



FOUNDATION FOR
Young Australians

Lessons learned from the implementation of IYLP (FYA)

Presentation to IYLP Education Providers' gathering – 30 July 2009



Some numbers

IYLP Secondary School students

	2009	2006-2009
o Selected	133	353
o Commenced	132	332
o Year 12 completions	38	69
o 56 Year 12 students in 2009		

IYLP Tertiary students

	2009	2006-2009
o Selected	30	77
o Commenced	23	44
o IYLP completions	2	6
o 26 Tertiary students continuing into 2009		



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Some more numbers

Where have the students come from?

- o Remote & very remote locations: 60%
- o Provincial/regional locations: 30%
- o Urban/metropolitan* locations: 10%

* For students whose families moved to these areas to these areas to better access high performing schools



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Issues for FYA

- o New initiative for DEEWR
- o Rapid expansion of IYLP
- o New direction for FYA
- o Cultural awareness within FYA



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Issues for FYA cont'd

- o My role – from babysitter, travel agent, personal shopper to counsellor!
- o Particular circumstances of tertiary students
- o Indigenous and non-Indigenous staff, men and women – increased approachability, opening up discussions etc
- o Ensuring that students were free from the politics behind the IYLP and free to take up opportunities as they are presented with them
- o Building trusting relationships with families leads to open communication



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Issues for students

- o 2-year scholarships
- o Tall poppy syndrome - students meet a range of attitudes when they return home
- o Big fish - some students struggle leaving the comforts of a small pond
- o Black vs black. Students' identity, skin colour and feeling out of place
- o Recognition of accomplishments so far, and encouraging students to 'aim for the stars'
- o Building networks with other Indigenous students and sharing experiences



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Issues for schools

- o Exeat weekends – schools need to prepare
- o Scholarship fees – government schools & non-boarding schools
- o Helping students to articulate needs relating to ‘sorry business’ etc
- o Managing the perceptions of ‘traditional’ parents with changes in boarding houses etc
- o Managing relationship with AbStudy and working around their limitations
- o Making connections with other schools locally
- o Timing
- o Burden of administration of IYLP



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A new approach in 2009

- o Creating sustainable outcomes in Indigenous education through building the capacity of individual:
 - Schools;
 - Students; and
 - Communities
- o Merger between FYA and Education Foundation in mid-2008



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End

30 July 2009

