National Outcomes Report

Released October 2012
Our Vision:
An Australia in which our young people have the desire, the motivation and the opportunity to reach their full individual potential.

Our Mission:
To influence the attitudes and culture of Australians, so that each young person develops an independent will to achieve personal success through gainful activities, for themselves and their community. Through self help and enterprise we aim to achieve our vision at the community level.
The Beacon Foundation (Beacon) believes every young Australian can develop an independent will to achieve personal success for themselves and their community. Our work is based around ensuring that students at Beacon schools are skilled, motivated and inspired to go onto further education, training or employment once they leave school.

As a national non-profit organisation, Beacon addresses the issues of school retention, engagement and meaningful employment for Australia’s young people by harnessing the strength of our corporate and national partners to provide best practice careers education.

Critical to the success of the Beacon program is the support of local and national businesses and the wider community. These stakeholders work together with Beacon and the school to provide resources and activities that help bring relevance to life beyond the school gate, and embed the Beacon philosophy into the school curriculum.

As a community organisation, Beacon is accountable to its schools, students, communities and partners. To do this we measure — and are accountable for — the achievement of the objectives we have set out to meet.

Our robust evaluation framework, designed as part of the Future Builders Project in collaboration with Social Ventures Australia and The University of Melbourne, measures change across areas that support our primary objective, to help young people successfully transition from school to earning or learning.

The results in this report prove that our model is working to ensure young Australians are either earning or learning at those vulnerable transition points in their life.

Significant findings include:

- After completing the Beacon program, more than half of the students at high risk of future disadvantage were on track.
- 98.8% of Beacon students were fully engaged in work, education or training 6 months post year 10, 4% higher than the national average.
- Beacon students are over four times less likely to be disengaged from full time education, training or employment after year 10 than the national average for 16 year olds.
- At 0.3%, the unemployment rate for Beacon students post year 10 is five times lower than the national unemployment rate for 16 year olds.
- Beacon schools report above average grade progression from year 10 to 11. 94% of Beacon students were still in education six months post year 10.

For many of us, these results resonate best when hearing real stories of change. The efforts and outcomes of two high achieving Beacon schools are showcased in this report, with case studies exploring the immediate and long term impacts of the Beacon program.

Currently, more than 400,000 Australian teenagers are not fully engaged in work or education. If all schools could achieve the results of the Beacon program, we could potentially help these young people go onto productive and meaningful post school pathways.

Scott Harris
CEO Beacon Foundation
Context

At a time in Australia’s development when skills shortages rank highly on the national agenda, the issues of youth disengagement and unemployment remain at an unacceptably high level.

At the end of August 2012, teenage unemployment in Australia was recorded at 15.5% – that means 120,113 15-19 year olds were looking for work.vii Alarmingly, this is a longstanding trend. Over the past 30 years youth unemployment in Australia has been at least 8 percentage points higher than general unemployment, with the difference reaching as high as 15 percentage points.viii Despite billions of dollars in policy reform youth unemployment remains an enduring problem. Some indicators suggest the situation is worsening. The Foundation for Young Australians report that since 2008 the percentage of young Australians without a job for a year or longer has almost doubled.ix

The reality is the Australian youth labour market is incredibly tough. Not only are there fewer jobs for young people, but the jobs that are available are increasingly insecure and ‘dead end’.

Opportunities for teenagers to undertake full-time work have sharply declined, dropping by over 22 percentage points since the mid-1980s.x Industries that traditionally employed young people (such as manufacturing) are disappearing, along with traditional ‘shop floor to office’ career pathways. Education and training have become key to the labour market success of young people, who are required to stay at school longer and longer to ‘collect’ credentials.

And yet there is no evidence to suggest that school is preparing young people better for work. Beacon believes every young Australian deserves the best possible opportunity to succeed, both personally and for their community. Now, more than ever, the gap between business, community and the school needs to be closed so young people can successfully transition into the labour market.

