



**North West
Community Transition Support
2017 Forum**

2016 Data Collection Report

Acknowledgements

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1. Executive Summary

The North West Community Transition Support Data Collection Project was implemented in order to quantify the number of students exiting from 20 special, specialist and special developmental schools across the north and west of Melbourne and to ascertain their post school destinations. The collection of this data is to supplement the Department of Education and Training (DET) *On Track* data.

The aim of the Project is to collect post school destination data of students exiting specialist schools across the North West metropolitan region of Melbourne. The focus of the CTS Data Collection Project is on special, specialist and special developmental schools, and the services supporting their students to transition to career and post school pathways. The data collection also includes exit numbers on Indigenous and ESL students.

The key objectives are:

- Conduct a Literature Review to identify critical success factors needed for effective transitions and to investigate other practices / models of effective transition of young people with a disability.
- Improve the understanding of the post school destinations of young people with a disability across the North West Melbourne.
- Improve the understanding of the numbers of Indigenous and EAL students transitioning from the specialist school system.
- Create a benchmark for the North and West metropolitan region.
- Conduct research which would be used to establish the strategic direction for the next phases of the Project.

This project to date has been implemented in two phases:

- Phase 1 - conducted in 2015 and documented in the 2015 CTS Data Collection Report released at the CTS Inspiring Real Futures Forum in October 2015.
- Phase 2 - conducted from April to June 2016 and documented in this report.

The methodology for Phase 2 of the project included:

- A desktop literature review was conducted to scan for existing research reports and good practice related to transition of young people with a disability.
- The key objectives were utilized to develop a data collection tool which was used to survey 20 schools about the exit destinations of their students. This process was supported by an educational consultant.
- When completing the data collection tool, schools were asked to identify indigenous and ESL students.

Community Transition Support (CTS) is a program function funded by North and West Metropolitan Region Department of Health and Human Services to improve post-school pathways and outcomes for young people with disabilities. The required outcome of this initiative is to improve education, employment and community participation outcomes for young people with disabilities aged 18-21, who are eligible for Futures for Young Adults (FFYA). It is expected that this will be achieved through two key objectives:

- Improved career development practice in secondary schools, in particular the disability specific school settings in the region.
- Increased opportunities for young people with a disability to participate in open employment, further education and their local communities.

School to post school transition is a critical time for most young people but even more so for young people with a disability, yet there have been very few studies conducted on this cohort. *On Track* is a large-scale survey program conducted annually to map the transition pathways of Victorian school leavers six months after they exit school. As part of the survey program, a destination survey of consenting students who exit specialist schools has been conducted annually since 2009.

A customised questionnaire is developed annually, in consultation with stakeholders. Students who are enrolled in a specialist school and are of school-leaving age (aged 17 or over), with records that indicate that they finished school in the cohort year are eligible to participate in the On Track specialist schools survey.

The 2015 On Track specialist schools survey is a summary from 270 students who were interviewed. This represents approximately 38.9 per cent of students enrolled in a specialist school that were of school-leaving age (i.e. aged 17 or over) and had completed or left school in 2015.

Characteristics of specialist school 2014 exit students interviewed in June 2015 included:

- 97.8 per cent had completed Year 12 or its equivalent in the previous year.
- 58.5 per cent were attending a day service.
- 28.5 per cent were enrolled in further education or training, mostly in a TAFE institution.
- 15.2 per cent were employed at the time of the survey, of which 75.6 per cent were in part-time employment. Approximately 61 per cent of all employed students gained this employment through an Australian Disability Enterprise.

Summary of CTS 2015 Exit Students Data Collection Findings

General

- There was a total of 225 students who exited from the participating schools in 2015. Of these, 147 were male and 78 were female. The majority of exiting students (59.5%) were from Special Schools whilst 20.5% were from Specialist and Autism Schools and 20% of students were from Special Developmental Schools.
- The 2015 student exit data reflects that a total of 52% of students transitioned to Day Services/Supports and 22% have transitioned to TAFE/RTOs. 14% of students have moved to Transition to Employment Programs. A total of 6% of students transitioned to Disability Employment Services. Only 3% of students have transitioned directly to employment after leaving school and a total of 3% of students transitioned to destinations in the “Other” category.
- Comparison Destination data for both 2014 and 2015 exit students shows that there is a notable increase in the proportion of destinations to day services with an increase from 30% to 52%. There has also been a 5% decrease for TAFE/RTOs as a destination and a 7% decrease for Transition to Employment programs.
- Of the 225 exiting students, only 1.3% were identified by schools as being ATSI and 30.6% of students were identified as being EAL.

- The large majority (89%) of exit students left at the end of Year 12, whilst no students exited at Year 11 or Year 10. A further 11% of exit students were classified by schools as ungraded.
- There is a wide range of Disability types identified with the largest number of students identified as being on the Autism Spectrum.

School Programs 2015

- There has been a decrease from 59.6% in 2014 to 47.1% in 2015 in the percentage of students undertaking VCAL studies. There has also been a slight decrease in the percentage of students undertaking VET studies from 46.5% to 44.5%. There has however been a large increase in students undertaking SBATs from 4.5% to 21.8%. Accordingly there has been a noticeable increase in the percentage of students undertaking both VET and SBAT simultaneously (5.5% to 20.4%).
- Examination of programs undertaken by exit Students in 2015 reveals that the 47% of students undertook VCAL programs with a further 10% undertaking ABLES. There was a VCAL completion rate of 74.5%.
- A total of 66.3% of Exit Students undertook VET or SBAT studies. 44.5% of students undertook VET studies, 21.8% of students undertook SBAT studies and a 20.4% of students undertook a combination of both VET and SBAT. Students undertaking these studies were from Special Schools and Specialist and Autism Schools.
- There was an increase of 27 exiting students in participating schools from 2014 to 2015. This can be explained by the fact that there was one more schools involved in the project in 2016.

Conclusion

As there is limited Australian research conducted into the post school destinations of young people with disability, this data collection project is a significant piece of research which provides a benchmark and longitudinal data to guide schools in the North West Melbourne region in their improvement agendas.

The Community Transition Support program is supporting the specialist schools across the North West Melbourne region as they work together to improve opportunities for students to transition to positive vocational work directed destinations. The large increase in the number of students undertaking SBAT studies from 2014 to 2015 could be seen as a measure of success of this work. The focus of the ongoing work should include:

- The incorporation of more education to employment programs in schools and consideration to transition policy and procedures.
- Increasing the number of students enrolled in VET programs to above the number enrolled in VCAL programs.
- Using the longitudinal data now available to conduct an ongoing review of the completion rates of Certificate I and II is required.
- Ways of increasing the number of students aspiring to move directly into employment, as there continues to be significantly small proportion of exiting students moving into post-school employment.

