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<td>References</td>
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Chief Executive’s Message

Beacon Foundation experienced a major milestone in 2018 – 30 years since our organisation started. It was an opportunity to celebrate our success and the difference we have made in supporting young Australians to transition from education to meaningful employment.

Milestones like this are important because they bring clarity of purpose.

Change is front of mind for me, because the nature of the labour force is fundamentally different to when Beacon Foundation started. Government and not-for-profit organisations have initiated a range of programs in this time in order to help young people access employment. But despite these interventions, youth unemployment is still alarmingly high.

Against this backdrop, I believe we need to be clearer about impact and what we can do that really makes a difference. Evidence tells us consistently that this is career awareness and adaptability. What do I mean by this? I believe ultimately this is about helping young people to make decisions for their future and giving them the skills to do this.

Beacon Foundation has always maintained that young people can only be prepared by being informed. They need awareness about the skills, attributes and behaviours that will set them up for future success.

Without this awareness, young people are not empowered to make decisions. They aren’t able to engage in the education and training they need to reach their goals.

Or even to explore the opportunities that may be out there and raise their aspirations for the future.

Beacon Foundation is, I believe, better equipped than ever before to provide solutions to the problems faced by young people. And we are also trying to push the envelope on how we approach these challenges.

In our Collective ed. initiative, we have started looking at how we influence the entrenched community and social systems that affect the life chances and employment prospects of young people in Tasmania. Just as with our innovative programs, Beacon Online and High Impact Programs, Collective ed. is a cutting-edge initiative that is sourcing answers – and actions – to issues of disadvantage directly from young people and their local communities.

It is examples like this that highlight to me that Beacon Foundation’s work is only ever possible because of collaboration and partnership. Without our corporate supporters, philanthropic bodies, volunteer base, communities, businesses, schools and other stakeholders, we wouldn’t be in a position to have any kind of impact on young people. Nor would we be able to advocate in a meaningful way on why we work the way that we do. Collaboration is the heart of success.

I am proud of the work of all Beacon Foundation staff and supporters – and I’m looking forward to growing our impact in the next 12 months and beyond.

Scott Harris
Chief Executive, Beacon Foundation
National Overview

2018 saw a national conversation on the way that we best use the formative years of a young person’s life to set them up for success. This conversation saw robust discussion on the value and purpose of education. We debated the priorities of the education system – particularly with competing demands on teachers and educators, a jam-packed syllabus and the life pressures young people face at every turn.

It’s fair to say that everyone has an opinion on the way our education system should work. At Beacon Foundation we turn to the evidence at hand; what patterns we see in the labour market and the future workforce. By understanding these changes, we then have the ability to highlight where the expectations of employers sit, and the skills and competencies that they need in the future. Most importantly this lets us understand how and where education can instil the confidence in young people so they are ready to navigate their future.

The problem we face

There is a persistent story about how young people are faring in society. We often hear about Australia’s relative economic growth, and how as a nation we avoided much of the crash of the Global Financial Crisis (GFC).

Most Australians are familiar with this narrative. We are the ‘lucky country’ amidst economic downturn faced by other nations. But unfortunately our economic success didn’t apply equally. Some cohorts and some communities fared the storm better than others (i).

Young people are the forgotten story in the post-GFC economy. Their unemployment has been persistently high – globally and right across Australia (ii). Evidence tells us that (iii)

- Prior to the GFC, youth unemployment was around 8.8% (iv)
- Today, one in three young people are currently unemployed or underemployed (v)
- Youth unemployment is now more than double the overall rate (vi)
- Pressures on youth unemployment are heightened in rural, regional and remote Australia – reaching as high as 65% in areas like the Queensland-Outback region (vii)
- Around a third (30%) of young people tell us that they want more work but can’t find it (viii)
The labour market is changing for young people

Evidence clearly shows that young people are struggling in the post GFC economy. They have been presented with a changing work force – but without the opportunity of having the skills or the work history of other age groups and cohorts. (ix)

Equally, the patterns of work have changed and will continue to do so. The ‘gig economy’ is now a reality – jobs are becoming more flexible and are more likely to be casual and part-time. (x)

Jobs of the future are changing. Technological advances and globalisation have driven deep adjustments in traditional industry sectors and generated growth in new areas. But this has also lead to a decline in many entry level and manual jobs.

Beacon Foundation, alongside policy makers, educators and other not for profit organisations, continues to question whether we are doing enough to set up the next generation for success.