**Principal, Cressy District High School**

"I can’t see why many more schools don’t get into the program. Beacon has supported every aspect of what we do. It’s a beautiful and natural vehicle that underpins everything that we do and fully supports our school goals."
Beacon Foundation Overview

Beacon has 24 years experience helping skill, inspire and motivate young Australians to either stay in school or choose a positive pathway that enables successful transition to employment, further education or training.

For young people to be inspired and motivated onto a positive pathway, they need to be connected with, and supported by the whole community. Beacon brings businesses together with schools, to provide young people with positive role models, a greater understanding of work environments and real opportunities.

The Beacon program empowers schools to develop a quality career education curriculum with a strong focus on bridging the gap between the work and school environments (Figure 1).

Beacon works intensively with schools for up to five years to build and embed a solid career education framework, ensuring the core elements of the program continue long after Beacon has withdrawn from the school (Figure 2).

**Figure 1: Beacon program logic.**
(See www.beaconfoundation.com.au/what-we-do/beacon-programs for a full overview of the Beacon programs)

**Figure 2: Beacon program model.**
Students

In 2011, the lives of another 14,000 young people were transformed by the Beacon program. In total, Beacon has had an impact on over 87,000 young people from all Australian states and territories since 2000 (Figure 3).

Like all young people, Beacon students are grappling with their transition from adolescence to adulthood and school to work. However, unlike many young people Beacon students face a myriad of challenges that make this transition more difficult. Family poverty, low value placed on education, intergenerational welfare dependence, and limited local work opportunities mean that the odds are stacked against these young people.

Over 46% of students at Beacon schools are in the bottom quarter of socio-educational advantage, as ranked by their family backgrounds. This stacks the odds against their school success.

Young people from families with low socioeconomic status have lower levels of literacy, numeracy and comprehension and are more likely to leave school early. And this lowers their chances for labour market success, as early school leaving increasingly leads to lower paying, insecure work. For instance, the rate of school leavers who complete year 10 and become disengaged from education and employment is almost double the rate of those who complete year 12.

Students at Beacon schools have an average attendance rate of just 86%, based on an average school year of 200 days. This means students miss school close to 1.5 days every fortnight.

Figure 3: Annual number of Beacon students.

Student Business Blackboard feedback, Coombabah State High School

“I learnt heaps of stuff I didn’t know. The class (Business Blackboard) made it easier for me to concentrate because I had an interest in what we were learning and I know it is something I will use in the future. It made me concentrate more.”
Schools

Beacon continues to have a wide reach, impacting students in over 130 schools in every Australian state and territory (Figure 4).

Beacon schools are selected by an assessment of their commitment, characteristics and capacity. We work with schools where there is the greatest need and a commitment to a genuine partnership. Because students at Beacon schools are often facing many challenges, the Beacon program empowers schools to give students the skills, confidence and knowledge they need to transition successfully into productive pathways.

Most Beacon schools are located in disadvantaged communities, with an average Index of Community Socio-Educational Advantage (ICSEA) score of 945.15 Beacon school disadvantage becomes clear when comparing the distribution of ICSEA scores to the National trend (Figure 5).

88% of Beacon schools have an ICSEA score below the national average of 1000.

Guidance Counselor, St James College

“Scott Harris (Beacon CEO) used the words “value add” when he spoke to us, and I saw this as the biggest benefit. The Beacon Foundation adds to what we are doing now and particularly facilitates the connections with business and industry groups.”

Principal (2011), Boddington District High School

“The programs that we have been able to access through Beacon are engaging, age appropriate and provide students with a glimpse of the opportunities outside our small community.”

Figure 4: Number of Beacon schools by state.

Figure 5: Beacon Foundation school ICSEA distribution vs national distribution.16
**Businesses**

Beacon’s strength is the wide range of industry links we have forged between business, parents, schools, industry and the community.

Many businesses, from large scale multinational companies to small owner operated businesses, support Beacon. Beacon currently works with over 50 business partners who provide their skills, expertise and financial support. In addition, schools and students are connected to over 3,300 local businesses who are involved in activities supporting their community.