Recommendations

The recommendations made to schools at the completion of Phase 1 of the Data Collection Project in 2015, continue to be both relevant and important. These are:

STRATEGIC APPROACH

1. A whole school strategic approach to improve the VCAL and VET delivery and access to SBAT's
2. School leadership to promote a culture of high expectations for students participating in the workforce through focusing on improving work experience programs which create more options for employment
3. Specialist Schools Leadership to work in partnership with the services supporting students, to ensure that transition improvement is a key focus in the School Strategic Plan

CAPACITY BUILDING

4. Build the capacity of staff by regular participation in professional learning focused on effective transition for students
5. Schools to utilise available models to develop a framework for an effective transitions program
6. Create further opportunities for effective parent and student engagement in the transition process

DATA COLLECTION

7. Develop protocols, timelines and tools to support effective and timely annual collection of destination data
8. Utilise data for future planning around transition, policy and procedures
9. Review student completion rates of VET and VCAL programs to maximize possible employment outcomes

2. Introduction

The North West Community Transition Support Data Collection Project was initiated in 2015. The aim of this project is to collect data on the post school destinations of students exiting specialist schools across the North West metropolitan region of Melbourne exit student numbers. The focus of the project is on special, specialist and special developmental schools, and the services supporting their students to transition to career and post school pathways. The collection of this data is to supplement the Department of Education and Training (DET) *On Track* data. *On Track* is an annual survey run by the Victorian Government to monitor destination outcomes of school leavers six months after they exit school. Participation rates of students from specialist schools are low.

The key focus of this project to date was conducting research which would be used to establish the strategic direction for the next phase of the Project. The key objectives are:

- Conduct a Literature Review to identify critical success factors required for effective transitions and to investigate other practices / models of effective transition of young people with a disability.
- Improve the understanding of the post school destinations of young people with a disability across the North West of Melbourne.
- Improve the understanding of the numbers of Indigenous and CALD students transitioning from the specialist school system.
- Create a benchmark for the region.

It is hoped that the key findings of the Project will support:

- To increase the opportunities for further education, training, employment and community participation
- Creating a benchmark for the region
- Provision of an opportunity for longitudinal data collection
- Engagement of specialist schools regionally in the On Track data collection
- Identification of critical success factors required for effective transitions

The first phase of the project was conducted in 2015 and focused on 2014 destination data collected from 19 Special, Specialist and Special Developmental schools across the North and West of Melbourne. The results were published in in the *2015 Data Collection Report* released at the Community Transition Support Inspiring Real Futures Forum in October 2015. Key recommendations were made to schools and informed the direction of the second phase of the project in 2016.

This report documents the work of the second phase of the Project conducted from April to June 2016 and is focused on data sets established through the collation of the 2015 data collection from 20 specialist schools.

Although each individual school has its own description of the categories of intellectual disability it supports, the data is aggregated using the classification of three types of schools:

- Special
- Specialist & Autism
- Special Development (SDS)

Data is also aggregated for the following background characteristics of students:

- ATSI – Student identifies as Aboriginal or Torres Strait Islander.
- EAL – Student identifies as speaking English as an additional language to the language spoken at home.

The project aims to strengthen and support relationships between further education and training, and community service providers through a collaborative network and a whole community approach. This localised approach can respond more flexibly and holistically to the needs of young people and their families while they are transitioning from school to post school destinations.

This project is utilizing a local school and community partnership model which is considered to be critical for developing successful education outcomes for young people. Underpinning this work are the following understandings:

- Transition from school is a crucial time for a young person with a disability
- Impact of transition can be shaped by responses of institutions
- Preparation and management will determine whether the transition is a positive experience
- Transition is not an event but a process spanning a number of years
- The transition experience is also about the family of the student

Community Transition Support (CTS) is a program function funded by North and West Metropolitan Region Department of Human Services to improve post-school pathways and outcomes for young people with disabilities. The required outcome of this initiative is to improve education, employment and community participation outcomes for young people with disabilities aged 18-21, who are eligible for Futures for Young Adults (FFYA). It is expected that this will be achieved through two key objectives:

- Improved career development practice in secondary schools, in particular the disability specific school settings in the region.
- Increased opportunities for young people with a disability to participate in open employment, further education and their local communities.

The scope of the Community Transition Support function includes:

- Increasing the capacity of schools to support young people and their families to plan for further development, education or employment beyond school.
- Improving relationships between schools and post school service providers to enhance planning and transitions for young people.
- Improving access to information about relevant skill development services, employment services and community activities available to young people with a disability in their local area.
- Facilitating local responses to service gaps that prevent young people with a disability from pursuing further education and employment, or from being included in their local communities.

DEFINITION OF DISABILITY

According to the Centre for Developmental Health Victoria, about two to three per cent of the population has an intellectual disability. This is more than 100,000 Victorians. A person is deemed to have an intellectual disability if they have both the following before they are 18 years of age:

- An IQ below 70 (average IQ is 100).
- Significant difficulty with daily living skills including looking after themselves, communicating and taking part in activities with others.

People with an intellectual disability have significant health disadvantages with a life expectancy up to twenty years less than the general population, and many health conditions not identified or inadequately managed.

Intellectual disability can be mild, moderate or severe and factors such as personality, coping strategies and the presence of other disabilities (motor, social or sensory) will influence a person's requirement for support with daily living.

3. Methodology

The emphasis of this project was on conducting research which would be used to establish the strategic direction for ongoing work of the CTS. The following table provides a summary of the research objectives and research methods.

Objective	Research Method
<p>Conduct a Literature Review to identify research focused on the post school destinations of young people with a disability.</p>	<p>A desktop literature review was conducted to scan for existing research reports and good practice related transition of young people with a disability.</p>
<p>Improve the understanding of the post school destinations of young people with a disability across the North West of Melbourne.</p>	<ul style="list-style-type: none"> ▪ The key objectives were utilized to further develop the data collection tool utilized in 2015 (Appendix 1). The 2016 tool included questions on completion of VCAL, VET and SBATs. ▪ The CTS Manager sent a formal letter to target school Principals explaining the project brief and inviting participation. ▪ 20 Schools confirmed their participation by phone or email to the CTS Manager. ▪ An educational consultant contacted specialist school Principal(s) and Transition Staff to support completion of the data collection survey using email. ▪ The consultant followed up with Principal and Transition staff to check data.
<p>Improve the understanding of the numbers of Indigenous and ESL students</p>	<p>When completing the data collection tool, schools were asked to identify indigenous and EAL students. Schools were encouraged to use the CASES21 report ST 21080 or ST21082.</p> <ul style="list-style-type: none"> ▪ EAL – defined as either the student, or at least one parent, speaks another language at home. ▪ Indigenous – the student is identified by the family as Aboriginal or Torres Strait Islander on enrolment (ATSI).

