

Thank you for the opportunity to read and provide feedback on this paper. The following is feedback collected from workers supporting young people in schools and in outreach programs at Ardoch Youth Foundation - :

1. It is very positive to see this document focusing on the area of Youth Transition and the conditions and strategies that support smooth transitions
2. Additional 'at risk' categories on p.4 of the document – we think it is very important to include individuals with mental health issues and long-term physical health issues as being at risk. Our workers and our schools are reporting exponential increases in young people presenting with mental health issues.
3. All of the strategies presented in this paper pre-suppose that young people have the confidence, resilience and desire to participate. We suggest it would be helpful to include some acknowledgement of very disengaged/marginalised young people without that confidence, resilience and desire – and an outline of the strategies that work to re-engage, support and connect them to work and learning pathways over time. Ardoch has practical experience in supporting young people and could contribute information/strategies here.
4. For strengthening literacy and numeracy – the standards need to firstly state the literacy and numeracy levels needed as life-skills.
5. With literacy and numeracy standards it would be useful to highlight the need for thorough and careful assessment when students present with low-level literacy in the post-compulsory years. In our experience, these students often have previously unidentified language/cognitive deficits that need specialist support.
6. For “*making informed education and training choices*” – it would be useful to include details about how inform and support parents so that parents can better support young people in making their choices.
7. Again for “*making informed education and training choices*” – Ardoch has found that early intervention strategies (before the post compulsory years) can have a positive impact on student career aspirations, particularly for students experiencing generational poverty. Programs in schools supported by corporate and community volunteers expose students to a broad range of life stories and pathways that students may not otherwise 'experience' or consider.
8. Page 18 of document – evidence from Ardoch's *Headstart Program* suggests that young people benefit from the process of identifying career choices and from individual guidance to understand and to take practical steps towards the study options (e.g enrolment, working out the public transport routes, navigate the booklists etc.) they need to undertake to achieve that career choice.

We would be pleased to offer further information about any of these points as needed.

Kind regards

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