Businesses are targeted based on recognised need and opportunity. This includes approaching industries that students have expressed interest in or may be suited to, those experiencing skills shortages and big employers in the local areas (Figure 6).

Industry has a key role to play in the bigger social issue of youth unemployment. Business engagement is central to the achievement of the program objectives. Through their involvement, businesses provide valuable skills and knowledge to students and schools, as well as opening up career pathways and opportunities.

**Business Representative, Virgin Australia**

“I think the program is a fantastic idea as growing up where I did I had no exposure at all to anyone in a corporate role so I had no idea what the world had to offer.”

**Principal, James Meehan High School**

“Who could foresee that our first Business Breakfast in 2011 would lead to the local community getting behind the school to provide a car for a Driver Education Program and a business come forward and offer six students a guaranteed future through School Based Apprenticeships and Traineeships?”

*Figure 6: Beacon Foundation major partners by industry.*
Beacon First Year School Case Study

Plumpton High School

Students at Plumpton High School are now striding proudly along the positive pathways of new-found self-belief and a will to succeed.

Yet not so very long ago, the school, in Sydney’s west, was floundering. Students lacked confidence and as a result were under-achieving.

“Behaviour and attendance was an issue,” says principal Eric Jamieson, winner of the Beacon Leadership Award in 2011. “And there were high suspension rates – all the ingredients to perpetuate low performance.”

“Without Beacon, it would have taken maybe another three or four years to get to where we are now,” says Jamieson. “However, we would never have had the expertise.”

Beacon School Coordinator, Hayley Tanti, said that as a first year Beacon school in 2011, her focus was on embedding the program in the school curriculum.

“As part of Beacon last year, students could enrol in a Work Studies program where they do one day of work experience each week. It gives students the work skills they might need, especially if they know they don’t want to go to University. Through the program, students can gain VET certificates at the same time as doing their HSC.

“We’re really proud of this, and are one of the only schools offering this kind of program.”

Hayley’s enthusiasm for what students can gain from the Beacon program is clear when talking about the future direction of the program. A new faculty dedicated to careers and pathway planning is currently in development thanks to the visionary leadership of the school.

“Beacon has definitely opened the conversation - that’s what the biggest impact on the ground is. Kids are talking about their goals, talking about their future. Before, it wasn’t spoken about or left to the last minute. Beacon is opening that conversation much earlier.”
The real impact of the Beacon program is most evident when hearing the stories of students whose lives have changed through their involvement in Beacon.

“One of our first BSAs [Beacon Student Ambassadors] was very much a victim of bullying. She had no self esteem, no self confidence. She didn’t have any friendship groups – she was the kind of kid who would be in the corridor and close to a teacher at lunch time so she felt safe,” Hayley recalls.

“Throughout her time as a year 10 BSA she did all the programs, she went on Polish and Lunch with the Girls. She even used her Mock Interview skills to get herself a part time job.

“We saw her develop into a charismatic, self confident leader of the school. She is now a senior BSA, and is able to speak in public.

“We don’t see her that often at lunch time now, because she’s out in the playground with her friends. Her manager at her job thinks the work we’ve done with her is amazing, he has seen a change in that short time as well.”

Other businesses in the community have also changed their perception of the students and the school. When one of the school’s large local business partners first became involved in the program, they had concerns about the behaviour and attitude of the students.

“I spoke to the representative at the end of our first Beacon Business Breakfast, and he said that when he arrived he was really worried parking his nice, brand new car in our car park because he wasn’t sure of the state it would be in when he came back.

“By the end of the event, after meeting the students, he was actually really shocked the kids hadn’t washed it!”

Student, Plumpton High School

“Thank you all for today and showing me that if I set my mind to it I can do anything I want to do! You have really changed how I see myself. You have really inspired me to do better in life and try my hardest to get to my set goals! Today has really changed my life.”
Outcomes

Beacon’s primary objective is to help young people successfully transition from school to earning or learning.