References and Further Reading:

- David Gonski, Review to Achieve Educational Excellence in Australian Schools, 2018

- Australia’s Chief Scientist, Dr Alan Finkel, Optimising STEM industry-school partnerships: inspiring Australia’s next generation, 2018

- Professor John Halsey Independent Review into Regional, Rural and Remote Education, 2018

Our education system

Education is one of the cornerstones to build the skills young people need to make a successful transition into a new work order. All young people will need:

- Higher levels of appropriate formal education.
- The right skills for the jobs available.
- Skills that will help navigate more complex careers.

But we are experiencing a gap between the work that is happening in our schools, and the demands and needs of the changing workforce.

Young people consistently express the need for schools to give them more information on employment pathways. Work exposure and work readiness activities are proven to be successful. Young people having employment pathways in school are more likely to be engaged in employment, education or training.

Disadvantaged learners have the most to gain from industry exposure, yet, too often, school-industry partnerships rely on the social and professional connections that exist within the school community – which risks leaving many disadvantaged students even further behind.

Final thoughts

Despite the demands from young people, school and industry partnerships are often piecemeal across Australia. Beacon Foundation has consistently identified that we need to place more emphasis on building partnerships so that young people have the skills that employers need now – and into the future.

We need to be lessening the gaps between industry and education – not widening them. And, as always, we need to make sure that those experiencing disadvantage are not being left further behind.

Our success at Beacon Foundation has always been in collaboration; bringing together business, industry, schools and the wider community to build real-life education experiences. These experiences support young people to be ready for the future world of work.

This Outcomes Report demonstrates Beacon Foundation’s commitment to strengthening our impact – to forging industry and school connections so that young people are supported in their future endeavours.
Our Impact

849
Delivered activities across all our programs

3,861
Connected industry and business volunteers to students and schools
Our Impact

 Reached schools across Australia – the majority of which are in areas experiencing disadvantage

23,495
Inspired students to think about their futures

195

Average Index of Community Socio-Educational Advantage (ICSEA) is 950. Less than 1000 signifies disadvantage.
MyRoad

MyRoad is able to deliver career mentoring to young women in regional, rural and remote areas, low socio-economic areas, and to students from Aboriginal and/or Torres Strait Islander peoples and culturally and linguistically diverse backgrounds where they might have limited opportunities to engage with mentors from diverse job occupations and backgrounds.

Many young women may not understand or know about career options available – or have the confidence to chase them.

The upshot is that young women have embraced learning online, and report that MyRoad has given them better understanding about the skills they need for the workplace, and the resilience and confidence to chase their dreams.

Schools can easily incorporate MyRoad into their lesson planning. Educators involved with MyRoad report that the alignment with the Australian curriculum is a huge benefit, while also giving their young female students a new perspective on learning and life.

- 85% learnt new ways to think about what kind of future job or career would be right for me
- 83% have a better understanding of how my technology and computer skills will help me when I enter the work place
- 84% have increased my skills to maintain positive relationships at work
- 81% have increased my resilience and feel better equipped to deal with stress and challenges
- 75% feel more self-confident
- 82% feel more work ready
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<td>621</td>
<td>Volunteers</td>
</tr>
<tr>
<td>108</td>
<td>Businesses</td>
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What's it like to be a MyRoad mentor?

Camille O’Meara (pictured) is General Manager, Asset Services of civil infrastructure firm, Stornoway. She is also a volunteer mentor with MyRoad. Camille explains why she enjoys online mentoring and the benefits to young people, and the civil infrastructure industry.

What motivated you to get involved in MyRoad?

I was first exposed to Beacon Foundation through their involvement in Stornoway’s Apprenticeship scheme, and from this became aware of both the High Impact Program and the MyRoad program. My involvement has been self-directed, but supported by my employer. I strongly believe that we have an obligation to give back to others, and the MyRoad program provides this opportunity. I also believe our industry needs to gain exposure to youth and particularly young women. Getting involved with programs such as this provides Stornoway with the opportunity to expose young people to the civil construction industry and some of its opportunities.

Have there been unexpected benefits of being a MyRoad mentor?

The satisfaction I have experienced through completing mentoring sessions has been expected, but a great benefit. To be able to relate to young people and inspire them has been great. One of the unexpected benefits of being a mentor has been meeting the amazing Beacon Foundation staff. The organisation employs some brilliant people and I am pleased I have been able to meet some amazing talent through Beacon Foundation.

What has working with Beacon Foundation meant to you?

Working with Beacon Foundation has been a wonderful experience and one that I would like to continue. I think our industry has a lot to offer in relation to learning experiences for youths.

What has been unexpected or surprising about working with MyRoad?

