (23.5 per cent Catholic school and 13.8 per cent independent). • 45.6 per cent of all enrolled students attended a local government school and 54.4 per cent attended a non government one (20.2 per cent Catholic school and 34.2 per cent independent). • With a diverse range of funding bodies, educational authorities and networks it is therefore difficult to establish partnerships and networks that address and service the needs of all sectors and education institutions.
Consideration:	• *Building cross sectoral partnerships and initiatives is vital in the diverse government and non-government school based BGK region.*

Victorian Certificate of Applied Learning (VCAL)	
Issue:	• Gaps exist in the provision of the VCAL amongst secondary schools in the BGK region, with recent enrolment in the BGK region being 5.6 per cent less than the Victorian average.

	• Some BGK region schools have >50% levels of students moving into employment after completing Year 12 but do not offer VCAL as an alternative to VCE.
	• There is a need to alter perceptions of VCAL so that it gains more credibility within the community and is not considered a "dumping ground" in some community segments and local secondary schools.
Consideration:	• *Work with current and potential VCAL providers to increase access for local young people*
	• *Profile VCAL successes*
	• *Award VCAL outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)*
	• *Support the efforts of the BGK VCAL Network (initiated in 2015 by the BGK LLEN but now self-sustained by members)*

Vocational Education and Training in Schools (VETiS)	
Issue:	• Gaps in Year 11 and 12 VETiS participation amongst secondary school students in the BGK region, with recent enrolment around 3.6 per cent less than the Victorian average. Although enrolments have increased by almost one percent between this and the previous year,
Consideration:	• *Build relationships with local stakeholders through the BGK LLEN managed SWL program to source and coordinate successful placements for students.*
	• *Promote VETiS programs, particularly in those industry areas with sound future employment and further training outcomes (e.g. skills shortage areas).*
	• *Profile VETiS successes*
	• *Award VETiS outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)*

School Based Apprenticeship and Traineeships (SBAT)	
Issue:	• Gaps in Year 11 and 12 SBAT participation amongst secondary school students in the BGK region, with recent enrolment 1.9 per cent less than the Victorian average, a drop of one per cent on the rate recorded for the previous year.
	• Gaps exist in the rate of young people with disability or learning difficulties undertaking SBATs, despite this being a sound transition program for those suited to an SBAT
Consideration:	• *Build relationships with local stakeholders through the BGK LLEN managed SWL program to source and coordinate successful placements for students.*
	• *Build partnerships with industry areas currently experiencing planning for future skills shortages*
	• *Increase awareness of, and access to, SBATs amongst students with disability and learning needs.*
	• *Build awareness of SBATs with employers (including knowledge of SBAT disability student employment)*
	• *Promote SBAT programs, particularly in those industry areas with sound future employment and further training outcomes (e.g. skills shortage areas).*
	• *Profile SBAT successes*
	• *Award SBAT outcomes through mechanisms such as the Applied Learning Awards and through promotion of other recognition points (e.g. Victorian Department of Education and Training Awards)*

Structured Workplace Learning (SWL) Program	
Issue:	• The BGK LLEN is now, for the first time, delivering a SWL program within the BGK region.
	• The BGK LLEN should leverage its good reputation with stakeholders across the region to ensure awareness of the new program, its structure and goals
Consideration:	• *Develop strong marketing materials to promote the SWL program to stakeholders.*
	• *Conduct information sessions to provide details about the SWL program to large groups, thus enabling relationships to be enhanced and an opportunity for questioning provided.*
	• *Promote SWL successes in various mediums - media, social media and information sessions.*

'At Risk' Youth - Disability	
Issue:	• Young people with disability are particularly vulnerable to early-school leaving and therefore more likely to experience poor education, training, employment and wellbeing outcomes than their peers. • The rates of employment for youth disability employment is half that of their peers and reducing, making them vulnerable to social and economic inclusion in the future. • The numbers of young people with profound, moderate and mild disability (as well as learning needs) is increasing in the BGK region. Students with disability attend both special schools and mainstream schools.
Consideration:	• *Maintain and support existing cross-sector partnerships that are working to improve youth disability education, training and transitions outcomes. These include: 'Beyond the School Gates' and 'Schools Connect – Disability Pathways Network'..* • *Build partnerships that facilitate cross-sector connections between special and mainstream schools, enabling sharing of resources, knowledge and skills to increase support for students with disability.* • *Extend 'Ticket to Work' to provide SBAT support to students with disability attending mainstream schools.*

'At Risk' Youth – Young Carers	
Issue:	• Nearly 800 local young people over the age of 15 report as being unpaid carers to a person with a disability. In taking on this responsibility these young people are vulnerable to education, training and employment disengagement, as well as risking mental and physical health outcomes.
Consideration:	• *Build a network to explore this growing issue and identify ways in which local youth carers can be supported.*

'At Risk' Youth – Out-of-Home Care	
Issue:	• Children and young people in out-of-home care arrangements are a vulnerable population that have statistically poor education and transition outcomes. • Gathering accurate state-wide and regional data and information about this vulnerable youth cohort is important.
Consideration:	• *The BGK region would benefit from an investigation into the out-of-home care issue regionally and identification of strategies and initiatives that could support the young people, carers, workers and educators to enhance education and transition outcomes.*

'At Risk' Youth - Homelessness	
Issue:	• Homeless youth are a vulnerable population that find participation in education, training and employment difficult. In addition, due to their circumstance, many face ongoing poor health and wellbeing and an increased risk of juvenile justice involvement. • Gathering accurate youth homelessness data is very difficult, and at present there is no data regarding homeless youth in the BGK region available.
Consideration:	• *The BGK region would benefit from coordinating a meeting of organisations and agencies that operate within the youth homelessness sphere. This could potentially lead to partnership development, gap assessment and data collation.*

'At Risk' Youth – Mental Health	
Issue:	• Young people experiencing mental health issues are at risk early school leaving, and experiencing poor health and wellbeing outcomes. • In the BGK region, data has evidenced that: • Young people in this region have experienced 'psychiatric hospital separations'. The rate across the virtually on par with the Victorian average, and even higher in Bayside. • Not insignificant numbers of secondary school students have reported 'high levels' of psychological distress. In Glen Eira the rate of this was higher than the Victorian rate. • Not insignificant numbers of students reported 'being recently bullied'. In Kingston the rate was higher than the Victorian rate.
Consideration:	• *Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people with mental health.*

	• *Support the delivery of professional development opportunities to local educators regarding youth mental health.*

'At Risk' Youth – Same-Sex Attracted	
Issue:	• Same Sex Attracted and Gender Questioning (SSAGQ) are at risk of disengagement from education, training and employment. In addition they are also at risk of poor physical and mental health issues such as bullying, suicide and homelessness.
Consideration:	• *Maintain and support existing and now self-sustaining RESPECT Network.* • *Encourage more schools to join the Victorian Safe Schools Coalition.*

'At Risk' Youth – Not in Education, Training or Employment	
Issue:	• Those youth between the ages of 15 – 19 years and not in education, training or employment (and not searching for employment) in the BGK region represent a population that is at risk of current and future social and economic inclusion. • At a minimum 425 young people were reported in this category in 2011. However, it is well understood such young people often 'fall within the gaps' of reporting and thus a further hidden number of young people will also exist within the region. • This youth population is even more at risk if they have exited school before completing Year 12 or its equivalent, making the need for non-mainstream or 'alternative' program access critical to re-engaging those young people 'at risk' of or already disengaged from school. • The economic and social costs of early school leaving to the individual and the wider community are not well understood.
Consideration:	• *Maintain and support the Flexible Engagement and Learning Network (FELN).* • *Ensure the ongoing delivery of local programs aimed at providing customised and professional support to young people outside education, training and employment.* • *A local econometric assessment of early school leaver costs would be of benefit to a wide range of regional (and wider) stakeholders.*

Networks Required	
Issue:	• The array of 'Education, Training and Transition Networks' within which the BGK LLEN plays a significant role (including the Applied Learning Awards, Ticket to Work, FELN, FLACA, FLV, Beyond the School Gates, Schools Connect – Disability Pathways Network, VCAL Network) should continue. • Youth Participation, Youth Leadership and Youth Mentoring are areas that are limited in this region, despite acknowledgement that these areas can contribute to positive youth outcomes, development and empowerment.
Consideration:	• *Efforts should be made to ensure the ongoing sustainability of those existing networks currently facilitated by the BGK LLEN, particularly in light of a significant reduction in funding (and thus staffing) from 2015 to 2018.* • *A 'Youth Participation, Leadership and Mentoring' Network should be established to consider this issue regionally, identify gaps in provision and potentially source funding.*

3   Business and Industry Profile

3.1 Key Regional Business and Industry Sectors

3.1.1   Bayside LGA

According to the ABS 2011 Census, the City of Bayside LGA accommodated a workforce of some 24,671 persons, with the majority of workers coming from other regions to work. The Bayside region is predominantly a 'white collar' area with salaries and education levels generally above the metropolitan average. Bayside accommodates a higher proportion of managers, administrators and other professionals with a relatively lesser proportion of trades people, plant and machine operators and labourers than the metropolitan average. Although Bayside is not generally recognised as a major industrial area, there is approximately 100 hectares of industrially zoned land in the area accommodating a mix of manufacturing (including engineering, plastics, timber) businesses with the balance a mix of warehouses, automotive and technical services and related industries. The major concentration of industrial activity is located in the southern part in the vicinity of Bay Road Cheltenham.

Since the 2006 Census, there have been some changes in Bayside region employment and industry profile. Health Care and Social Assistance was the highest rated employment sector at 17.5 per cent, an increase of 2.8 per cent on 2006 data (14.7 per cent). Professional, Scientific and Technical Services is the second highest area accounting for 11.9 per cent of all workers, an increase of 0.9 per cent on 2006 figures (11.9 per cent), and moving it from its 2006 third highest industry position. Education and Training accounted for 11.6 per cent, an increase of 1.1 per cent on 2006 data (10.5 per cent), and moving it up from fourth to third highest between 2006 and 2011. Retail Trade accounted for 10.9 per cent of employment in Bayside, a fall of 2.6 per cent since 2006 and drop from second position to fourth between 2006 and 2011. Accommodation and Food Services accounted for 8 per cent, an increase of 0.7 per cent on 2006 figures (7.3 per cent) and a shift from sixth to fifth between 2006 and 2011. Construction accounted for 7 per cent of employment, an increase of 0.4 per cent on 2006 figures and shifting it from seventh to sixth position between 2006 and 2011. Manufacturing accounted for 6.7 per cent of employment, a drop of 2.8 per cent since 2006 and resulting in this sector dropping from fifth to seventh position.

Table 76: Employment and Industry Profile, Bayside region (2011)		
	Number	**Per cent**
Health Care and Social Assistance	4,311	17.5%
Professional, Scientific and Technical Services	2,945	11.9%
Education and Training	2,860	11.6%
Retail Trade	2,691	10.9%
Accommodation and Food Services	1,985	8.0%
Construction	1,739	7.0%
Manufacturing	1,656	6.7%
Other Services	1,023	4.1%
Wholesale Trade	991	4.0%
Financial and Insurance Services	724	2.9%
Public Administration and Safety	719	2.9%
Administrative and Support Services	642	2.6%
Rental, Hiring and Real Estate Services	582	2.4%
Arts and Recreation Services	517	2.1%
Transport, Postal and Warehousing	510	2.1%
Inadequately described	306	1.2%
Information Media and Telecommunications	272	1.1%
Electricity, Gas, Water and Waste Services	92	0.4%
Agriculture, Forestry and Fishing	62	0.3%
Mining	22	0.1%
Total	**24,671**	**100.0%**

Source: ABS 2011 Census

3.1.2 Glen Eira LGA

Glen Eira's employment and industry profile is fairly similar to that of Bayside, in that the most significant employment sectors tend to be within 'white collar' employment sectors. According to the ABS 2011 Census, the City of Glen Eira LGA accommodated 32,669, with the majority of workers coming from other regions to work. Like Bayside, the Glen Eira region has salaries and education levels generally above the metropolitan average.

Since the 2006 Census, there have only been some very slight changes in Glen Eira region's employment and industry profile. Health Care and Social Assistance accounted for 19.2 per cent of workers in 2011, an increase of 2 per cent on 2006 Census figures (17.2 per cent) during which it were also the most significant employment sector in the region. Education and Training accounts for 14.8 per cent of employees, an increase of 0.7 per cent on 2006 figures (14.1 per cent) during which it also was the second most significant employment sector. Retail Trade accounts for 11.6 per cent of employment, a fall of 1.2 per cent since 2006 (12.8 per cent) however it still retains the third highest position as it also did in 2006. Professional, Scientific and Technical Services accounted for 9.6 per cent of employees, a drop of 0.7 per cent on 2006 figures (10.3 per cent) however it still retains the fourth highest position as it also did in 2006. Accommodation and Food Services accounted for 6.1 per cent of workers in 2011 which was virtually on par with 2006 figures (6.2 per cent), and it still retains the fifth highest position as it also did in 2006. Construction accounts for 5.8 per cent of employment, an increase of 0.4 per cent on 2006 data (5.4 per cent), and moving it up from seventh position in 2006 to sixth in 2011. Manufacturing accounts for 4.6 per cent of employment, a drop of 1.5 per cent on 2006 figures (6.1 per cent), and sees this employment sector drop from holding sixth position in 2006 to seventh in 2011.

Table 77: Employment and Industry Profile, Glen Eira region (2011)		
	Number	**Per cent**
Health Care and Social Assistance	6,264	19.2%
Education and Training	4,842	14.8%
Retail Trade	3,792	11.6%
Professional, Scientific and Technical Services	3,145	9.6%
Accommodation and Food Services	1,995	6.1%
Construction	1,908	5.8%
Manufacturing	1,519	4.6%
Other Services	1,454	4.5%
Wholesale Trade	1,157	3.5%
Public Administration and Safety	1,103	3.4%
Financial and Insurance Services	1,055	3.2%
Administrative and Support Services	1,012	3.1%
Information Media and Telecommunications	837	2.6%
Arts and Recreation Services	807	2.5%
Rental, Hiring and Real Estate Services	654	2.0%
Transport, Postal and Warehousing	653	2.0%
Inadequately described	330	1.0%
Electricity, Gas, Water and Waste Services	89	0.3%
Agriculture, Forestry and Fishing	29	0.1%
Not stated	19	0.1%
Mining	5	0.0%
Total	**32,669**	**100.0%**

Source: ABS 2011 Census

3.1.3 Kingston LGA

Kingston's employment and industry profile differs most significantly from Bayside and Glen Eira both in terms of primary industries and number of workforce participants. According to the ABS 2011 Census, the Kingston City Council LGA accommodated 66,489 employees in local businesses. In 2006, this region provided almost 11 per cent of Melbourne's total manufacturing jobs and had the highest manufacturing output of any Victorian municipality (valued at approx. $5 billion).

Since the 2006 Census there has been no change in the highest rating employment sectors in Kingston, however there have some slight changes in the proportion of participants in each of these. Manufacturing accounts for 26 per cent of all employment in Kingston, making this sector still the largest employment area however there has been a drop of 2.9 per cent on 2006 figures (28.9 per cent). Retail Trade is the still the second highest employment sector and accounting for 12.7 per cent of employment in 2011, a reduction of 0.9 per below 2006 figures (13.6 per cent). Wholesale Trade remains in third highest position accounting for 10.5 per cent of employment, virtually on par with 2006 figures (10.7 per cent). Health Care and Social Assistance remains in fourth highest position and accounts for 7.3 per cent of Kingston employment, an increase of 0.6 per cent on 2006 figures (6.7 per cent). Construction remains in fifth highest position and accounts for 6.8 per cent of employment, an increase of 0.8 per cent on 2006 figures (5.6 per cent). Education and Training remains at sixth position accounting for 5.4 per cent of employment, an increase of 0.7 per cent on 2006 figures (4.7 per cent). Accommodation and Food Services remains at seventh position at 4.6 per cent, virtually on par with 2006 figures (4.5 per cent).

Table 78: Employment and Industry Profile, Kingston region (2011)		
	Number	Per cent
Manufacturing	17,300	26.0%
Retail Trade	8,427	12.7%
Wholesale Trade	7,000	10.5%
Health Care and Social Assistance	4,851	7.3%
Construction	4,552	6.8%
Education and Training	3,623	5.4%
Accommodation and Food Services	3,076	4.6%
Professional, Scientific and Technical Services	2,910	4.4%
Other Services	2,795	4.2%
Transport, Postal and Warehousing	2,675	4.0%
Public Administration and Safety	1,962	3.0%
Administrative and Support Services	1,568	2.4%
Electricity, Gas, Water and Waste Services	1,380	2.1%
Financial and Insurance Services	1,025	1.5%
Inadequately described	914	1.4%
Arts and Recreation Services	794	1.2%
Rental, Hiring and Real Estate Services	791	1.2%
Information Media and Telecommunications	607	0.9%
Agriculture, Forestry and Fishing	175	0.3%
Mining	41	0.1%
Not stated	23	0.0%
Total	66,489	100.0%

Source: ABS 2011 Census

3.2 Overview of Regional Business and Industry Sectors

While a wide range of industry segments are key ones within the BGK region, for the purpose of this report only the most currently significant (in terms of regional labour market demand / skills shortages and/or limited numbers of young people entering) will be discussed. As such, 'Health Care and Social Services', 'Manufacturing', 'Construction and Property Services' and 'Professional, Scientific and Technical Services' are highlighted below. While segments such as 'retail trade', 'wholesale trade' and 'education' are also significant employment sectors in the BGK region; because they are not currently experiencing or anticipating high levels of skills shortage and do not experience acute difficulties in attracting young people to careers they will not be highlighted at this time.

It is important to note that within each of these sectors, STEM (science, technology, engineering and mathematics) form elements of business activity. In late 2015 the Australian Government launched the 'National Innovation and Science Agenda'. The underpinning rationale behind this agenda is that innovation and science is critical for delivering new sources of growth, maintaining high-wage employment and seizing economic prosperity both nationally and internationally. This agenda

acknowledges that innovation is important to every sector of the Australian economy and will focus on four key pillars: culture and capital; collaboration; talent and skills; and, using government as an exemplar. Collectively these pillars are designed to provide a framework for Australian innovation policy. The new Australian Government agenda has the scope to influence advancement in local businesses as well as influence opportunities for local students and schools to collaborate with such local businesses and support students to consider STEM related education and employment.

3.2.1   Skills Services Organisations

As of January 2016, the 12 Industry Councils that were previously funded by government to identify and respond to the skill development and workforce planning needs of their respective industries and which collectively comprised all sectors in the Australian economy were disbanded.

These have been replaced by five new federal Department of Education and Training funded 'Skills Services Organisations' - Artibus Innovation, Australian Industry Standards Limited, PricewaterhouseCoopers (PwC) Skills for Australia, Skills Impact Limited and SkillsIQ. The federal Department of Education and Training is presently working to select one or more Skills Service Organisations (SSOs) to support the mining and drilling, and the manufacturing and automotive sectors.

The remit of Skills Service Organisations is to work under the direction of an Industry Reference Committee to help them to consult with employers, analyse key trends and emerging issues, identify the skills sought by employers and develop the technical content of training packages.

- Artibus Innovation is the SSO for the Construction and Property Services industries.
- Australian Industry Standards Limited is the SSO for the: Transport and Logistics; Road Transport; Rail; Maritime; Aviation; and Ports industries.
- PricewaterhouseCoopers (PwC) Skills for Australia is the SSO for the: Business Services; Culture and Related Industries; Education; Financial Services; Information and Communications Technology; and, Printing and Graphic Arts industries.
- Skills Impact Limited is the SSO for the: Agriculture; Horticulture, Conservation and Land Management; Animal Care; Meat Processing; Seafood; Food and Pharmaceutical; Racing; Forestry and Timber; and, Pulp and Paper industries.
- SkillsIQ is the SSO for the: community services; health; local government; public sector; floristry; hairdressing and beauty; funeral services; retail services; sport, fitness and recreation; and, tourism, travel and hospitality industries.

As the Skills Services Organisations are established through 2016 and beyond, more information about their respective roles and responsibilities will become clearer. Industry trends and training reforms information per each sector will be released by the related SSO during 2016. In the interim visit SSO websites and/or www.education.gov.au/skills-service-organisations for more information.

3.2.2   Health Care and Social Assistance

Health Care and Social Assistance is the largest and fasted growing industry sector in Australia, with job creation increasing at a rate that far exceeds all other sectors. This trend is expected to continue, fuelled by demands from an ageing population, technological changes, growth of community and home based care, demands for high levels of community health care, growth in child care needs and policy changes. The industry also faces challenges relating to an ageing workforce, poor gender balance and a current low number of young people in the workforce.

The Australian Community Services and Health Industry Council's '2015 E-Scan' provides detailed information about the current and projected state of this industry at a national level. At the end of 2015 this Industry Skills Council was disbanded with the new SSO SkillsIQ to provide support to the community services and health sectors from 2016.

The community services and health industries' accounts for 12 per cent of the total Australian workforce, making it the largest employer group in Australia. In 2014 there were 1.4 million community services and health workers. Employment in this industry has grown by 3.8 per cent each year over the past ten years, compared to 2 per cent across all industries. It is projected that 229,400 new jobs will be created in this industry between 2013 and 2018. The projected workforce growth in this sector is considerable due to both an ageing population and the ageing of workers within this industry sector.
Projected growth in occupations within the industry to 2017 are (in order of ranking): aged and disabled carers; registered nurses; child carers; education aides; nursing support and personal care workers; welfare support workers; generalist medical practitioners; health and welfare services managers; occupational and environmental health professionals; and, social workers.

This report also notes that there are approximately 2.7 million informal (unpaid) carers in Australia and that the National Carer Strategy recognises the need to provide legislative and financial support to informal carers. The Australian Community Services and Health Industry Council recognises that the provision of support to informal carers is important in order to reduce the risk of informal carers retreating from providing care, reduce poor employment prospects for carers, change workplace culture to enable carers access flexible work arrangements, and utilise the skills developed by carers to provide employment opportunities within the community services and health industries.

3.2.2.1 Student Training Rates - Health Care and Social Services

Health Care and Social Assistance related training in the BGK region is primarily available through Holmesglen TAFE, Chisholm TAFE and some private RTOs. Since 2006, the BGK region has witnessed fluctuations in VETiS and SBAT Community Services and Health participation rates. Enrolments in VETiS and SBAT in this area dropped from 282 to 257 between 2013 and 2014. Expressed as a proportion of all VETiS and SBAT enrolments across the BGK region, this industry area accounts for 7.4 per cent of all enrolments (compared to 8.6 per cent in 2013). In 2013 across Victoria the proportion of VETiS and SBAT participants undertaking training in this area was 10.4 per cent, meaning that the BGK region is 3 per cent below the state-wide average.

Given that the Health and Community Services sector is a strong one within our region and is expected to grow in terms of employment and service demand in the coming years, much should be done to increase VETiS and SBAT student participation in this sector over coming years. Table 79 outlines student 'community services and health' VETiS and SBAT participation from 2006 to 2014.

