



BEACON FOUNDATION

WESTERN SYDNEY OUTCOMES REPORT

CEO MESSAGE

We are all familiar with the adage 'It takes a village to raise a child.' This is the principle upon which the Beacon Foundation was built. For the past 27 years we have asserted that schools alone cannot raise our young people to be the skilled, passionate and productive citizens that Australia needs. For their future success, young people need to be connected to, and supported by, the whole community.

Twenty-seven years ago this assertion was considered radical, but not anymore. In recent times we have seen a growing awareness of the importance of community engagement in education, from the policy level all the way through to the businesses and educators on the ground.

With the economic challenges outlined in the recently released Intergenerational Report, it is clear that young people are a vital resource for our future. It is important we all ensure education provides experiences and opportunities that allow every young person to reach their full potential. We must work towards an Australia that understands, cares and is motivated to support young people to successfully transition from education to meaningful employment. This is the end game of the Beacon Foundation.



Scott Harris,
CEO, Beacon Foundation



The program was inspirational and motivated us to concentrate more on what we like to do in the future."

- Student, Holroyd High School, NSW

OUR APPROACH

THE BEACON PROGRAM LOGIC

THE PROBLEM

Young people are the most vital resource for the future of our nation. Over the next five years, Australia needs to increase our workforce participation and efficiency in order to sustain our economic prosperity in the face of an ageing population.

It is essential that all of our young people participate in the workforce and be equipped with the skills needed to work in innovative and effective ways. However, currently one in three of Australia's unemployed are 24 years or younger.

We have a small window of time to change this situation.

One of the best places to start preparing young people for work is at school. We need education and training systems that are connected to the world of work. We need school curriculum that provides the knowledge, experiences and opportunities our young people need to nurture their talents, find their career direction and become work ready. We need business and the broader community to engage in the education of our people - our future workforce.

WHAT WE DO

GENERATE A SHARED VISION FOR BUSINESS AND SCHOOLS TO SUPPORT YOUNG PEOPLE.
DEVELOP AND FACILITATE PARTNERSHIPS BETWEEN BUSINESSES AND SCHOOLS.
BUILD CAPACITY OF BUSINESS AND SCHOOLS TO SUPPORT YOUNG PEOPLE.
MONITOR AND SUPPORT THE IMPLEMENTATION OF THE SHARED VISION.

WHAT WE ACHIEVE

BUSINESS AND SCHOOLS ASSUME COLLECTIVE RESPONSIBILITY FOR YOUNG PEOPLE'S CAREER DEVELOPMENT. THEY COME TOGETHER AND DEVELOP MUTUALLY BENEFICIAL PARTNERSHIPS AROUND FOUR KEY OBJECTIVES:

1. **WORK EXPOSURE**
2. **INDUSTRY FOCUSED CURRICULUM**
3. **WORK READINESS DEVELOPMENT**
4. **JOB PLACEMENT**

WHAT WE AIM FOR



YOUNG PEOPLE WITH
INCREASED MOTIVATION
NEW HOPES AND PLANS FOR THEIR FUTURE CAREER.
INCREASED ENGAGEMENT IN EDUCATION
GREATER WORK READINESS

