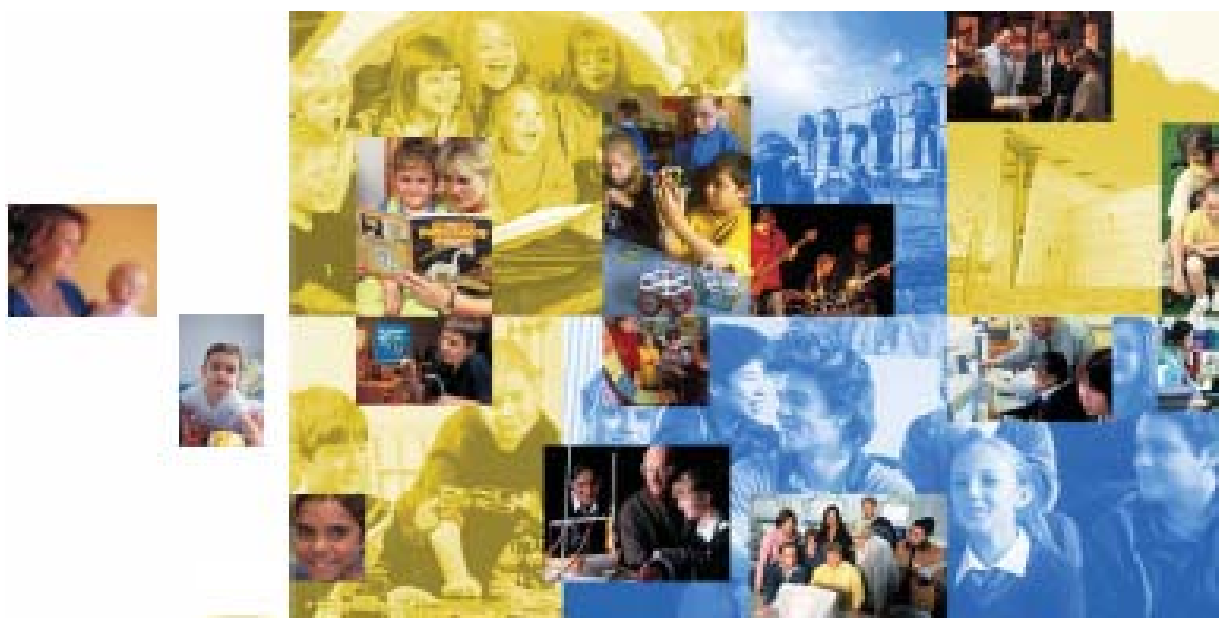


# Futures Connect Three Year Strategic Plan 2006 - 2008

## Inner South



**Government of South Australia**  
Department of Education and  
Children's Services

# INNER SOUTH DISTRICT – FUTURES CONNECT STRATEGIC PLAN

2006 – 2008

## 1. EXECUTIVE SUMMARY:

The Inner South District delivers a quality Futures Connect program using the “Inner South District Learning Support Plan 2006-2010” as its blueprint.

The plan commits to a partnership in which site leaders; staff and community members work together with the district office team to improve child/student learning and wellbeing outcomes.

It underpins our commitment to improving the quality of teaching and learning and is aligned with the State Government Strategic Plan and the DECS Statement of Directions 2005 – 2010.

We aim to build an Inner South culture, which enhances leadership and teaching capacity and delivers responsive and effective services.

Attached are excerpts from the District Plan 2006-2010 (**Appendix 1**) which refer to the integration of the Futures Connect strategy via Targets, Objectives and Key Responsibilities (highlighted) in:

Goal 2: Excellence in Learning: Provision, Achievement & Pathways and

Goal 3: Engagement & Wellbeing.

To facilitate the achievement of the objectives identified in the District Plan and to implement strategies in the annual business plan (developed from the Futures Connect 5 Key Strategic Objectives) in collaboration with the Local Community partnership (LCP 150 – Quality LinCS) 3 Action Teams have been established.

The 3 Action Teams are:

- Targeted Interventions Action Team
- Innovations and Partnerships Action Team
- Career and Transition Action Team

The membership and role of each of the 3 Action Teams are described in the attached 2006 correspondence to schools (**Appendix 2**). The relationship of the 3 Action Teams to the District Youth Engagement Network and the Quality LinCS Board are outlined in “Structure for Implementation 2006-2008” charts (**Appendix 3**).

## 2. VISION FOR THE DISTRICT:

Values and Guiding Behaviours

The following organisational values guide adult and student behaviours within state and district offices, schools and children's services. We aim to live and learn by them:

### **Co-operation**

We show co-operation by constructively thinking, working and learning together, by valuing the uniqueness of each individual and being capable of uniting cohesively as a group and community. We recognise our local and global inter-connectedness.

### **Excellence**

We show excellence by being innovative, creative and responsive in the way we think, act and learn. In meeting and overcoming challenges, we expand capabilities to achieve appropriate quality outcomes and success.

### **Fairness**

We show fairness by acting without bias and recognising that the causes of inequity are socially constructed and can be changed by behaving in a way that leads to equitable outcomes.