Table 79: Community Services and Health VET / SBAT Participation 2006 - 2014									
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
BGK VET & SBAT enrolments									
Year 10 enrolments	270	334	445	490	585	559	670	606	721
Year 11 enrolments	1,451	1,815	1,635	1,886	1,502	1,334	1,658	1,589	1,550
Year 12 enrolments	546	699	670	861	851	873	893	1,094	1,188
Total Year 10 - 12 VET enrolments	**2,267**	**2,848**	**2,750**	**3,237**	**2,938**	**2,766**	**3,221**	**3,289**	**3,459**
BGK Community Services and Health enrolments									
VET Certificate enrolments	108	231	120	324	158	117	230	280	249
SBAT enrolments	13	19	11	10	6	4	3	2	8
Total BGK Community Services and Health enrolments	**121**	**250**	**131**	**334**	**164**	**121**	**233**	**282**	**257**
Community Services and Health enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	**5.3**	**8.8**	**4.8**	**10.3**	**5.6**	**4.4**	**7.2**	**8.6**	**7.4**
Victorian VET and SBAT enrolments									
Year 10 enrolments	10,264	9,424	12,691	10,522	11,371	15,078	16,227	15,431	16,157
Year 11 enrolments	27,268	28,153	29,564	30,485	31,251	32,698	32,579	32,400	33,568
Year 12 enrolments	12,866	13,172	14,454	15,227	16,065	17,348	17,831	18,835	18,761
Total Year 10 - 12 VET & SBAT enrolments	**50,398**	**50,749**	**56,709**	**56,234**	**58,687**	**65,124**	**66,637**	**66,666**	**68,486**
Victorian Community Services and Health enrolments									
VET Certificate enrolments	2,225	2,689	2,791	3,240	3,354	3,383	4,489	4,923	6,670
SBAT enrolments	174	274	281	220	210	241	239	913	428
Total Community Services and Health enrolments	**2,399**	**2,963**	**3,072**	**3,460**	**3,564**	**3,624**	**4,728**	**5,836**	**7,098**
Community Services and Health enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	**4.8**	**5.8**	**5.4**	**6.2**	**6.1**	**5.6**	**7.1**	**8.8**	**10.4**

Source: Victorian DET, 2015 LLEN Data Disk

The Health Care and Social Assistance industry sector is the largest employer in both the Bayside and Glen Eira regions and the fourth largest in the Kingston region. As noted above, it is a segment of particular importance in light of its dominance in the BGK region and because of the impacting forces that an ageing population and related employment attrition, increasing demands for highly qualified and technically skilled workforce, increasing life expectancy and a raft of other factors that are having on meeting current and project employment needs. It is therefore an industry segment that requires specific attention across the region, particularly in relation to building education and industry partnerships as well as increasing student access to and interest in VETiS, SBAT and other workplace learning / career development opportunities.

3.2.3 Manufacturing, Metals and Engineering

The Australian Government Department of Industry stated in 2013 that "the Australian manufacturing industry is incredibly diverse and includes businesses involved in processing food to producing pharmaceutical products to smelting steel. It contributes over $100 billion to Australian GDP, employs around 950,000 Australians and contributes almost 25% of business expenditure on research and development (R&D)" (www.innovation.gov.au). Many goods and services which in the past were neither imported nor exported are now part of the composition of international trade. In light of this Australian manufacturing firms have had to rationalise and consolidate their operations, lift performance and become more globally competitive.

Manufacturing Skills Australia's 'Environmental Scan 2015' provides a snapshot of key employment and economic data per key sectors within the wider manufacturing sector. At the end of 2015 this Industry Skills Council was disbanded with a new SSO to oversee this industry sector yet to be determined by government.

The manufacturing sector provides the third highest number of full-time jobs across the Australian economy. Sub-sets within the wider manufacturing industry include: aerospace; furniture manufacturing; metal, engineering and boating; process manufacturing (chemicals, hydrocarbons and refining); recreation vehicles; textiles, clothing and footware; and, the professional, scientific and technical services sector. The manufacturing industry's economic output is substantial and produces around $100 billion in output each year (p.3).

At a local level, according to ABS Census data, in 2011 manufacturing was the largest employer within the Kingston region and the seventh largest within the Bayside and Glen Eira regions. According to the Southern Melbourne Regional Development's 2010 report 'Regional Plan: A framework for supporting growth and sustainability in Melbourne's south' the southern region of Melbourne has "seen an increase in manufacturing productivity in Greater Dandenong and Kingston" (p.18). This report also highlights that the amplification in productivity has led to an increase in employment in other industries such as business services, and technological change and international competition has led to the decline of low-value manufacturing and the birth of innovation, the use of nano-technology and bio-technology.

Although there are current concerns about the future of manufacturing in Australia, in light of the cessation of car manufacturing in Australia and the impact of the high Australian dollar and cheaper manufacturing opportunities in countries such as China, it is still valuable to track this industry and promote the wider manufacturing, metals and engineering sector to students.

3.2.3.1 Student Training Rates – Metals and Engineering

In terms of manufacturing training in the BGK region, this is primarily available through Holmesglen, the area's local TAFE. Indeed most BGK region students undertaking a VETiS or SBAT in this industry complete their off-the-job training at Holmesglen, with a handful receiving their training through Kangan Institute of TAFE. It is interesting to note that while the number of students undertaking 'Metals and Engineering' training has generally increased since 2006, the participation rate (as a proportion of all Year 10 – 12 combined VETiS and SBAT participation) still remains low when compared to more popular VETiS and SBAT programs. In 2014 the participation rate regionally was 2.1 per cent, which was a decrease of 0.4 per cent on the 2013 participation rate. The BGK region has a student participation rate that is 1.3 per cent less than the Victorian student participation rate. As a significant regional employer, and in a region experiencing significant engineering/manufacturing technological change, there is much to be done to create youth interest in this career pathway.

Table 80 outlines student 'Metals and Engineering' VETiS and SBAT participation from 2006 to 2014.

Table 80: Metals and Engineering VET / SBAT Participation 2006 - 2014									
	2006	2007	2008	2009	2010	2011	2012	2013	2014
BGK VET & SBAT enrolments									
Year 10 enrolments	270	334	445	490	585	559	670	606	721
Year 11 enrolments	1,451	1,815	1,635	1,886	1,502	1,334	1,658	1,589	1,550
Year 12 enrolments	546	699	670	861	851	873	893	1,094	1,188
Total Year 10 - 12 VET enrolments	**2,267**	**2,848**	**2,750**	**3,237**	**2,938**	**2,766**	**3,221**	**3,289**	**3,459**
BGK Metals and Engineering enrolments									
VET Certificate enrolments	47	87	78	70	73	79	110	82	71
SBAT enrolments	0	0	5	3	0	1	0	0	1
Total BGK Metals and Engineering enrolments	**47**	**87**	**83**	**73**	**73**	**80**	**110**	**82**	**72**
Metals and Engineering enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	**2.1**	**3.1**	**3.0**	**2.3**	**2.5**	**2.9**	**3.4**	**2.5**	**2.1**
Victorian VET and SBAT enrolments									
Year 10 enrolments	10,264	9,424	12,691	10,522	11,371	15,078	16,227	15,431	16,157
Year 11 enrolments	27,268	28,153	29,564	30,485	31,251	32,698	32,579	32,400	33,568
Year 12 enrolments	12,866	13,172	14,454	15,227	16,065	17,348	17,831	18,835	18,761
Total Year 10 - 12 VET & SBAT enrolments	**50,398**	**50,749**	**56,709**	**56,234**	**58,687**	**65,124**	**66,637**	**66,666**	**68,486**
Victorian Metals and Engineering enrolments									
VET Certificate enrolments	1,639	1,637	1,785	1,998	2,018	2,136	2,160	2,156	2,261
SBAT enrolments	134	202	205	140	82	65	66	60	58
Total Metals and Engineering enrolments	**1,773**	**1,839**	**1,990**	**2,138**	**2,100**	**2,201**	**2,226**	**2,216**	**2,319**
Metals and Engineering enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	**3.5**	**3.6**	**3.5**	**3.8**	**3.6**	**3.4**	**3.3**	**3.3**	**3.4**

Source: Victorian DET, 2015 LLEN Data Disk

As already noted manufacturing is the largest employment and industry sector in the Kingston region and is the seventh within the Bayside and Glen Eira regions respectively. The manufacturing industry requires particular attention as one that is facing significant challenges placed on it through globalisation, skills shortages due to an ageing workforce, a reduced number of young people commencing entry level or manufacturing-oriented trade positions as well as a somewhat misguided perception that the industry is a dying one. Building interest in the manufacturing trades and professions amongst BGK area stakeholders should be a regional goal over the coming years.

3.2.4   Construction and Property Services

The Australian Construction and Property Services Industry Council's '2015/2016 Environmental Scan' provides detailed information about the state of this industry at a national level. At the end of 2015 this Industry Skills Council was disbanded with the new SSO Artibus Innovation to provide support to the construction and property services sectors from 2016.

This report revealed that in 2014, construction was the third largest employing industry in Australia, employing just over one million people and accounting for 8.9 per cent of total Australian workforce employment. Employment is projected to grow to 9.3 per cent in late 2018.

There are pockets of high skills shortage and concern regarding ongoing skills shortages. The industry is affected by cyclic demand, increasing use of sub-contracting and ongoing skill shortages at critical times. Balancing out the need for a pool of skilled labour in what is sometimes seen as a boom and bust industry makes attracting long term employees difficult. Skilled migration has been a small factor in maintaining a supply of tradespersons but home grown is the industry aim. Attracting

young people into work that appears physically demanding or even dangerous is an entry barrier but conversely poor language and literacy skills are a retention barrier to many people who aspire to construction training and employment opportunities.

As at 2015 the CPSISC identified the following skills in demand across the industry: Construction Project Manager; Surveyor (Building); Cartographer; Building and Engineering Associate Professional; Construction Estimator; Bricklayer; Stonemason; Carpenter; Joiner; Painter and Decorator; Plasterer; Roof Slater and Tiler; Wall and Floor Tiler; General Plumber; Mechanical Services and Airconditioning Plumber; Drainer; Gasfitter; Roof Plumber; Signwriter; Fire Protection Technician; Guards and Security Officers; Auctioneers, Stock and Station Agents; Property Manager, Real Estate Agent, Real Estate Salesperson; Crane, Hoist or Lift Operator; Water and Waste Plant Operators; Commercial Cleaner; Domestic Cleaner; Carpet Cleaner; window Cleaner; Concreter; Paving and Surfacing Labourer; Construction Rigger; Scaffolder; and, Pest Controller.

3.2.4.1 Student Training Rates - Construction and Property Services

In terms of building and construction vocational training in the BGK region, this is primarily available through Holmesglen and Chisholm TAFEs. It is important to note, however, that students undertaking this training do not have access to local area training and must undertake off-the-job training at the Chadstone campus of Holmesglen or the Dandenong / Frankston campuses of Chisholm TAFE. Until 2009 there was a steady increase in the number of students undertaking VETiS and SBAT 'Building and Construction' training programs, however there was a drop between 2010 and 2011 and an increase between 2012 and 2013. There has been a 2.9 per cent reduction of enrolments between 2013 and 2014, with the enrolment rate in 2014 being 10.9. In 2014, the local participation rate exceeded that of Victoria (10.4) by 0.5 per cent.

Table 81 outlines student 'Building and Construction' VETiS and SBAT participation from 2006 to 2014.

Table 81: Building and Construction VET / SBAT Participation 2006 - 2014									
	2006	2007	2008	2009	2010	2011	2012	2013	2014
BGK VET & SBAT enrolments									
Year 10 enrolments	270	334	445	490	585	559	670	606	721
Year 11 enrolments	1,451	1,815	1,635	1,886	1,502	1,334	1658	1,589	1,550
Year 12 enrolments	546	699	670	861	851	873	893	1,094	1,188
Total Year 10 - 12 VET enrolments	**2,267**	**2,848**	**2,750**	**3,237**	**2,938**	**2,766**	**3,221**	**3,289**	**3,459**
BGK Building and Construction enrolments									
VET Certificate enrolments	45	200	264	463	322	243	387	432	374
SBAT enrolments	1	3	1	2	0	0	0	1	3
Total BGK Building and Construction enrolments	**46**	**203**	**265**	**465**	**322**	**243**	**387**	**433**	**377**
Building and Construction enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	**2.0**	**7.1**	**9.6**	**14.4**	**11.0**	**8.8**	**12.0**	**13.2**	**10.9**
Victorian VET and SBAT enrolments									
Year 10 enrolments	10,264	9,424	12,691	10,522	11,371	15,078	16,227	15,431	16,157
Year 11 enrolments	27,268	28,153	29,564	30,485	31,251	32,698	32,579	32,400	33,568
Year 12 enrolments	12,866	13,172	14,454	15,227	16,065	17,348	17,831	18,835	18,761
Total Year 10 - 12 VET & SBAT enrolments	**50,398**	**50,749**	**56,709**	**56,234**	**58,687**	**65,124**	**66,637**	**66,666**	**68,486**
Victorian Building and Construction enrolments									
VET Certificate enrolments	2,669	2,803	3,276	4,836	5,600	6,180	6930	7,309	6,860
SBAT enrolments	100	253	375	393	248	262	269	272	247
Total Building and Construction enrolments	**2,769**	**3,056**	**3,651**	**5,229**	**5,848**	**6,442**	**7,199**	**7,581**	**7,107**

Building and Construction enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	5.5	6.0	6.4	9.3	10.0	9.9	10.8	11.4	10.4

Source: Victorian DET, 2015 LLEN Data Disk

The Construction and Property Services industry, while not one of the largest employment industries in the BGK region, is nonetheless an increasingly important one significantly contributing to the Australian economy. The industry is facing skills shortages in some of its segments, is requiring an increasingly sophisticated workforce to meet technological and sustainability demands and requires both trade and higher education skill development in current and future workers. Generating interest in Construction and Property Services trades and professions amongst BGK region stakeholders should be a regional goal over the coming years.

3.2.5   Transport and Logistics

The Australian Transport and Logistics Skills Council's Environmental Scan 2015 provides detailed information about the state of this industry at a national level. At the end of 2015 this Industry Skills Council was disbanded with the new SSO Australian Industry Standards Limited to provide support to the transport and logistics sectors from 2016.

The transport and logistics industry accounted for approx. 8.6 per cent of GDP in 2013. Freight volumes have nearly tripled over the past three decades, while passenger movements through Australia's airports have more than quadrupled. The industry involves almost every type of occupation, from crews of vehicles, trains, vessels and aircraft to staff involved in engineering, infrastructure, tourism, hospitality, security, retailing, warehousing, administration and IT. The industry has a current workforce of 820,700 and is forecasting growth across all sectors within it over the coming years.

The growth of business-to-consumer and consumer-to-consumer freight traffic is creating new opportunities. Logistics companies are expanding their business models and taking on new responsibility for services such as packaging, distribution, tracking, order fulfilment, setting up online shops, multichannel management, inventory tracking and technical support.

The Australian Transport and Logistics Industry also has a key enabling role in realising the potential of five priority industries: agribusiness and food; major infrastructure; tourism infrastructure; resources and energy; and advanced manufacturing, services and technologies.

There is strong competition for skilled Transport and Logistics workers. International competition is fierce in the Aviation and Maritime sectors as well as for several occupations in Logistics and Ports.

The Transport and Logistics workforce is the second oldest workforce in the country. In 2011, around 63 per cent of Transport, Postal and Warehousing workers were aged 40 years and over, compared with 52 per cent across all industries. While workforce ageing is a national trend, it is happening at a faster rate in the Transport and Logistics Industry

Skills shortage / occupations in demand areas in Logistics and Warehousing include: Transport and Logistics Trainer/ Assessor; Transport/Logistics Manager (Supply Chain Management, Compliance Management); Customs Broker/ Freight Forwarding Operator; Allocator/ Scheduler; and, Storeperson/ Forklift Operator Including Reach Stacker.

Skills shortage / occupations in demand areas in Road Transport include: Truck Driver – Local Delivery Driver; Truck Driver, Bus Driver; Road Transport Workplace Trainer/ Assessor; and, Allocator/ Scheduler.

Skills shortage areas / occupations in demand in Rail include: Train Driver; Rail Track Worker/Plant Operator; Team Leader/ Supervisor/ Project Manager; Railway Signal Technician; and, Rail Signalling Engineer.

Skills shortage areas / occupations in demand in Aviation include: Aeroplane Pilot; Flying Instructor; Aviation Workplace Trainer and Assessor; Aircraft Maintenance Engineers; Baggage Handler / Ground Crew; and, Works Safety Officer (Airports).

Skills shortage areas / occupations in demand in Maritime and Ports include: Deck Hand/ Integrated Rating (Dredging, Oil And Gas Offshore Supply Vessels); Electrotechnical Officer; and Marine Engineer.

While not one of the largest employers within the BGK region (tenth largest employer within Kingston, 15th in Bayside, 16th in Glen Eira), it does have a significant role to play in terms of supporting our larger local industries. In addition it is important to note that according to the Southern Melbourne Regional Development's 2010 report, 'Regional Plan: A framework for supporting growth and sustainability in Melbourne's south', industry and transport infrastructure "are essential to the economic health of the southern region, and the freight task created by the large manufacturing and wholesale trade sectors in the region is huge" with these "industries predominantly based in the central municipalities of Kingston and Greater

Dandenong" (p.16). Indeed, so great is this issue that the Southern Melbourne Regional Development Committee will, with relevant regional partners, focus part of its 'Freight – Planning for Industry Growth' investigation on the "linking of commercial hubs in Kingston, Greater Dandenong and Frankston to road and rail transport corridors" (p.17). This, along with broader industry data, further asserts that the transport and logistics industry will play an even greater role in the employment and economic life of the BGK region and neighbouring areas over the short and longer terms.

3.2.5.1 Student Training Rates - Transport and Logistics

In terms of transport and logistics vocational training in the BGK region, this is primarily available through private RTOs in neighbouring regions. The numbers of students participating in this training has been virtually nil until 2010, with small increases in participation over time. 2014 was the highest rate of participation recorded, with 24 students undertaking training in this area, and accounting for 0.7 per cent of all BGK VETiS enrolments and putting the region almost on par with the state-wide participation rate of 0.9 per cent.

While not particularly high levels of enrolment are noted across Victoria, BGK region participation rates in this industry training area is particularly poor and do not correspond with increasing skills needs in this industry across the Kingston and neighbouring regions.

Table 82 outlines student 'Transport and Storage' VETiS and SBAT participation from 2006 to 2014.

Table 82: Transport and Storage VET / SBAT Participation 2006 - 2014									
	2006	2007	2008	2009	2010	2011	2012	2013	2014
BGK VET & SBAT enrolments									
Year 10 enrolments	270	334	445	490	585	559	670	606	721
Year 11 enrolments	1,451	1,815	1,635	1,886	1,502	1,334	1658	1,589	1,550
Year 12 enrolments	546	699	670	861	851	873	893	1,094	1,188
Total Year 10 - 12 VET enrolments	**2,267**	**2,848**	**2,750**	**3,237**	**2,938**	**2,766**	**3,221**	**3,289**	**3,459**
BGK Transport and Storage enrolments									
VET Certificate enrolments	1	3	2	0	4	2	5	12	10
SBAT enrolments	0	0	0	0	5	4	0	2	14
Total BGK Transport and Storage enrolments	**1**	**3**	**2**	**0**	**9**	**6**	**5**	**14**	**24**
Transport and Storage enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	**0.0**	**0.1**	**0.1**	**0.0**	**0.3**	**0.2**	**0.2**	**0.4**	**0.7**
Victorian VET and SBAT enrolments									
Year 10 enrolments	10,264	9,424	12,691	10,522	11,371	15,078	16,227	15,431	16,157
Year 11 enrolments	27,268	28,153	29,564	30,485	31,251	32,698	32,579	32,400	33,568
Year 12 enrolments	12,866	13,172	14,454	15,227	16,065	17,348	17,831	18,835	18,761
Total Year 10 - 12 VET & SBAT enrolments	**50,398**	**50,749**	**56,709**	**56,234**	**58,687**	**65,124**	**66,637**	**66,666**	**68,486**
Victorian Transport and Storage enrolments									
VET Certificate enrolments	44	44	88	94	125	210	280	262	363
SBAT enrolments	51	70	118	135	92	55	109	199	278
Total Transport and Storage enrolments	**95**	**114**	**206**	**229**	**217**	**265**	**389**	**461**	**641**
Transport and Storage enrolments as a proportion of total Year 10 - 12 VET & SBAT enrolments (per cent)	**0.2**	**0.2**	**0.4**	**0.4**	**0.4**	**0.4**	**0.6**	**0.7**	**0.9**

Source: Victorian DET, 2015 LLEN Data Disk

The Transport and Logistics industry, while not one of the largest employment industries in the BGK region, is nonetheless an increasingly important one that is due to grow substantially over the coming decade both nationally and in parts of the BGK region and neighbouring areas. The industry is facing an overall skills shortage largely due to industry expansion, ageing workforce and limited young labour market entrants. Generating interest in Transport and Logistics career pathways, and increasing student access to local VETiS training and SBATs, should be a regional goal over the coming years.

3.2.6   Professional, Scientific and Technical Services

According to the [Australian Department of Employment](#) in 2015 the Professional, Scientific and Technical Services sector accounted for 8.7 per cent of the total Australian workforce or 1,016,600 persons. Over the past five years employment in this sector increased at a rate of 20.4 per cent. Presently the male share of employment is 57.8 per cent and female 42.2 per cent.

This industry has a relatively low proportion of part-time workers, with 22 per cent compared to 30 per cent for all industries. 56 per cent of workers in this industry hold a Bachelor degree or higher qualification and only 21 per cent do not hold post-school qualifications compared to 39 per cent for all industries.

Currently, the top ten occupations within this sector are: Accountants; Solicitors; Software and Applications Programmers; Graphic, Web Designers and Illustrators; Management and Organisation Analysts; Bookkeepers; Architects and Landscape Architects; Advertising and Sales Managers; ICT Managers; and, Advertising and Marketing Professionals.

In addition to the top ten occupations, a large number of specialised occupations are featured within the professional, scientific and technical services industry. These include: Surveyors and Spatial Scientists; Urban and Regional Planners; Agricultural and Forestry Scientists; Chemists; Medical Laboratory Scientists; Veterinarians; Metallurgists; Meteorologists; Physicists; Medical Imaging Professionals; Occupational and Environmental Health Professionals; ICT Business and Systems Analysts; Computer Network and Systems Engineers; Telecommunications Engineering Professionals; Barristers; Judicial and Other Legal Professionals; and, Psychologists.

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

The Professional, Scientific and Technical Services industry is expanding across the BGK region, rated as the second highest employment sector in Bayside, the fourth highest in Glen Eira and eighth in Kingston. It is a is a varied and diversified one that, like others, is facing challenges as a result of an ageing workforce, increasing demand for qualified and professional staff to compete on a local and global scale and in some segments a diminishing interest amongst young people in particular careers (e.g. maths and science-based careers).

3.3   Emerging Regional Business and Industry Sectors

A number of emerging business and industry sectors are likely to impact or influence regional economic development and/or approaches in coming years; in particular 'green collar jobs' and 'biotechnology'.

3.3.1   Green Collar Jobs

According to the Australian Conservation Foundation's 'Green Job Fact Sheet', "'Green jobs' or 'green-collar jobs', which contribute to better environmental outcomes or increased sustainability, are set to boom in the 21st century as we move towards a global low carbon economy. Green-collar jobs range from low-skill, entry-level positions to high-skill, higher-paid jobs, and include opportunities for advancement in both skills and wages". At a 'deeper green' level such jobs will include those involving: "renewable energy (invention, manufacturing, distribution, installation); water savings and recycling (Green Plumbers and new water saving infrastructure); sustainable, water-smart farming and forestry; green design, building and construction; green services in auditing, accrediting, accounting, banking and trading; and, public transport and clean car design, construction, manufacture and operation". At a 'lighter green' level such jobs will include those involving: "purchasing officers who implement a sustainable purchasing policy; office managers who help reduce energy waste; mining workers who

help save fuel or rehabilitate land; a building cleaner who uses environmentally friendly products and reduces waste; or a chef who chooses locally grown, environmentally-friendly produce".

According to the Dusseldorp Skills Forum's (DSF) report 'Green Collar Work: The potential in Australia', the potential for growth in this sector is enormous due to the fact that both the Australian public and Australian businesses see value in behaving in a more environmentally responsible manner. DSF have identified that a large number of Australians consider climate change to be a major issue, have a sense of environmental legacy, believe that business have a responsibility to contribute to lower carbon emissions and cannot identify a brand with a strong reputation for operating in an environmentally friendly manner. Among Australian business DSF determined that less than 20 per cent of industry understood emissions trading, knew their own greenhouse emissions, assess products for sustainability and engage with the environmental impacts of suppliers; while 40 per cent said that they have acted to lower emissions. The report recognised that sustainability is still in its infancy in Australia, that there is an underlying willingness to do better, a need for upskilling in order to meet sustainability demands and requirements and potential cost savings and market benefits to be had.