I have enjoyed working with MyRoad, and pleased with the level of engagement some students have had during the mentoring sessions.
Industry Live

Industry Live is a new program offering in the Beacon Online ‘stable’, launching in 2018:

• 45-minute Q&A with volunteer panellists from different backgrounds, jobs and industries.
• Volunteer panellists share tips and real stories for career success.
• Issues covered are topical and relevant, and set by educators and students.
• Caters to large groups of all genders
• Caters to Years 6 to 12.

A successful start!

Through Industry Live, students and teachers can ask questions in real time during the event. Students are also able to participate in live interactive polls, and hear more about the panellists’ career stories.

The best feedback we get on Industry Live is that because it happens online, students from remote and regional schools now get exposure to jobs that they otherwise may not have known about.

79% of students said it was “helpful” or “very helpful” to hear from people working in jobs / industry

59% of students said they were “likely” or “very likely” to take some action in relation to their career journey after attending this event
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Industry Live</strong></td>
<td>Profile</td>
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<tr>
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<td><strong>16</strong></td>
<td>Volunteers</td>
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<td><strong>16</strong></td>
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Beacon Foundation recognises that a key to supporting young people for success is the adoption by students of transferable skills that are valued and necessary for tomorrow’s workforce.

We address this need by offering programs that are designed in consultation with industry, education, and young people. These one-day High Impact “Work-Readiness” Programs (HIP) are targeted to specific age groups.

In the space of a school day, students practice highly sought-after employability skills and participate in workshops that build aspirations, resilience, and self-advocacy. Volunteer mentors are pivotal to the experience and outcomes for students, giving them often otherwise unavailable insights into what expectations lie in the workforce, and what kinds of jobs and pathways are available.

In a nutshell, Beacon Foundation’s High Impact Programs help, as one past student described it, to “remove the cloud of mystery” that hangs over the heads of so many of young people who are preparing for life after school.

81% said they feel better prepared to face challenges
74% reported an increased sense of hope for the future
78% reported an increased sense of work readiness
81% reported increased knowledge in the world of work
87% reported increased skills to secure employment
## High Impact Program Profile

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<td>Schools</td>
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<tr>
<td>Programs</td>
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<td>Volunteers</td>
<td>1,074</td>
</tr>
<tr>
<td>Educators</td>
<td>298</td>
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</table>
Expanding horizons with High Impact Programs

Facilitators of Beacon Foundation’s High Impact Programs often say that one of the best parts of the job are the days where they see a real “lightbulb” moment with students.

One experience resonated particularly during a recent High Impact Program session in Victoria, as told by Beacon Foundation’s, Bec Macauley.

Kur is a Sudanese refugee from Melbourne who shared with the group his inability to look people in the eye when speaking to them.

“I don’t know how to do this and I would like to improve,” Kur said, with eyes downcast and hands shoved deep into his pockets.

Because our High Impact Program focuses on schools in disadvantaged areas where the risk of youth unemployment and disengagement are greatest, the program has become well-known by schools and teachers as an impactful way to build young people’s confidence and increase their awareness of workplace expectations.

Throughout the day, we used activities and facilitated conversations to challenge the students to step out of their comfort zone, and improve their confidence and communication skills.

The first step for the students was learning the importance of making a great first impression. Next, they had the opportunity to assess their communication strengths and weaknesses and nominate a communication skill that they wanted to improve by the end of the day. Finally, the students were shown how to define and build their personal brand.

These activities all culminated with a networking lunch where the students practised their new skills ahead of a mentor-led session, which included a mock job-interview.

It’s hard to describe the delight I felt on passing Kur’s table and seeing the growth in confidence this young man had taken throughout the course of the day.

To see Kur sitting in his mock job-interview opposite his mentor – a senior executive from a well-known Australian insurance company – with his hands in his lap, his shoulders back, his eyes locked on his mentor’s face, and a smile from ear-to-ear was just such wonderful confirmation of why we do the work that we do.
Collective ed.

Four in ten Tasmanian young people who are currently in Year 9 will not finish Year 12 or an equivalent. Beacon Foundation’s Collective ed. initiative looks to tackle this situation head on. Collective ed.’s goals are to see:

- 90% of students attain a year 12 education or equivalent.
- Students transition into meaningful employment pathways.

**Why the focus on Year 12?**

The Collective ed. initiative was developed because of overwhelming research that shows individuals who complete Year 12 go on to have better outcomes in the labour market. They are:

- More likely to have better full-time employment rates.
- Less likely to be unemployed.
- More likely to have higher wages and higher-status jobs.

**How does Collective ed. make a difference?**

Beacon Foundation has had a long history of working with schools, educators and industry to address education attainment and create pathways to employment.