Students are more likely to successfully transition from school to further education, training and employment if they:

- Have high aspirations for their futures
- Have increased capacity to engage with school based on enjoyment and attendance
- Have a breadth and depth of industry knowledge to help them develop a clear career plan.

The Beacon Foundation evaluation framework measures the change the students report across these key areas before and after the Beacon program.

The below graph (Figure 7) shows the Beacon program’s impact across the key indicators used to measure this change. This shows strong results, with a significant percentage of students reporting an increase across all indicators.

While Beacon has a whole of cohort approach, we also understand that different students have different career education needs. In particular, some students are at higher risk than others of an unsuccessful transition from school to earning or learning.\textsuperscript{xvii}

Parent of Polish Participant

“I’m so impressed that such a foundation exists and is helping to give our young people a boost. So many negative things are said and written about adolescents that it’s refreshing to see someone take a positive interest in them. Most of them are just good kids trying to do the best they can.”

When planning the program, Beacon and the school identify these students and work to maximise their outcomes. In 2011, 30\textsuperscript{\%} of students entering the Beacon program were identified to be at high risk.

After completing the Beacon program, more than half of the students at high risk of future disadvantage were on track.

![Figure 7: Percentage of Beacon students who had a positive change pre to post program.\textsuperscript{xix}](image-url)

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\textsuperscript{xi} Parent of Polish Participant

“...”

\textsuperscript{xix} Figure 7: Percentage of Beacon students who had a positive change pre to post program.
Successful transitions from school to earning or learning

The impact of the Beacon program doesn’t stop at the school gate. The achievement of our primary objective, successful transitions from school to earning or learning, is a key measure of our success.

Beacon schools track their students 6 months post year 10 to understand how their students have fared over these key transition points. This data enables us to identify the destinations of Beacon students. Figure 8 shows the destinations of Beacon students 6 months post year 10.

As shown in Figure 8, 98.8% of Beacon students were fully engaged in work, education or training 6 months post year 10, 4% higher than the national average.xx

Only 1.2% of Beacon students were disengaged from full time work, education or training, compared to the national figure for 16 year olds of 5.6%.xxi

This means Beacon students are over four times less likely to be disengaged from full time education, training or employment after year 10 than the national average for 16 year olds.

Beacon schools not only have higher rates of overall engagement with education, training and work, they also have better retention and employment outcomes for their young people.

At 0.3%, the unemployment rate for Beacon students post year 10 is five times lower than the national unemployment rate for 16 year olds.xxii

Further, Beacon schools report above average grade progression from year 10 to 11.xxi 94% of Beacon students were still in education six months post year 10.

Beacon Real Futures
Generation Trainee

“I guess you could say my journey so far with Beacon has been like the making of a precious gold chain, one link, one connection, that is slowly building into hopefully something big and amazing. I want to thank Beacon for taking my hand, boosting my confidence and helping me discover and realise all the amazing opportunities the world has to offer.”

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<thead>
<tr>
<th>State</th>
<th>Engaged in fulltime work or training</th>
<th>Not fully engaged</th>
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<tbody>
<tr>
<td></td>
<td>Education including Certificate/Diploma</td>
<td>Part-time work</td>
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<tr>
<td></td>
<td>Traineeship/Apprenticeship</td>
<td>Fulltime work</td>
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<tr>
<td>NSW</td>
<td>90.5%</td>
<td>4.5%</td>
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<tr>
<td>QLD</td>
<td>96.6%</td>
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<td>TAS</td>
<td>82.9%</td>
<td>6.7%</td>
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<td>VIC/SA</td>
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<td>AUS</td>
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Figure 8: Post year 10 destinations of Beacon students by state.xxiv
Beacon Platinum Alumni School Case Study

Cressy District High School

When Annette Hollingsworth, Beacon Hall of Fame recipient for 2011, started her new role as Principal of Cressy District High School in 2003, she was faced with a struggling school disconnected from its community.