The BGK region, being home to an incredibly wide range of industries and businesses will, like most other metropolitan regions in Australia, see an increasing demand for environmentally sustainable work practices and employment in the coming years. Furthermore, as Australia legislates and regulates for sustainability improvements local business and industry will be forced to make changes to work practices, production and services which will necessarily impact on the education and training opportunities and developments into the future.

3.3.2 Biotechnology

'Biotechnology' is a term used to cover the use of living things in industry, technology, medicine or agriculture. Biotechnology is used in the production of foods and medicines, the removal of wastes and the creation of renewable energy sources. A wide range of strategies, legislation and initiatives have been launched across Australia to influence growth, development and regulation in this industry area. In particular the Australian 'National Biotechnology Strategy' which was launched in 2000 and since then has received well in excess of $100 million to assist in achieving a range of objectives including: biotechnology in the community; ensuring effective regulation; biotechnology in the economy; Australian biotechnology in the global market, resources for biotechnology; and, maintaining momentum and coordination.

From a Victorian perspective biotechnology is considered a major driver of new industries and is based on lifelong science discoveries. According to the Victorian Government in 2005 Victoria had over one third of Australia's biotechnology companies and has more US patents than any other Australian state. Of the 313 organisations in the 2005 Victorian Biotechnology Directory most were clustered around the university and hospital precincts with distribution and production mainly focused in the inner areas and the south east suburbs of Melbourne (ie. in or adjacent to the BGK region).

According to the 'Victorian Biotechnology Strategic Development Plan 2010' despite the recent global financial crisis the sector raised more than $1.98 billion in the 2008-2009 financial year and "remains on track to become one of the world's leading biotechnology destinations" (2010:. 4) As of December 2009, seven Victorian firms have a market capitalisation of more than $250 million (CSL, Sigma, Biota, Cellestis, Acrux, Universal Biosensors and ChemGenex) and 11 new international projects have been facilitated (2010: 10). This Plan also highlights the need to build a sophisticated and skilled workforce able to meet the increasing demands and growth of the biotechnology industry. In addition to increasing VET places, providing university undergraduate sponsorship and research opportunities, the Victorian government is also committed to increasing secondary school student interest in this area. In 2008 the 'Science and Technology Education Leveraging Relevance' (STELR) program was rolled-out to 30 Victorian schools. STELR uses renewable energy technology to stimulate student interest in science and technology and encourage students to appreciate that physics, chemistry, biology and mathematics are highly relevant to their future lives. STELR also aims to increase the number of students choosing science and engineering careers (2010: 20 – 21).

The BGK region, being a key biotechnology investment and production area, will likely see an increase in demand for skilled employees in this broad field in the coming years. In order to meet this anticipated demand the BGK region must support industry and government initiatives aimed at increasing student (and particularly female) interest in biotechnology and related careers.

3.4   Skills Shortages and Youth Engagement

The shortage of appropriately skilled labour across Australian industry has emerged as a significant and increasing problem in recent years, resulting in a number of solutions put forward on how to address the issue. In addition to those strategies aimed at immediate skill shortage relief have been those designed to mitigate future impact, in particular those involving

greater student and industry engagement. Although in the past few years there has been economic downturn in some sectors (such as retail) which have led to less employment opportunities, in other areas skills shortages persist.

Whilst there is variance amongst individual industries, skills shortages are largely linked to the effects of an ageing workforce, low youth entry/participation, low community perceptions in relation to working conditions and career pathways, apprenticeship attrition and career advice emphasising further education over technical training and apprenticeships. The causes of skill shortages are complex and hence the solutions not easy. Negative perceptions of careers in the traditional trades and the difficulties in attracting young people to work in some industries are common themes emerging through a range of research. Government and industry bodies have worked collaboratively in identifying means of reducing skills shortages, with particular focus placed on changing community attitudes and perceptions about trades and traditional industries and improving young peoples' knowledge of the pathways available such as VETiS and SBATs. The Australian Government Department of Employment monitors skills shortages with updates available throughout the year.

A number of funded programs such as Local Learning and Employment Networks (LLENs) and the Structured Workplace Learning (SWL) Program are intended to have a dual effect of both stimulating student engagement with learning, changing negative industry perceptions, enhancing the training and workplace preparation of students, improving interaction between schools and business and increasing opportunities for student workplace engagement.

3.5   Business and Industry Sector Engagement

3.5.1   Engagement in Young People's Education and Transition Outcomes

The majority of business and industry sector involvement with local education providers and students has been through formal and informal initiatives and some network activities. Formal initiatives generally centre on School Based Apprenticeships and Traineeships (SBATs). Informal arrangements (such as work experience, Structured Workplace Learning placements and industry tours / guest speaking) are coordinated by a range of organisations and schools.

SBATs generally involve students being employed as part-time apprentices or trainees who are then paid for time spent in the workplace and are required to undertake competency-based training with a Registered Training Organisation (RTO). In some cases SBATs are set up directly between the student and the employer, while in other instances Group Training Organisations (GTOs) employ the student and then place them with 'host employers' for the period of the SBAT contract. As noted previously (see: VETiS Delivery) the region has traditionally low levels of SBAT take-up and therefore little SBAT involvement with local employers.

Less formal or regulated arrangements that connect industry with local education providers and students have generally centred on work experience, Structured Workplace Learning (SWL), industry tours, careers events and industry presentations. In 2016, the BGK LLEN will be offering the SWL Program within the region. The SWL Program's role is to assist schools to access SWL opportunities and engage with business to better prepare students for successful post-school transitions, with a particular focus on placing vulnerable cohorts of students with local businesses.

Despite the best efforts of the BGK LLEN (and partner organisations) improvements can still be made in terms of building capacity for greater levels of business and industry involvement with education across the region. While it is important to focus on the entire industry sectors present in the region, it is important to also build partnerships with businesses operating in key regional industry sectors ('manufacturing', 'health care and social assistance', 'construction and property services' and 'professional scientific and technical services') and emerging sectors ('green jobs' and 'biotechnology') as there is greater numbers of businesses in these and thus greater propensity for formal and informal workplace learning opportunities.

3.6   Business and Industry Sector Representative Networks

List 2: Business and Industry Sector Representative Networks		
Organisation	**Description / Aims**	**Contact Details**
Artibus Innovation	The Skills Services Organisation for the Construction and Property Services industries.	**Website:** www.artibus.com.au

Australian Industry Standards Limited	The Skills Service Organisation for the: Transport and Logistics; Road Transport; Rail; Maritime; Aviation; and Ports industries.	**Website:** www.australianindustrystandards. org.au
AusBiotech (Australia)	• AusBiotech is Australia's Biotechnology Industry Organisation, which represents over 3,000 members, covering the human health, agricultural, medical device, bioinformatics, environmental and industrial sectors in biotechnology. • AusBiotech is dedicated to the development, growth and prosperity of the Australian Biotechnology Industry, by providing initiatives to drive sustainability and growth, outreach and access to markets, and representation and support for members nationally and around the world.	**Website:** www.ausbiotech.org
Australian Industry Group – Ai Group (Australia)	• Ai Group is a leading industry association in Australia. • Ai Group member businesses employ around 750,000 staff in an expanding range of industry sectors including: manufacturing; engineering; construction; automotive; food; transport; information technology; telecommunications; call centres; labour hire; printing; defence; mining equipment and supplies; airlines; and other related service industries. • It is an organisation committed to helping Australian industry to meet the challenge of change. The focus is on building competitive industries through global integration, human capital development, productive and flexible workplace relations practices, infrastructure development and innovation. • Ai Group is closely affiliated with more than 50 other employer groups in Australia alone and directly manages a number of those organisations.	**Website:** www.aigroup.com.au
Australian Manufacturing Technology Institute Limited – AMTIL (Victoria)	• AMTIL is the peak national body that represents the interests of manufacturing technology suppliers and users within the precision engineering and advanced manufacturing sector. • AMTIL's mission statement is 'to educate and support our members to build a more successful Australian manufacturing industry.'	**Website:** www.amtil.com.au
Bayside Business Network (BGK LLEN region)	• The Bayside Business Network (BBN) is an active group of professionals who meet regularly to enhance excellence in business, innovation and entrepreneurship. • BBN provides a professionally delivered annual program of events (such as business breakfasts, seminars, networking events) that create attention and discussion on current business issues •	**Website:** www.baysidebusiness.com.au
Glen Eira Women's Business Network	• The Glen Eira Women's Business Network aim is to assist and support Women in Business with education, knowledge, networking, and friendship so to enhance their business skills and assist them in growing and maintaining their businesses in today's competitive environment.	**Website:** www.gleneira.vic.gov.au/Planning -and- business/Business/Programs-and- support-for- business/Women%E2%80%99s- Business-Network
Kingston Business Networks	• Kingston Business Networks enable local businesses to network, raise their profile and gain exposure to business leaders and innovators. • A number of Networks exist: CEO Roundtable; Rising Stars Group; Connecting Women; Sustainable Business; and, Meet your Mate.	**Website:** www.kingston.vic.gov.au/busines s/Business-Support/Business- Networks
Melbourne Business Awards (BGK LLEN region)	• The Melbourne Business Awards recognise the achievements of small to medium sized enterprises within the South East Region including the industrial areas of Moorabbin, Cheltenham, Highett, Clayton South, Mordialloc, Braeside, and Chelsea Heights. • The Melbourne Business Awards holds five breakfasts throughout the year which attract up to 220 people • The MBA seeks to assist small to medium sized companies become more enterprising and innovative by: • rewarding "excellence" through recognising companies that are leaders in their field;	**Website:** www.melbournebusinessawards.c om.au

	• inspiring other small to medium enterprises (SMEs) to overcome the challenges that they face in their own businesses and hopefully learn from the achievements of others; • providing a valuable networking opportunity for local business people • encouraging an ongoing commitment to the training of young people	
Pricewaterhouse Coopers (PwC) Skills for Australia	The Skills Service Organisation for the: Business Services; Culture and Related Industries; Education; Financial Services; Information and Communications Technology; and, Printing and Graphic Arts industries.	**Website:** www.skillsforaustralia.com
Skills Impact Limited	The Skills Service Organisation for the: Agriculture; Horticulture, Conservation and Land Management; Animal Care; Meat Processing; Seafood; Food and Pharmaceutical; Racing; Forestry and Timber; and, Pulp and Paper industries.	**Website:** www.skillsimpact.com.au
SkillsIQ	The Skills Service Organisation for the: community services; health; local government; public sector; floristry; hairdressing and beauty; funeral services; retail services; sport, fitness and recreation; and, tourism, travel and hospitality industries.	**Website:** www.skillsiq.com.au
Victorian Employers Chamber of Commerce and Industry (VECCI)	• VECCI is the peak body for employers in Victoria, informing and servicing more than 15,000 members, customers and clients around the state. • VECCI's focus is on leading business into the future; and is committed to being the voice for business, representing and championing our members in a difficult regulatory environment. • VECCI makes a difference to Victoria's economic, environment and community health; and influences Victoria's future through business leadership and services focused on policy solutions, innovation and excellence.	**Website:** www.vecci.org.au

A range of local BGK LLEN region Chambers of Commerce and Traders Associations	• BGK LLEN region Chambers of Commerce include:
	  • Cheltenham Chamber of Commerce
	  • Bentleigh Traders Association
	  • Brighton Chamber of Commerce
	  • Carnegie Traders Association
	  • Caulfield Commerce Association
	  • Clayton Traders Inc.
	  • Dingley Village Chamber of Commerce
	  • East Bentleigh Chamber of Commerce
	  • Glen Huntly Traders Association
	  • Highett Chamber of Commerce
	  • Mentone Chamber of Commerce
	  • Murrumbeena Traders Association
		Various

Trade Unions	Unions Australia has been set up by the Australian Council of Trade Unions in cooperation with affiliated unions, including:
	  • Australian Education Union (AEU)
	  • Australian Manufacturing Workers Union (AMWU)
	  • Australian Meat Industry Employees Association (AMIEU)
	  • Australian Nursing Federation (ANF)
	  • Australian Salaried Medical Officers Federation (ASMOF)
	  • Australian Services Union (ASU)
	  • Australian Workers Union (AWU)
	  • Association of Professional Engineers, Scientists and Managers Australia (APESMA)
	  • Communication Electrical Plumbing Union (CEPU)
	  • Community and Sector Union (CPSU)Public
	  • Health Services Union of Australia (HSUA)
	  • Independent Education Union (IEU)
	  • Liquor Hospitality & Miscellaneous Union (LHMU)
	  • Maritime Union (MUA)
	  • Media Entertainment & Arts Alliance (MEAA)
	  • National Tertiary Education Union (NTEU)
	  • National Union of Workers (NUW)
		Various

| | • Shop, Distributive & Allied Employees Association (SDA)
• Textile Clothing & Footwear Union of Australia (TCFUA)
• Transport Workers Union (TWU) | |

3.7   Issues / Considerations - Business and Industry

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

Health Care and Social Assistance – Industry and Training	
Issue:	• Health Care and Social Assistance is the most significant employment industry within the BGK region (and Australia wide) and requires regional support if it is to address the skills shortages challenges it faces now and in the future. • Health Care and Social Assistance VETiS and SBAT student training rates fell from 8.6 per cent of all VET and SBAT enrolments in 2013 to 7.4 per cent in 2014, making the 2014 enrolment rate 3 per cent lower than the state-wide rate of 10.4 per cent.
Consideration:	• *Maintain and build partnerships with regional Health Care and Social Assistance agencies, employers and organisations to build their knowledge of the current school-based applied learning programs and issues specific to the BGK region.* • *Increase student, parent and educator awareness of the Health Care and Social Assistance sector and the array of careers and employment opportunities within it.* • *Grow student enrolment rates in Health Care and Social Assistance VETiS and SBATs.* • *Profile Health Care and Social Assistance student and employer successes.*

Manufacturing – Industry and Training	
Issue:	• Manufacturing, as the second most significant regional and Australian industry (in terms of both employment and economic contribution), requires particular attention if it is to address the skills shortages and challenges it faces now and in the future. • 'Metals and Engineering' VETiS and SBAT enrolments in the BGK region have experienced a small reduction from 2.5 per cent in 2013 to 2.1 per cent in 2014; a participation rate that is 1.3 per cent less than the 2014 Victorian average.
Consideration:	• *Build partnerships with Manufacturing agencies, industry peak bodies and employers to build their knowledge of the current school-based applied learning programs and issues specific to the BGK region.* • *Increase student, parent and educator awareness of the Manufacturing sector and the array of careers and employment opportunities within it. In particular address misconceptions and poor attitudes that community members may hold.* • *Grow student enrolment rates in Metals and Engineering VETiS and SBATs* • *Profile Manufacturing (Metals and Engineering) student and employer successes.*

Construction and Property Services – Industry and Training	
Issue:	• Construction and Property Services is a significant regional and Australian industry (in terms of both employment and economic contribution) and requires particular attention if it is to address the skills shortages (particularly in certain segments) and challenges it faces now and in the future. • 'Building and Construction' VETiS and SBAT student enrolments in the BGK region in 2014 was 10.9 per cent, a reduction of 2.9 per cent since 2013, but slightly higher than the Victorian participation rate of 10.4 per cent.
Consideration:	• *Build partnerships with Building and Construction agencies, industry peak bodies and employers to build their knowledge of the current school-based applied learning programs and issues specific to the BGK region.* • *Increase student, parent and educator awareness of the Construction sector and the array of careers and employment opportunities within it.* • *Grow student enrolment rates in Building and Construction VETiS and SBATs* • *Profile Building and Construction student and employer successes.*

Transport and Logistics – Industry and Training	
Issue:	• Although the Transport and Logistics industry is not one of the largest employment sectors in the region, it is one of the most significant in Australia and is mooted to grow in size in the BGK region (particularly Kingston) in coming years. • Like many other industries, Transport and Logistics requires particular attention if it is to address the skills shortages (particularly in certain segments) and challenges it faces now and in the future. • 'Transport and Logistics' VETiS and SBAT student enrolments in the BGK region represented a mere 0.7 per cent of all VETiS and SBAT enrolments in 2014; placing the region almost on par with the state-wide participation rate of 0.9 per cent.
Consideration:	• *Build partnerships with Transport and Logistics agencies, industry peak bodies and employers to build their knowledge of the current school-based applied learning programs and issues specific to the BGK region. .* • *Increase student, parent and educator awareness of the Transport and Logistics sector and the array of careers and employment opportunities within it.* • *Grow student enrolment rates in Transport and Logistics VETiS and SBATs* • *Profile Transport and Logistics student and employer successes.*

Professional, Scientific and Technical Services	
Issue:	• The Professional, Scientific and Technical Services industry is an increasing employment sector of the BGK region. In 2011, it was the second highest sector in Bayside and fourth highest in Glen Eira. • The Professional, Scientific and Technical Services sector is a varied and diversified one with occupations including Accountants, Software Programmers, Solicitors, Web Designers, Bookkeepers, Engineers, Architects and IT Technicians. • This sector, like others, is facing challenges as a result of an ageing workforce, increasing demand for qualified and professional staff to compete on a local and global scale and in some segments a diminishing interest amongst young people in particular careers (e.g. maths and science-based careers).
Consideration:	• *Support and encourage student interest in maths and science-based secondary school studies.* • *Support and encourage students to participate in TAFE and University exposure to training in Professional, Scientific and Technical Services occupation areas.*

Emerging Sectors – Biotechnology and Environmental Sectors	
Issue:	• Biotechnology and environmental sector employment are emerging as increasing sectors in terms of both employment opportunities and economic contributions across Australia. • Biotechnology is growing locally, nationally and globally increasing business opportunities. In fact biotechnology is already regarded as being mainly focused in the inner areas and the south east suburbs of Melbourne. • The BGK region, Victoria and nationally are seeing an increasing demand for environmentally sustainable work practices and employment in the coming years; driven by organisation, markets and governmental requirements and policies. These will likely impact on work practices, career developments and opportunities and lead to further education and training changes.
Consideration:	• *Build interest in training, education and employment in the growing biotechnology and environmental sustainability sectors.* • *Build partnerships between educators and biotechnology industry peak bodies and employers to build their knowledge of the current school-based education, training and work experience.* • *Build partnerships between educators and environmental sustainability industry peak bodies and employers to build their knowledge of the current school-based education, training and work experience.* • *Increase school involvement in the 'Science and Technology Education Leveraging Relevance' (STELR) program.*

Skills Shortages and Youth Engagement

Issue:	• The shortage of appropriately skilled labour across Australian industry has emerged as a significant and increasing problem in recent years.
	• In addition to those strategies aimed at immediate skill shortage relief have been those designed to mitigate future impact, in particular those involving greater student and industry engagement.
	• Skills shortages are largely linked to the effects of an ageing workforce, low youth entry/participation, low community perceptions about some careers, apprenticeship attrition and career advice emphasising further education over technical training and apprenticeships.
Consideration:	• *Leverage the LLEN and SWL program to build student engagement in skills shortage industries through the development of strategic partnerships with educators, students, parents and business.*

4   Parent and Family Profile

4.1   Parent and Family Stakeholders

The importance of parents, family members, carers or significant others in the lives of young people cannot be overstated. Young people themselves recognise this, as noted in the Mission Australia 'Youth Survey 2015'. This report was based on survey responses from almost 19,000 young people nationally, of which almost a quarter were Victorian, aged 15-19 years.

When asked to rank what they value, 'friendships' were most extremely or very importantly rated at 75.8 per cent, followed by 'family relationships' at 72.7 per cent, then 'school and study satisfaction' at 67.6 per cent, 'physical and mental health' at 62.3 per cent, 'financial security' at 41.2 per cent and 'getting a job' at 38.1 per cent (p.15).

When asked to rank the issues of personal concern, 'coping with stress' was the top issue of concern at 38.4 per cent, followed by 'school or study problems' at 33.6 per cent, then 'body image' at 26.5 per cent, and 'family conflict' and 'depression' at around 20 per cent (p.17).

The importance of parents, family members, carers or significant others in the lives of young people cannot be overstated. Young people themselves recognise this, as noted in the Mission Australia 'Youth Survey 2015'.

When asked to rank their top three sources of advice and support, 86.7 per cent indicated 'friends', then 'parents' at 76.4 per cent and 'relatives/family friends' at 66.4 per cent. This was followed by 'the internet' at 55.3 per cent, 'teacher' at 37.9 per cent, and school counsellor' at 33 per cent. Online counselling website, community agency, telephone hotline and magazines were listed at lower levels (p.20). So, the important role that parents, carers, grandparents, relatives and significant others (and by virtue of that, the agencies and educators that work with them) play in the lives of young people and their resulting outcomes needs to be high on the regional agenda.

A number of Parent and Family Groups operate within the BGK regions, with the majority of these directly connected to local primary and secondary schools and a number connected to early childhood, volunteer, foster and kinship care, disability and culturally oriented groups. It is important to note that some of these groups are focused on education and transition issues affecting children under the age of 10 years, however are been deemed important stakeholders in the broader education continuum and are thus included.

4.1.1   Key Parent and Family Groups

The BGK LLEN facilitated 'Working with Parents Network (WPN)' was formed in late 2010 to explore some of the issues noted above and explore strategies for addressing some of these. This Network has now been disbanded and related activities are being overseen by a new Governance Group as noted below. The aim of the WPN was to strategically build a network of organisations that will develop strategies, activities and projects that best meet the needs of local parents and guardians, so that they can be the best supporters, influencers and carers of our local young people. The BGK LLEN undertook research ('Support Needs for Parents and Guardians Report') to provide the WPN with data about local parent support needs across the region in November 2010. Based on the overall research results, it was recommended that the WPN undertake or support the following strategic initiatives: ongoing research and consultations; service gap/duplication analysis; regional data sharing; calendar of events development; and, enhancing research marketing with parents. The WWP Network is no longer facilitated by the BGK LLEN but now a self-sustaining one and is coordinated by representatives from the youth services areas within Bayside City Council and the City of Kingston.

It is also worth noting that parents and family members have welcomed the BGK LLEN's development of the annual transition guide 'Who, What, Where – your guide to all the important stuff in the Bayside Glen Eira and Kingston region'. This transition guide provides a range of information about issues, services, programs and contacts pertaining to the education, training, employment, social, wellbeing and lifestyle transitions of young people aged 15 – 19 years of age. While the primary audience for this publication is 15 – 19 year olds, increasingly parents have sought copies to further their knowledge and use it as a parenting reference and support tool. 8000 copies per annum have been distributed from 2011 to 2015.

In 2015 a new 'Child and Youth Directory' website, covering the BGK region and surrounding areas, was launched. This Directory brings local service-level information together in one place. It aims to help children, young people and families, schools, agencies and services to: improve awareness of the child, youth, and family services systems; and increase opportunity for people to find the services they need. The Directory provides a comprehensive list of services and details about who the service is for, and how, when and where the service can be accessed. The Directory was an initiative of School

Focused Youth Services and Bayside Medicare Local, along with a governance group comprised of a range of representatives from local government and community services.

4.1.1.1   Primary and Secondary Schools Parents and Friends Associations

Broadly speaking, Parent Groups (often referred to as 'Parents and Friends Associations' or 'Parents and Citizens Associations') attached to a school are a group of community minded parents, family and community members who take on a more formal role to assist the school by providing feedback on school policies and activities, sourcing additional resources to be used to enhance student learning, and providing parents with opportunities to be involved in their child's education.

According to Victorian Council of School Organisations VICCSO, School Councils play a key governing role in Victorian public schools by setting the broad direction and vision for the school; leading school community conversations about key issues and challenges in education, preparing and endorsing the school's strategic plan; developing, reviewing and updating policies (including educational policies); and, ensuring that the school is responsive to the needs of the local community. School Councils are often comprised of parents and family members, community representatives, business representatives as well as school staff, leadership and student representatives.

