

School to Work Transitions program Guidelines for 2024-25 funding

The Queensland Government released the *Good people, Good jobs: Queensland Workforce Strategy 2022-2032 (QWS)* with an aim to connect Queenslanders with the work they want, support employers to develop inclusive work practices and grow a stronger and more diverse workforce. Supporting the QWS is the Action Plan 2022-2025 with five key focus areas:

- Workforce participation
- Local solutions
- School-to-work transitions
- Workforce attraction and retention
- Skilling Queenslanders now and into the future

Within the school-to-work transitions focus area, \$3 million has been allocated to support the establishment of the School to Work Transitions program (S2WT). The Program aims to assist disadvantaged school students in acquiring the skills and knowledge necessary to navigate the transition from school to further education, training or employment.

In 2024-25, \$1 million has been allocated to support innovative S2WT projects between the value of \$20,000 and \$200,000.

Funded S2WT organisations will support key student cohorts through:

- creating strong and effective school-industry partnerships across Queensland;
- connecting schools, students and employers to maximise local employment opportunities and create youth-friendly workplaces; and
- enabling tailored assistance and support approaches to be provided to underrepresented student cohorts.

The program will provide funding to innovative projects that address one or more of the six priority cohorts below:

- School-based Apprentices and Trainees (SATs)
- Aboriginal and Torres Strait Islander students

- Students from schools with an Index of Community Socio-educational Advantage (ICSEA) below 900 (**Appendix 2**)
- Rural and remote students (**Appendix 2**)
- Under-represented cohorts in the workforce
- Place-based strategies in areas with high youth unemployment and/or significant workforce strategies that could be filled by school leavers (**Appendix 2**)

Background – Program rationale

School to work transitions is recognised as a key focus area in the recently released Queensland Workforce Strategy (Focus Area 3.2).

Supporting students, especially from disadvantaged backgrounds, as they transition from school to further training, education or employment is a priority area for the Department of Youth Justice, Employment, Small Business and Training (DYJESBT).

The annual Next Steps post-school destination survey of all students who complete Year 12 in Queensland reveals some enduring trends for certain cohorts of students, including Aboriginal and Torres Strait Islander students, students from regional and remote areas, and students from disadvantaged areas.

The post-school destination for these students differs significantly from the main cohort, most of whom successfully transition from school into further education or employment. *Next Step* results indicate that some students, particularly from disadvantaged cohorts, require additional and targeted support to successfully transition from school into secure and rewarding employment (**Appendix 1**).

Who can apply for funding?

Queensland based organisations may apply and must:

- have a registered and current Australian Business Number (ABN) and be registered for GST; and
- hold public liability insurance to the value of not less than \$10 million or provide evidence of a plan to obtain insurance to the value of not less than \$10 million to cover the proposed project.

Applicant organisations must be able to demonstrate:

- Local knowledge and connections to Queensland-based schools intending to participate in the project; and
- access to a network of local employers willing to participate in project activities.

Gateway to Industry Schools Program (GISP) and Industry Skills Advisory program (ISA) service providers are eligible organisations.

Who is not eligible to apply for funding?

- Schools
- Registered Training Organisations (RTO)
- Universities
- Group Training Organisations

Participant eligibility

In addition to fitting into one or more of the six priority cohorts, eligible participants under the program are required to be enrolled in a Queensland-based secondary school during their participation in the project.

S2WT project examples

Projects must be:

- between the value of \$20,000 and \$200,000 (GST exclusive); and
- delivered within a 12-month period and completed by December 2025.

With a focus on underrepresented cohorts, below are some examples of possible S2WT projects:

- projects that streamline SATs and the employment process for employers and schools, while ensuring that mutual obligations for this pathway are well understood.
- supporting schools, parents, students and employers to navigate the apprenticeship and traineeship system to improve satisfaction with the SATs experience and increase completion rates.

- coordinating [work experience](#) opportunities for students and local employers, and provide support to all parties engaged in the process.
- engagement of an Aboriginal and/or Torres Strait Islander project officer to lead engagement activities.
- building connections between schools, students, families, local community organisations and employers to support successful transitions into employment.
- providing students with employability skills, mentoring in the workplace, personal mentoring to build resilience, and ensuring students have the personal resources to participate in the workforce.
- designing local approaches that focus on linking students with suitable employment aligned with individual interests, skills and aptitudes.
- building resilient and sustainable partnerships with local communities and the broader education system.
- providing opportunities in industries and occupations where females are under-represented.
- projects that facilitate opportunities for students with a disability to transition to work or further studies.
- facilitating workforce participation for students from culturally and linguistically diverse backgrounds.

What outcomes are expected?