But the Collective ed. initiative is doing education differently. The project works as a network of six school teams who then develop their own place-based approaches to creating the conditions for young Tasmanians to thrive.

The six school communities where Collective ed. teams do their work are:

- Deloraine High School
- Port Dalrymple School
- Ulverstone Secondary College
- Bayview Secondary College
- Jordan River Learning Federation
- Sorell School

Supporting the six Collective ed. school teams is a Beacon Foundation team at Head Office who provide strategic, technical research and operational support.

**Building the foundations of the Collective ed. initiative**

2018 saw many of the Collective ed. school teams developing a theory of change that would serve each of their communities.
A theory of change is like a roadmap. It sets out the steps you need to take to get to your ultimate destination or goal.

Each school community in the Collective ed. initiative is developing their own unique theory of change. Because each is diverse, they will all have different needs and aspirations for the future.

By having a unique theory of change, each school team will then have the foundations they need to help young people in their community.

While taking time to build a theory of change sounds very conceptual, these are strategic frameworks that school teams can use to develop operational plans from.

In 2019, work across all six communities — with support from the Beacon Foundation team — continues, aimed, as always, on achieving the two goals of the Collective ed. initiative.

What does a theory of change look like in practice?

Developing a theory of change supports and underpins the Collective ed.initiative. For example, the team based in Ulverstone Secondary College in the North West Coast of Tasmania used their community consultations and theory of change to start to work towards the goals of lifting Year 12 attainment and engagement.

The theory of change served as the foundational work for the Ulverstone team. It showed them that significant work was needed in the community to engage students in their school. As a result, the team developed a school program for disengaged students called ‘Ignite’. In this program, disengaged students in years 8, 9 and 10 are empowered to study subjects at whatever level they think is appropriate for them.

Early results of Ignite look promising, with individual results showing that school engagement has increased. Ignite has a strong focus on data and evaluation, which will mean that we will see if there are other learnings that ultimately help lift education and employment goals for young people.
In addition to Beacon Online, High Impact Programs and Collective ed., Beacon Foundation runs other career awareness and work readiness opportunities. In 2018 we saw these help thousands of young people on their path from school to meaningful employment.

<table>
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<th>Activity</th>
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<td>Business Blackboard</td>
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<td>Business/Community Event</td>
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<td>Career Expo</td>
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<td>Dessert Challenge</td>
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<td>Job Chat</td>
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The Dessert Challenge is one example of Beacon Foundation’s other work readiness activities. It is a culmination of a ‘deep dive’ into the Hospitality sector, and a career in a commercial kitchen in particular.

In Tasmania, Beacon Foundation partnered with Federal Hotels and the Vantage Group to give opportunities to students at Jordan River Learning Federation, Claremont College and Cosgrove High School. Students developed, costed and presented a dessert that could be introduced to a restaurant menu. By working through this activity, they were able to get insights into the working life of a chef, and to see how recipe ideas become menu items. A great opportunity to see if being a chef is a job for them!
Our Schools

New South Wales
Alesco Senior College Tuncurry Campus
Ashcroft High School
Auburn Girls High School
Bankstown Girls High School
Barham High School
Bass High School
Birrong Boys High School
Birrong Girls High School
Blacktown Girls High School
Bourke High School
Cobar High School
Collarenebri Central School
Condell Park High School
Coonamble High School
Dubbo Public School
Dubbo School of Distance
Finley High School
Forbes High School
Glendale Technology High School
Goozooga Central School
Holroyd High School
Mount View High School
Mt Austin High School
Mungindi Central School
Murwillumbah High School
Plumpton High School
Punchbowl Boys High School
Sefton High School
Sir Joseph Banks High School
South Sydney High School
Trangie Central School
Wagga Wagga High School
Whitebridge High School
Wiley Park Girls High School
Dulwich High School of Visual Arts & Design
Lightning Ridge Central College
Pennant Hills High School
Pittwater High School
Temora High School
Warrawong High School

Northern Territory
Palmerston College

Queensland
Albany Creek State High School
Australian Christian College
Beenleigh State High School
Bribie Island State High School
Caboolture State High School
Caloundra State High School
Clontarf Beach State High School
Coombabah State High School
Dakabin State High School
Deception Bay State High School
Eagleby Learning Centre
Faith Lutheran College
Genesis Christian College
Glasshouse Christian College
Grace Lutheran College
Groves Christian College
Gympie State High School
Ingham State High School
Keebra Park State High School
Kilcoy State High School
Loganlea State High School
Mabel Park State High School
Marsden State High School
Mueller College
Murrumba State Secondary College
Narangba Valley State High School
Nerang State High School
North Lakes State College
Pine Rivers State High School
Redcliffe State High School
Redlands College
Runcorn State High School
Shailer Park State High School
Southern Cross Catholic College
Springwood State High School
St Benedict’s College
St Columbans College
St Eugene College
St James College
The Lakes College
Trinity Bay State High School
Tullawong State High School
Varsity Lakes High School
Wilsonton State High School