Both VICCSO and Parents Victoria acknowledge the importance of family-school partnerships as a key mechanism for enhancing student success and transitions. Their research and experience has determined that while schools have come a long way from the 'no parents beyond this point approach' of many schools in the 1960's, many still have a long way to go in terms of welcoming parents as co-educators and partners in shaping a school's direction. Instead many schools utilise parents in short-term roles such as helpers (e.g. working bees, classroom support), fundraisers and homework 'enforcement officers'. Having said that, VICCSO and Parents Victoria also recognise that schools face barriers in fully engaging families, including a lack of time and limited resources for family and community outreach work. Importantly, they note that family engagement will also not happen without the time and commitment of both families and schools.

In recognition of the importance of family-school partnerships, the Australian Parents Council (APC), Australian Council of State School Organisations (ACSSO), the Australian Government have prepared the 'Family School Partnership Framework' which incorporates existing good practice and provides an agreed national approach to helping schools and families work on family school partnerships. The Framework is a resource for school communities. Its purpose is to encourage and assist schools, school systems, parent groups and families to support family-school partnerships.

It is interesting to note that the Victorian Department of Transport, Planning and Local Infrastructure (was previously DPCD) 'Indicators of community strength at the local government area level in Victoria 2008' report has determined that 51.5 – 56.3 per cent of parents in the Bayside and Glen Eira region and 43.4 – 51.5 per cent of parents in the Kingston region "are involved in their children's school" (p.21). As this was the first time this indicator of community participation was surveyed, it will be interesting to monitor the parental involvement in schools indicator as it is surveyed by the DPCD in future years.

4.1.1.2   Foster and Kinship Carers

The Australian Foster Care Association describes Foster Carers as people "...who voluntarily care for children and young people in our community who are unable to live in their own home, irrespective of whether that may be for a few days or until a child becomes an adult. They stretch their family circle to give children and young people the necessary care, safety and support that they require during a very difficult time in their lives". Foster Carers may be related to the child under their care (a type of care known as Kinship Care) or may be unrelated (Foster or Residential Carers). According to the Victorian Department of Human Services' report 'Out-of-Home Care: A Five Year Plan', in 2013 there were close to 6,500 Victorian children and young people in out-of-home care placements, with that figure rising at a rate of 5.3 per cent per annum since 2002 (2014:16). Accurate data pertaining to the number of young people in out-of-home care (foster care and kinship care arrangements) in the BGK region is unclear at present. Across the region a number of community organisations provide children and young people with foster, kinship and residential out-of-home care placements.

The importance of supporting Foster and Kinship Carers to obtain education and transition information cannot be overstated. It is well documented that young people in out-of-home care have statistically poor education and transition outcomes, often due to the negative life experiences and traumas that have taken them into the care system in the first place, disabilities, disadvantage and as a result of numerous care placements. According to Dr Sarah Wise Australian out-of-home care studies "show that children in out-of-home care perform academically below what is normal for their age" (Neale G Moloy Social Justice Lecture, 2009: 1).

According to a Victorian Government briefing by the Department of Human Services (obtained under Freedom of Information by The Sunday Age), Victorian children in out-of-home care "risk a future of low school achievement, homelessness and involvement in crime" (Fyfe, 2010). The report finds that children in foster and residential care had consistently high levels

of school absenteeism than the general student population, with only 58 per cent attending school, as well as lower levels of academic achievement in mathematics and English. The 2008 briefing identified that there was an unexpectedly high number of children requiring state care, and that as a result children were often placed in multiple homes and there was a chronic shortage of foster carers. Most concerning was the fact the paper also "cited a study that showed a young adult leaving the out-of-home system in Victoria will cost the government $686,000 more in health, drug and alcohol, police, justice and housing services than a young adult in the general population".

As a particularly vulnerable and disadvantaged group of young people in our community, providing support to the carers and agencies that play a part in the education and transition of children and young people in out-of-home care is vital. This is further validated when one considers the significant increase in children in care, the current "massive shortage of foster carers and pressures on social workers" in Australia (Wise, 2009: 5) and that "research has highlighted a lack of engagement and involvement among social workers and care givers in children's education experiences, such as contact with schools, carer encouragement, support and direction" (CREATE Foundation, 2006: 16).

4.1.1.3 Parents and Families from Culturally and Linguistically Diverse Backgrounds

Within the BGK region there are very few parent and family specific associations or networks that address the needs of individual cultural or Indigenous groups. Although, anecdotally we know that some parents who identify with being of a particular cultural or Indigenous background are members of school-based or other parent networks. From a statistical perspective, the proportion of CALD students in the BGK region is less than the Victorian average, and the majority of these are from countries or regions where English is the primary spoken language. However, in 2011 an increase in children and young people born in non-English speaking backgrounds (particularly Southern and East Africa, Middle East, Southern Asia and Chinese Asia) residing in and/or attending education and training providers in the region was noted (see Culturally and Linguistically Diverse Population Characteristics 10 – 12 Years and 13 – 19 Years). In 2014, the Indigenous child and youth population between the ages of 10 – 19 years in the region was 145.

4.1.1.4 Parents and Families Affected by Children with Disability

The statistical profile of children and young people with a disability (including learning disabilities) in the Bayside Glen Eira and Kingston regions points to a need to provide specific education and transitions assistance to these young people and to the parents and families who care for them. In 2006, according to the Association for Children with a Disability (using Australian Bureau of Statistics census data) there were a total of 6991 children and young people aged 5 – 24 years (see People with Special Needs Characteristics) with a disability (including those with a severe or profound disability) living in the Bayside, Glen Eira and Kingston region. While this age range differs from the BGK LLEN's age cohort (10 – 19 years) it indicates that a significant number of young people within the BGK LLEN's age range are attending disability-specific education and training facilities, as well as mainstream education and training facilities.

Whilst the incidence of reported disabilities is significant and anecdotally both reported and unreported disabilities amongst children and young people are on the rise, there are a limited number of disability oriented parents and friends groups within the Bayside, Glen Eira and Kingston region. The specialist primary and secondary disability schools (Berendale School, Yarrabah School, Larmenier School, Bayside Special Development School, Katandra School and the Southern Autistic School) within the region enable parents, family and community members to participate in school development and administration via Parents and Friends Associations and School Councils.

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

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

Further assistance for parents of young people with a disability is being provided via the 'Beyond the School Gates' program, being managed and facilitated jointly by Berendale School and the BGK LLEN.

The importance of parental and education sector input into the learning and related outcomes of children and young people with a disability is noted by a number of disability organisations in Victoria and Australia. Indeed, The Victorian Association of Children with a Disability (ACD) recognises that positive education and transition outcomes for children and young people with a disability often comes through planning and input from parents and a positive approach from all those involved in the child's education. ACD encourages parents to liaise with local support groups, access regional Parent Support Workers and to enhance education planning through resources such as their 2015 Positive Education Planning Handbook.

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

4.1.2 Key Parent and Family Networks and Representative Bodies

The following lists of parent and family representative networks illustrates the sheer number and variety of such groups as well as the even larger group of organisations, community groups and individual parents and families for whom these representative networks were established.

Within the BGK region there has been little coordination of the many and varied community and education related organisations and networks that attend to parent and family needs. This was largely due to their broad and differing missions and objectives. In light of this, during 2010 the BGK LLEN established a 'Working with Parents Network' made up of those organisations that support or work with local parents and families. This network was established to support regional coordination of parent and family related organisations, with a view to facilitating partnership development, professional development identification of service gaps and coordinating information dissemination to local parents. Originally facilitated by the BGK LLEN, the Working with Parents Network is now a self-sustaining one coordinated by youth services representatives from Bayside City Council and the City of Kingston.

4.1.2.1 Parent and Family Networks and Representative Bodies

Parents and Families often formally connect with their child's primary or secondary school through Parents Associations and School Councils. In the BGK region most schools have parent and family representation through one of these school-based networks. With 126 primary and secondary education providers in the BGK region, it is near impossible to list all of these groups here. Instead, a summary of the peak representative bodies and support services for Parents Associations and School Councils at local, Victorian and national levels are listed.

List 3: Local Parent and Family Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Parents Victoria (Melbourne Metropolitan Regional Network)	• Regional Networks enable Victorian government school parents clubs / associations to join together and consider issues which affect students in a local area	• A Regional Network is a group of at least five Parents Victoria Clubs, who meet together regularly and support members at a local level • Local groups are far more accessible for most parents and these groups are extremely useful in dealing with regional issues and supporting Parents Clubs in the local area	**Name:** Gail McHardy **Phone:** 0413 589 627 **Website:** www.parentsvictoria.asn.au

List 4: Victorian Parent and Family Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Parents Victoria	• To create an awareness of the vital importance of education at the National, State and Community level.	• The state wide democratic organisation representing parents of	**Website:** www.parentsvictoria.asn.au

	• To promote the belief that education is a community responsibility. • To promote inclusion of parents, students, teachers and administrators in decision making processes. • To enhance the role of parents' clubs in schools. • To strengthen parents' club membership. • To encourage parents' clubs to accurately reflect the membership and views of their school community.	students in Victorian government schools • To be the forum and voice for all State School Parents' Clubs.	
Victorian Council of School Organisations (VICCSO)	• Shares information and provides advice and support via the VICCSO website, good practice guidelines and checklists, and training and presentations for members • Builds stronger relationships around renewal in public education. VICCSO collaborates with parents', teachers' and principals' associations, the Australian Council of State School Organisations (ACSSO) and the Department of Education and Early Childhood Development • Promotes the idea of a well-resourced education revolution, including the collection and of sharing good practice • Represents the view that real educational improvement is always 'co-owned' in strong partnerships of educators, parents, students and community members	• VICCSO is an independent, democratic organisation of over 500 affiliated Victorian school councils working towards achieving the best possible education and learning outcomes for all students. • Through VICCSO's affiliates, thousands of individuals participating in the public education partnership are represented - including parents, students, principals and teachers.	**Website:** www.viccso.org.au
Victorian Parents Council	• The Victorian Parents Council (VPC) aims to encourage, inform and respond to the needs of Parent Associations using its knowledge base and networking ability. • Through engaging non-government school parents in educational issues, the VPC aims to maximise choice and quality in education. • The VPC provides the vital link between parents, government, education authorities and the media	• The Victorian Parents Council is a voice for non-government school parents and a powerful influence in the decisions that affect our children's education	**Website:** www.vicparentscouncil.vic.edu.au
Victorian Catholic Schools Parent Body	• develop an effective Victorian communication network with school boards or parent support groups through regional and diocesan connections • keep parents informed on changing educational and political environments • regularly liaise and cooperate with the Catholic Education Commission of Victoria Limited (CECV) in respect of Catholic education matters • represent parents at forums which promote and advance the interests of students in schools	• provide a forum to represent parents in Victorian Catholic schools • promote parents as partners in education with the school, Church and the community • promote the principles of Catholic education in collaboration with the Diocesan Bishops • promote Catholic schools as schools of	**Website:** www.vcspb.catholic.edu.au

	• provide an annual report on all VCSPB activities to members and the CECV • encourage parent participation in schools • encourage educational programs which meet the needs of parents • determine a view on major policy issues with reference to the views of the CECV	first choice for Catholic families	
School Governance Australia Limited	• SGAL is a school council organisation which represents the principal, staff representatives, parent representatives, community members and student councillors equally	• SGAL trains and supports school councils seeking to build their governance skills and improve their student outcomes	**Website:** http://sgal.com.au

List 5: National Parent and Family Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Australian Council of State School Organisations (ACSSO)	• Develop national parent organisation policies in education and to represent these policies and the interests of its affiliates at the national level • Provides research-based input to the Australian Government on proposed policies and actions in the education area, plus a range of information and support services to affiliate organisations • Believes that it is the responsibility of schools and the school system to ensure equity of access to an appropriate range of opportunities for all students • Is committed to the principles of access, equality, equity of outcomes, excellence and participatory democracy • Believe that public education must remain secular and be funded by gov't	• The peak national organisation representing the interests of the parents, families and school communities of more than two million children attending government schools throughout Australia. • ACSSOs formal structure currently comprises nine State and Territory peak government school organisations and their membership networks.	**Website:** www.acsso.org.au
Australian Parents Council	• Australian Parents Council's (APC) four goals are Choice, Quality, Equity and Voice. • The APC is represented by State affiliates in most States of Australia	• The Australian Parents Council (APC) is a national federation of non-government school parents' organisations. • APC seeks to promote choice and quality in schooling, the equitable distribution of government funds for schooling and effective partnerships to maximise schooling outcomes.	**Website:** www.austparents.edu.au
Family and Schools Partnerships Bureau	• The Family and Schools Partnerships Bureau was set up to help Australian schools, families and communities build sustainable, collaborative, productive relationships.	• Encourage family-school-community partnerships • Identify, publicize and promote good examples of family-school partnerships from all round the country.	**Website:** www.familyschool.org.au

		• Provide tools and resources to assist parents, school principals and others initiate conversations about family-school relationships, and to support them so that they can grow into real, sustainable partnerships. • An online helpdesk enables people to ask questions and give feedback about anything to do with relationships between schools, parents, teachers, principals and the community generally	
Families Australia	• Families Australia is an independent, peak, not-for-profit organisation dedicated to promoting the needs and interests of families	• Families Australia envisions a society that recognises the central role of families in our community and embraces its responsibilities for the development, nurturing and wellbeing of all families • Families Australia are a strong advocate for those in our community who are vulnerable, least advantaged or facing difficulty.	**Website:** www.familiesaustralia.org.au

4.1.2.2 Foster and Kinship Carer Networks and Representative Bodies

No local Foster or Kinship Care Associations exist within the BGK region. Instead Foster and Kinship Carers are provided with individual support through the child placement agencies servicing the region or through the state and national bodies representing the interests of Foster and Kinship Carers.

List 6: Victorian Foster and Kinship Care Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Foster Care Association of Victoria (FCAV)	• Providing and facilitating information sharing, offering advice and support, and encouraging support networks for the foster carers • Research, collection and dissemination of information on or relating to foster care for carers, agencies, Department of Human Services (DHS) and other interested parties • Promoting and encouraging foster carers and the recognition of the important role they and their families play in the foster care community	• The FCAV promotes the care of children and young people who are fostered or are in other forms of home based care including encouraging contact and exchange of ideas and information between those persons involved in foster care	**Website:** www.fcav.org.au

	• Assisting all participants in the care system to develop policies, practices and guidelines to enhance the cultural connectedness, nurturing and protection of the foster children and that supports the needs of the foster families • Promoting and ensuring the facilitation of effective training and on-going development for foster carers		
Mirabel Foundation	• Mirabel provides advocacy, referral, research, practical and emotional assistance to the children and their kinship carers • Mirabel provides a community response to these families and reducing the stigma and isolation they experience	• Mirabel is the only organisation in Australia specifically addressing the needs of children who have been orphaned or abandoned due to parental drug use	**Website:** www.mirabelfoundation.org.au

List 7: National Foster and Kinship Care Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Australian Foster Care Association (ACFA)	• AFCA is a membership based voluntary organisation supporting and representing the voices of foster carers, their families and the children they care for throughout Australia.	• AFCA works in partnership with other community organisations in the child and family welfare sector to provide the support necessary for children and young people unable to live at home to achieve better outcomes.	**Website:** www.fostercare.org.au

4.1.2.3 Culturally Oriented Parents and Family Networks and Representative Bodies

While there are very few local culturally oriented Culturally Oriented Parents and Family Networks BGK region; a number of local, Victorian and National Networks which advocate for the needs of Indigenous and CALD parents, families, children and young people are available. Please note that the following lists are by no means exhaustive, but where possible the BGK LLEN has aimed to provide a detailed list of relevant organisations.

List 8: Local Culturally Oriented Parents and Families Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Southern Ethnic Advisory and Advocacy Council (SEAAC)	• SEAAC caseworkers provide individual support to migrant and refugee young people and their families around particular issues. • Casework may involve: a comprehensive assessment of the settlement needs of the young person/family; and the development and implementation of strategies to address those needs, for example: practical help (e.g. filing in forms, enrolling in study), information, referral (e.g. help with legal information), and support.	• SEAAC is a community based organisation that seeks to enable young people from migrant and refugee backgrounds to be active, informed, and well skilled members of society. We explicitly seek to empower individuals and local communities to have a greater influence over the decisions that influence their lives.	**Website:** www.seaac.org.au
New Hope Foundation	• Inner Melbourne Settlement support services • Parent support and training • Sudanese Women's Leadership Training	• The New Hope Foundation aims to assist newly arrived refugee and humanitarian entrants who are living in	**Website:** www.newhope.asn.au

	• Clarinda Community Centre (based in Kingston LGA) programs – e.g. multicultural grandparents playgroup; and forums on mental health, social isolation, women's health and volunteering	poverty across Victoria through a range of state wide services including the Settlement Grants Programme and the New Hope Employment and Training Services based in Oakleigh & Footscray	
Russian Ethnic Representative Council	• Build partnerships and links with community groups, government, educational and other service providers in order to strengthen community and help people to make informed choices in their lives.	An independent service aiming to ensure that disadvantaged members of community and vulnerable target groups have an access to affordable, effective and culturally appropriate services.	**Website:** www.rerc.org.au
Jewish Care	• Touching over 30,000 lives each year, Jewish Care help individuals and families in the Victorian Jewish community receive the support they need to meet the challenges they face.	Jewish Care offer support for older people living at home, residential aged care, services for adults and children with a disability, as well as financial, individual and family counselling, housing and recruitment services.	**Website:** www.jewishcare.org.au

List 9: Victorian Culturally Oriented Parents and Families Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Victorian Aboriginal Child Care Agency Co-operative (VACCA)	• Providing a state-wide community controlled and operated child and family welfare service. • Developing community that is strong in culture, values children and young people and recognises the importance of the whole community in raising children and keeping the family together.	• VACCA aims to promote, advocate and achieve positive changes in the lives of Aboriginal children, young people, their families and their community premised on human rights, self determination, cultural respect and safety.	**Website:** www.vacca.org
Victorian Multicultural Commission	Provides a range of services including conducting over 50 community consultations each year and production of the Multicultural Resource Directory, which is a convenient and useful online guide to local community associations and organisations in Victoria.	The Victorian Multicultural Commission is the main link between Victoria's CALD communities and the government.	**Website:** www.multicultural.vic.gov.au

List 10: National Culturally Oriented Parents and Families Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Secretariat of National Aboriginal and Islander Child Care (SNAICC)	• SNAICC is the national non government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families • SNAICC has a membership base of Aboriginal and Torres Strait Islander community-based child care agencies,	• SNAICC's mission is to provide a strong voice for Aboriginal and Torres Strait Islander children and families through a national body which represents Aboriginal	**Website:** www.snaicc.org.au

	Aboriginal Children's Services, crèches, long day care child care services, pre schools, early childhood education services, family support services, foster care agencies, link up and family reunification services, family group homes, community groups and voluntary associations, and services for young people at risk.	and Torres Strait Islander children's services and promotes the rights, needs and aspirations of Aboriginal and Torres Strait Islander children and families.	
Federation of National Ethnic Communities' Council of Australia (FECCA)	• FECCA is the peak, national body representing Australians from culturally and linguistically diverse backgrounds. FECCA's role is to advocate and promote issues on behalf of its constituency to government, business and the broader community.	• FECCA strives to ensure that the needs and aspirations of Australians from diverse cultural and linguistic backgrounds are given proper recognition in public policy.	**Website:** http://fecca.org.au

4.1.2.4 Disability Oriented Parent and Family Networks and Representative Bodies

Parents and family members caring for children and young people with a disability have access to a range of local support and carers groups focusing on both general and specific disabilities, as well as Victorian and national representative bodies advocating for those with special needs. While many of these groups, particularly locally-based support groups, do not specifically deal with education and transition issues the learning and personal development needs of children and young people with a disability is recognised by most. Indeed, education, training and employment issues are often a crucial aspect of many disability organisations' advocacy work and education and learning related strategies and resources are publicly available. It is important to note, however, that local parents and family members of young people aged 15+ with a disability can receive specific education, transition and pathways planning assistance through the Australian Government National Disability Coordination Officer (NDCO) Program offered in the Southern Melbourne region.

List 11: Local Disability Oriented Parents and Families Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
National Disability Coordination Officer (NDCO) Program	• Information, coordination and referral activities for people with a disability. • Assist local education providers to provide better services for people with a disability • Provide information to individuals with a disability • Link individuals and organisations to local support services • Raise awareness amongst education providers and the general public of the issues facing people with a disability	• The NDCO Program aims to improve the transition of people with a disability aged 15 to 64 into further education, training and employment	**Website:** www.ndcovictoria.net.au **Phone:** 03 9784 0400
Association for Children with a Disability (ACD) – Regional Parent Support Worker (Southern Melbourne)	• Parent Support Workers provide support by listening, understanding (they are themselves parents of children with a disability) and providing information and advice. • This support is offered to children themselves, siblings, parents, grandparents and other extended family	• ACD provide information, support and advocacy for families who have a child or young adult with any type of disability or developmental delay across Victoria	**Website:** www.moira.org.au **Phone:** 03 8552 2222
Beyond the School Gates program	• Coordinates vocational, recreational, health and family support programs for students with an intellectual disability across southern Melbourne.		**Website:** www.beyondtheschoolgates.org.au **Phone:** 03 9584 8845

List 12: Victorian Disability Parents and Family Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**

Association for Children with a Disability (ACD)	• Undertake a range of systemic advocacy and community education activities to
	  • (i) tell government and other decision-makers about changes required to improve the service system for families of children with a disability
	  • (ii) educate professionals and service providers about how they can improve the quality of service they provide to families of children with a disability.
	• Provide access to Parent Support Workers
	• Work in close co-operation with a range of disability specific parent support groups
		• ACD provide information, support and advocacy for families who have a child or young adult with any type of disability or developmental delay across Victoria	**Website:**
			www.acd.org.au

AMAZE (previously Autism Victoria)	• Conduct policy analysis at both a State and National Level • Provide a forum for members to communicate with each other and we lobby to support their interests • Provide specialist information and advice to the families and services caring for people with an Autism Spectrum Disorder, funded by the Victorian Department of Human Services • Increase the public awareness of Autism Spectrum Disorders • Provide New Parent Groups - information sessions for small groups of parents new to the world of Autism Spectrum Disorder	• The peak body for Autism Spectrum Disorders in the state of Victoria. • AMAZE's aim is to improve the quality of life for people affected by Autism Spectrum Disorders, their family and carers.	**Website:** www.amaze.org.au
Asperger's Syndrome Support Network	• A group of parents who have a family member diagnosed with Asperger's Syndrome (AS), an Autism Spectrum Disorder. • The organisation holds regular coffee mornings and evenings, information sessions and seminars on Asperger's Syndrome	• Giving mutual support • Providing relevant information • Supporting research • Engaging in community education • Campaigning for change • Provision of a resource library • Maintenance of a register of Asperger's Syndrome professionals • Maintaining links with other Associations	**Website:** www.assnvic.org.au
Cerebral Palsy Support Network	• The network provides a vital link to information, support and education about the issues and experiences that impact on the lives of people who have a personal experience of cerebral palsy • The CPSN currently has two support groups, one open to all people with Cerebral Palsy, their parents and carers; and one for teenagers with CP • CPSN Coffee Sessions are weekly meetings held in various locations (including Bentleigh in Glen Eira) which enable individuals from different regions to meet and chat with other members in a relaxed environment	• A self-help organisation run by people who have a personal experience with cerebral palsy. It has been set up specifically to provide information, support and resources to children and adults with cerebral palsy and their families in Victoria, Australia.	**Website:** www.cpsn.org.au

Down Syndrome Association of Victoria	• Personal support and information to families • Advocacy, information, support, mentoring and training for adults with Down syndrome • An education support service to assist students with Down syndrome and their teachers in mainstream schools • Peer support groups around the state • Information and professional development for health and education professionals • A library of Down Syndrome specific resources	• A not-for-profit, association seeking to represent the needs and views of Victorians with Down syndrome and their families. • Provide support and information to people with Down Syndrome, their families and the community.	**Website:** www.dsav.asn.au
Association of Relatives and Friends of the Emotionally and Mentally Ill	• Statewide support to families and carers • Education • Home based and intensive outreach supports to people living with a serious mental illness • Prevention and Recovery Care program • Flexible Respite Options	• To promote and improve the wellbeing of people affected by mental illness	**Website:** www.arafemi.org.au
Eating Disorders Victoria	• Support people with an eating disorder throughout the duration of their eating disorder experience and well into recovery • Provide support to families through support groups, advocacy and information resources	• To provide a comprehensive support and information service on all aspects of eating disorders.	**Website:** www.eatingdisorders.org.au
Epilepsy Foundation	• Information, advice and support, **epilepsy counselling** and practical assistance, as well as education and training, research and advocacy on behalf of people with epilepsy.	• Provides support for people living with epilepsy and their families to help them live better lives.	**Website:** www.epinet.org.au
Learning Disability Network	• The LD Network has specifically been created to assist the community and its leaders to address this issue. • LD Network is comprised of leading professionals in the field of LD, including researchers, educators, educational psychologists, specialists, ICT technology experts and other professionals and service providers.	• Provides resources, facilitates events and coordinates support groups for parents and families	**Website:** www.ldnetwork.net.au

List 13: National Disability Parents and Family Networks and Representative Bodies			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
People with Disability Australia Incorporated (PWD)	• Rights-related information, advice and referral services for people with disability and their associates • Short-term individual and group advocacy assistance to people with disability and their associates • Advocacy for reform around systemic issues that adversely affect people with disability and their associates • Representation of the sector to government, industry and the non-government sector • Coordination of the sector of interest constituted by people with disability and their associates	• PWD is a national peak disability rights and advocacy organisation. • Membership is made up of people with disability and organisations primarily constituted by people with disability. • PWD also has a large associate membership of other individuals and organisations committed to the disability rights movement.	**Website:** www.pwd.org.au

	• Research and development around issues of concern to people with disability and their associates • Training & education for people with disability and their associates, service providers, government and the public.		