4. Literature Review

School to post school transition is a critical time for most young people but even more so for young people with a disability yet there have been very few studies conducted focused on this cohort. This transition period is widely defined as the period between 15 to 24 years of age. "It is in this critical education transition period that a young person's future can be determined, and the success (or otherwise) of the transition can have implications that last a lifetime." (Wakefield & Waugh 2014).

The Australian Bureau of Statistics (2012) data shows:

- Only 38% of young people with a disability aged 15-24 had completed Year 12 or equivalent.
- Only half of all students with severe disability continue past Year 10.
- Labour force participation rates for young people with a disability aged 15-24 was 56.6% compared to 70.8% for 15-24 year olds without disability.

Survey of Disability, Ageing and Carers (SDAC) data show that people with disability are still less likely to be participating in the labour force than other Australians. According to data from SDAC, there has been little change in the labour force participation rate for people with disability aged 15-64 years between 1993 (54.9%) and 2012 (52.8%).

Tuckerman, Cain, Long and Klarkowski (2012) state that:

- The number of persons with an intellectual disability in open employment have not changed since 1995-96.
- Most workers in supported employment have an intellectual impairment and participation rates for this group have increased by 25% from 1999 to 2008.
- Participation rates for persons with an intellectual disability in state funded day activity centres have increased by 18% from 2003 to 2010.

A longitudinal study into post school destinations of students with a disability conducted by Dr Denis Meadows (2012) identified that in the five year post school period:

- Only 25% of students with an autistic spectrum disorder, an intellectual impairment or a dual diagnosis of these two conditions, had ever held a paid 'open-employment' job in a community setting.
- 60 per cent of the remainder instead attended non-paid day programs and 13 per cent worked in Australian Disability Enterprise. Ninety-three per cent of this group was in receipt of a disability support pension of which 78 per cent received the maximum benefit, thus indicating that their earnings were of an insufficient magnitude to affect the pension.

It is estimated that around 23,000 persons with an intellectual disability are not participating in any of these activities. Wakefield and Waugh (2014) also assert that Australian young people with disability are not successfully transitioning from school into further training or employment and this is a factor that is an indicator of long term, and often life-long, disadvantage. This can lead to:

- Increased likelihood of dropping out of school early
- Exclusion from the labour force
- Fewer educational qualifications
- Poverty
- Social Isolation

Scoping research undertaken by Wakefield and Waugh (2014) in establishing Ticket to Work concluded that four key features and issues emerged:

- There is a pervasive culture of low expectation and lack of opportunities for Australian students with disability, particularly in relation to genuine sustainable employment.
- Participation in career development planning and activities, work experience and accredited training and completion of secondary schooling are among the most significant indicators of post-school success for young people with disability.
- Young people with disability who exit school with a job are more likely to maintain a positive career trajectory than those who do not. Research has shown that participation in part-time work whilst still at school greatly increases levels of full-time employment and substantially lowers unemployment post-school.
- Locally-based cross sectoral partnership networks which bring together expertise from an array of sectors (education, industry, disability, employment, training, youth) who share a common interest in improving the post-school outcomes of young people with disability are able to create opportunities for these young people and their local community.

On Track is a large-scale survey program conducted annually to map the transition pathways of Victorian school leavers six months after they exit school. The survey collects detailed information on post-school education, training and employment destinations and investigates factors contributing to their decisions. As part of the *On Track* survey program, a destination survey of consenting students who exit specialist schools has been conducted annually since 2009. The consent process is managed by specialist schools who also indicate whether a student or a parent acting as a proxy will be contacted for interviewing. Almost all interviews are conducted with a parent acting as a proxy, but where possible, interviews are conducted with the student themselves.

A customised questionnaire is developed annually, in consultation with stakeholders. Students who are enrolled in a specialist school and are of school-leaving age (aged 17 or over), with records that indicate that they finished school in the cohort year are eligible to participate in the *On Track* specialist schools survey.

Students who exited specialist schools in 2014 were interviewed in June 2015. Approximately 700 specialist school students were eligible to participate in the 2015 On Track specialist schools survey. The 2015 On Track specialist schools survey is a summary from 270 students who were interviewed. This represents approximately 38.9 per cent of students enrolled in a specialist school who were of school-leaving age (i.e. aged 17 or over) and had completed or left school in 2014.

Characteristics of specialist school 2014 exit students interviewed in June 2015 included:

- 97.8 per cent had completed Year 12 or its equivalent in the previous year
- 58.5 per cent were attending a day service
- 28.5 per cent were enrolled in further education or training, mostly in a TAFE institution
- 15.2 per cent were employed at the time of the survey, of which 75.6 per cent were in part-time employment. Approximately 61 per cent of all employed students gained this employment through an Australian Disability Enterprise.

5. Findings

This section details data sets established through the collation of the 2015 data collected from 20 special, specialist and SDS schools across the North and West of Melbourne. The data is for all students 16 years or older (born before January 1999). Although each individual school has its own description of the categories of intellectual disability it supports, the data is aggregated using the classification of three types of schools:

- Special
- Specialist and Autism
- Special Development (SDS)

Data is also aggregated for the following background characteristics of students:

- ATSI – Student identifies as Aboriginal or Torres Strait Islander.
- EAL – Student identified as speaking English as an additional language to the language spoken at home.

Items for consideration have been included with the analysis of each data set.

Table 1 No. Exit Students for the 3 types of schools 2015

School Type	No. exits (2015)	No. males (2015)	No. females (2015)
Special Schools	134	84	50
Specialist & Autism Schools	46	33	13
Special Development Schools	45	30	15
TOTAL	225	147	78

Table 1 shows that there was a total of 225 students who exited from the schools in 2015. Of these, 147 were male and 78 were female. The majority of exiting students 134 were from Special Schools whilst 46 were from Specialist and Autism Schools and 45 students were from Special Development Schools.

Table 2 Reasons for Early Exit 2015

Reasons for Early Exits	Number of students
Change of residence	8
Alternate program	8
Moved to another school	4
Personal Reasons	5
Home	4
Seeking employment	2
School refusal	2
Parental decision	2
Unknown Reasons	1

Table 2 shows the reasons for 36 early exits for students during the 2015 school year. It can be seen that the majority of students have exited due to moving to new residences or alternate education settings. There was a total of 16 students who might possibly not be in either education, another support setting or employment.