The following outcomes should be considered in proposals:

- Improved post school destination outcomes for students that participated in project activities;
- Students equipped with a strong set of employability skills, including communication, critical thinking, problem-solving, teamwork, and adaptability;
- Students gaining accredited and/or non-accredited training that is relevant to the current job market.
- Students enrolled in VET in School qualifications or School-based Apprenticeships or Traineeships;
- Models that can be upscaled and/or replicated in other industry areas, schools or locations; and

- Connections built with local industries to support successful transitions for school students into employment.

S2WT has standard key performance indicators (KPIs) that organisations are expected to meet or exceed.

KPIs:

- Enrolment: 100% of target students are assisted.
- Completion: 75% of participating students successfully complete the project activities offered.
- Positive outcome: 65% of participating students successfully gain a positive outcome being a combination of education, training, employment or defined career pathway.

What applications will not be funded?

- Applications submitted by organisations who are ineligible to apply.
- Incomplete applications.
- Projects aimed at assisting ineligible target cohorts including:
 - Primary school students
 - Young people who are not enrolled in school
 - Professional development activities for teachers
 - Projects that mimic or are not dissimilar to existing Gateway to Industry Schools (GISP) projects
<https://desbt.qld.gov.au/training/employers/gateway-schools>
- Applications that fail to meet the program objectives and funding purpose.
- Applications that are unable to demonstrate knowledge and connections to Queensland-based schools that are willing to release students to participate in the project activities.
- Applications that are unable to demonstrate access to a network of employers willing to participate in project activities.
- Projects that have been fully funded by another funding program.
- Development of training resources.

Funding

Project applications between the value of \$20,000 - \$200,000 (GST exclusive) will be considered through the S2WT program.

Due to limited funding, only **one application per business entity (one per ABN)** is permitted.

Project funds can only be expended on costs directly associated with an approved project. Some of the items project funding can be used for include:

- Staff wages
- Equipment hire
- Venue hire
- Advertising and marketing of the project
- Intrastate travel and transport costs associated with participants engaging in project activities
- Cost of materials that are required for the project
- Other administration required for the project

The following costs or use of funds will not be allowed:

- Capital expenditure e.g. purchase of buildings or vehicle, office equipment
- Any recurrent costs e.g. ongoing staff costs, core function of the organisation

Funding from other sources must be disclosed to DYJESBT. To avoid duplication of services, funding is not available for the same service being delivered through other initiatives or programs.

How to apply

Organisations should submit applications and supporting documents via JIRA platform between **4 December 2023 and 5pm Friday 1 March 2023.**

Link to the application page can be found at <https://desbt.qld.gov.au/training/employers/s2wt>.

Applicants must include the following supporting documents:

- Letter/s of commitment from local employer/s;
- Letter/s of commitment from school/s; and
- Project Plan

Please note that JIRA platform **does not** support a 'save and return' function. Please use the application form (word version) as a working document and copy across your response in the fields provided in the JIRA platform when you are ready to submit an application.

An acknowledgement email from the JIRA platform will be sent to you once you have successfully submitted your application and supporting documents.

DYJESBT reserves the right to:

- extend the closing date and other dates specified in this document;
- vary the funding requirements at any time, subject to DYJESBT first giving each respondent the opportunity to respond to the submissions;
- exclude from consideration an application that has not been submitted by the due date;
- seek advice of external parties in the evaluation of proposals; and
- negotiate with one or more respondents.

Without limitation, DYJESBT may, in its sole discretion:

- apply such criteria and weightings as DYJESBT sees fit;
- for applications considered ambiguous, erroneous or incomplete, refuse to consider the application or request further information from the applicant, as DYJESBT sees fit; and/or
- not accept any application.

How applications will be assessed?

Eligible applications will be assessed by a panel who will consider each application against the following criteria:

- Capacity to manage;
- Addressing and servicing community and industry need;
- Strategies to assist target cohort;
- Outcome – benefits of the project; and

- Value for money/cost effectiveness.

What are the funding conditions?

Successful applicants must enter into a formal Services Agreement with DYJESBT, which will include standard key performance indicators.

All projects must be fully acquitted after completion and any unexpended or surplus funds returned to DYJESBT.

A copy of the Services Agreement, which is performance based and outlines the standard terms and conditions of funding, is available on the DYJESBT page at

<https://desbt.qld.gov.au/training/employers/s2wt>.

Key dates

- Applications for 2024-25 funding open on 4 December 2023
- Applications close at 5pm Friday 1 March 2024
- Outcome to be released in May 2024
- Successful projects to commence from 1 July 2024
- Projects to be completed by 31 December 2025

Appeals

Organisations may request a review of a decision made by DYJESBT in relation to the provision of funding under the S2WT program.

Appeals must be lodged in writing to the Industry Engagement team at GISP@desbt.qld.gov.au.