4.2   Policies/Initiatives Influencing Parental Education and Transition Support

A range of policies and initiatives will, and do, influence the education and transition decisions and support that parents and families (and related representative organisations) can offer their child. Some of the relevant policies and initiatives pertinent for parents and families can be found in the Education and Transitions Policies and Programs Profile section.

4.3   Regional Careers and Transitions Programs (and Parental Influence)

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

In recognition of the value in empowering parents with current education and career transition information, a number of programs have been developed for or adopted into the region to support parents in their role as a career and transitions influencer, most notably the 'Parents as Career Transition Support (PACTS)' program. After being piloted in the region in 2005 by the BGK LLEN and local community organisation Youth Connect, PACTS has since been delivered by Youth Connect and over that time has delivered the program to over 1000 parents in school and community settings. 'PACTS for Primary School Parents' (originally known as 'Secondary School Conversations') was developed by BGK LLEN in partnership with Youth Connect. This program was developed in response to an identified need to support parents who were transitioning their child from primary to secondary school and wanted to learn more about pathway options, the education system and empower them to make informed decisions about the most suitable school for their child based upon their child's learning needs.

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

4.4 Issues / Considerations - Parent and Family Stakeholders

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

Parents, Families and Friends	
Issue:	• Young people consider 'family relationships' to be extremely or very important values, with 'parents' and 'relatives/family friends' to be one of their most important sources of advice. • Parents and families welcome unbiased and quality information regarding youth engagement, education, training and employment transitions, including information about local programs and services available to assist families experiencing difficulties in these areas. • Parents can, at times, experience confusion in understanding the current education system, program offerings, youth transitions and pathways planning. • Family-school partnerships are recognised as a key mechanism for enhancing student success and positive transitions, however schools can face barriers in fully engaging families.

Consideration:	• *Positive parent responses to the BGK LLEN's 'Who, What, Where…' booklet evidences it ongoing need as an information resource for parents (as well as the other youth, school and organisational user stakeholders).* • *Support ongoing development of the new online 'Çhild and Youth Directory'* • *Ongoing need to provide parents with access to unbiased face-to-face transition and information support programs (e.g. PACTS). However, a need to evaluate and research the impact of these programs to ensure they are still meeting parent and family requirements is recommended.*

Foster and Kinship Carers	
Issue:	• Pressure on the out-of-home care system which is resulting in shortages of foster carers, increasing case workers workloads and contributing to increased numbers of placements. • Research shows that children in out-of-home care risk low school achievement, homelessness and involvement in the juvenile or adult justice system. • Providing support to the careers of this vulnerable population of young people is critical. • Foster and Kinship Carers, just like parents and family stakeholders, also require access to unbiased and quality information regarding youth engagement, education, training and employment transitions, including information about local programs. • Foster and Kinship Carers, at times, experience confusion in understanding the current education system, program offerings, youth transition and pathways planning. • Promoting and supporting carers' awareness of the important role they can play in their child's education and transition is critical.
Consideration:	• *Ensure that the BGK LLEN's 'Who, What, Where…' booklet is made available to local Foster and Kinship Carer organisations.* • *Invite Foster and Kinship Carers to attend face-to-face transition and information support programs (e.g. PACTS).*

Parents and Families from Culturally and Linguistically Diverse (CALD) Backgrounds	
Issue:	• There are very few locally-based specific networks for parents and families from CALD backgrounds. • The region seems to be experiencing growth in the number of humanitarian refugees from Southern and East Africa and thus particular support should be provided to parents or carers of children and young people from this region
Consideration:	• *Invite CALD parents as well as representatives from CALD networks and agencies to attend face-to-face transition and information support programs (e.g. PACTS).*

Parents and Families with Children Affected by Disability	
Issue:	• The number of young people with disability (profound, moderate, mild, learning needs) is increasing in the BGK region. However sourcing accurate data across the three school sectoral areas and from government agencies is difficult. • The transition outcomes for young people with disability is statistically low across Australia. • Parents of children affected by disability can benefit from connecting with disability-specific community agencies, organisations and network. • Special schools are the key information service regarding student education and transition for their parent cohort; however parents of students with disability in mainstream settings can miss out on disability-specific pathways and transition information for their child. • Building and maintaining existing connections between disability specific networks and youth transition / pathways professionals to ensure provision of quality information regarding youth engagement, education, training and employment transitions and local programs.
Consideration:	• *Conduct research to gather accurate data regarding student with disability enrolment levels.* • *Promote existing youth transition information and support services (e.g. NDCO, DHS, DES) to disability support services, special schools and mainstream schools.* • *Target parents of students with disability attending mainstream schools (who may or may not be receiving disability funding) to take part in disability-focused transition programs (e.g. Disability PACTS).* • *Continue to support 'Beyond the School Gates' as a program that offers parents of young people with disability to take part in a range of leisure, wellbeing and information activities.*

Regional Networks	
Issue:	• Due to the numbers and diversity of parent, family, foster care, CALD and disability networks operating in the BGK or neighbouring regions it is difficult coordinate and connect with these.
Consideration:	• *Keep abreast of current and new parent / family networks and provide connects and support as required.*

5   Community Group Profile

Within the context of this report most of the Community Groups discussed and highlighted are those that are connected to children and youth education, training, wellbeing and outcomes matters. This Community Group Profile section largely lists those agencies and organisations currently offering support and services. The key issues that affect Community Groups and their stakeholders can be found throughout the report. Some of the policies and initiatives that direct and impact on their work can be found in the Education and Transition Policies and Programs Profile section.

5.1   Regional Community Group Stakeholders

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

5.1.1   General Health Sector Community Groups and Support Services

List 14: Regional General Health Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Central Bayside Community Health Service	Provides a range of different services: • Drug and alcohol support	• Community Health Services are funded to provide a broad range of health and community services to its community of interest – ie. those who live, work or attend school within the local community. • Community Health Services are also funded to work in partnership with other community agencies.	**Website:** www.cbchs.org.au
Bentleigh Bayside Community Health Service	• Asthma education • Child development • Speech therapy • Occupational therapy • Community nursing • Counselling • Diabetes education • Physiotherapy • Podiatry • Youth services • Dental services • General medical practice • Paediatrician • Sexual health clinic • Aged services • Disability services		**Website:** www.bbchs.org.au
Southern Melbourne Primary Care Partnership	Primary Care Partnerships (PCPs) are made up of a diverse range of member agencies. All PCPs include hospitals, community health, local government and divisions of general practice as core members of the partnerships.	PCPs have the following domains of activity: • Partnership development • Integrated health promotion • Service coordination Integrated chromic disease management	**Website:** www.smpcp.org.au
TaskForce (drug and alcohol counselling)	Provides a drug and alcohol counselling service to young people between 12 – 25 years.	• TaskForce provides specialist support for people in need across Melbourne. The people who come to our services have experienced significant disadvantage or a crisis in their lives and as a result they are prevented from reaching their potential. • TaskForce is committed to offering non-judgmental and non-threatening help to our clients, many of whom have nowhere else to turn. We provide personal support, counselling, support	**Website:** www.taskforce.org.au

| | | groups, outreach, as well as training and job preparation programs. | |

5.1.2 Mental Health Sector Community Groups and Support Services

List 15: Regional Mental Health Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Headspace	The regional headspace provides a place where young people can receive free or low cost help for a range of issues from GPs, health and mental health workers, youth workers and counsellors	Headspace is Australia's National Youth Mental Health Foundation which aims to deliver improvements in the mental health, wellbeing and economic participation of young people aged 12 – 25 years	**Website:** www.headspace.org.au
Mind Australia	• Mind Australia is a leading provider of community mental health services. We support our clients to live independent, productive and purposeful lives.	• Peer support • Services to people with mental health • Education • Research • Advocacy • Community development	**Website:** www.mindaustralia.org.au
SHINE Program	• Specialist help is available for children who have a parent with a mental health issue or for children showing early signs of mental illness. • This service is available to families in the Bayside, Glen Eira and Kingston region	SHINE is provided through local community organisation 'Family Life' and is an Australian Gov't funded service for children and parents where mental health issues are already a concern within the family.	**Website:** www.familylife.com.au
The Alfred Child and Youth Mental Health Services (CYMHS)	• Assessment, case management and treatment for infants, children, adolescents and their families or carers where children and adolescents are experiencing emotional, psychological or psychiatric problems. • Treatment may include individual, family and group therapies. Medication may be recommended for some conditions.	ALFRED CYMHS provides a wide range of free outpatient services, delivering mental health care for infants, children and adolescents under 18 years and their families or carers.	**Website:** www.alfredhealth.org.au/CYMHS/

5.1.3 General Youth Sector Community Groups and Support Services

List 16: Regional General Youth Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Bayside City Council Youth Services	The services can vary but generally include: • Counselling • Drop-in centres	Each local council has a youth services department which offers programs, information and support to young people aged 10 – 25 years who live, work or study in that area.	**Website:** www.bayside.vic.gov.au/community_services/youth_services.htm
Glen Eira City Council Youth Services	• Support Groups • Holiday programs • Skill development		**Website:** www.gleneira.vic.gov.au/Community-services/Youth
Kingston City Council Youth Services	• Youth events • Youth Advisory Groups – which provide advice to the Council on youth issues		**Website:** www.kingston.vic.gov.au/Services/Youth

5.1.4   Welfare Sector Community Groups and Support Services

List 17: Regional Welfare Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
FMC Mediation and Counselling Victoria (formerly Family Mediation Centre)	• Provides services for couples in conflict over issues such as separation, arrangements for children and parenting, division of property and future relationships. The agreement-making process may be through either mediation or conciliation. • Mediation is also provided for parents and adolescents in conflict. • A men's relationships program is available to assist and support separated men. • Financial counselling is a service for individuals and couples.	The Family Mediation Centre is committed to providing high quality relationship services, consultation and training to individuals, couples, children, groups and professionals, which aim to enhance functioning and wellbeing in families, organizations and the wider community	**Website:** www.mediation.com.au
Domestic Violence Resource Centre (DVRC)	• Telephone support • Information and publications • Referral to services to assist those who have experienced family violence	DVRC is a state-wide service in Victoria, Australia. DVRC aims to reduce and prevent family violence by providing education to improve service and policy responses, and by assisting people who have experienced abuse.	**Website:** www.dvrcv.org.au
Hanover Welfare Services	• To empower people who are homeless, or at imminent risk of becoming so, to enable them to take greater control over their lives. • To stimulate and encourage change in Australian society to benefit people experiencing homelessness.	Provide a range of services to Victorians experiencing housing crisis or homelessness. Our services include crisis, medium and long term accommodation, support and education and training and employment solutions.	**Website:** www.hanover.org.au
South Eastern Centre Against Sexual Assault (SECASA)	• 24 hr Crisis Service for adults, children and non-offending family members. • Confidential short-term crisis counselling and support for those who have been sexually assaulted recently or in the past. • Confidential medium term counselling. • Phone consultation facility for hearing impaired clients. • Urgent medical care and follow-up when required. • Information and referral. • Joint Legal Service. • Reports for courts and tribunals. • Legal advocacy (police and solicitors). • Community and professional education. • Groups for adult, children and adolescent survivors, care givers and partners. • Psychological Assessment for Crimes Compensation Purposes	The South Eastern Center Against Sexual Assault (SECASA) provides services within the Southern Metropolitan Region to children and adults, both female and male, who have been sexually assaulted. The Centre also works with non-offending family members, partners, caregivers and support workers.	**Website:** www.secasa.com.au www.casa.org.au

Family Life	• Family Life's services offer a whole-of-family approach: To promote effective and sustainable change the whole family is considered and where appropriate, included in the process • Family Life offers counselling, mediation, mental health services, support and community educational services, outreach to homes, case coordination and advocacy.	To create caring, capable communities by: • supporting and strengthening the most vulnerable families, children and young people • innovating and advocating for social inclusion • growing community connections and contributions for the benefit of all	**Website:** www.familylife.com.au
Bayside Community Information and Support Service Inc (BayCISS)	BayCISS Community Information Centres provide professionally trained volunteers to assist people with community information, support, advocacy and referral services. The Hampton and Castlefield Centres also provide self help, mutual support groups, counselling, legal advice programs, occasional child care and playgroups.	BayCISS' mission is to assist members of the community with information, referrals and support services; in particular those who are vulnerable, facing financial hardship or social distress	**Website:** www.bayciss.org.au

5.1.5   Employment Sector Community Groups and Support Services

List 18: Regional Employment Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
AMES Employment	jobactive service provider (Australian Government)	jobactive organisations will assist job seekers to find and keep a job and ensure employers are receiving candidates that meet their business needs	**Website:** www.ames.net.au
MAX Solutions	jobactive service provider (Australian Government)	jobactive organisations will assist job seekers to find and keep a job and ensure employers are receiving candidates that meet their business needs	**Website:** www.maxnetwork.com.au
SarinaRusso Job Access	jobactive service provider (Australian Government)	jobactive organisations will assist job seekers to find and keep a job and ensure employers are receiving candidates that meet their business needs	**Website:** http://sarinarusso.com
Job Prospects	jobactive service provider (Australian Government)	jobactive organisations will assist job seekers to find and keep a job and ensure employers are receiving candidates that meet their business needs	**Website:** http://jobprospects.com.au/
Workskil Australia	jobactive service provider (Australian Government)	jobactive organisations will assist job seekers to find and keep a job and ensure employers are receiving candidates that meet their business needs	**Website:** www.workskil.com.au
Direct Recruitment	jobactive service provider (Australian Government)	jobactive organisations will assist job seekers to find and keep a job and ensure	**Website:** www.directrecruitment.com.au

		employers are receiving candidates that meet their business needs	
MatchWorks	Work for the Dole provider (Australian Government)	Work for the Dole Coordinators source suitable Work for the Dole activities in not-for-profit organisations such as local councils, schools, community organisations and state and federal government agencies. These activities will help prepare job seekers for the work environment.	**Website:** www.matchworks.com.au
Mission Providence	New Enterprise Incentive Scheme – NEIS (Australian Government)	The New Enterprise Incentive Scheme will help eligible job seekers to start and run their own small business with support including accredited small business training, business advice and mentoring for up to 52 weeks as well as an allowance for up to 39 weeks.	**Website:** http://missionprovidence.com.au
SarinaRusso Job Access	New Enterprise Incentive Scheme – NEIS (Australian Government)	The New Enterprise Incentive Scheme will help eligible job seekers to start and run their own small business with support including accredited small business training, business advice and mentoring for up to 52 weeks as well as an allowance for up to 39 weeks.	**Website:** http://sarinarusso.com
Box Hill Institute	New Enterprise Incentive Scheme – NEIS (Australian Government)	The New Enterprise Incentive Scheme will help eligible job seekers to start and run their own small business with support including accredited small business training, business advice and mentoring for up to 52 weeks as well as an allowance for up to 39 weeks.	**Website:** www.bhtafe.edu.au
EACH	Disability Employment Services – DES (Australian Government). Job seekers with a disability can receive a range of specialist assistance that is individually tailored to meet your needs. Assistance can include employment preparation, rehabilitation services, training, job search and placement and ongoing support in the workplace.	Disability Employment Services (DES) provide specialist help for people with disability, injury or health condition who require support to find and maintain sustainable employment. DES is delivered by a network of organisations around Australia. If you are seeking a referral to DES you should get in touch with Centrelink or visit your local DES provider.	**Website:** www.each.com.au
Marriott Employment Options	Disability Employment Services – DES (Australian Government). Job seekers with a disability can receive a range of specialist assistance that is individually tailored to meet your needs. Assistance can include employment preparation, rehabilitation services, training, job search and placement	Disability Employment Services (DES) provide specialist help for people with disability, injury or health condition who require support to find and maintain sustainable employment. DES is delivered by a network of organisations around Australia. If you are seeking a referral to DES	**Website:** www.marriott.org.au

	and ongoing support in the workplace.	you should get in touch with Centrelink or visit your local DES provider.	
Skills Plus	Disability Employment Services – DES (Australian Government). Job seekers with a disability can receive a range of specialist assistance that is individually tailored to meet your needs. Assistance can include employment preparation, rehabilitation services, training, job search and placement and ongoing support in the workplace.	Disability Employment Services (DES) provide specialist help for people with disability, injury or health condition who require support to find and maintain sustainable employment. DES is delivered by a network of organisations around Australia. If you are seeking a referral to DES you should get in touch with Centrelink or visit your local DES provider.	**Website:** www.skillsplus.com.au
The Bridge	Disability Employment Services – DES (Australian Government). Job seekers with a disability can receive a range of specialist assistance that is individually tailored to meet your needs. Assistance can include employment preparation, rehabilitation services, training, job search and placement and ongoing support in the workplace.	Disability Employment Services (DES) provide specialist help for people with disability, injury or health condition who require support to find and maintain sustainable employment. DES is delivered by a network of organisations around Australia. If you are seeking a referral to DES you should get in touch with Centrelink or visit your local DES provider.	**Website:** www.thebridgeinc.org.au

5.1.6   Disability Sector Community Groups and Support Services

List 19: Regional Disability Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Disability Intake and Response Service	This service provides information about supports and services and can also provide assistance with planning and support to people with disabilities, their families and carers in the local area	To support people with disabilities, their families and carers in the local area.	**Website:** www.dhs.vic.gov.au/for-individuals/disability/start-here/access-to-disability-supports
National Disability Coordination Officer (NDCO) Program	• Information, coordination and referral activities for people with a disability. • Assist local education providers to provide better services for people with a disability • Provide information to individuals with a disability • Link individuals and organisations to local support services • Raise awareness amongst education providers and the general public of the issues facing people with a disability	The NDCO Program aims to improve the transition of people with a disability aged 15 to 64 into further education, training and employment	**Website:** www.ndcovictoria.net.au
Marriott Support Services	Marriott Support Services specialise in the areas of day services, transition programs and employment for young people and adults with intellectual disabilities,	Marriott Support Services is a not-for-profit organisation with an aim of achieving greater inclusion in the wider community for people with disability.	**Website:** www.marriott.org.au
MOIRA Disability and Youth Services	A range of support services for people with disabilities and homeless youth in and throughout	MOIRA aims to ensure that all programs are centred in the	**Website:** www.moira.org.au

	the Southern Metropolitan Region of Melbourne.	community, and are client driven and centred.	
Scope (Southern Regional Office)	• Scope offers a wide range of services from services for people with a disability to services for carers, employers and other groups. • Central to Scope's service offering is the direct support offered through Client Services, Disability Employment through Employment Futures, Packaging & Assembly, Communication Resource Centre and Scope Research.	Scope is one of the largest providers of services to people with a disability in Victoria, and one of the largest not-for-profit organisations in Australia. Scope's mission is to support people with a disability to achieve their potential in welcoming and inclusive communities.	**Website:** www.scopevic.org.au

5.1.7   Housing Sector Community Groups and Support Services

List 20: Regional Housing Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Hanover	Hanover's Cheltenham office provides crisis accommodation, emergency housing support, information and referrals	Hanover is a Melbourne agency which provides services to people experiencing homelessness or housing crisis	**Website:** www.hanover.org.au
Fusion Australia	Fusion provide housing and accommodation support through their transitional housing support program, external support program, housing establishment fund and Moorabbin Crisis Accommodation Refuge.	Fusion is concerned with re-building fragmented communities in a way that includes both young people and their families.	**Website:** www.fusion.org.au
MacKillop Family Services	Service delivery is characterised by five distinct themes: • supporting families experiencing disadvantage or crisis • supporting families raising a child with a disability; • education and training services for children and young people • services for children and young people who cannot live at home	MacKillop Family Services is one of the largest providers of specialist support services to vulnerable and disadvantaged children, young people and their families in south-eastern Australia.	**Website:** www.mackillop.org.au
Salvation Army	Provides state-wide housing and support service offering accommodation and support for families, youth and young women.	Aims to provide a supportive, flexible and non-judgemental service to those at risk of homelessness.	**Website:** www.salvationarmy.org.au
MOIRA	Moira supports young people between the ages of 15-25 years who are homeless or at risk of becoming homeless.	Supports young people in supported accommodation, private rental, emergency housing, private board, public housing, family home or with extended family.	**Website:** www.moira.org.au

5.1.8   Youth Justice Sector Community Groups and Support Services

List 21: Regional Youth Justice Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Victoria Police Youth Resource Officers	Youth Resource Officers work with schools, community agencies and community members to identify and		*Bayside, Kingston and Glen Eira Youth Resource Officers* **Address:**

| | | address youth policing issues in the local community. They are assigned to local government areas. | | 1011-1013 Nepean Hwy, Moorabbin VIC 3189 **Phone:** 03 9556 6565 |

5.1.9   Mentoring Sector Community Groups and Support Services

List 22: Regional Mentoring Sector Community Groups and Support Services			
Organisation	**Description / Activities**	**Aims**	**Contact Details**
Big Brother Big Sisters Mentoring Program	• Offers a range of mentoring programs including: • Big Brothers Big Sisters mentoring Program • Young Adults Mentoring Program • Young Refugee mentoring Project • Best Buddies	Big Brother Big Sister aims to build a long term, trusting relationship for disadvantaged young people aged 7 – 17 years of age.	**Website:** www.bbbs.org.au
L2P (Bayside)	• A learner driver mentor program assists learners under 21 years of age, who do not have access to a supervising driver or vehicle, to gain the driving experience to apply for a probationary licence. • L2P is free for eligible young people and is funded by the TAC.	• Young people are matched with fully licensed volunteer mentors, and use a sponsored vehicle to gain supervised driving experience.	**Website:** www.bayside.vic.gov.au/community _services/L2P_program

5.1.10 Sporting and Recreational Community Groups

A significant number of sporting, social, recreational and related groups and organisations service the BGK region. Listing these would take-up a considerable part of this report. Instead, the BGK LLEN has a list of relevant groups within the region available to any interested person or organisation.

5.2   Coordination between Regional Community Groups and Networks

5.2.1   Bayside Glen Eira Kingston Youth Network

Bayside City Council, City of Kingston and Glen Eira City Council facilitate the 'Bayside Glen Eira Kingston Youth Network'. This Network is made up of over 40 youth, welfare and community organisations servicing these three adjacent local government areas. The primary purpose of the Network is to provide a forum for agencies to regularly meet (approx. 6 times per year) and share service information and engage in professional development activities. More recently the Network is using meetings to discuss issues of importance to agencies and youth in the region although, due to limited resources, its role as a strategic and policy influencer is generally limited to the local areas only.