Table 3 Destinations Summary % 2015

Destination	%
Day Services/Support	52
TAFE/RTO	22
Transition to Employment	14
Disability Employment Service	6
Employment	3
Other	3
TOTAL	100

Table 3 and Figure 1 (below) show that a total of 52% of students' destinations were Day Services/Supports and 22% of 2015 exit destinations were TAFE/RTOs. A further 14% of students' destinations were Transition to Employment Programs and 6% were Disability Employment Services. Only 3% of students' destinations were to employment and a further 3% were in the "other" category.

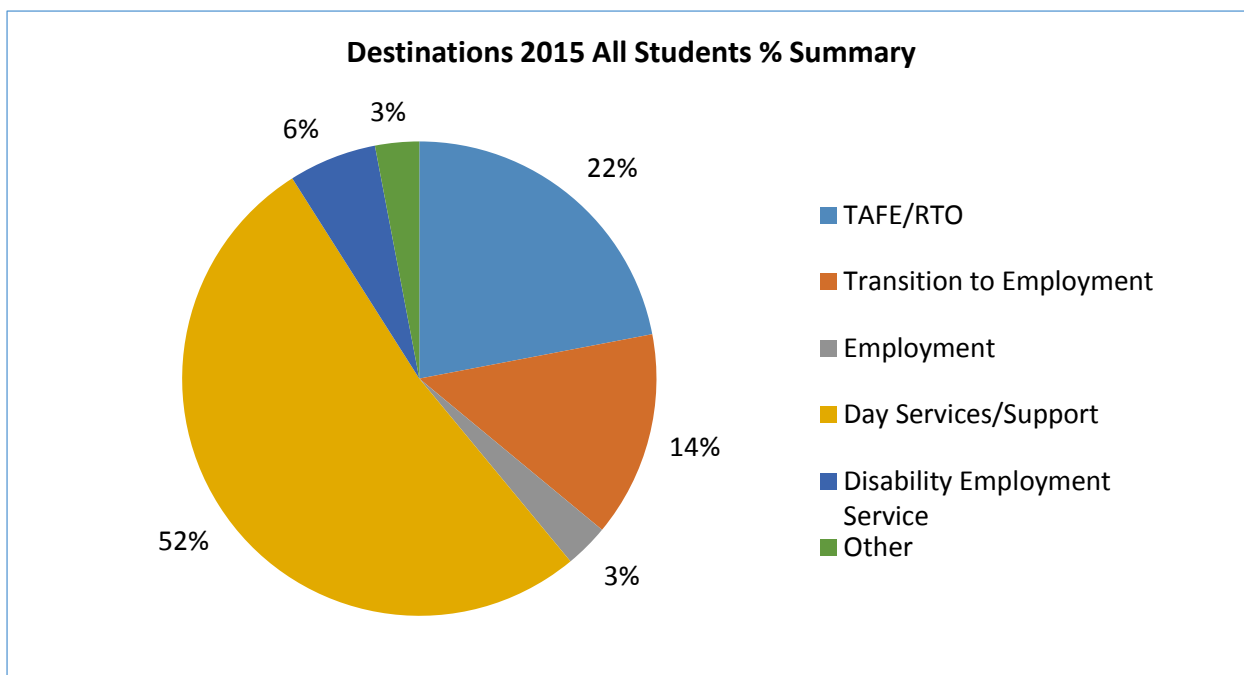


Figure 1 Destinations Summary %

Table 4 Number of ATSI and EAL Students 2015

School Type	No. exits (2015)	No. ATSI (2015)	No. EAL (2015)
Special Schools	134	3	43
Specialist & Autism Schools	46	0	8
Special Development Schools	45	0	18
TOTAL	225	3	69

Table 4 shows that of the 225 exiting students, only 3 students were identified by schools as being ATSI and 69 students were identified as being EAL. This EAL and ATSI population data does not appear to be accurate given the demographic of the local areas where the schools are located. This could be explained by schools having experienced difficulty in extracting accurate data from the CASES21 data base in the year after exit, and having therefore relied on anecdotal evidence. For future data collection exercises, it might be more beneficial to also ask schools to identify students from CALD (Culturally and Linguistically Diverse) backgrounds rather than using the EAL category.

Table 5 Language Background of EAL Students 2015

School Type	Totals
Vietnamese	14
Arabic	11
Somali	8
Turkish	8
Chinese	4
Greek	3
Assyrian	2
Karen	2
Macedonian	1
Punjabi	2
Albanian	1
Burmese	1
Cantonese	2
Croatian	1
Dinka	1
Ethiopian	1
Hindi	1
Kurdish	1
Mandarin	1
Maori	1
Singhalese	1
Sudanese	1
Thai	1
TOTAL	69

Table 5 shows the language background of EAL students as identified by schools. It can be seen that of the 23 different language backgrounds, there are larger numbers of students from Vietnamese, Arabic, Somali and Turkish backgrounds.

Table 6 Year Levels of Exit Students 2015

School Type	Year 12	Year 11	Year 10	Year Level Ungraded
Special Schools	134	0	0	0
Specialist & Autism Schools	36	0	0	10
Special Development Schools	30	0	0	15
TOTAL	200	0	0	25

Table 6 shows that the large majority (200) of exit students left at the end of Year 12. A further 25 students were classified by schools as ungraded. When considering this data, it needs to be noted that schools could be using different criteria to determine the year level of students.

Table 7 Programs Undertaken by Exit Students in 2015

School Type	VCAL (2015)	VCAL Qualification (Yes) (2015)	ABLES (2015)	ABLES & Other (2015)	SPECS (2015)	Applied Learning (2015)	AUSVELS amended (2015)	VOCATIONAL	Other
Special Schools	91	71	0	0	0	25	0	12	4
Specialist & Autism Schools	15	8	4	0	13	0	0	0	22
Special Development Schools	0	0	5	14	0	0	14	0	13
TOTAL	106	79	9	14	13	25	14	12	39

Table 7 shows the Programs undertaken by Exit Students in 2015. It can be seen that 106 students undertook VCAL programs with a further 23 undertaking ABLES. It can be seen that there are other alternative programs designed by individual schools to meet the learning needs of their students.

Of the 106 students who undertook VCAL programs, schools reported that 79 achieved the qualification. This represents a VCAL completion rate of 74.5%.

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students. The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. VCAL is an accredited secondary certificate.

