**INALA LOCAL AREA DUE DILIGENCE REPORT**

**EXECUTIVE SUMMARY**

**SITUATION**

The South West area of the Brisbane north & west region has 28.7 % of its young people 0-5 identified as developmentally vulnerable in one or more areas, compared to 23.5% throughout Queensland( AEDI) ; an average of 15% of school leavers transitioning to unemployment (Queensland Education Next Step data: QENSD ), and in excess of 10% of long term unemployed youth,(OESR data). More than 90% of all wage earners in Inala fall into the lowest SEIFA index, compared to 17% across Queensland.

## COMPLEXITY OF THE CONTEXT

The gap between COAG transition targets and current benchmark data for this area is significant, with only 22.6% of students from two of the areas three schools completing year 12 and enrolling at University, compared to the Queensland mean of 35.1% (QENSD). 25% of students at one school are unable to find work and are actively seeking work compared to the Qld mean of 8.1 %.(QENSD). Migration into the area by non English speaking people is also considerably above the state mean, with 26% of these migrants having no spoken English and the incidence of one parent families is more than double that of the state mean. (OESR).

Education & Training providers, Community groups, Parent organisations as well as Business & Industry have all made a significant effort to improve student transitions, but despite this, transition outcome measurements have continued on a similar trend line since 2006.

The potential risk/protective factors associated with low socio economic status impacting on youth transitions span the community, educational & parental domains of influence, i.e.

English language development; cognitive capital variance; emotional factors: physical health outcomes; cultural diversity; parental education; parental occupational status and the compounding effects of a disabling social climate.

## OUR APPROACH

TSFPB role is to facilitate stakeholder engagement, build community capacity and improve education and transition outcomes for all young people. Our team intends to

* Meet with TSF learning For Life program leaders to appreciate “ what works “ for the cohort of TSF scholarship holders, their parents and community support programs and partnerships in the local Inala community. .
* Involve Brisbane Youth Service leaders from the Youth Connections Program in Inala Youth Services to complete a detailed asset map of existing community groups in the Inala area.
* Identify potential partners who have the skill and the will to improve transition outcomes for low SES students in the Inala area.
* Facilitate workshops to assist Inala stakeholders to design, implement and review partnerships that aim to bridge the gap between current transition benchmarks and COAG targets.

**DUE DILIGENCE REPORT**

### APPENDIX A DEMOGRAPHIC PROFILE

FACTS

School leavers destination data www.education.qld.gov.au/nextstep/)

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| OESR data. ([www.oesr.qld.gov.au](http://www.oesr.qld.gov.au)) | | | | | | | | | |  |  |  | |  |  |
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| **Brisbane City Council data-Inala & Durack (**[www.**brisbane**.qld.gov.au](http://www.brisbane.qld.gov.au))  **Language used** | | | | | | | | | |  |  |  |  |  |  |
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### NAPLAN test data (www.myschool.edu.au/)

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| Student attendance and retention data (www. education.qld.gov.au) |
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| Socio economic scale of disadvantage data (www.myschool.edu.au/) |

### IMPLICATIONS FOR THIS FOCUS AREA

All recognized indicators of low socio economic circumstances are evident in these data sets.

The issues complicating the successful transition of youth from school to work are as follows:

Many families (30%) are one parent families. This makes effective supervision of study habits, school attendance and other student pursuits difficult for parents. It also means only one family income, usually below the state norm, as the largest employment sectors are in manufacturing and retail.

Other families, (24%), have less than a basic command of English. This communication difficulty does not contribute to the parent, and often the student understanding instructions or interpreting school work at any level, especially the complex area of transition from school to work.

Inala has a higher proportion of indigenous students with the attendant issues related to school attendance, achievement and retention.

The area is low on the SEIFA scale and consequently has a high incidence of social disadvantage generally. There is a higher rate of unemployment and a cohort of long term unemployed. Strong educational outcomes are not always highly regarded by this demographic group and early school leavers and chronic unemployment is often common.

45% of all housing is rental accommodation, with 31% of those in Inala being housed in government rentals. Renters generally tend to be more itinerant than home owners and this can lead to a disjointed and incomplete educational experience for school children and youth. Attitudes to school are formed early in life and the prospect of attending a number of different schools over a relatively short time may not be appealing to students who elect to drop out, or to have poor attendance and learning records, and who achieve little at school.