5.2.2   Vulnerable and Disadvantaged Community Networks

A number of community networks exist in identified disadvantaged and vulnerable communities within the BGK region. Despite the broader region having higher than average social and economic indicators (See Part A: Regional Socio Economic Characteristics), the area does contain a number of disadvantaged communities represented by low family incomes, public housing estates and areas ear-marked and funded for neighbourhood / community renewal.

5.3 Issues / Considerations – Community Groups

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

Youth Transition Outcomes Not Necessarily Community Group Focus	
Issue:	• A wide range of community groups and support services operate in the BGK Region across a wide range of youth categories include: general health; mental health; general youth; welfare; employment; disability; housing; youth justice; mentoring; vulnerable and disadvantaged communities; and, sports and recreation. • A significant issue seems to be that the education, training and employment needs of the young people served by these organisations are not necessarily the primary mission of community groups and networks servicing the local area. This is not a criticism but a recognition that many of the organisations have expertise, knowledge and services in other youth support areas.
Consideration:	• *Ensuring that community organisations understand the education, training and employment (in particular transitions and outcomes) issues facing local young people, and how these intersect with other youth issues, is of regional importance.* • *Ensuring that local community groups are invited to professional development, workshops and other events that will further extend their awareness of youth education transitions and outcomes is of regional importance.* • *Provision of BGKLLEN materials (such as 'Who What Where') to local community groups is one mechanism by which information and education about youth education and transitions can be shared.*

Partnership Development and Capacity Building	
Issue:	• Community organisations are often funded by a range of sources such as government, philanthropic and community resources. • With scare resources and high support needs, on a regional level there is much to benefit from community groups and organisations collaborating with others, establishing strong partnerships and building regional capacity around specific issues.
Consideration:	• *There is a need to support regional provider networks to augment their already good work with an issue-based / consultation approach and in doing so support action initiatives and influence systemic change.* • *Most organisations are not funded to undertake strategic partnership development because most of their funding is tagged to service delivery only. So, in terms of partnership development there is really only BGK LLEN and LGAs (who are restrained by their geographic boundaries) to undertake strategic planning and development, identifying gaps, conducting research.*

6 Education and Transition Policies and Programs Profile

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

6.1 Commonwealth Programs / Initiatives / Policies

6.1.1 Melbourne Declaration on Educational Goals for Young Australians

On 5 December 2008, State, Territory and Commonwealth Ministers of Education meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs, released The Melbourne Declaration on Educational Goals for Young Australians which sets the direction for Australian schooling for the next 10 years. This declaration underpins much of what the BGK LLEN (and its stakeholders) should aim to achieve for young people across the Bayside, Glen Eira and Kingston region.

In the 1989 Hobart Declaration and the 1999 Adelaide Declaration, the State, Territory and Commonwealth Education Ministers committed to working together to ensure high-quality schooling for all young Australians. The Melbourne Declaration acknowledges major changes in the world that are placing new demands on Australian education:
- the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship
- the need to become 'Asia literate', engaging and building strong relationships with Asia
- As globalisation and technological change are placing greater demands on education and skill development; to maximise their opportunities for healthy, productive and rewarding futures, Australia's young people must be encouraged not only to complete secondary education, but also to proceed into further training or education
- Complex environmental, social and economic pressures mean that Australians must be able to engage with scientific concepts and principles, and approach problem-solving in new and creative ways
- In this digital age, young people need to be highly skilled in the use of ICT; and while schools already employ these technologies in learning, there is a need to increase their effectiveness significantly over the next decade

The Melbourne Declaration consists of two key goals which are the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other education and training providers, business and the broader community:

Goal 1: Australian schooling promotes equity and excellence
This means that all Australian governments and all school sectors must:
- provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location
- ensure that schools build on local cultural knowledge and experience of Indigenous students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of Indigenous students
- ensure that the learning outcomes of Indigenous students improve to match those of other students
- ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes
- reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness
- ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity
- encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes
- promote a culture of excellence in all schools, by supporting them to provide challenging, and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian

Goal 2: All young Australians become - successful learners; confident and creative individuals; and, active and informed citizens
Australian governments commit to working in collaboration with all school sectors to support all young Australians to become successful learners:
- develop their capacity to learn and play an active role in their own learning

- have the essential skills in literacy and numeracy and are creative and productive users of technology
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- are able to make sense of their world and think about how things have become the way they are
- are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- are motivated to reach their full potential

Australian governments commit to working in collaboration with all school sectors to support all young Australians to become confident and creative individuals:
- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as family, community and workforce members
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions

Australian governments commit to working in collaboration with all school sectors to support all young Australians to become active and informed citizens:
- act with moral and ethical integrity
- appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens

Together, all Australian governments commit to working with all school sectors and the broader community to achieve the educational goals for young Australians. This commitment will be supported by action in eight inter-related areas:
- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency

The Melbourne Declaration is supported by a series of action plans. The action plans outline the strategies and initiatives that Australian governments will undertake, in collaboration with all school sectors, to support the achievement of the Educational Goals for Young Australians.

6.1.2   Compact with Young Australians

In May 2009, the Australian Government (along with all Australian States and Territories) introduced the 'Compact with Young Australians'. Colloquially referred to as the 'Earn or Learn' package, this Compact comprises a National Youth Participation Requirement, an entitlement to education or training places for 15 to 24 year olds, and changes to Youth Allowance and

Family Tax Benefit making education and training a precondition for these payments. The Compact recognises that young people who attain Year 12 or an equivalent qualification have better social, economic, employment and health outcomes than those who don't, and as part of the Compact the Australian Government has brought forward its target so that by 2015, 90 per cent of 20-24 year olds will have attained a Year 12 or equivalent qualification. The Compact requires young people not in employment to remain in education and training and has resulted in the tightening of "eligibility requirements for the youth allowance and family tax benefit, forcing young people under 20 to either earn or learn" (The Age, May 2009).

6.1.3   National Framework for Schooling

All state and federal Education Ministers endorsed The Council for Australian Federation's Future of Schooling in Australia report. The report includes a new statement on the future of schooling in Australia, and a twelve-point action plan to which all States and Territories have agreed. The report proposes a national framework for schooling, based on the principle that the quality and performance of teachers, schools and jurisdictions are central to the life prospects of every student and to national prosperity. Whilst implementation of this National Framework is some years off its execution may necessitate a local communication and support strategy to increase parental understanding and its impact on education arrangements at a regional level.

6.1.4   Better Schools – A National Plan for School Improvement

In recent years Australian student performance in areas such as literacy and numeracy have fallen when compared against students in other regions. To examine this issue, in 2010 the then Australian Government commissioned a review of Australian schools, known as the 'Gonski Review'. The response to recommendations put forth in the Gonski Review report was that changes needed to be made to national school funding arrangements which then led to the 'Better School – A National Plan for School Improvement' policy. Since the election of the new Australian Government in September 2013, this initiative is set for review, which may lead to a complete overhaul of proposed policy. As changes are yet to be confirmed by the Australian Government details about the original policy have been retained in this year's Regional Scan.

The key elements of the 'Better School…' policy are:
- Schools will receive funding calculated according to the needs of every individual student they enrol;
- There will be a benchmark funding amount for every student, called a Schooling Resource Standard (SRS). The SRS is based on what it costs to educate students at a good results school;
- There will be more money for students who need extra support, including students with limited English skills, from lower income families, Indigenous students and students with disability;
- Schools in rural and remote areas, and small schools, will receive extra funding; and,
- The extra funding will be known as 'loadings'.

6.1.5   National Innovation and Science Agenda

In late 2015 the Australian Government launched the 'National Innovation and Science Agenda'. The underpinning rationale behind this agenda is that innovation and science is critical for delivering new sources of growth, maintaining high-wage employment and seizing economic prosperity both nationally and internationally. This agenda acknowledges that innovation is important to every sector of the Australian economy and will focus on four key pillars: culture and capital; collaboration; talent and skills; and, using government as an exemplar. Collectively these pillars are designed to provide a framework for Australian innovation policy with initiatives worth $1.1 billion over four years; with such initiatives to commence in 2016.

Part of this new initiative will focus on supporting students and young Australians to consider education and employment within the science, technology, engineering and mathematics (STEM) areas as it is estimated that in the next decade an estimated 75 per cent of jobs will require employees with such skill-sets. There are four key areas will comprise part of this agenda.

A focus will be on expanding opportunities for women to enter into education, training and employment in STEM areas; given that at present many of these areas women occupy fewer than a quarter of STEM related workforce.

A focus will be on leveraging the 'Australian Curriculum: Digital Technologies' to ensure that both students and tools have access to the tools they need to enhance their digital literacy to form a workforce skilled to meet the innovation agenda. Funded activities will include: online computing challenges for Year 5 and Year 7 student; ICT summer schools for Year 9 and Year 10 students; annual national 'Çracking the Code' competition for students in Years 4 to 12; support for teachers to implement the Digital Technologies curriculum through online learning activities and expert help; and, support for school leaders to drive digital literacy and partnerships to bring scientists and ICT professionals into the classroom.

A focus will be on providing student with hands-on experience working with organisations working in in real world cyber security.

A focus will be on inspiring a nation of scientists through STEM related education and community engagement designed to assist children, families and whole of community to engage in science, understand its importance and consider their future role. Funded activities will include: expanding the Prime Minister's Prizes for Science to recognise the efforts of youth and early career research excellence in STEM; supporting Australian students in competitions, such as the International Science and Mathematics Olympiads, and hosting the 2019 Asian Physics Olympiad; developing play-based learning apps and science and mathematics resources for early childhood educators; and, supporting and expanding community engagement initiatives, including Inspiring Australia and citizen science projects.

This new National Innovation and Science Agenda, while still in its infancy and yet to roll-out, is likely to support the BGK LLEN and stakeholders to engage with local industry in areas such as the provision of SWL placements and support to local schools.

6.1.6   Nationally Consistent Collection of Data on School Students with a Disability

On 10 May 2013, the Standing Council on School Education and Early Childhood (SCSEEC), made up of education ministers from across Australia, gave endorsement of the proposed model for the Nationally Consistent Collection of Data on School Students with Disability to be implemented in a phased approach from 2013 to 2015.

The Australian Department of Education says that "not enough is currently known about students with disability at the national level to enable governments target support and resources in schools to help all students to reach their full potential. A nationally consistent approach to collecting data on students with disability will give governments, schools and education authorities information about how many students with disability study in Australian schools, where they are located and the level of adjustments provided for them to participate in schooling on the same basis as other students."

The national data collection will first take place in selected schools in October 2013, with more schools involved in 2014. By 2015, all schools in Australia will participate. It is expected that the aggregated, school-level data collected in 2015 will be available on My School from 2016, subject to the confirmation of data quality.

6.1.7   National Framework for protecting Australia's Children 2009 - 2020

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

The National Framework represents collaboration between Commonwealth, State and Territory governments and non-government organisations, through the Coalition of Organisations Committed to the Safety and Wellbeing of Australia's Children, to ensure Australia's children and young people are safe and well.

The National Framework outlines six supporting outcomes and provides details about how each of these outcomes will be achieved. The six supporting outcomes are:
- children live in safe and supportive families and communities;
- children and families access adequate support to promote safety and intervene early;
- risk factors for child abuse and neglect are addressed children who have been abused or neglected receive the support and care they need for their safety and wellbeing;
- Indigenous children are supported and safe in their families and communities; and,
- child sexual abuse and exploitation is prevented and survivors receive adequate support.

6.1.8   jobactive

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

Organisations appointed under the jobactive scheme are noted in List 18.

6.1.9   Centrelink (Department of Human Services)

Established in 1997, Centrelink is an Australian Government statutory agency, delivering a range of Commonwealth services to the Australian community. It operates within the Department of Human Services portfolio.

Centrelink provide a range of services that connect with youth transitions and outcomes, although these vary in accordance with the specific needs of each service region. Centrelink advise customers about relevant payment and service options including referrals to employment services providers, specialists and other departments and agencies. Centrelink provides information on Youth Allowance and is currently working closely with schools within the region to ensure students are aware of the eligibility requirements for Youth Allowance as either a Job Seeker or a Student.

A number of Centrelink and related offices are located within the Bayside Glen Eira and Kingston region:

List 23: BGK Region Centrelink and Related Offices		
Program	**Location**	**Address**
Centrelink	Cheltenham	1242A Nepean Highway, Cheltenham VIC 3192
Medicare	Cheltenham	Shop 3044, Level 3 Southland Shoppingtown 1239 Nepean Highway, Cheltenham VIC 3192
Medicare	Bentleigh	440 Centre Rd, Bentleigh VIC 3204
Australian Hearing	Cheltenham	26 – 28 Station Road, Cheltenham VIC 3192
Australian Hearing	Mordialloc	554 Main Street, Mordialloc VIC 3195
Australian Hearing	Bentleigh East	Bayside Community Health Service, Gardeners Road, Bentleigh East 3165
Australian Hearing	Bentleigh	Medi 7 Family Health Centre, 471 Centre Road, Bentleigh VIC 3204

6.1.10   National Disability Coordination Officer (NDCO) Program

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

The goals of the NDCO program are to:
- Improve transitions to help people with disability move from school or the community into post-school education and training and subsequent employment
- Increase participation by people with disability in higher education, vocational education and training and employment
- Establish better links between schools, universities, TAFEs, training providers and disability service providers so that they can work together to provide the best possible assistance for people with disability

NDCOs perform a range of functions to help people with disability gain access to and successfully complete post-school education and training, and employment. NDCOs can provide practical assistance and advice to individuals with disability and their families, education and training providers, as well as employment and community support agencies.

The one NDCO program that operates within the Bayside, Glen Eira and Kingston region also covers three other LLEN regions (South East LLEN, Mornington Peninsula LLEN and part of the Inner Eastern LLEN):

List 24: BGK Region National Disability Coordination Officer Provider		
Program	**Contract Holder**	**Funding Source**
National Disability Coordination Officer (NDCO) Program	Skills Plus	Australian Department of Education and Training

6.1.11 Australian Blueprint for Career Development

In 2008 the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) commissioned the roll-out of the Australian Blueprint for Career Development as well as a range of implementation resources.

The primary aim of the Australian Blueprint is to enable teachers, parents, career development practitioners, employment service providers or others who are in a position to support people's careers and transitions, to work with a nationally consistent set of career management competencies which will help all Australians to better manage their lives, learning and work.

6.2 Victorian Programs / Initiatives / Policies

6.2.1 Increased Compulsory Education Age

In line with the 'Compact with Young Australians', the Victorian Government's 'Education and Training Reform Amendment (School Age) Bill 2009', increased the minimum school leaving age from 16 to 17 years of age (including an exemption that if Year 10 has been completed, a student can leave school to participate in employment and/or education and training at another organisation) as of the 1st of January 2010. The rationale for this amendment comes from research which "…demonstrates that young people without qualifications or experience will generally have lower career prospects in the long term, and earn less over the course of their careers…" and that the Victorian Government is "committed to enabling every young person going through the education system to find a pathway which suits their interests, aims and abilities, and allows them to gain skills to help them in their future" (DEECD, 2010).

From the 1st of January 2010, all Victorian students must complete Year 10. After Year 10 and until the age of 17 students must be (for a minimum of 25 hours per week):
*   in school, or registered for home schooling, OR
*   in approved education or training (e.g. TAFE, traineeship, apprenticeship), OR
*   in full-time paid employment, OR
*   in a combination of 1, 2 and/or 3.

6.2.2 Engage Involve Create Youth Statement

'Engage Involve Create', released April 2012, outlines the Victorian Government's vision for all young people. The Victorian Government aims for young people to have healthy, active and fulfilling lives and have the opportunity to:
*   Be engaged in education and/or employment
*   Be involved in their communities and decisions that affect them
*   Create change, enterprise and culture

To achieve this, the government has identified three priority areas:
*   Getting young people involved
*   Services that meet the needs of young people
*   Creating new ideas and partnerships

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

6.2.3 Victorian Training Guarantee

The Victorian Training Guarantee provides accessible vocational education and training to people who do not hold a post-school qualification, or who want to gain a higher level qualification than they already hold. Through this program, an unlimited number of government subsidised training places are available to people who meet the eligibility criteria which includes: young people under 20 years; applicants seeking foundation skills courses; applicants who are Apprentices; or, applicants seeking a higher qualification than the highest qualification already held.

6.2.4 Skills and Jobs in the Education State

In December 2015 the Victorian Government released the 'Skills and Jobs in the Education State' report which was a response to the independent VET Funding Review which took place during 2015 and was charged with recommending ways to transform Victoria's training system.

The Review provided a range of recommendations which will underpin the model and implementation plan that will be released by the Victorian Government. The key recommendations aimed at transforming VET in Victoria are that:

- the unique requirements of regional Victoria's economy for quality training and skills is understood and supported;
- all students, wherever they live across Victoria, get the skills they need for jobs now and into the future;
- employers have confidence that their industries will have the skilled workers they need now and into the future;
- TAFE institutes, Learn Local and other community providers are supported and valued for the quality training they deliver and for their unique role in providing for the needs of local communities
- a skilled workforce drives increased productivity and economic growth; and,
- funding based on the real costs of quality training.

6.2.5 Managed Individual Pathways

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

MIPs funding is allocated on a per head basis, along with additional funding allocated to schools with a low weighted Socio Economic Index for Area (SEIFA). Per capita funding is provided to each student in Years 10, 11 and 12. The use of MIPs funding varies between schools, with the 'MIPs Good Practice Framework' report identifying that success relies on a whole of school approach, senior management leadership and the development of MIPs teams made up of relevant school-based staff and external providers.

An examination of the 'Good Practice MIPs Case Studies' report reveals a diversity of applications amongst schools. Many schools use all or part of their funding to employ a dedicated MIPs Coordinator who manages the design and delivery of pathways planning related activities and programs within the school. Schools also use funding to access specialist support such as software and tools aimed at identifying and supporting young people at risk, software and resources to support career identification and job readiness preparation, workshop presentations, and literacy and numeracy programs. However, because in most cases a significant component of funding is absorbed in staff coordination salaries the capacity to purchase external tools or support is reduced, particularly in those schools operating in regions with medium to high SEIFA weightings. Because many of the schools in the BGK region are located in areas with a medium to high SEIFA weighting, many do not receive funding additional to the per capita MIPs allocation.

A computerised MIPs 'Student at Risk Mapping Tool' has been developed which provides authorised government school staff with a systemic process to assist them to identify students at risk of early leaving, select and map appropriate interventions, and evaluate selected interventions. It is difficult to know exactly how many government schools within the BGK region are utilising this tool and/or using it effectively, however anecdotally the BGK LLEN believes the use of this program across the region is limited.

6.2.6 Garrin Garrin Strategy

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

6.2.7 Victoria's Vulnerable Children – Our Shared Responsibility (2012 – 2020)

Victoria's Vulnerable Children – Our Shared Responsibility strategy is a whole-of-government strategy designed to drive broad, transformational change across government and the community to improve outcomes for vulnerable children and families.

The strategy draws together all parts of government that have a responsibility for the health, social and economic factors that can make someone vulnerable and potentially lead to child abuse and neglect. It provides a set of goals, key outcomes and indicators that aim to reduce the incidence of vulnerability.

Put simply, the high-level strategic goals are:
- Prevent abuse and neglect
- Act earlier when children are vulnerable
- Improve outcomes for children in statutory care

6.2.8 Victorian Homelessness Action Plan 2011 - 2015

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

The Action Plan commits a range of initiatives, Australian Government funding, and the funding of Innovation Action Projects across Victoria. Innovation Action Projects will trial new ways of delivering homelessness services in Victoria and focus on creating partnerships between different services.

6.2.9 Victorian Disability Plan 2013 - 2016

The Victorian State Disability Plan 2013 – 2016 was released in late 2012. The Plan is one of a suite of three documents:
- Victorian state disability plan 2013 – 2016
- Victorian state disability plan: implementation plan 2013 and 2014
- The Companion document to the Victorian state disability plan 2013 – 2016.

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

In 2016, work will commence on Victorian Disability Plan 2017 – 2020.

6.2.10 Futures For Young Adults (FFYA) Program

The Futures For Young Adults program provides support to students with disability to make the transition to post-school options. Funding can be used to purchase supports to develop school leaver's independence, such as support to learn to budget, or to work successfully as a member of a team. Funding can also be used to help young people achieve their community and economic participation goals, including engaging in everyday activities with increasing independence, such as banking, catching public transport and shopping.

It is available to eligible students from when they complete their schooling until they turn 21.

6.2.11 Transition To Employment (TTE)

The Transition To Employment initiative is connected to the FFYA Program and provides a clear pathway for young people with disability leaving school who are interested in pursuing employment, but who are not yet ready to move into employment or receive assistance through a Commonwealth employment program.

6.2.12 Youth Central

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

The Youth Central website complements the BGK LLEN's role as an information resource for education providers, business and industry, parents and family and community groups regarding youth education and transition issues. Furthermore, Youth Central complements the BGK LLEN's 'Who What Where…' transition guide, specifically produced in a hard-copy format to ensure all young people (whether they have access to the internet or not) have access to local transitions and related information.

6.2.13 FReeZA

FReeZA is an innovative youth development program managed by the Office for Youth, within the Victorian Office for Youth. FReeZA gives young Victorians aged 12 – 25 years the chance to enjoy live band gigs, dance parties and other cultural, recreational and artistic events in supervised and safe venues.

FReeZA supports young people to lead planning and staging of music, artistic and cultural events in their local communities. The program also provides important performance opportunities for local musicians and emerging artists to showcase their talent through competitions such as the Victorian FReeZA Push Start Battle of the Bands.

Through local youth-led FReeZA committees, young people have the chance to participate in genuine youth participation by:
- determining what types of events and cultural activities they want in their communities
- participating in delivering events and cultural activities for young people between 14 – 18 years of age
- being involved in decision making
- being involved in volunteering
- being involved in youth development and training activities.

6.2.14 School-Focused Youth Service (SFYS)

SFYS's core objective is to ensure that at risk young people are well supported in their communities, that risk factors are addressed or mitigated and that they continue to be engaged and connected to education through:
- creating partnerships and pathways between schools and community organisations to support at risk young people; and,
- coordinating the provision of community based services in partnership with schools and community agencies to support schools to address the needs of at risk young people.

SFYS is delivered by 51 councils, welfare / community / youth agencies across Victoria, with the program funded by the Victorian Department of Education and Training.

6.3   Local Programs / Initiatives / Policies

6.3.1   Local Government Area Youth Strategies

Both the 'Bayside City Council's Youth Action Plan (2013 – 2017)' and the City of Kingston's 'Youth Strategy 2012 – 2016' identified a myriad of issues directly affecting young people in these regions, as well as identifying the need for enhanced partnership and collaboration between agencies. It is worth noting that local providers identified funding competition and

lack of resources (e.g. financial, time, human) as areas which impact on the ability of organisations to engage in partnerships and collaboration. The Youth Strategies were developed through considerable consultation with local agencies and further external secondary research, and have contributed to the operational and service plans currently in use by these councils. These Youth Strategies provide the BGK LLEN with important and relevant data and research pertaining to local youth issues and strategies, help to inform ongoing work with each of these local government areas and influence the BGK LLEN's ongoing strategic and organisational planning.