The Abilities Based Learning and Education Support (ABLES) program supports the teaching and learning of students with disabilities and additional needs. It provides a suite of curriculum, pedagogy, assessment and reporting resources that assist teachers in recognising and responding to the diverse learning needs of all students, and in assessing and reporting student learning, monitoring student progress and providing accurate intervention advice.

It can be seen that there are other alternative programs designed by individual schools to meet the learning needs of their students.

Table 8 No. Exit Students Undertaking VET or SBAT Studies in 2015

School Type	No. VET (2015)	VET Completed (2015)	No. SBAT (2015)	No. SBAT Completed (2015)	No. both SBAT & VET (2015)
Special Schools	85	49	49	47	46
Specialist & Autism Schools	15	0	0	0	0
Special Development Schools	0	0	0	0	0
TOTAL	100	49	49	47	46

Table 8 shows that a total of 149 Exit Students undertook Vocational Education and Training (VET) or School-Based Apprenticeship or Traineeship (SBAT) studies.

Students who complete all or part of a VET qualification may receive credit towards satisfactory completion of their VCE and/or VCAL. Recognition can be achieved through:

- Enrolment in a VCAA-approved VCE VET program, or a school-based or part-time apprenticeship or traineeship.
- Enrolment in any other nationally recognized qualification at certificate II level.

A School-Based Apprenticeship or Traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE or VCAL), with at least one day per week timetabled to be spent on the job or in training during the normal school week.

An SBAT combines:

- Part-time, practical experience in the workplace.
- Recognised, structured training with a Registered Training Organisation.

A total of 100 exit students undertook VET studies and 49 students undertook SBAT studies. 46 students undertook a combination of both VET and SBAT. Students undertaking these studies were from Special Schools. It is noted that there are fewer students undertaking VET studies than there are students undertaking VCAL studies. It is recognised that undertaking a combination of VCAL and VET could increase a student's chance to successfully transition to employment. There appears to be a very high number of SBATs which raises the question as to whether all of the students are actually doing the full training program. Schools report an SBAT completion rate of 96%.

The data reports on 100 students enrolled in VET programs with a VET completion rate of 49%. However, 48 students transitioned to Certificate I courses post school. One of the considerations for schools is to increase the number of students undertaking VET and SBAT programs.

Table 9 Industry/Area of Study in VET and SBAT

VET Studies	No. students
Warehousing	30
Horticulture	30
Hospitality	21
Auto	14
Furniture	8
Sport & Recreation	7
Hair & Beauty	6
Printing and Graphic Arts	6
Furnishing	5
Food processing	5
Media	2
Information Technology	1
Bricklaying	1
Fashion	1

Table 9 shows a wide range of VET studies undertaken between the various schools. The highest number of students (30) undertook studies in Warehousing whilst a further 30 undertook Horticulture, 21 students undertook Hospitality and 14 students undertook Auto studies. Printing and Graphic Arts, Furniture, Sport and Recreation, and Hair and Beauty were also well represented.

There were a number of students who have undertaken multiple VET and SBAT studies. Schools need to determine whether they are giving students access to areas of study that might lead to employment. Further consideration also needs to be given to the criteria being used to choose these group settings to determine whether the choice is focused on the needs of the students rather than the convenience of the school.

All of the students enrolled in the schools participating in this study are classified as having Intellectual Disability (ID), some students may have additional disabilities. Table 10 (below) shows the type of disability that schools have identified for exit students. There is a wide range of types identified with the largest number of students identified as being on the Autism Spectrum. Schools are posed with the challenge of tailoring their transition to meet the needs of a broad range of student disabilities.

Table 10 Type of Disability of Exit Students

Disability	No. students
Autism Spectrum	69
Down Syndrome	10
Cerebral Palsy	10
Other disability	10

Table 11 Exit Destinations 2015 EAL Students

Destination	No. students	Destination	No. students
Job Support TTE	5	Annecto Day Service	2
VU TAFE Cert I Work Ed	5	ABLE Australia Day Service	1
YMCA Day Service	5	Araluen Day Service	1
Melb. Poly. Cert. 1 Work Ed.	5	Art Project Northcote	1
Mambourin Day Service	4	Employment- FT - Food Proc	1
PEAC NorthStar TTE	4	Employment-FT- Painting	1
Inclusion-Day Service	3	Employment-PT- Cust. Serv.	1
Wesley TTE	3	Kangan TAFE: Cert I Trans.Ed.	1
Broadmeadows Disability	2	Kangan TAFE: Cert I Work Ed	1
Carinya Day Service	2	RMIT Cert I Trans.Ed.	1
IDV Day Service	2	Latrobe Lifeskills Day Service	1
VU Cert I Transition Education	2	Merrimu Day Service	1
Wesley Employment Service DES	2	Plenty Valley Disability	1
Matchworks DES	2	David House Day Service	1
Melb. Poly. Cert. 1 Trans Ed.	2	Autism Plus Day Service	1
Yooralla Day Service	2	Bridges Day Service	1
Interact (DS)	2	SCOPE Day Service	1
Whittlesea ATSS Day Service	2	Home Duties	1

Table 11 shows exit destinations for students identified as EAL. It can be seen that 30 students have moved to Day Services/Support, 22 students have undertaken TAFE/RTO programs and 12 students have moved to Transition to Employment programs. A further 4 students have transitioned to a disability employment service and 3 students have gone directly into employment. There was 1 student who was performing home duties and 1 student who transitioned to an Art Project. An ongoing challenge to schools is to provide the additional support that might be needed to EAL students and their families in the transition process.

Table 12 Exit Destinations for ATSI Students

No. Students	Destination
2	Day Service
1	PEAC NorthStar TTE

Table 12 shows destinations for ATSI students. No students moved directly into employment, with one student undertaking transition to work activities and two students attending a Day Service. An area for consideration by schools is the additional support is given to ATSI students and families in the transition process.

Table 13 Destinations of Students on the Autism Spectrum

Destination	No. students	Destination	No. students
Araluen Day Service	7	Latrobe Lifeskills Day Service	2
Autism Plus Day Service	6	Northern Support Services	2
Mambourin Day Service	6	Whittlesea ATSS Day Service	2
Job Support TTE	5	Art Project Northcote	1
PEAC NorthStar TTE	4	VU Cert I Transition Education	1
Kangan TAFE: Cert I Work Ed	3	RMIT Cert I Work Ed	1
Carinya Day Service	3	Matchworks DES	1
YMCA Day Service	3	Broadmeadows Disability DS	1
Inclusion-Day Service	3	Plenty Valley Disability Services	1
Annecto Day Service	3	Merrimu Day Service	1
Melb. Poly. Cert. 1 Trans Ed.	2	Bridges Day Service	1
Melb. Poly. Cert. 1 Work Ed.	2	Wesley TTE	1
VU TAFE Cert I Work Ed	2	SCOPE Day Service	1
IDV Day Service	2	Unwell	1
Distinctive Options Day Service	2	Not placed	1
Karingal Day Service	2		

Table 13 shows the destinations for students identified as being on the Autism Spectrum. No students have gone directly into employment. 11 students have gone on to further study in Work Education/Transition courses, whilst 49 students are attending Day service/Support. Schools reported that 10 students have undertaken Transition to Employment Programs and 1 student is seeking employment through a Disability Employment Service. A further 1 student is not yet placed and 1 student is unwell. A challenge to schools is to move more of these students into vocational pathways.