There are few large employers in the Inala area. For the most part, workers are forced to travel into other areas to find work. Only 7.8% of workers use public transport compared to the greater Brisbane number of 14.9%, and 12% more workers from Inala travel by private vehicle to work. A perceived lack of transport options for the workforce may lead to the situation where it becomes ‘too difficult’ to travel out of the immediate area to find a job.

#### The combination of the above factors appears to have had a debilitating effect on the educational community by lowering the educational expectations and values of many of the residents; less knowledge and awareness of transition pathways; limited English language communication skills and an incomplete understanding of the education process by migrants. Generational long term unemployment leads to the devaluing of the work ethic along with the educational and qualifications process and contributes to poor motivation to complete the transition process to the workforce or to further study. (Only 15% of students from this area attend University, compared with 34% across Queensland and 43% in the Brisbane area.)

#### IMPLICATIONS FOR THIS FOCUS AREA (cont)

The NAPLAN year 9 data reveals that at two of the three schools operating within the area, the results are measurably lower than the norm for all indicators on the test. The schools contain a large number of students whose English language skills are clearly not of the standard required to face such a test at this point in their schooling. Extra assistance with English language skills could be considered to improve transitional outcomes at the senior end of the school.

The Next Step destination data indicates that at two of the three schools in the area, there are noticeably less students attending university, or taking up apprenticeships and traineeships. The English language difficulty identified by the NAPLAN testing above may be a contributing factor in this regard. Differing cultural expectations and perhaps parental difficulties in the understanding of the importance of transition may be limiting factors as well. Transport to and from study outside the area may present some difficulties for some of the unemployed youth. There are two tertiary providers within 15 minutes driving time, one is a higher education institution and the other is a Trade skills provider. The next closest provider is in Brisbane, 50 minutes away by public transport. It may be that to encourage increased attendance at institutes of higher learning, more rapid transport options are required.

The data also reveals a high rate of student unemployment at the time of leaving school. The factors described above, coupled with the SEIFA socio economic information, the recognised generational unemployment and the differing attitudes about and the value of the educational experience in the eyes of parents may be strong contributors to this unemployment phenomenon.

The environmental scan of the Inala area shows that there are few major employers within the area and that transport options to jobs in Brisbane involve a 55 minute peak hour trip, changing from bus to train. Ipswich commuters can access Brisbane within almost the same timeframe. Transport to and from work outside the area may present some difficulties for some of the unemployed youth, given the aforementioned socio economic and ethnic factors which also impact on their degree of disadvantage

The high number of families living in landlord rental accommodation coupled with the occupants of lower cost government housing leads to a transient population given to address and suburb changes. Schools face a difficulty as some students within these families change schools frequently and there is a lack of continuity in the education of those students, as they are exposed to schools with varying curriculum offerings, particularly at the senior end of the school. These students also run the risk of early disengagement from school because of this factor.

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|  | | | | **University** | | 16.7 | 46.3 | | | 28.6 | | | 35.1 |  | | | | |
|  | | | | **Cert IV** | | 2.1 | 9.1 | | | 14.8 | | | 6.7 |  | | | | |
|  | | | | **Cert III** | | 2.1 | 0.6 | | | 3.8 | | | 2.4 |  | | | | |
|  | | | | **App/Ship-Tr/ship** | | 2.1 | 8.5 | | | 7.7 | | | 11.7 |  | | | | |
|  | | | | **Work** | | 43.7 | 24.4 | | | 28 | | | 30.3 |  | | | | |
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|  | |  | | | **Attendance** | | | | **Retention** | |  | | | |  | | |  | |
|  | | **Centenary SHS** | | | 92 | | | | 80 | |  | | | |  | | |  | |
|  | | **Forest Lake** | | | 89 | | | | 82 | |  | | | |  | | |  | |
|  | | **Glenala** | | | 82 | | | | 70 | |  | | | |  | | |  | |
|  |  | | 92.7 | | | 70.7 | |  | | | |  | | | |  |

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