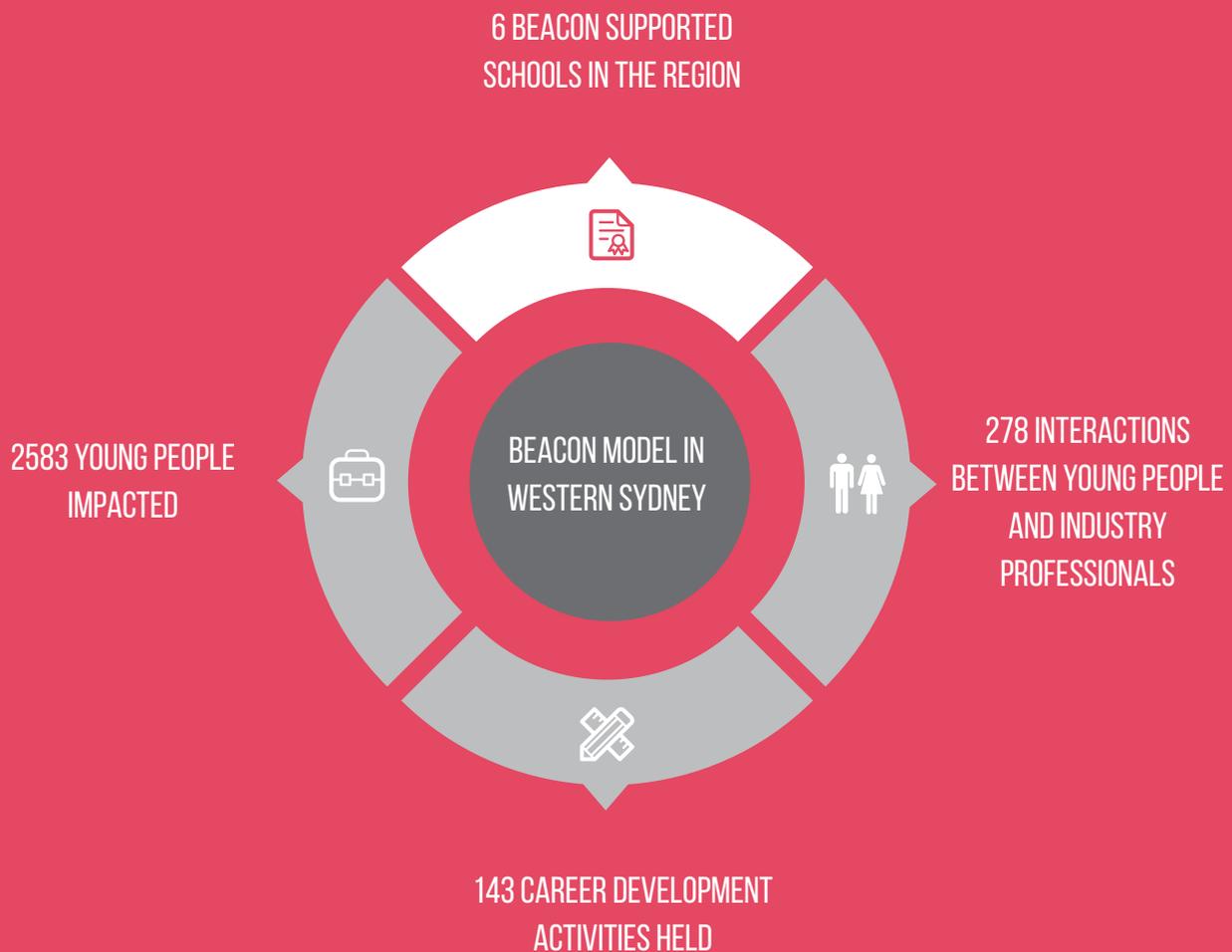
OUR RESULTS



WESTERN SYDNEY OUTCOMES 2014

Preparing young people for the workforce requires raising awareness of careers available and linking school curriculum to these careers. Young people's understanding of the labour market (including jobs that are available and desirable) is limited by their personal background.

Short term engagement with business representatives through work exposure, or in an applied educational setting through industry focused curriculum, expands young person's network of influence and imparts valuable knowledge. In 2014, Beacon fostered the following outcomes in the Western Sydney region.