Table 14 Destinations TAFE/RTO 2015 All Exit Students

TAFE/RTO	No.
VU TAFE Cert I Work Ed	12
Melb. Polytechnic Cert. 1 Work Ed.	12
Melb. Polytechnic Cert. 1 Trans Ed.	7
Kangan TAFE: Cert I Work Ed	6
RMIT Cert I Work Ed	3
Kangan TAFE: Cert I Transition Education	3
VU Cert I Transition Education	3
Security Operations Cert II- Australasian College of Education and Training	2
RMIT Cert I Transition Education	2
Melb. Polytechnic Cert. III in Landscape Construction	1
SEDA (Soccer) Cert II	1
TOTAL	52

Table 14 shows that 52 of 2015 exit students have transitioned to 7 different TAFE/RTO. Registered Trade Organisations (RTOs) are providers registered to deliver vocational education and training (VET) services. RTOs are recognised as providers of quality-assured and nationally recognised training and qualifications. RTO's deliver nationally recognised courses and accredited Australian Qualifications Framework (AQF) VET qualifications.

The most subscribed destination courses all Work Education/Transition courses with a total of 48 students undertaking these studies. Only 4 students undertook courses which led to a vocational pathway. An ongoing challenge is to track what happens to students after they leave these post school options.

Table 15 Destinations Transition to Employment 2015 All Exit Students

Transition to Employment	No.
Job Support TTE	12
Wesley TTE	11
PEAC NorthStar TTE	10
TOTAL	33

Table 15 shows that a total of 33 students transitioned to three different Transition to Employment Programs. Transition to Employment is a funded program which is supported by the Department of Health and Human Services (DHHS). It is specifically designed to support young people with disabilities who want to get employment but who require the support to develop the skills to get or keep a job, or receive help from an Australian Government employment program. Applications for the TTE program are required to be submitted by the school in consultation with the student and parents to the DHHS. This occurs whilst the student is engaged in their last year of schooling.

Table 16 Destination Employment 2015 All Exit Students

Employment	No.
Full time (Hospitality)	1
Full time (Painting)	1
Full time (Food processing)	1
Part time (Aged care)	1
Part time (Customer service)	1
Supported Full-time (Horticulture)	2
TOTAL	7

Table 16 shows that only 7 students have transitioned directly to employment after leaving school. An ongoing challenge to schools is to improve the effectiveness of their career and transition programs so that more students move directly into employment.

Table 17 Destinations Day Service/Support 2015 All Exit Students

Day Service/Support	No.
Mambourin	14
Araluen	12
YMCA	9
Broadmeadows Disability Service	7
Inclusion	7
Carinya Society	6
Distinctive Options ATSS	6
IDV	6
Autism Plus	6
Interact	6
Whittlesea ATSS	5
Merrimu	5
Yooralla	5
Latrobe Lifeskills	4
Northern Support Services	4
Annecto	4
SCOPE	4
Bridges	3
Karingal	2
ABLE Australia	1
Ceres	1
Plenty Valley Disability Services	1
David House	1
Milparinka	1
Windarring Kyneton	1
TOTAL	121

Table 17 shows that a total of 121 students transitioned to 25 different day Services/Supports. Once again, an ongoing challenge to schools is to move more of these students into vocational pathways.

Table 18 Destinations Disability Employment Services 2015 All Exit Students

Disability Employment Service	No.
Wesley Employment Service	8
Matchworks	5
TOTAL	13

Table 18 shows that a total of 13 students transitioned to three different Disability Employment Services. Disability Employment Services (DES) provides specialist help for people with disability, injury, or health condition who require support to find and maintain sustainable employment. The assistance DES provides to job seekers includes:

- Preparing for work, including training in specific job skills
- Job search support, such as resume development, interview skills, training and help to look for suitable jobs
- Support when initially placed into a job, including on the job training and co-worker and employer supports
- Ongoing support in a job
- Purchase of vocational training and other employment related assistance
- Assessment to help for the employer, such as workplace modifications

The most heavily subscribed service was Wesley Employment Service which was the destination for 8 students. Matchworks was the DES attended by a further 5 students. A challenge for schools is to increase the number of students accessing these services.

For the 2015 exit cohort there were no students reported as transitioned to Australian Disability Enterprise Programs. Australian Disability Enterprises (ADEs) are generally not for profit organisations providing supported employment opportunities to people with disability. ADEs provide a wide range of employment opportunities and they operate within a commercial context. An ADE enables people with disability to engage in a wide variety of work tasks and to experience similar working conditions as other employers. Again, an ongoing challenge to schools is to increase the number of students accessing these services.

Table 19 Destinations "Other" 2015 All Exit Students

Other	No.
Illness	2
Not placed	2
Unknown	1
Art project Northcote	1
Home Duties	1
TOTAL	7

Table 19 shows that a total of 7 students with destinations in the “Other” category. These destinations include 2 students who are not placed, 2 students who are ill and 1 student whose destination is unknown. There was 1 student who has transitioned to an art project and one student who is undertaking home duties.

Table 20 Enrolment nos. in 2016

School Type	Year 10	VCAL	ABLES/Other	Second last year	Final year
Special Schools	238	208	95	149	136
Specialist & Autism Schools	83	70	159	55	52
SDS	73	0	165	49	44
TOTAL	394	278	419	253	232

Table 20 shows the number of students enrolled in Term 2 2016 who were aged sixteen years or more at February 1, 2016. It can be seen that there were a total of 394 students enrolled in Year 10, 278 students enrolled in VCAL and 419 students enrolled in ABLES or other courses. Schools reported that there are 253 students in their second last year of school and 232 in their last year of school. This data will be important in the planning for future data collection exercises.

Comparison Data

As this is the second year of data collection for this project, it is now possible to begin to build a longitudinal picture of the data sets. It is also possible to use some of the data from the Victorian 2014 exiting cohort 2015 On Track report as a point of comparison, although this comparison is limited by the different methodologies used for data collection.