6.3.1.1 Bayside City Council Youth Action Plan (2013 – 2017)

The Bayside Youth Action Plan is one of a suite of four Plans that are aligned to the 'Wellbeing for All Ages and Abilities Strategy 2013 – 2017'. The Plan includes the following goals, objectives and strategies:

Goal 1 - An engaged and supportive community
- Objective 1.1: Strengthen volunteerism in Bayside
- Objective 1.2: Support opportunities that build social networks and community connections
- Objective 1.3: Promote positive mental health in the community
- Objective 1.4: Advocate for affordable, accessible and appropriate services in Bayside

Goal 2 - A healthy and active community
- Objective 2.1: Support opportunities for physical activity that are inclusive
- Objective 2.2: Increase Bayside residents utilising active transport
- Objective 2.3: Improve Bayside infrastructure that supports physical activity
- Objective 2.4: Increase healthy eating practices of the Bayside community
- Objective 2.5: Increase participation in health assessments and self care

Goal 3 - Safe and sustainable environments
- Objective 3.1: Reduce rates of risky drinking in the Bayside community
- Objective 3.2: Support programs and services that address family violence and its impacts
- Objective 3.3: Decrease road accidents and injuries in Bayside
- Objective 3.4: Strengthen community perceptions of safety in public places and in the home

6.3.1.2 City of Kingston Youth Strategy (2012 - 2016)

The Kingston Youth Strategy 2012 – 2016 aims to promote the development of well-connected, healthy and positive young people. This report evaluates youth issues and outlines strategic goals for the coming four years. Strategic youth priorities for Kingston over the coming years are:
- **Communication:** Inform young people and their families on youth activities and services
- **Service Enhancements:** Expand and enhance the service and support system for young people and their families; Provide and promote programs and activities that improve health and wellbeing of young people; Provide support to young people and their families experiencing difficulties with mental health; Provide support for and access to alcohol and other drug support services; Support young people and their families to feel safe within their community.
- **Youth Participation and Engagement:** Create recreational, social and leisure opportunities; Support young people's participation in education, learning and employment.
- **Leadership and Innovation:** Provide young people with leadership and skills development; Take a leadership role in youth affairs.

7 Partnerships Profile

7.1 Regional Partnerships (Education and Transitions Outcomes Focus)

A wide range of strategic partnerships with a focus or significant interest in youth education and outcomes operate within the BGK region and are noted within this report, under relevant sections.

7.2 Issues and Considerations - Education and Transitions Partnership Culture

The predominate feature of the identified education and transition oriented partnerships in the BGK region is that they are mostly networks of agencies who gather to exchange information, share resources, engage in some professional development and provide peer-to-peer connections. The reason this has happened is because this is what the stakeholders desire as a means to meet the needs and demands of their work. A variety of local networks operate as strategic groups that are issue focused, action oriented, regional or organisational capacity building; and, advocating for region-wide systemic and cultural change.

In 2015, the BGK LLEN put significant effort into assisting many of the BGK LLEN facilitated networks in to ones that are now being sustained by their members. This was important, as the significant reduction in LLEN funding meant that less human and financial resources were available within the BGK LLEN to maintain a sustainable facilitation role. In the course of assisting networks to be transformed into successful sustainable networks, the BGK LLEN was able to play a role in assisting members of these various networks to understand the value and importance of the partnership development paradigm.

Sustainable partnerships, however, are ones that are built on trust, integrity and an understanding that in collaboration, innovation and opportunity can be developed and sustained. This way of working, especially in the education sector, is a relatively new concept that many may not yet fully understand and value in relation to the partnership development paradigm.

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

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

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Appendix 1: My School Website Overview 2014 (Primary Schools in BGK Region)

Primary School	School Facts - 2014					
	LGA	Sector	Year Range	Enrolments	Indigenous (%)	Index Community Socio-Educational Advantage (average = 1000)
Beaumaris Primary School	Bayside	Gov't	P to 6	532	0%	1128
Beaumaris North PS	Bayside	Gov't	P to 6	653	0%	1128
Black Rock Primary School	Bayside	Gov't	P to 6	548	0%	1143
Brighton Beach Primary School	Bayside	Gov't	P to 6	423	0%	1148
Brighton Primary School	Bayside	Gov't	P to 6	738	0%	1158
Brighton Grammar School	Bayside	Indepen't	P to 12	1180	0%	1156
Cheltenham Primary School	Bayside	Gov't	P to 6	396	2%	1116
Elsternwick Primary School	Bayside	Gov't	P to 6	559	0%	1168
Firbank Grammar School	Bayside	Indepen't	P to 12	1068	0%	1172
Gardenvale Primary School	Bayside	Gov't	P to 6	597	0%	1157
Hampton Primary School	Bayside	Gov't	P to 6	639	1%	1164
Larmeneir Special School	Bayside	Catholic	1 to 6	30	13%	NA
St Agnes Primary School	Bayside	Catholic	P to 6	207	0%	1066
St Finbar's School	Bayside	Catholic	P to 6	332	0%	1100
St Joseph's School (Black Rock)	Bayside	Catholic	P to 6	180	0%	1110
St Leonard's College	Bayside	Indepen't	P to 12	1341	0%	1162
St Mary's Primary School (Hampton)	Bayside	Catholic	P to 6	296	0%	1155
St Joan of Arc School	Bayside	Catholic	P to 6	354	0%	1137
Sacred Heart School	Bayside	Catholic	P to 6	249	1%	1148
Sandringham East Primary School	Bayside	Gov't	P to 6	450	0%	1125
Sandringham Primary School	Bayside	Gov't	P to 6	518	0%	1155
Stella Maris Primary School	Bayside	Catholic	P to 6	330	1%	1135
Adass Israel School	Glen Eira	Indepen't	P to 12	503	0%	947
Bentleigh West Primary School	Glen Eira	Gov't	P to 6	547	0%	1123
Beth Rivkah Ladies College	Glen Eira	Indepen't	P to 12	572	0%	1089
Carnegie Primary School	Glen Eira	Gov't	P to 6	516	0%	1115
Caulfield Grammar School	Glen Eira	Indepen't	P to 12	3059	0%	1144
Caulfield Junior College	Glen Eira	Gov't	P to 6	479	0%	1166
Caulfield Primary School	Glen Eira	Gov't	P to 6	188	1%	1126
Caulfield South Primary School	Glen Eira	Gov't	P to 6	470	0%	1149
Coatesville Primary School	Glen Eira	Gov't	P to 6	710	0%	1105
East Bentleigh Primary School	Glen Eira	Gov't	P to 6	317	1%	1093
Glen Huntly Primary School	Glen Eira	Gov't	P to 6	255	1%	1113
Katandra School	Glen Eira	Gov't (special)	P to 6	54	6%	
Kilvington Baptist GG School	Glen Eira	Indepen't	P to 12	576	0%	1169
Leibler Yavneh College	Glen Eira	Indepen't	P to 12	594	0%	1201
McKinnon Primary School	Glen Eira	Gov't	P to 6	785	0%	1116
Melbourne Montessori School	Glen Eira	Indepen't	P to 6	188	0%	1130
Murrumbeena Primary School	Glen Eira	Gov't	P to 6	625	0%	1141
Ormond Primary School	Glen Eira	Gov't	P to 6	414	0%	1150
Ripponlea Primary School	Glen Eira	Gov't	P to 6	248	1%	1147
St Aloysius' School	Glen Eira	Catholic	P to 6	76	3%	1031
St Anthony's Primary School	Glen Eira	Catholic	P to 6	162	0%	1140

School	LGA	Type	Levels	Enrolment	%	ICSEA
St Joseph's School	Glen Eira	Catholic	P to 6	261	0%	1160
St Kevin's Parish School	Glen Eira	Catholic	P to 6	181	0%	1109
St Patrick's School	Glen Eira	Catholic	P to 6	366	0%	1108
St Paul's Primary School	Glen Eira	Catholic	P to 6	375	1%	1099
St Peter's School	Glen Eira	Catholic	P to 6	675	0%	1113
Shelford Girls Grammar	Glen Eira	Indepen't	P to 12	434	0%	1169
Tucker Road Bentleigh Primary School	Glen Eira	Gov't	P to 6	555	0%	1096
Valkstone Primary School	Glen Eira	Gov't	P to 6	596	0%	1140
Yeshivah College	Glen Eira	Indepen't	P to 12	371	0%	1078
Aspendale Gardens Primary School	Kingston	Gov't	P to 6	666	0%	1072
Aspendale Primary School	Kingston	Gov't	P to 6	434	0%	1095
Bayside Special Development School	Kingston	Gov't (special)	P to 6	72	0%	
Bonbeach Primary School	Kingston	Gov't	P to 6	231	2%	1065
Carrum Primary School	Kingston	Gov't	P to 6	291	3%	1026
Chelsea Heights Primary School	Kingston	Gov't	P to 6	360	1%	1003
Chelsea Primary School	Kingston	Gov't	P to 6	244	5%	1016
Cheltenham East Primary School	Kingston	Gov't	P to 6	413	1%	1079
Clarinda Primary School	Kingston	Gov't	P to 6	270	1%	1034
Clayton South Primary School	Kingston	Gov't	P to 6	132	2%	994
Dingley Primary School	Kingston	Gov't	P to 6	352	0%	1042
Edithvale Primary School	Kingston	Gov't	P to 6	318	1%	1077
Heatherton Christian College	Kingston	Indepen't	P to 12	391	0%	1125
Kingston Heath Primary School	Kingston	Gov't	P to 6	235	2%	1046
Kingswood Primary School	Kingston	Gov't	P to 6	468	1%	1069
Le Page Primary School	Kingston	Gov't	P to 6	84	0%	1033
Mentone Girls Grammar School	Kingston	Indepen't	P to 12	667	0%	1175
Mentone Grammar School	Kingston	Indepen't	P to 12	1268	0%	1140
Mentone Park Primary School	Kingston	Gov't	P to 6	305	0%	1081
Mentone Primary School	Kingston	Gov't	P to 6	432	0%	1104
Moorabbin Primary School	Kingston	Gov't	P to 6	297	0%	1079
Mordialloc Beach Primary School	Kingston	Gov't	P to 6	141	0%	1092
Our Lady Of the Assumption School	Kingston	Catholic	P to 6	459	0%	1089
Parkdale Primary School	Kingston	Gov't	P to 6	546	0%	1112
Parktone Primary School	Kingston	Gov't	P to 6	401	0%	1089
Patterson Lakes Primary School	Kingston	Gov't	P to 6	742	0%	1046
St Andrew's Primary School	Kingston	Catholic	P to 6	478	0%	1001
St Brigid's School	Kingston	Catholic	P to 6	275	0%	1068
St Catherine's School	Kingston	Catholic	P to 6	148	0%	1087
St John Vianney's Primary School	Kingston	Catholic	P to 6	178	0%	1102
St Joseph's School (Chelsea)	Kingston	Catholic	P to 6	386	0%	1084
St Louis de Montfort's Primary School	Kingston	Catholic	P to 6	755	0%	1107
St Mark's School	Kingston	Catholic	P to 6	457	0%	1037
St Patrick's Primary School (Mentone)	Kingston	Catholic	P to 6	341	0%	1058
Southmoor Primary School	Kingston	Gov't	P to 6	297	0%	1079
Westall Primary School	Kingston	Gov't	P to 6	218	4%	950
Yarrabah School	Kingston	Gov't (special)	P to 6	139	1%	

Source: Compiled by author from My School website data

Appendix 2: My School Website Overview 2014 (Secondary Schools in BGK Region)

| Secondary School | LGA | Sector | School Facts - 2014 | | | | Year 12 Results - 2013 | | Vocational Education & Training (VET) - 2013 | |
			Year Range	Enrol-ments	Indig-enous	Index Community Socio-Educational Advantage	Senior Certificate Awarded	Completed Senior Secondary School	Undertook VET Units	Undertook SBAT
Berendale School	Bayside	Gov't (special)	U	121	2%		N/A	N/A	127	16
Brighton Grammar School	Bayside	Indepen't	P to 12	1180	0%	1156	143	143	19	0
Brighton Secondary College	Bayside	Gov't	7 to 12	1191	0%	1086	169	184	33	0
Firbank Grammar School	Bayside	Indepen't	P to 12	1086	0%	1172	98	98	22	0
St Leonards College	Bayside	Indepen't	P to 12	1341	0%	1162	118	118	114	0
Sandringham College	Bayside	Gov't	7 to 12	1013	0%	1054	269	281	473	22
Star of the Sea College	Bayside	Catholic	7 to 12	1093	0%	1125	153	153	91	0
Adass Israel School	Glen Eira	Indepen't	P to 12	503	0%	947	17	20	439	2
Beth Rivkah Ladies College	Glen Eira	Indepen't	P to 12	572	0%	1089	36	37	44	0
Bentleigh Secondary College	Glen Eira	Gov't	7 to 12	890	1%	1044	92	92	26	0
Caulfield Grammar School	Glen Eira	Indepen't	K to 12	3059	0%	1144	448	448	341	0
Caulfield Park Community School	Glen Eira	Gov't	8 to 12	431	10%	917	17	41	160	6
Glen Eira College	Glen Eira	Gov't	7 to 12	638	0%	1054	44	44	18	0
Kilvington Baptist GG School	Glen Eira	Indepen't	P to 12	576	0%	1169	46	46	6	0
Leibler Yavneh College	Glen Eira	Indepen't	P to 12	596	0%	1163	36	36	19	0
Mckinnon Secondary College	Glen Eira	Gov't	7 to 12	1855	0%	1123	254	226	74	2
Our Lady of the Sacred Heart	Glen Eira	Catholic	7 to 12	681	0%	1051	91	92	216	0
St James Regional College	Glen Eira	Catholic	7 to 10	453	0%	1035	N/A	N/A	15	N/A
Shelford Girls Grammar	Glen Eira	Indepen't	P to 12	434	0%	1169	48	48	6	0
Yeshivah College	Glen Eira	Indepen't	P to 12	371	0%	1078	13	13	31	0
Cheltenham Secondary College	Kingston	Gov't	7 to 12	1035	0%	1037	131	132	109	8
Heatherton Christian College	Kingston	Indepen't	P to 12	391	0%	1125	13	13	34	0
Kilbreda College	Kingston	Catholic	7 to 12	966	0%	1050	132	132	110	6
Mentone Girls Grammar School	Kingston	Indepen't	P to 12	667	0%	1175	59	59	23	0
Mentone Girls Secondary College	Kingston	Gov't	7 to 12	1088	0%	1075	140	142	85	11

Mentone Grammar School	Kingston	Indepen't	P to 12	1268	0%	1140	136	136	66	0
Mordialloc College	Kingston	Gov't	7 to 12	566	1%	1011	87	90	52	0
Parkdale Secondary College	Kingston	Gov't	7 to 12	1362	0%	1038	173	175	152	2
St Bede's College	Kingston	Catholic	7 to 12	1425	0%	1062	229	231	72	0
Westall Secondary College	Kingston	Gov't	7 to 12	475	2%	922	68	72	92	80
Yarrabah School	Kingston	Gov't	U	139	1%	N/A	N/A	N/A	N/A	N/A

Source: Compiled by author from My School website data

Appendix 3: Schools and Education Providers List (BGK Region)

The following tables outline education providers operating in and/or servicing the BGK region:

- Mainstream Primary Schools – Government, Catholic and Independent
- Special Needs Primary Schools
- Mainstream Secondary Schools – Government, Catholic and Independent
- Specialist / Alternative Secondary Education Providers
- Adult and Community Education Providers
- TAFEs
- Universities

Mainstream Primary Schools

BGK Region Mainstream Primary Schools (Government)	
School	**Location and Contact Details**
Aspendale Gardens Primary School	**Address:** Kearney Drive, Aspendale Gardens, VIC 3192 **Website:** www.agps.vic.edu.au **Phone:** 03 9587 0877 **LGA:** Kingston
Aspendale Primary School	**Address:** Laura Street, Aspendale, VIC 3195 **Website:** www.aspendale.vic.edu.au **Phone:** 03 9580 3255 **LGA:** Kingston
Bonbeach Primary School	**Address:** Breeze Street, Bonbeach, VIC 3196 **Website:** www.bonbeachps.vic.edu.au **Phone:** 03 9776 3077 **LGA:** Kingston
Beaumaris Primary School	**Address:** Dalgetty Road, Beaumaris, VIC 3193 **Website:** www.beaups.vic.edu.au **Phone:** 03 9589 2619 **LGA:** Bayside
Beaumaris North Primary School	**Address:** Wood Street, Beaumaris, VIC 3193 **Website:** www.bentleighwestps.vic.edu.au **Phone:** 03 9589 5449 **LGA:** Bayside
Bentleigh West Primary School	**Address:** 23 Brewster Road, Bentleigh, VIC 3204 **Website:** www.bwps.net.au **Phone:** 03 9557 1228 **LGA:** Glen Eira
Black Rock Primary School	**Address:** Arkaringa Crescent, Black Rock, VIC 3193 **Website:** www.blackrockps.vic.edu.au **Phone:** 03 9589 2293 **LGA:** Bayside
Brighton Beach Primary School	**Address:** 19 Windemere Crescent, Brighton, VIC 3186 **Website:** www.brightonbeachps.vic.edu.au **Phone:** 03 9591 0888 **LGA:** Bayside
Brighton Primary School	**Address:** Wilson Street, Brighton, VIC 3186 **Website:** www.brighton.vic.edu.au **Phone:** 03 9592 0177 **LGA:** Bayside
Carnegie Primary School	**Address:** 51 Truganini Road, Carnigie, VIC 3163 **Website:** www.carnegieps.vic.edu.au **Phone:** 03 9571 2662 **LGA:** Glen Eira
Carrum Primary School	**Address:** Walkers Road, Carrum, VIC 3197 **Website:** www.carrumps.vic.edu.au **Phone:** 03 9772 1117 **LGA:** Kingston

Caulfield Primary School	**Address:** 724 Glenhuntly Road, Caulfield South, VIC 3162 **Website:** www.caulfieldps.vic.edu.au **Phone:** 03 9523 7502 **LGA:** Glen Eira
Caulfield Junior College	**Address:** 186 Balaclava Road, Caulfield North, VIC 3161 **Website:** www.caulfieldjc.org.au **Phone:** 03 9509 6872 **LGA:** Glen Eira
Caulfield South Primary School	**Address:** Bundeera Road, Caulfield South, VIC 3162 **Website:** www.caulfieldsthps.vic.edu.au **Phone:** 03 9578 3718 **LGA:** Glen Eira
Chelsea Heights Primary School	**Address:** Thames Promenade, Chelsea Heights, VIC 3196 **Website:** www.chps.vic.edu.au **Phone:** 03 9772 4139 **LGA:** Kingston
Chelsea Primary School	**Address:** Argyle Avenue, Chelsea, VIC 3196 **Website:** www.chelseaps.vic.edu.au **Phone:** 03 9773 2055 **LGA:** Kingston
Cheltenham Primary School	**Address:** Charman Road, Cheltenham, VIC 3192 **Website:** www.cheltenhamps.vic.edu.au **Phone:** 03 9583 1614 **LGA:** Kingston
Cheltenham East Primary School	**Address:** Silver Street, Cheltenham, VIC 3192 **Website:** www.cheltenhameast.vic.edu.au **Phone:** 03 9583 5746 **LGA:** Kingston
Clarinda Primary School	**Address:** 1166 Centre Road, Clarinda, VIC 3169 **Website:** www.clarindaps.vic.edu.au **Phone:** 03 9544 3231 **LGA:** Kingston
Clayton South Primary School	**Address:** 529 Clayton Road, Clayton South, VIC 3169 **Website:** www.claytonsouthps.vic.edu.au **Phone:** 03 9558 0599 **LGA:** Kingston
Coatesville Primary School	**Address:** Mackie Road, East Bentleigh, VIC 3165 **Website:** www.coatesps.vic.edu.au **Phone:** 03 9570 1652 **LGA:** Glen Eira
Dingley Primary School	**Address:** 111 – 115 Centre Dandenong Road, Dingley Village, VIC 3172 **Website:** www.dingleyps.vic.edu.au **Phone:** 03 9551 3555 **LGA:** Kingston
East Bentleigh Primary School	**Address:** Bignall Road, East Bentleigh, VIC 3165 **Website:** www.eastbentleighps.vic.edu.au **Phone:** 03 9570 3525 **LGA:** Glen Eira
Edithvale Primary School	**Address:** Edithvale Road, Edithvale, VIC 3196 **Website:** www.edithvaleps.vic.edu.au **Phone:** 03 9772 1393 **LGA:** Kingston
Elsternwick Primary School	**Address:** 44 Murphy Street, Brighton, VIC 3186 **Website:** www.elsternwickps.vic.edu.au **Phone:** 03 8534 6100 **LGA:** Bayside
Gardenvale Primary School	**Address:** 44 Landcox Street, East Brighton, VIC 3187 **Website:** www.gardenvale.ps.vic.edu.au **Phone:** 03 9596 2871 **LGA:** Bayside
Glen Huntly Primary School	**Address:** Grange Road, Glenhuntly, VIC 3163 **Website:** www.glenhuntlyps.vic.edu.au **Phone:** 03 9571 2931

	LGA: Glen Eira
Hampton Primary School	**Address:** 528 Hampton Street, Hampton, VIC 3188 **Website:** www.hamptonps.vic.edu.au **Phone:** 03 9598 1412 **LGA:** Bayside
Kingston Heath Primary School	**Address:** 25 Farm Road, Cheltenham, VIC 3192 **Website:** www.khps.vic.edu.au **Phone:** 03 9584 5805 **LGA:** Kingston
Kingswood Primary School	**Address:** Plaza Crescent, Dingley Village, VIC 3172 **Website:** www.kingswood.vic.edu.au **Phone:** 03 9551 1727 **LGA:** Kingston
Le Page Primary School	**Address:** Argus Street, Cheltenham, VIC 3192 **Website:** http://lepage.vic.edu.au/ **Phone:** 03 9583 8342 **LGA:** Kingston
McKinnon Primary School	**Address:** 253 Tucker Road, Ormond, VIC 3204 **Website:** www.mckinnon-primary.vic.edu.au **Phone:** 03 9578 1851 **LGA:** Glen Eira
Mentone Park Primary School	**Address:** Broome Avenue, Mentone Park, VIC 3194 **Website:** www.mentonepark.vic.edu.au **Phone:** 03 9583 4935 **LGA:** Kingston
Mentone Primary School	**Address:** 6 Childers St, Mentone, VIC 3194 **Website:** www.mentoneps.vic.edu.au **Phone:** 03 9583 2995 **LGA:** Kingston
Moorabbin Primary School	**Address:** Worthing Road, Moorabin, VIC 3189 **Website:** www.moorabbin.vic.edu.au **Phone:** 03 9555 1101 **LGA:** Kingston
Mordialloc Beach Primary School	**Address:** 58 Barkly, Mordialloc, VIC 3195 **Website:** www.mordiallocps.vic.edu.au **Phone:** 03 9580 1468 **LGA:** Kingston
Murrumbeena Primary School	**Address:** Hobart Road, Murrumbeena, VIC 3163 **Website:** www.murrumbeenaps.vic.edu.au **Phone:** 03 9568 1300 **LGA:** Glen Eira
Ormond Primary School	**Address:** Wheatley Road, Ormond, VIC 3204 **Website:** www.ormondps.vic.edu.au **Phone:** 03 9578 1327 **LGA:** Glen Eira
Parkdale Primary School	**Address:** 305 – 311 Nepean Highway, Parkdale, VIC 3195 **Website:** www.parkdaleps.vic.edu.au **Phone:** 03 9580 1451 **LGA:** Kingston
Parktone Primary School	**Address:** Robert Street, Parkdale, VIC 3195 **Website:** www.parktoneps.vic.edu.au **Phone:** 03 9580 1207 **LGA:** Kingston
Patterson Lakes Primary School	**Address:** Gladesville Boulevard, Patterson Lakes, VIC 3197 **Website:** www.patterson-lakes-ps.vic.edu.au **Phone:** 03 9772 4011 **LGA:** Kingston
Ripponlea Primary School	**Address:** 25 Carrington Grove, ST Kilda East, VIC 3183 **Website:** www.ripponleaps.vic.edu.au **Phone:** 03 9527 5728 **LGA:** Glen Eira
Sandringham East Primary School	**Address:** 9 Holloway Road, Sandringham, VIC 3191