ACTIVITY OUTCOMES 2014

WORK EXPOSURE AND INDUSTRY FOCUSED CURRICULUM

DATA DRAWN FROM BEACON POST PROGRAM STUDENT SURVEY 2014

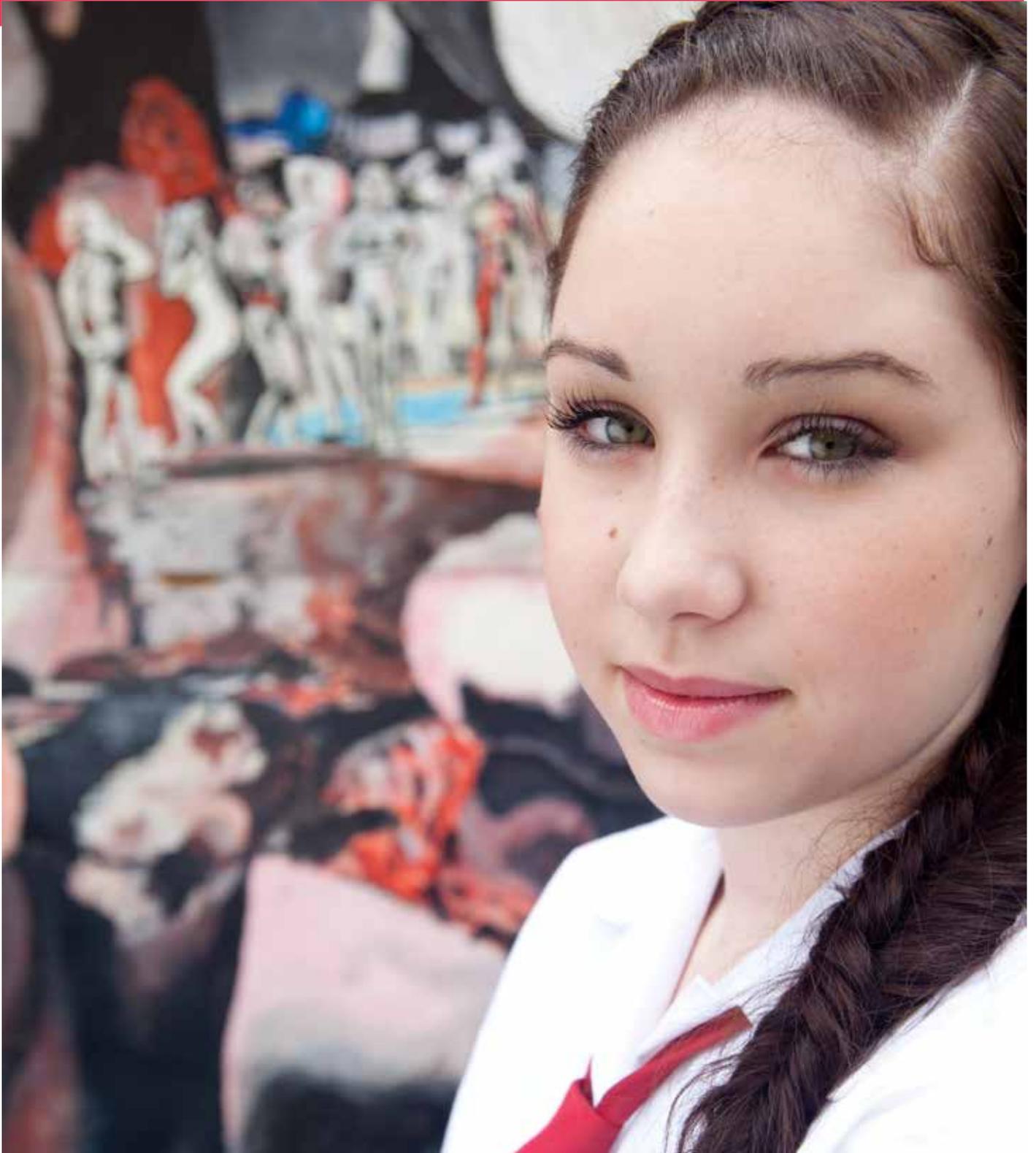
In 2014, Beacon schools in Western Sydney undertook 143 work exposure and industry focused curriculum activities. The impact of these activities on the young people involved was significant. Our participants reported the below results:





From now on I will do some more research on different kinds of jobs because I want to be more educated on what I want. I'm looking forward to doing some work experience."

- Student, Plumpton High School, NSW

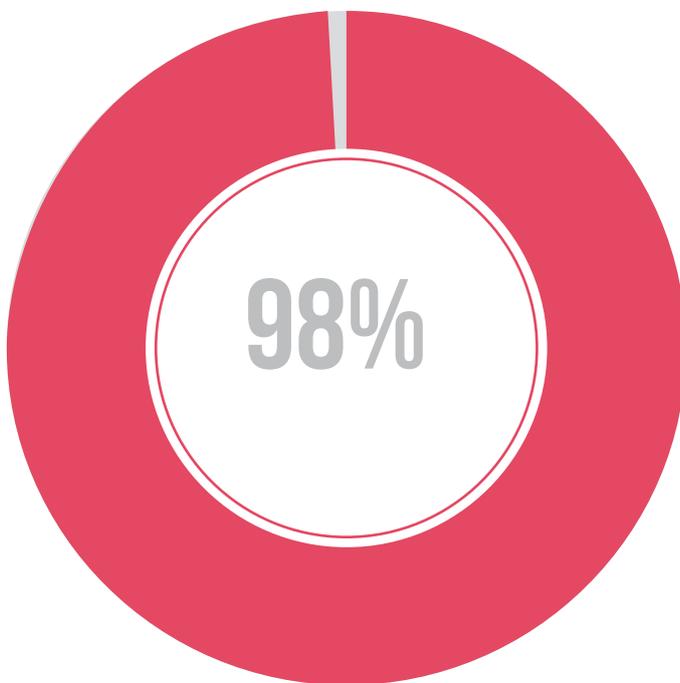


PATHWAYS AFTER YEAR 10

DATA DRAWN FROM BEACON SCHOOL SURVEY 2014 AND ABS CENSUS OF POPULATION AND HOUSING 2011.