Table 21 No. Exits Two Year Comparison

	Exits 2014	Exits 2015	Males 2014	Males 2015	Females 2014	Females 2015
Special	105	134	65	84	40	50
Specialist & Autism	68	46	43	33	25	13
Special Development	25	45	22	30	3	15
TOTAL	198	225	130	147	68	78

Table 21 shows that there was an increase of 27 exiting students in participating schools from 2014 to 2015. This can be explained by the fact that there was one more school involved in the project in 2016. Of note is that there was an increase of 10 students from Special Development Schools. Interestingly there was the same proportion of males and females in both data collection years.

Table 22 Destinations Two Year Comparison

Destination	% 2014	% 2015
Day Services/Support	30	52
TAFE/RTO	27	22
Transition to Employment	22	14
Disability Employment Service	7	6
Australian Disability Enterprise	2	0
Employment	2	3
Other	10	3
TOTAL	100	100

Table 22 and Figure 2 show destination data for both 2014 and 2015 exit students. It can be seen that there is a notable increase in the proportion of destinations to Day services with an increase from 30% to 52%. There has also been a 5% decrease for TAFE/RTOs as a destination and a 7% decrease for Transition to Employment programs.

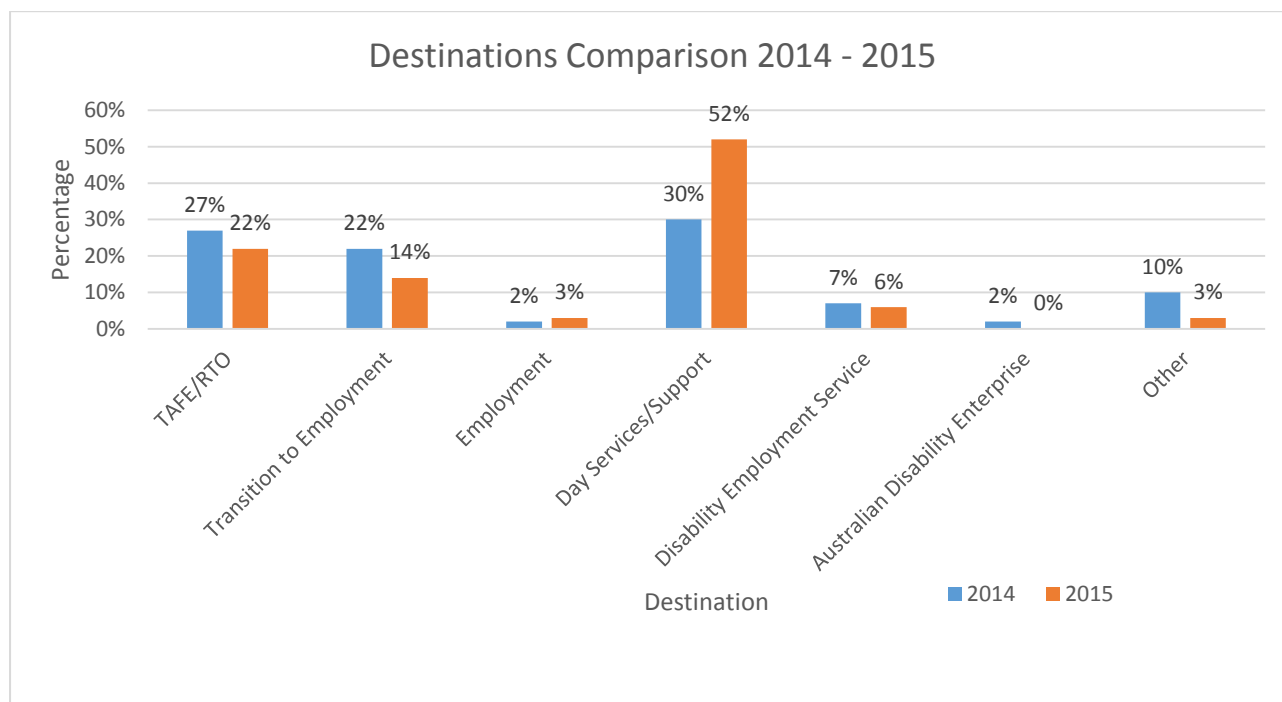


Figure 2 Destinations Comparison 2014-2015

These destination percentages are similar but slightly lower than the 2015 On Track data for the 2014 cohort. The survey showed that for participating students:

- 58.5% were attending a day service
- 28.5% were enrolled in further education or training, mostly in a TAFE institution
- 15.2% were employed at the time of the survey, of which 75.6% were in part-time employment.

Table 23 Program % Total Students Two Year Comparison

Program	% Total Students 2014	% Total Students 2015
VCAL	59.6	47.1
VET	46.5	44.5
SBAT	4.5	21.8
SBAT and VET	5.5	20.4

Table 23 shows two year comparison figures for the percentage of students participating in the various programs. It can be seen that there has been a decrease from 59.6% to 47.1% in the percentage of students undertaking VCAL studies. There has also been a slight decrease in the percentage of students undertaking VET studies from 46.5% to 44.5%. There has however been a large increase in students undertaking SBATs from 4.5% to 21.8%. Accordingly there has been a noticeable increase in the percentage of students undertaking both VET and SBAT simultaneously (5.5% to 20.4%).

Summary of data

General

- There was a total of 225 students who exited from the participating schools in 2015. Of these, 147 were male and 78 were female. The majority of exiting students (59.5%) were from Special Schools whilst 20.5% were from Specialist and Autism Schools and 20% of students were from Special Development Schools.
- The 2015 student exit data reflects that a total of 52% of students transitioned to Day Services/Supports and 22% have transitioned to TAFE/RTOs. 14% of students have moved to Transition to Employment Programs. A total of 6% of students transitioned to Disability Employment Services. Only 3% of students have transitioned directly to employment after leaving school and a total of 3% of students transitioned to destinations in the "Other" category.

- Comparison Destination data for both 2014 and 2015 exit students shows that there is a notable increase in the proportion of destinations to day services with an increase from 30% to 52%. There has also been a 5% decrease for TAFE/RTOs as a destination and a 7% decrease for Transition to Employment programs.
- Of the 225 exiting students, only 1.3% were identified by schools as being ATSI and 30.6% of students were identified as being EAL.
- The large majority (89%) of exit students left at the end of Year 12, whilst no students exited at Year 11 or Year 10. A further 11% of exit students were classified by schools as ungraded.
- There is a wide range of Disability types identified with the largest number of students identified as being on the Autism Spectrum.