Contact us

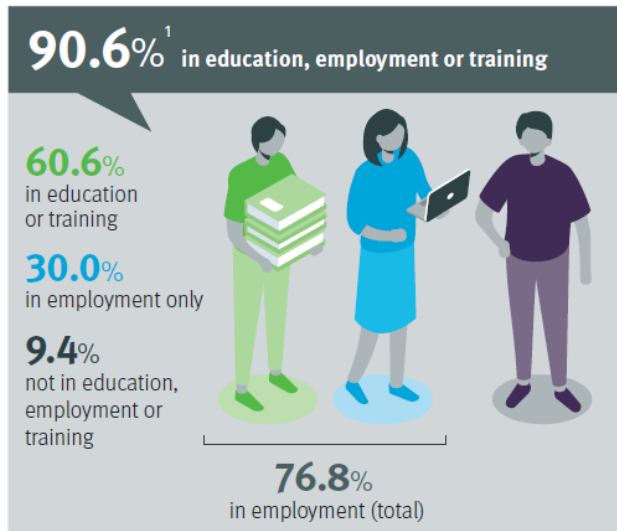
For any questions, please contact the Industry Engagement team at GISP@desbt.qld.gov.au.

2022 Next Step survey – Destinations of Year 12 completers from 2021 in Queensland

Department of Education

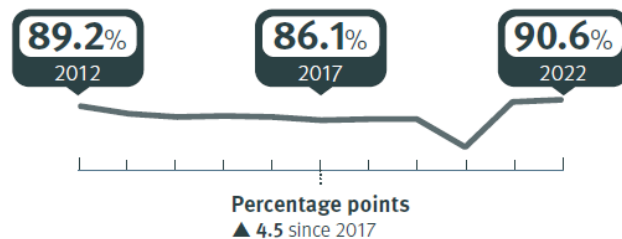
Post-school engagement

Engagement in education, employment or training



All Year 12 completers were assigned to a **main destination**. This categorisation system prioritises education related destinations over other destinations. Those who were both studying and working are reported as studying for their main destination.

In 2022, overall engagement was similar to 2021, the highest level seen in more than a decade. Participation in education and training decreased since 2021, but remained above the pre-COVID (2019) level while participation in employment only continued to increase and now exceeds the pre-COVID level. A strong labour market and the easing of COVID border restrictions are likely contributors to these results.



Engagement by subgroups



in education or training

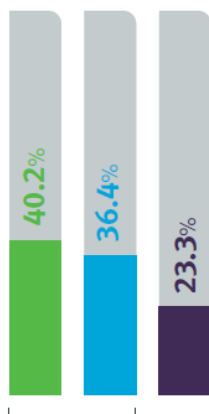


in employment only



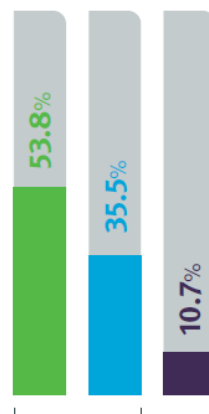
not in education, employment or training

Indigenous



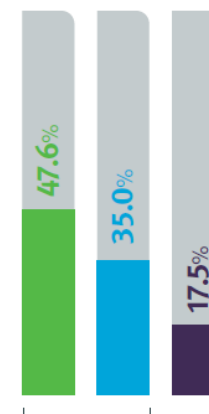
76.7%
of 1799
Indigenous respondents²
were engaged

Regional and Remote



89.3%
of 12,787
regional and remote
respondents³ were engaged

Disadvantaged



82.5%
of 5516
respondents from
disadvantaged areas⁴
were engaged

¹ Percentages in this report have been rounded to one decimal point

² Comparisons with other groups should be interpreted with caution due to the lower survey response rate for Indigenous persons (61.2%)

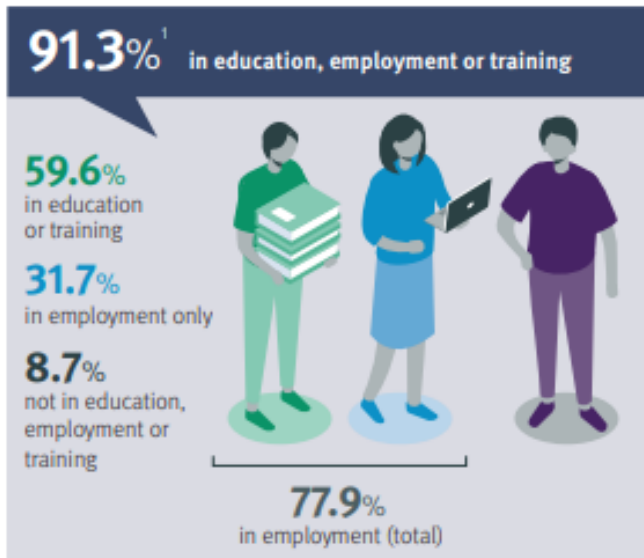
³ Students who were not living in a 'Major Cities' category area of the Australian Bureau of Statistics' Remoteness Structure

⁴ Australian Bureau of Statistics' Index of Relative Socio-Economic Disadvantage (Queensland, Quintile 1, area based).