At a time when it is critical to have full labour force participation we have some of the highest levels of youth unemployment in our Nation's history. Currently one in three of Australia's unemployed people are under 24, and one in five are aged 15-19. Beacon schools and their communities work to ensure that their young people do not become one of these young people.

We work to ensure that their young people have the motivation, confidence, knowledge and skills to make strong future plans to reach their full potential. To understand how successful our schools are at this we look at what their young people are doing eight months after completing the Beacon program in year 10.



98% of survey participants from Beacon schools in Western Sydney were fully engaged in education, work or training eight months after completing year 10 in 2013.

This is especially impressive when compared to the average percentage of 16-17 year old Australians from low SES areas, with just 87.1% fully engaged.

The table below shows destinations of survey participants from Western Sydney schools eight months after completing the Beacon program in 2013, compared to Low SES 16-17 year old Australians.

FULLY ENGAGED IN EDUCATION, TRAINING, EMPLOYMENT

NOT FULLY ENGAGED

	FULL TIME EDUCATION OR TRAINING	FULL TIME EMPLOYMENT	SUB TOTAL	PART TIME OR CASUAL EMPLOYMENT ONLY	LOOKING FOR WORK	NOT IN THE LABOUR FORCE	SUB TOTAL
2013 COHORT WESTERN SYDNEY BEACON STUDENTS	96.6%	1.4%	98.0%	0.0%	0.0%	2.0%	2.0%
AUSTRALIA LOW SES 16-17 YEAR OLDS	81.9%	5.3%	87.1%	3.7%	3.2%	6.0%	12.9%

NOTE: figures may not add to 100% due to rounding. Socio economic status is based on the SEIFA Index of Disadvantage assigned to the SLA in which individuals live. Low SES includes Lowest Quintile and Lower Middle Quintile.



“ Students had the ability to stand up and speak and get to know other students they don't usually speak to. The business people involved can be mentors for the students so they can see what can be achieved. Today's activity made me more determined to work harder at my job with students

- Teacher, Ingleburn High School, NSW

WESTERN SYDNEY HIGHLIGHT PLUMPTON HIGH SCHOOL

Students at Plumpton High School are now striding proudly along the positive pathways of new-found self-belief and a will to succeed. Yet not so very long ago, the school, in Sydney's west, was floundering. Students lacked confidence and as a result were under-achieving.

"Behaviour and attendance was an issue," says the then principal Eric Jamieson, winner of the Beacon Leadership Award in 2011. "And there were high suspension rates – all the ingredients to perpetuate low performance."

"Without Beacon, it would have taken maybe another three or four years to get to where we are now," says Jamieson.

The real impact of the Beacon program is most evident when hearing the stories of students whose lives have changed through their involvement in Beacon.

"One of our first BSAs [Beacon Student Ambassadors] was very much a victim of bullying. She had no self esteem, no self confidence. She didn't have any friendship groups – she was the kind of kid who would be in the corridor and close to a teacher at lunch time so she felt safe," the Beacon school coordinator, Hayley Tanti, recalls.

"Throughout her time as a year 10 BSA she did all the programs, she went on Polish and Lunch with the Girls. She even used her Mock Interview skills to get herself a part time job. We saw her develop into a charismatic, self confident leader of the school. She is now a senior BSA, and is able to speak in public.

"We don't see her that often at lunch time now, because she's out in the playground with her friends. Her manager at her job thinks the work we've done with her is amazing, he has seen a change in that short time as well."

Other businesses in the community have also changed their perception of the students and the school. When one of the school's large local business partners first became involved in the program, they had concerns about the behaviour and attitude of the students.

"I spoke to the representative at the end of our first Beacon Business Breakfast, and he said that when he arrived he was really worried parking his nice, brand new car in our car park because he wasn't sure of the state it would be in when he came back," Tanti recalls.

"By the end of the event, after meeting the students, he was actually really shocked the kids hadn't washed it!"



PLUMPTON HIGH SCHOOL STUDENTS



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The logo for Beacon Foundation, featuring the word "BEACON" in a bold, red, sans-serif font. The letter "A" is stylized with horizontal lines, and the "O" is a solid red circle. The logo is positioned in the bottom right corner of the page, overlaid on the photograph of the students' arms.

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