	Website: www.sandringhameastps.vic.edu.au
	Phone: 03 9598 1704
	LGA: Bayside
Sandringham Primary School	**Address:** Bamfield Street, Sandringham, VIC 3191
	Website: www.sandyps.vic.edu.au
	Phone: 03 9598 1488
	LGA: Bayside
Southmoor Primary School	**Address:** Rica Street, Moorabbin, VIC 3189
	Website: www.southmoor.vic.edu.au
	Phone: 03 9555 1235
	LGA: Kingston
Tucker Road Bentleigh Primary School	**Address:** 16 Tucker Road, Bentleigh 3204
	Website: www.tucker-road.vic.edu.au
	Phone: 03 9557 2044
	LGA: Glen Eira
Valkstone Primary School	**Address:** Valkstone Street, Bentleigh East VIC 3165
	Website: www.valkstoneps.vic.edu.au
	Phone: 03 9570 3986
	LGA: Glen Eira
Westall Primary School	**Address:** Fairbank Road, Clayton South, VIC 3169
	Website: www.westallps.vic.edu.au
	Phone: 03 9546 8964
	LGA: Kingston

BGK Region Mainstream Primary Schools (Catholic)	
School	**Location and Contact Details**
Our Lady of the Assumption College	**Address:** 9 Centre Dandenong Road, Cheltenham VIC 3192
	Website: www.olacheltenham.catholic.edu.au
	Phone: 03 9584 9488
	LGA: Glen Eira
Sacred Heart School	**Address:** 11 Fernhill Road, Sandringham VIC 3191
	Website: www.shsandringham.catholic.edu.au
	Phone: 03 9598 9322
	LGA: Bayside
St Agnes School	**Address:** Peterson St, Highett VIC 3190
	Website: www.sahighett.catholic.edu.au
	Phone: 03 9532 0344
	LGA: Bayside
St Anthony's School	**Address:** 172 Neerim Road, Glen Huntly VIC 3163
	Website: www.santglen.catholic.edu.au
	Phone: 03 9563 6780
	LGA: Glen Eira
St Brigid's School	**Address:** 129 Albert Street, Mordialloc VIC 3195
	Website: www.sbmord.catholic.edu.au
	Phone: 03 9580 4518
	LGA: Kingston
St Catherine's School	**Address:** 14-28 Fletcher Street, Moorabbin VIC 3189
	Website: www.scmoorabbin.catholic.edu.au
	Phone: 03 9555 7200
	LGA: Kingston
St Finbar's School	**Address:** 90 Centre Road, Brighton East VIC 3187
	Website: www.sfbrightoneast.catholic.edu.au
	Phone: 03 9592 4479
	LGA: Bayside
St James' School	**Address:** 6 St James Close, Brighton VIC 3186
	Website: www.stjamesbrighton.catholic.edu.au
	Phone: 03 9596 4766
	LGA: Bayside
St Joan of Arc School	**Address:** 30 Dendy Street, Brighton VIC 3186
	Website: www.sjbrighton.catholic.edu.au

	Phone: 03 9592 3840 **LGA:** Bayside
St John Vianney's Catholic Primary School	**Address:** Brisbane Terrace, Parkdale East VIC 3195 **Website:** www.sjvparkdale.catholic.edu.au **Phone:** 03 9580 5812 **LGA:** Kingston
St Joseph's School (Chelsea)	**Address:** 362 Station Street, Chelsea VIC 3196 **Website:** www.sjchelsea.catholic.edu.au **Phone:** 03 9772 8251 **LGA:** Kingston
St Joseph's School (Black Rock)	**Address:** 544 Balcombe Road, Black Rock VIC 3193 **Website:** www.sjblackrock.catholic.edu.au **Phone:** 03 9589 4685 **LGA:** Bayside
St Joseph's School (Elsternwick)	**Address:** 28 Sandham Street, Elsternwick VIC 3185 **Website:** www.sjelst.catholic.edu.au **Phone:** 03 9528 1614 **LGA:** Glen Eira
St Kevin's School	**Address:** Glen Orme Avenue, Ormond VIC 3204 **Website:** www.skormond.catholic.edu.au **Phone:** 03 9578 1182 **LGA:** Glen Eira
St Louis de Montfort's School	**Address:** 37 Dolphin Street, Aspendale VIC 3195 **Website:** www.stlouisaspendale.catholic.edu.au **Phone:** 03 9580 5169 **LGA:** Kingston
St Mark's School	**Address:** 4-6 Dimar Court, Dingley VIC 3172 **Website:** www.smdingley.catholic.edu.au **Phone:** 03 9551 1150 **LGA:** Kingston
St Mary's School (Hampton)	**Address:** 59 Holyrood Street, Hampton VIC 3188 **Website:** www.smhampton.catholic.edu.au **Phone:** 03 9521 9335 **LGA:** Bayside
St Mary's School (St Kilda East)	**Address:** 214 Dandenong Road, St Kilda East VIC 3183 **Website:** www.smstkildaeast.catholic.edu.au **Phone:** 03 9510 7420 **LGA:** Glen Eira
St Patrick's School (Mentone)	**Address:** 16 Childers Street, Mentone VIC 3194 **Website:** www.spmentone.catholic.edu.au **Phone:** 03 9583 5033 **LGA:** Kingston
St Patrick's School (Murrumbeena)	**Address:** 3 Dalny Road, Murrumbeena VIC 3163 **Website:** www.spmurrumbeena.catholic.edu.au **Phone:** 03 9569 7487 **LGA:** Glen Eira
St Paul's School	**Address:** 122 Jasper Road, Bentleigh VIC 3204 **Website:** www.spbentleigh.catholic.edu.au **Phone:** 03 9557 7130 **LGA:** Glen Eira
St Peter's School	**Address:** 842 Centre Road, Bentleigh East VIC 3165 **Website:** www.spbentleigheast.catholic.edu.au **Phone:** 03 9575 0909 **LGA:** Glen Eira
Stella Maris School	**Address:** 113 Oak Street Beaumaris VIC 3193 **Website:** www.smbeaumaris.catholic.edu.au **Phone:** 03 9589 2641 **LGA:** Kingston

BGK Region Mainstream Primary Schools (Independent)	
School	**Location and Contact Details**
Adass Israel School	**Address:** 10-12 King St, Elsternwick, VIC 3185 **Phone:** 03 9523 6422 **LGA:** Glen Eira
Beth Rivkah Ladies College	**Address:** 14-20 Balaclava Rd St Kilda East VIC 3183 **Website:** www.ybr.vic.edu.au **Phone:** 03 9522 8227 **LGA:** Glen Eira
Brighton Grammar School	**Address:** 90 Outer Crescent, Brighton VIC 3186 **Website:** www.brightongrammar.vic.edu.au **Phone:** 03 8591 2200 **LGA:** Bayside
Caulfield Grammar Junior College	**Address:** 217 Glen Eira Road, East St Kilda VIC **Website:** www.caulfieldgs.vic.edu.au **Phone:** 03 9524 6300 **LGA:** Kingston
Firbank Grammar School	**Address:** 51 Outer Cres, Brighton VIC 3186 **Website:** www.firbank.vic.edu.au **Phone:** 03 9591 5188 **LGA:** Bayside
Heatherton Christian College	**Address:** 16-322 Kingston Road, Clarinda VIC 3169 **Website:** www.heathertonchristiancollege.com **Phone:** 03 8551 6650 **LGA:** Kingston
Kilvington Girls Grammar	**Address:** 2 Leila Rd, Ormond VIC 3204 **Website:** www.kilvington.vic.edu.au **Phone:** 03 9578 6231 **LGA:** Glen Eira
Liebler Yavneh College	**Address:** 2 Nagle Ave, Elsternwick VIC 3185 **Website:** www.yavneh.vic.edu.au **Phone:** 03 9528 4911 **LGA:** Glen Eira
Melbourne Montessori School (Brighton)	**Address:** 741 Hawthorn Road, Brighton East VIC 3187 **Website:** www.melbournemontessori.vic.edu.au **Phone:** 03 9592 4459 **LGA:** Bayside
Melbourne Montessori School (Caulfield)	**Address:** 6 Roselea Street, Caulfield South VIC 3162 **Website:** www.melbournemontessori.vic.edu.au **Phone:** 03 9528 4031 **LGA:** Glen Eira
Mentone Girls' Grammar	**Address:** 11 Mentone Parade, Mentone, VIC 3194 **Website:** www.mentonegirls.vic.edu.au **Phone:** 03 9581 1200 **LGA:** Kingston
Mentone Grammar	**Address:** 63 Venice St, Mentone VIC 3194 **Website:** www.mentonegrammar.net **Phone:** 03 9584 4211 **LGA:** Kingston
Shelford Girls' Grammar	**Address:** 3 Hood Crescent, Caulfield VIC 3161 **Website:** www.shelford.vic.edu.au **Phone:** 03 9524 7333 **LGA:** Glen Eira
St Leonard's College	**Address:** 163 South Road, Brighton East VIC 3187 **Website:** www.stleonards.vic.edu.au **Phone:** 03 9909 9300 **LGA:** Bayside
Yeshivah College	**Address:** 88 Hotham Street, St Kilda East VIC 3183 **Website:** www.ybr.vic.edu.au **Phone:** 03 9522 8254 **LGA:** Glen Eira

Special Needs Primary Schools

BGK Region Specialist Primary Schools	
School	**Location and Contact Details**
Bayside Special Developmental School	**Address:** Genoa Street, Moorabbin Victoria VIC 3189 **Website:** www.baysidesds.vic.edu.au **Phone:** 03 9555 4155 **LGA:** Kingston
Katandra School	**Address:** 2 Walsh Street, Ormond VIC 3204 **Website:** www.katandra.vic.edu.au **Phone:** 03 9578 6991 **LGA:** Glen Eira
Larmenier Catholic School	**Address:** 453 Bluff Road, Hampton VIC 3188 **Website:** www.larmenierhampton.catholic.edu.au **Phone:** 03 9521 8511 **LGA:** Bayside
Southern Autistic School	**Address:** 12 Margaretta St, Bentleigh East VIC 3165 **Website**: http://southernautistic.vic.edu.au/ **Phone:** 03 9563 8139 **LGA:** Glen Eira

Mainstream Secondary Schools

BGK Region Mainstream Secondary Schools (Government)	
School	**Location and Contact Details**
Brighton Secondary College	**Address:** 120 Marriage Road, Brighton East VIC 3187 **Website:** www.brightonsc.vic.edu.au **Phone:** 03 9592 7488 **LGA:** Bayside
Bentleigh Secondary College	**Address:** Vivien St, East Bentleigh VIC 3165 **Website:** www.bentleighsc.vic.edu.au **Phone:** 03 9579 1044 **LGA:** Glen Eira
Cheltenham Secondary College	**Address:** Bernard Street, Cheltenham VIC 3192 **Website:** www.cheltsec.vic.edu.au **Phone:** 03 9555 5955 **LGA:** Kingston
Glen Eira College	**Address:** 76 Booran Road, Caulfield East VIC3145 **Website:** www.gec.vic.edu.au **Phone:** 03 9571 7838 **LGA:** Glen Eira
McKinnon Secondary College	**Address:** McKinnon Rd, McKinnon VIC 3204 **Website:** www.mckinnonsc.vic.edu.au **Phone:** 03 8520 9000 **LGA:** Glen Eira
Mentone Girls' Secondary College	**Address:** Cnr Balcombe and Charman Roads, Mentone VIC 3194 **Website:** www.mgsc.vic.edu.au **Phone:** 03 9581 5200 **LGA:** Kingston
Mordialloc College	**Address:** 1 Station Street, Mordialloc VIC 3195 **Website:** www.mcsc.vic.edu.au **Phone:** 03 9580 1184 **LGA:** Kingston
Parkdale Secondary College	**Address:** Warren Road, Mordialloc East VIC 3195 **Website:** www.parkdalesc.vic.edu.au **Phone:** 03 9580 6311 **LGA:** Kingston
Sandringham College	**Address:** Holloway Rd, Sandringham VIC 3191 **Website:** www.sandringhamsc.vic.edu.au **Phone:** 03 8599 0500

	LGA: Bayside
Westall Secondary College	**Address:** Rosebank Avenue, Westall VIC 3169 **Website:** www.westallsc.vic.edu.au **Phone:** 03 9546 3233 **LGA:** Kingston

BGK Region Mainstream Secondary Schools (Catholic)	
School	**Location and Contact Details**
Kilbreda College	**Address:** 118 Mentone Pde, Mentone VIC 3194 **Website:** www.kilbreda.vic.edu.au **Phone:** 03 9584 7766 **LGA:** Kingston
Our Lady of the Sacred Heart College	**Address:** 111 Jasper Road Bentleigh VIC 3204 **Website:** www.olsh.vic.edu.au **Phone:** 03 8520 9200 **LGA:** Glen Eira
St Bede's College	**Address:** 2 Mentone Parade, Mentone, VIC 3194 **Website:** www.stbedes.catholic.edu.au **Phone:** 03 9582 5999 **LGA:** Kingston
St James College	**Address:** 156 Bignell Road, East Bentleigh, VIC 3165 **Website:** www.sjcbe.catholic.edu.au **Phone:** 03 9575 8100 **LGA:** Glen Eira
Star of The Sea College	**Address:** Martin Street, Gardenvale VIC 3165 **Website:** www.starmelb.catholic.edu.au **Phone:** 03 9596 6099 **LGA:** Bayside

BGK Region Mainstream Secondary Schools (Independent)	
School	**Location and Contact Details**
Adass Israel School	**Address:** 10-12 King St, Elsternwick, VIC 3185 **Phone:** 03 9523 6422 **LGA:** Glen Eira
Beth Rivkah Ladies College	**Address:** 14-20 Balaclava Rd St Kilda East VIC 3183 **Website:** www.ybr.vic.edu.au **Phone:** 03 9522 8227 **LGA:** Glen Eira
Brighton Grammar School	**Address:** 90 Outer Crescent, Brighton VIC 3186 **Website:** www.brightongrammar.vic.edu.au **Phone:** 03 8591 2200 **LGA:** Bayside
Caulfield Grammar School	**Address:** 217 Glen Eira Road, East St Kilda VIC 3183 **Website:** www.caulfieldgs.vic.edu.au **Phone:** 03 9524 6300 **LGA:** Kingston
Firbank Girls Grammar School	**Address:** 51 Outer Cres, Brighton VIC 3186 **Website:** www.firbank.vic.edu.au **Phone:** 03 9591 5188 **LGA:** Bayside
Heatherton Christian College	**Address:** 16-322 Kingston Road, Clarinda VIC 3169 **Website:** www.heathertonchristiancollege.com **Phone:** 03 8551 6650 **LGA:** Kingston
Kilvington Grammar	**Address:** 2 Leila Rd, Ormond VIC 3204 **Website:** www.kilvington.vic.edu.au **Phone:** 03 9578 6231 **LGA:** Glen Eira
Leibler Yavneh College	**Address:** 2 Nagle Ave, Elsternwick VIC 3185

	Website: www.yavneh.vic.edu.au
	Phone: 03 9528 4911
	LGA: Glen Eira
Mentone Girl's Grammar	**Address:** 11 Mentone Parade, Mentone, VIC 3194
	Website: www.mentonegirls.vic.edu.au
	Phone: 03 9581 1200
	LGA: Kingston
Mentone Grammar School	**Address:** 63 Venice St, Mentone VIC 3194
	Website: www.mentonegrammar.net
	Phone: 03 9584 4211
	LGA: Kingston
Shelford Anglican Girls School	**Address:** 3 Hood Crescent, Caulfield VIC 3161
	Website: www.shelford.vic.edu.au
	Phone: 03 9524 7333
	LGA: Glen Eira
St Leonard's College	**Address:** 163 South Road, Brighton East VIC 3187
	Website: www.stleonards.vic.edu.au
	Phone: 03 9909 9300
	LGA: Bayside
Yeshivah College	**Address:** 88 Hotham Street, St Kilda East VIC 3183
	Website: www.ybr.vic.edu.au
	Phone: 03 9522 8254
	LGA: Glen Eira

Specialist / Alternative Secondary Education Providers

BGK Region Specialist / Alternative Secondary Education Providers	
School	**Location and Contact Details**
Bayside Special Developmental School	**Address:** Genoa Street, Moorabbin Victoria VIC 3189
	Website: www.baysidesds.vic.edu.au
	Phone: 03 9555 4155
	LGA: Kingston
Berendale School	**Address:** 2 Berend Street, Hampton East, VIC 3188
	Website: http://berendale.vic.edu.au
	Phone: 03 9555 6141
	LGA: Bayside
Caulfield Park Community School	**Address:** 319 Balaclava Road, Caulfield North VIC 3161
	Website: www.cpcs.vic.edu.au
	Phone: 03 9563 5644
	LGA: Glen Eira
Glen Eira Language Centre	**Address:** 76 Booran Road, Caulfield East VIC3145
	Website: www.gec.vic.edu.au
	Phone: 03 9572 5877
	LGA: Glen Eira
Holmesglen Vocational College	**Address:** 488 South Road, Moorabbin VIC 3189
	Website: www.holmesglen.edu.au/programs/vocational_college
	Phone: 03 9209 5105
	LGA: Kingston
SkillsPlus CVCAL	**Address: 1236** Nepean Hwy, Cheltenham VIC 3192
	Website: www.skillsplus.com.au
	Phone: 03 8587 7600
	LGA: Kingston
LEEP (Westall CVCAL)	**Address:** C/O - Westall Secondary College - Rosebank Avenue, Westall VIC 3169
	Website: www.westallsc.vic.edu.au/leep
	Phone: 03 9546 3233
	LGA: Kingston
Westall English Language Centre	**Website:** www.westallsc.vic.edu.au/international-student-program
	LGA: Kingston
Yarrabah School	**Address:** 23 Mill Street, Aspendale VIC 3195

Website: www.yarrabah.sch.vic.edu.au
Phone: 03 9580 0384
LGA: Kingston

Adult and Community Education Providers

BGK Region Registered Training Providers	
Organisation	**Location and Contact Details**
Caulfield South Community House	**Address:** 450-452 Kooyong Rd, Caulfield South VIC 3162 **Website:** www.csch.org.au **Phone:**03 9596 8643
Glen Eira Adult Learning Centre	**Address:** 419 North Road, Ormond VIC 3204 **Website:** www.gealc.org.au **Phone:** 03 9578 8996
Longbeach PLACE Inc.	**Address:** 15 Chelsea Road, Chelsea VIC 3196 **Website:** www.longbeachplace.org.au **Phone:** 03 9776 1386
Cheltenham Community Centre	**Address:** 8 Chesterville Road, Cheltenham VIC 3192 **Website:** www.chelt.com.au **Phone:** 03 9583 0095
Dingley Village Neighbourhood House	**Address:** 31 Marcus Road, Dingley Village VIC 3172 **Website:** www.dvnc.com.au **Phone:**03 9558 1866
Godfrey Street Community House	**Address:** 9 Godfrey Street, Bentleigh VIC 3204 **Website:** www.godfreystreet.org **Phone:** 03 9557 9037
Hampton Community Centre	**Address:** 14 Willis Street, Hampton VIC 3188 **Website:** www.hamptoncommunitycentre.com.au **Phone:** 03 9598 2977
Moongala Women's Collective Inc	**Address:** 824 Centre Road, East Bentleigh VIC 3165 **Website:** www.moongala.org.au **Phone:** 03 9570 3468
Mordialloc Neighbourhood House	**Address:** 457 Main Street, Mordialloc VIC 3195 **Website:** www.mordihouse.com.au **Phone:** 03 9587 4534
Sandybeach Centre	**Address:** Cnr Beach Road and Sims Street, Sandringham VIC 3191 **Website:** www.sandybeach.org.au **Phone:** 03 9598 2155
Skills Plus	**Address:** Nepean Hwy, Cheltenham VIC3192 **Website:** www.skillsplus.com.au **Phone:** 03 9784 0433

TAFEs

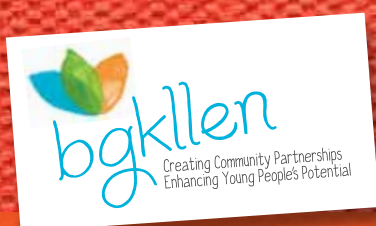| BGK Region TAFEs	
School	**Location and Contact Details**
Chisholm TAFE	**Campuses:** Bass Coast, Berwick, Cranbourne, Dandenong, Frankston, Rosebud **Website:** www.chisholm.vic.edu.au **Phone:** 1800 444 220
Holmesglen TAFE	**Campuses:** Chadstone, Moorabbin, Waverley **Website:** www.holmesglen.vic.edu.au

Universities

BGK Region Universities	
University	**Location and Contact Details**
Australian Catholic University	**Campus:** Fitzroy **Website:** www.acu.edu.au **Phone:** 03 9953 3000
Deakin University	**Campuses:** Burwood, Geelong, Warnambool **Website:** www.deakin.edu.au **Phone:** 03 9244 6100
La Trobe University	**Campuses:** Melbourne, Albury-Wodonga, Bendigo, Mildura, Shepparton **Website:** www.latrobe.edu.au **Phone:** 1300 135 045
Melbourne University	**Campuses:** Parkville, Burnely, Dookie, Creswick, Hawthorn, Shepparton **Website:** www.unimelb.edu.au **Phone:** 1800 801 662
Monash University	**Campuses:** Berwick, Caulfield, Clayton, Gippsland, Parkville, Peninsula **Website:** www.monash.edu.au **Phone:** 03 9902 6000
Swinburne University	**Campuses:** Croydon, Hawthorn, Prahran, Wantirna **Website:** www.swinburne.edu.au **Phone:** 1300 275 794
Royal Melbourne Institute of Technology (RMIT)	**Campuses:** Melbourne, Brunswick, Bundoora, Point Cook, Hamilton **Website:** www.rmit.edu.au **Phone:** 03 9925 2000
Victoria University	**Campuses:** Melbourne, Footscray, Sunshine, Melton, Newport, St Albans, Werribee **Website:** www.vu.edu.au **Phone:** 03 9919 4000

Appendix 4: Glossary

ABS	Australian Bureau of Statistics
ACC	Area Consultative Committee
ACFE	Adult Community and Further Education
ALA	Applied Learning Awards
ASBA	Australian School Based Apprenticeships (now School Based Apprenticeships and Traineeships – SBAT)
SBAT	School Based Apprenticeships and Traineeships (formally Australian School Based Apprenticeships - ASBA)
BGK LLEN	Bayside, Glen Eira and Kingston Local Learning and Employment Network
CAA	Career Advice Australia
CATS	Careers As Transition Support program
CEAV	Careers Education Association of Victoria
CICA	Careers Industry Council of Australia
CEO	Catholic Education Office
DEECD	Department of Education and Early Childhood Development (now Department of Education and Training)
DET (Australia)	Department of Education and Training (formally Australian Department of Education, Employment and Workplace Relations)
DET (Victoria)	Department of Education and Training (formally Victorian Department of Education and Early Childhood Development)
DET (SMR)	Department of Education and Training (Southern Metropolitan Region)
DHS	Department of Human Services
DEST	Department of Education, Science and Training
DoE	Department of Employment (formerly DEEWR)
DEEWR	Department of Education, Employment and Workplace Relations (now Australian Department of Employment and Training)
DPCD	Department of Planning and Community Development
DIIRD	Department of Innovation, Industry and Regional Development
DSS	Department of Social Services
ENTER	Equivalent National Tertiary Entrance Rank
FELN	Flexible Engagement and Learning Network
FLACA	Flexible Learning and Careers Association
FLV	Flexible Learning Victoria
FMP LLEN	Frankston Mornington Peninsula Local Learning and Employment Network
GTO	Group Training Organisation
IELLEN	Inner Eastern Local Learning and Employment Network
IMVC	Inner Melbourne VET Cluster
LCP	Local Community Partnership
LGA	Local Government Area
MIPs	Managed Individual Pathways
NDEI	National Disability Employment Initiative (NDEI)
PACTS	Parents As Career Transition Supports program
RTO	Registered Training Organisation
RYAN	Regional Youth Affairs Network
SELLEN	South Eastern Local Learning and Employment Network
SFYS	School Focused Youth Service
SLA	Statistical Local Areas
SWL	Structured Workplace Learning
TACTS	Teachers As Career Transition Supports program
TAFE	Technical and Further Education
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VicSRC	Victorian Student Representative Council
YACVic	Youth Advisory Council of Victoria
WLC	Workplace Learning Coordinator Program

bgkllen

Creating Community Partnerships
Enhancing Young People's Potential