Enrolments were dropping, the school and students suffered from a poor public perception and the majority of students were leaving the education system at the end of year 10 to go into menial employment.

Surrounded by farmland, heritage buildings and fly fishing haunts, Cressy District High School feels very much like a rural school, despite being only 30 minutes drive from Tasmania’s second biggest city, Launceston.

Since the school joined the Beacon program in 2005, the role of Beacon Student Ambassador has become more sought after than being president of the Student Representative Council, and the annual Beacon Charter Signing is the highlight of the community calendar.

School enrolments have increased by 28% (from 280 students in 2003 to 360 in 2012) with a healthy year 10 cohort of around 50 students for 2013.

Cressy continues to buck the state trend, currently one of only 2 schools in northern Tasmania whose numbers are increasing.

But most impressive are the changes in student destinations.

In 2004, as few as 25% of the year 10 students at Cressy District High School went onto further education or training. In 2008, after the school had been running the Beacon program for four years, 94% of year 10 students went on to further education and training.

These results are generally much higher than the Tasmanian Apparent Progression Rate from year 10 to year 11 (Figure 10).

The percentage of students fully engaged in full time work education or training after year 10 is exceptional, with 100% of students fully engaged in 2008 and 2010.

Please note: In 2009, a larger proportion of Cressy students went onto meaningful full time employment.

Figure 10: Percentage of Cressy District High School students going onto further education after year 10 versus the Tasmanian apparent progression rate for year 10 to 11.
"When I arrived, there was a little bit of talk about future viability – the message was, either get it really orderly and get some great outcomes or it could possibly not be viable," said Annette when asked about the challenges she faced in her first year at Cressy District High School.

"Students were leaving year 10 and going into VET courses as a ‘holding bay’, or into jobs with no real future. Students didn’t have retention aspirations, they didn’t have a pathway plan, they were not proud of their school and uniform wearing was rare.

“There were a lot of challenges around people’s values. There was a general complacency that it’s ok for students to be leaving school at year 10 with low aspirations and no future plan.”

For Annette, who had previously been a member of the Beacon team at Brooks High School, it was clear that the Beacon program needed to be embedded in the curriculum in order to achieve the school goals around transition.

“For us, Beacon is not about the add-ons – it’s about the fundamental elements being part of the curriculum, so both the students and teachers are coming at it from that point of view.

"It’s what is in the curriculum, what everyone learns, that is really important. It can’t be something artificial that sits outside. It’s the culture - how you see the teaching. That’s how you get it to everyone, and get that generational change."

Cressy runs a weekly Inspiring Futures Pathway Planning class for all students in the high school sector, with the primary sector delivering a curriculum that sequentially develops the positive future element.

In these sessions, students learn about everything from healthy lifestyles to career planning. In addition, teachers bring the world into the classroom by embedding real life experiences across the entire curriculum, with a focus on individualised learning.

“Just last week, students were taught how to make camembert by a cheese maker in their science lesson. A high profile community member is currently helping students apply for scholarships to experience Anzac Day in Europe, teaching them how to research and find primary sources. Recently, a local farmer brought in their $275,000 tractor to help students understand the logic of savings and investments.”

Annette believes the other core component of Cressy’s success is the engagement and support of parents and the wider community through the Beacon program.

"Establishing our Business Partnerships Committee was so crucial," explained Annette.

“Getting that right enables you to have connections with the community, which in turn benefits students by utilising what the community can offer them. Quite often your parents are the business and industry community members – they are the people who can get involved, and the people whose support we need.

“One of the nicest things we have achieved is that we now have a community who know their youth and they really respect them. It’s renewed the faith of the community in young people and even gone beyond that – they now highly value them.”

When asked about her admission to the Beacon Hall of Fame in 2011, Annette said that while the changes experienced at Cressy are not the result of one person or activity, she believes the award was an acknowledgement that her planning was successful.