2023 Next Step survey –Destinations of Year 12 completers from 2022 in Queensland

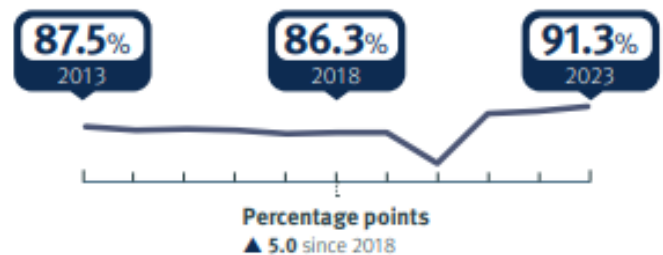
Post-school engagement

Engagement in education, employment or training



All Year 12 completers were assigned to a **main destination**. This categorisation system prioritises education related destinations over other destinations. Those who were both studying and working are reported as studying for their main destination.

In 2023, overall engagement continued to increase to 91.3%, the highest level in more than a decade. Participation in education or training was lower than in 2022, but remains higher than the pre-COVID (2019) level. This was offset by increased participation in employment, which is the highest experienced since 2008. The strong labour market is a likely contributor to these results.



Engagement by subgroups



in education or training

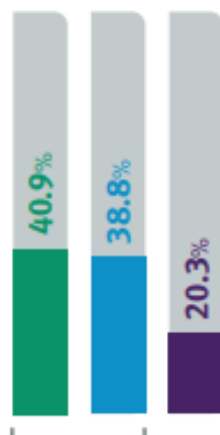


in employment only



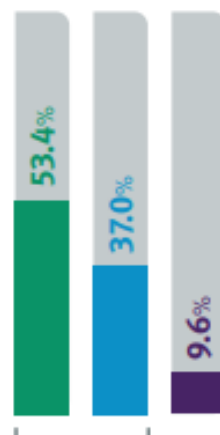
not in education, employment or training

Indigenous



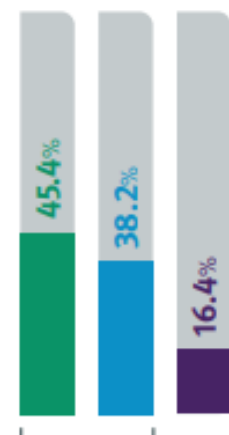
79.7%
of 1785
Indigenous respondents²
were engaged

Regional and Remote



90.4%
of 11,881
regional and remote
respondents³ were engaged

Disadvantaged



83.6%
of 5355
respondents from
disadvantaged areas⁴
were engaged

¹ Percentages in this report have been rounded to one decimal point

² Comparisons with other groups should be interpreted with caution due to the lower survey response rate for Indigenous persons (60.5%)

³ Students who were not living in a 'Major Cities' category area of the Australian Bureau of Statistics' Remoteness Structure (2021)

⁴ Australian Bureau of Statistics' Index of Relative Socio-Economic Disadvantage (Queensland, Quintile 1, area based).

Index of Community Socio-educational Advantage (ICSEA)

- ICSEA is a scale of socio-educational advantage that is computed for each school.
- There is a substantial body of research evidence that shows the educational performance of students, among many other things, is related to certain characteristics of their family (parental education, parental non-school education, and occupation) and school (location and socio-economic background of the students it serves).
- ICSEA values are calculated on a scale which has a median of 1000 and a standard deviation of 100. ICSEA values typically range from approximately 500 (representing schools with extremely disadvantaged student backgrounds) to about 1300 (representing schools with extremely advantaged student backgrounds).
- Information about individual schools including student demographics and the ICSEA value is available online from *My School* www.myschool.edu.au

Rural and remote area

- For the program participant eligibility purpose, rural and remote areas are defined by the regions outside Australia's major cities, specifically those regions classified by the Australian Bureau of Statistics' (ABS's) Remoteness Structure as Inner Regional, Outer Regional, Remote or Very Remote.
- This definition excludes the Local Government Areas (LGA) of Brisbane, Gold Coast, Redland, Ipswich, Logan, and Morton Bay.

High youth unemployment area

- As of October 2023, the average youth unemployment rate in Australia stands at 8.7%. Regions experiencing a youth unemployment rate over 9% are considered high youth unemployment area. These areas include Brisbane – West, Ipswich, Logan – Beaudesert, Moreton Bay, Queensland – outback, and Wide Bay.