School Programs 2015

- There has been a decrease from 59.6% in 2014 to 47.1% in 2015 in the percentage of students undertaking VCAL studies. There has also been a slight decrease in the percentage of students undertaking VET studies from 46.5% to 44.5%. There has however been a large increase in students undertaking SBATs from 4.5% to 21.8%. Accordingly there has been a noticeable increase in the percentage of students undertaking both VET and SBAT simultaneously (5.5% to 20.4%).
- Examination of programs undertaken by exit Students in 2014 reveals that the 47% of students undertook VCAL programs with a further 10% undertaking ABLES. There was a VCAL completion rate of 74.5%
- A total of 66.3% of Exit Students undertook VET or SBAT studies. 44.5% of students undertook VET studies, 21.8% of students undertook SBAT studies and a 20.4% of students undertook a combination of both VET and SBAT. Students undertaking these studies were from Special Schools and Specialist and Autism Schools.
- There was an increase of 27 exiting students in participating schools from 2014 to 2015. This can be explained by the fact that there was one more school(s) involved in the project in 2016.

6. Conclusion

As there has been limited Australian research conducted into the post school destinations of young people with disability, this data collection project is a significant piece of research which provides a benchmark and longitudinal data to guide schools in the North West Melbourne region in their improvement agendas.

The Community Transition Support program is supporting the specialist schools across the North West Melbourne region as they work together to improve opportunities for students to transition to positive vocational work directed destinations. The large increase in the number of students undertaking SBAT studies from 2014 to 2015 could be seen as a measure of success of this work. The focus of the ongoing work should include:

- The incorporation of more education to employment programs in schools and consideration to transition policy and procedures.
- Increasing the number of students enrolled in VET programs to above the number enrolled in VCAL programs.
- Using the longitudinal data now available to conduct an ongoing review of the completion rates of Certificate I and II is required.
- Ways of increasing the number of students aspiring to move directly into employment as there continues to be significantly small proportion of exiting students moving into post-school employment.

7. Recommendations

The recommendations made to schools at the completion of Phase 1 of the Data Collection Project in 2015, continue to be both relevant and important. These are:

STRATEGIC APPROACH

1. A whole school strategic approach to improve the VCAL and VET delivery and access to SBAT's
2. School leadership to promote a culture of high expectations for students participating in the workforce through focusing on improving work experience programs which create more options for employment
3. School Leadership to work in partnership with the services supporting students, to ensure that transition improvement is a key focus in the School Strategic Plan

CAPACITY BUILDING

4. Build the capacity of staff by regular participation in professional learning focused on effective transition for students
5. Schools to utilise available models to develop a framework for an effective transitions program
6. Create further opportunities for effective parent and student engagement in the transition process

DATA COLLECTION

7. Develop protocols, timelines and tools to support effective and timely annual collection of destination data
8. Utilise data for future planning around transition, policy and procedures
9. Review student completion rates of VET and VCAL programs to maximize possible employment outcomes

8. Appendix

Community Transition Support Data Collection Project 2016 - Guidelines for Schools

The CTS initiative is surveying the 22 Specialist Schools in the North and West Melbourne Metropolitan Region to ascertain student data and the post school destinations of 2015 exiting students. **The survey is concerned with the initial destination of the students.**

- **To obtain exit list for 2015, use CASES Report ST 21080 (or ST21082) for 01/01/15 to 31/12/15.**
- **Complete the Excel spreadsheet template for exit 2015 senior students (16 years and over), that is, born before 1 Jan. 1999.**

Student Information – Please indicate the following:

- The type of student disability (eg. ID) and any diagnosed disabilities (i.e. Autism, Down Syndrome, Cerebral Palsy, others), gender, post code of residence and the year level they completed before exiting the school in 2015
- The student's date of birth
- If the student identifies as Aboriginal or Torres Strait Islander
- If the student is from an EAL background (student or at least one parent does not speak English at home)
- Language spoken at home
- If the students were doing Year 10, VCAL, or other at the time of their exit
- If the students were undertaking any VET programs or SBAT's and in which industry area
- If the students **fully** achieved their VET and VCAL qualifications

Destination Data

We have highlighted the various post school options and numbered them below. With initial destination, please list one of the following options:

1. **Further Education** - Name of **institution** or **Registered Training Organisation**, and then include the **Course name & level** eg. *VU TAFE Cert. III Justice*
2. **Employment** - Give **Casual, P/T or F/T** and employment **type** eg. *P/T employment – retail*
3. **Day Service** - Provide the *Day service and type if relevant - F/T, YMCA RecWest*
4. **Split transition services** - Give **Service Types** e.g. *2 days of day service + 1 day casual employment - hospitality*
5. **Unemployed**
6. **Other** eg. *Ill health*

If unsure about birth dates or postcode, or whether EAL or indigenous, you may need to refer to the student's enrolment card.

EAL – defined as either the student, or at least one parent, speaks another language at home.

Indigenous – the student is identified by the family as aboriginal or Torres Strait Islander on enrolment

North West LLEN Community Transition Support: Destinations Data for 2015 Exits

School (and Type): _____

Principal Name: _____

Career and Transition Practitioner: _____

Student Information and Destination Data Survey – 2015 Cohort (aged 16 years or more, that is, born before 1 Jan. 1999)

	Name	Date of Birth	Aboriginal or Torres Strait Islander	EAL	Language spoken at home	Type of disability	Gender	Current Postcode	Year level 2015	Year 10, VCAL or Other (please specify)	VET Yes/No	VET fully completed? Yes/No	SBAT Yes/No	SBAT fully completed? Yes/No	Industry of Study	VCAL qualification achieved Yes/No	Initial Destinations
1	Eg. Jane Citizen	1/1/1999	No	Yes	Vietnamese	ID, Autism	F	3058	12	VCAL	Yes	Yes	No	No	Hospitality	Yes	VU TAFE Cert. 1 Work Education
2																	
3																	
4																	
5																	

What is the total number of students (aged 16 years or more) who exited from your school in 2015? _____

Did any of the exiting students go to another school or not complete the year?

If yes, please indicate where they went or why they did not complete the year at school?

Name	New school	Reason for transfer (eg. change of residence)

Please indicate below the current enrolment numbers of students in senior school or who are aged 16+ (born before 1 Jan. 2000) as of the 1st February 2016?

Total number of students enrolled in Year 10 (2016)	Total number of students enrolled in VCAL (2016)	Total number of students enrolled in ABLES/other (2016)	Total number of students in their second last year	Total number of students in their final year

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North West Community Transition Support

To learn more about the CTS initiative,
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