“It’s a very sequential and planned program – it’s not just left to luck! You need a handsome budget, quality staff, strong teams, planned curriculum and an informed and engaged community. To be successful the program needs to have all those components,” Annette said.
“Over and over and over again you hear that the role of the principal is so important. It is so humbling – when you get an award you want to go out and give it to all your staff, as they are the ones enabling the teaching, learning and community engagement.

“But I’m the orchestrator and I know how important that is. There is a bit of embarrassment, but it really is an acknowledgement of how important the principal is and how successful the school team is.”

Annette also believes the award is a recognition that the goals and achievements of Cressy District High School are in alignment with the Beacon Foundation’s.

“For a school that has clear goals around connecting with their community and getting the best outcomes that they can for their children, what Beacon is offering just works.

"I can’t see why many more schools don’t get into the program. Beacon has supported every aspect of what we do. It’s a beautiful and natural vehicle that underpins everything that we do and fully supports our school goals."

“If you asked anyone here what happens at Cressy, there is no doubt they’d say Beacon. Everyone knows about Beacon, and is connected to the program in some way. It’s Beacon that’s brought everyone together.”

"I noticed a big change in the Cressy community at about the same time as the Beacon No Dole program was launched at the school."

“The community came together to think of ways to promote themselves and the culture of Cressy. They came up with a trout fishing theme, as Cressy is close to many of Tasmania’s great trout areas. They put in a huge statue of a trout, and started the Trout Expo, which Cressy students are involved in.

Kim Polley, Mayor of the Northern Midlands Council

Thanks to Northern Midlands Council’s enduring partnership with Beacon Foundation, more than 350 young people at Cressy District High School and neighbouring Campbell Town District High School have experienced the benefits of the Beacon program.

“I believe Cressy District High School has become a school of choice. People want to send their children to Cressy, because they can see it offers huge advantages that can take their child further,” said Kim Polley, Mayor of the Northern Midlands Council since 2000.

“Students have shown their parents and the community what they can do – they are confident, believe in themselves and know they can go further. They show us they are so talented – the teachers get every ounce of potential out of the kids."

Mayor Polley said the outcomes at Cressy have not just been about the students, but also the wider community.

“With so many wonderful achievements, there is no doubt that the Beacon program is a great tool enabling the school to provide students with experiences that also assists the Cressy community in being vibrant and productive.

"The community came together to think of ways to promote themselves and the culture of Cressy. They came up with a trout fishing theme, as Cressy is close to many of Tasmania’s great trout areas. They put in a huge statue of a trout, and started the Trout Expo, which Cressy students are involved in.
“It was a real feeling of pride – everyone wanted to be involved in and connected to their community.”

Northern Midlands Council provides much more than valuable financial support to the Beacon program, testament to its commitment to the community and to the future of Cressy’s young people. Volunteers represent council at school events, employment opportunities are created for students and Mayor Polley is actively involved in many events, including mentoring students.

“We support Beacon because of our commitment to these young people – we are committed to helping them in their careers and in their self development, and we have seen the results of the program in doing this.

“We want to show students, and their parents and their community that they can go further, and that’s exactly what Beacon does.”

Cherene Maxwell, Former Cressy District High School Student

After hearing Cherene Maxwell’s story, it’s clear there is something very special about this young woman.

Cherene, an energetic and philosophical 22 year old and former Cressy District High School Student, joined Collings Property Services, a medium to large Tasmanian owned company servicing corporate and domestic properties, in 2009. Since then, she has completed her Certificate III in Business, Certificate IV in Human Resources, obtained a Diploma in Human Resource Management and, as the Administration Manager, is now one of two people running the company head office.

She has completed the Bronze, Silver and Gold levels of the Duke of Edinburgh Award (including receiving her Gold award from Prince Edward himself!), done air aerobics in a Chinese fighter plane, swum with sharks, helped build homes in Cambodia and travelled through China and Vietnam.

What makes Cherene’s story really remarkable is that she has achieved all this in the face of devastating circumstances.

“My mum passed away when I was quite young. It was really hard on my dad and my sisters – and hard on me too. Dad was always away for work and, when I was 12, we moved to Cressy.