South Australia
Adelaide Secondary School of English
Bowden-Brompton Community School
Craigmore High School
Edward John Eyre High School
Findon High School
Loxton High School
Playford(770,918),(809,998)
Plympton International College
Thebarton Senior College
Woodville High School

Tasmania
Bayview Secondary College
Bothwell District High School
Brooks High School
Burnie High School
Campbell Town District High School
Claremont College
Clarence High School
Cosgrove High School
Cressy District High School
Deloraine High School
Devonport High School
Dominic College
Don College
Dover Distric School
Evandale Primary School
Glenora District School
Helyer College
Huonville High School
Jordan River Learning Federation
Kings Meadows High School
Kingston High School
Latrobe High School
Launceston Big Picture
Launceston College
Longford Primary School
MacKillop Catholic College
Marist Regional College
Montrose Bay High School
Mountain Heights School
New Town High School
Newstead College
Oatlands District High School
Ogilvie High School
Parklands High School
Penguin High School
Port Dairymple School
Prospect High School
Queechy High School
Reece High School
Rose Bay High School
Sacred Heart College
Scottsdale High School
Sheffield School
Smithton High School
Sorell School
St Brendan-Shaw College
St James Catholic College
St Marys District Shool
Tasman District School
Ulverstone Secondary College
Woodbridge School
Wynyard High School
Yolla District High School

Victoria
Baimbridge College
Carrum Downs Secondary College
Craigieburn Secondary School
Croydon Community School
Echuca Moama Beacon Foundation Cluster
Emerald Secondary College
Emerson School
Euroa Secondary College
Federation College
Gisborne Secondary College
Heywood District Secondary College
Hoppers Crossing Secondary College
Keilor Downs Secondary College
Keysborough Secondary College
Kilbreda College
Maffra Secondary College
Maryborough Education Centre
Melba Secondary College
Mildura Senior College
Mount Ridley College
Narrw Warren South P-12 College
Numurkah Secondary College
Pascoe Vale Girls College
Pavilion School (formerly Charles Latrobe)
Roxburgh College
Shepparton High School
St Albans Secondary College
St Augustine's College
Staughton College
Sunbury Downs Secondary College

Western Australia
Armadale Senior High School
Baldivis Secondary College
Central Midlands Senior High School
Comet Bay College
Ellenbrook Secondary College
Katanning Senior High School
Narrogin Senior High School
Southern River College
Warwick Senior High School
Our Partners

Our Supporters

AMP, Bendigo Bank, Blundstone, CCI Giving, Collier Charitable Fund, Cradle Coast Authority, Federal Group, Fidelity International, Future 2 Foundation, Hazel Peat Perpetual Trust, Intercontinental Hotels Group, Midwinter Ball, St Giles, Stockland, Sydney Business Park, TasNetworks, Tasmanian Community Fund, Triple M Holdings, V/Line
References

About Statistics

• Student numbers: are the number of student interactions in Beacon Foundation programs. A student may have participated in more than one activity or event; each of these has been recorded.

• Educator numbers: are the number of interactions with staff in Beacon Foundation programs (listed below). Several staff may have participated in more than one activity or event; each one of these has been recorded.

• Business or industry volunteers: are the number of interactions in Beacon Foundation programs (listed below). Volunteers may have participated in more than one activity or event; each one of these has been recorded.

• School numbers: are the total number of schools that Beacon Foundation has worked with.

Beacon Foundation programs included in this report

Beacon Online
• MyRoad
• Industry Live

High Impact Programs
• Prepare
• Perform
• Polish

Other activities
• Beacon Student Ambassador Induction
• Business Blackboard
• Business/Community Event
• Career Expo
• Charter Signing
• Collaborative Classrooms
• Dessert Challenge
• Job Chat
• Mentoring (excluding MyRoad)
• Mock Interviews
References


(ii) As above


(v) Foundation for Young Australians (2017) The New Work Smarts. FYA: Melbourne

(vi) Brotherhood St Laurence (2018) “Mapping Youth Unemployment Hotspots’

(vii) As above


(x) M. Heath (2016) “Australia has an unemployment problem,” Sydney Morning Herald (1 September)