When Cherene was faced with the move to Cressy, she was nervous about finding her place in a new community, and worried she would be attending a ‘Country Bumpkin’ school.

“We moved into a very old farmhouse where the bedrooms were freezing at night time and we had an outside toilet – I was devastated! For the majority, when nana wasn’t staying, I had to cook and clean, and grow up really fast.”
"Cressy is the best thing that has ever happened to me I think. I had so many opportunities at Cressy - they really like to push you and make sure you’re doing something. A lot of people say it, and I think it’s true - there is such a supportive network there."

“I was encouraged to do everything humanly possible – I remember Annette actually told me off because I didn’t apply for the Student Representative Council in year 9, so I applied in grade 10 and got vice president, which is pretty great. I really enjoyed being part of that.”

It’s clear that Cherene still faced daily difficulties – at 15, she started working 20 hours a week to pay for her own school fees. At the end of year 10 she became very ill and had to give up work, moving in with her grandmother at her retirement village.

Cherene now shares her story with current Beacon students as a mentor and a guest speaker, including speaking at Cressy’s Beacon Inspiring Futures Charter Signing and at Annette’s induction into the Beacon Hall of Fame.

“Cherene has big plans for her own future. She plans to one day complete a University degree but ultimately, she knows she will open an orphanage.

“In my grade 10 Charter Signing at Cressy we had to write down our future goals. I’m pretty sure I said I wanted to be a mum – I had no idea. Even when I finished year 12, I knew I needed a few more birthdays to understand what I wanted to do. Three birthdays later, and I’m still working it out!

“I’ve always said I want to open up an orphanage. I want to make that happen. I want to make money so that I can put it into something. It’s always in the back of my mind – it will eventually happen.”

Cherene has a parting message for all of us:

“The staff and community at Cressy enabled me to believe that I was worthy of wings (whether I wanted them or not!) and I am so thankful for the opportunities that have arisen from their sound kick in the toosh.

“Believe in yourself! If you don’t feel worthy of wings, you’ll never get off the ground.”

“When I speak at Beacon events, I always tell the students that they have to believe that they are worth it. You have to believe in yourself, and if you don’t believe then you’re not going to do anything.”

“At a Lunch with the Girls event (a Beacon High Impact program), one girl gave me her reasons for why she chose me as her mentor. She was from a really tough family and she didn’t want to be like that. I told her ‘You don’t have to! You’re worth it, make the effort to make it.’"
“After today I will dream bigger.”

Speed Careering Participant

Beacon Foundation Pre Program Survey 2011
Foundation for Young Australians How Young People Are Faring 2011
Foundation for Young Australians How Young People Are Faring 2011
Foundation for Young Australians How Young People Are Faring 2011
Foundation for Young Australians How Young People Are Faring 2011
Australian Bureau of Statistics Labour Force Australia Timeseries
Foundation for Young Australians How Young People Are Faring 2011
Australian Curriculum, Assessment and Reporting Authority MySchool website accessed July 2012
NSW Department of Education Review of Recent Literate of Disadvantage and Learning 2012
Foundation for Young Australians How Young People Are Faring 2011
Australian Curriculum, Assessment and Reporting Authority MySchool website accessed July 2012
Australian Curriculum, Assessment and Reporting Authority MySchool website accessed July 2012
Australian Curriculum, Assessment and Reporting Authority Guide to understanding ICSEA 2012
Students are classified as “at risk” when they meet two or more of Beacon risk indicators in the Beacon Foundation Student Survey
Beacon Foundation Pre and Post Program Survey 2011
Beacon Foundation Pre and Post Program Survey 2011
Foundation for Young Australians How Young People Are Faring 2011
Foundation for Young Australians How Young People Are Faring 2011
Foundation for Young Australians How Young People Are Faring 2011
Australian Bureau of Statistics Schools Australia 2011
Beacon Foundation Student Transition Assessment 2012
Australian Bureau of Statistics Schools Australia 2011