## Integrity

We show integrity by consistently applying moral and principled behaviour, which reflects trust and honesty.

## Respect

We show respect by honouring and considering others and treating them with dignity, empathy, esteem and courtesy.

## Responsibility

We show responsibility through accountability and strategically leading, planning and managing for today, with tomorrow in mind.

Our district has embraced two additional values of its own. These are considered fundamental to our culture:

## Optimism

We build resilience and confidence to enable individuals to deal effectively with challenges, opportunities and change.

## Affirmation

We recognise the worth of others and let people know that they are appreciated.

Our vision is to ensure that all young people between the ages of 13 years and 19 years, particularly those with barriers to learning, are given every opportunity to meet or re-engage with vocational and educational aspirations at school and to make a successful transition to further education, training or employment or a combination of these.

### 3. ORGANISATIONAL DESCRIPTION:

Inner South District had 17,013 children and students enrolled in childcare, preschool and school in term 4, 2005. We have 34 schools, 24 preschools and 27 licensed childcare centres.

Secondary students are enrolled at:

Hamilton SC/ Hamilton Unit, Kilparrin Teaching and Assessment Unit, S.A. School for the Vision Impaired, Seaview HS, Australian Science and Mathematics School, Blackwood HS, Mitcham Girls HS, Pasadena HS/ Pasadena Unit, Unley HS, Urrbrae Agricultural HS and Ashford Special School.

Three schools which were in the Cluster over the life of the previous strategy, Adelaide HS, William Light School and Brighton Sec. School have been given access to 2005 carry over funds and are implementing programmes using these funds in 2006.

Ashford Special School is within the Inner South DECS district boundary but within another LCP boundary. They will be included in all programme initiatives, meetings etc and can also access support from Western Futures LCP .

Daws Rd. Centre is not officially included in the list of Inner South schools because it is a transition centre. However, again they will be included in any initiatives because many of the students for which they provide services come from Inner South schools and they have a history of providing services which meet the FC objectives such as VET programmes and mentoring. By supporting the Centre, some students from the Inner South schools can be reached and supported.

The Quality LinCS cluster has been known in the past for its role of brokering VET courses between schools and RTOs. It has been doing this efficiently and successfully for some years and schools, especially private schools, have used this service to provide their students with alternative curriculum.

The District Learning Plan considers the needs of all learners. The child/student population comprises:

	Total Enrolment
Junior Primary and Primary	7123.4
Secondary	6393.9
Special School	171.4
Total	13688.7

	District %
Students with Disabilities (SWD)	5.5%
Aboriginal and Torres Strait Islanders (ATSI)	1.1%
Non English Speaking Background (NESB)	10.4%
English as a Second Language	8.5%
School Card	21.3%

(See **appendix 4** for further details on schools with a secondary enrolment.)

#### 4. OTHER STAKEHOLDERS

The Transition Broker will work closely with:

- The state office of The Futures Connect Youth Engagement Team
- The Inner South District Leaders team
- Quality LinCS Local Community Partnership
- Neighbouring DECS Transition Brokers and LCPs especially the West, South West. Hills and Murraylands, Wallara Outer South, Western Futures and Southern Futures
- DFEEST – Employment Skills Formation network - Southern Adelaide, TAFE North
- Marion and Mitcham Councils
- TAFE SA
- Worksil (local Youth Pathways provider)
- The Regional Industry Career Advisor
- Agencies assisting Students with Disabilities such as Personnel Employment
- Group Training Association S.A. and their members
- Other training providers e.g. Quality Automotive Training, YAA, Australian Institute of Fitness, SITE Academy, Sherman's Hairdressing and PEERtech.
- Employers, especially in relation to community partnerships and engaging curriculum
- Australian Technical College – Adelaide South

#### 5. GOALS AND STRATEGIES

##### 1: Building Engaging Curriculum

All year 8-12 students should expect to be provided with relevant curriculum that responds to their individual needs identified through their Individual Learning and Transition Plans (IL & TPs). Some learning opportunities will be delivered by schools, and others by external providers and agencies which will be brokered by the school.

##### GOALS:

In Inner South District schools during the years 2006 – 2008, and beyond, all students can expect:

- to have curriculum designed around the goals they express in their Individual Learning and Transition Plans.
- opportunities to participate in learning opportunities that assist them to acquire and develop enterprise and employability skills and attributes;
- to work with peers, teachers, business, industry and the community to build evidence of their enterprise and employability skills, in particular working in teams, communication (including ICT) and problem solving;
- participate in community based learning activities, and to develop understandings and values that will underpin citizenship and full participation in civic life;
- flexible school structures (timetable, routines, length of day) that are supportive of a variety of learning opportunities;
- opportunities to participate in a range of vocational education and training experiences in line with their interests and aspirations, and industry skill shortages, including:
  - VET in Schools programs
  - Structured Workplace Learning
  - School-based New Apprenticeships.

BROAD STRATEGIES (To be addressed in detail in each year, 2006 -2008, in the District Business Plan):

- Identify what is currently in place, in particular, identifying good practice in building engaging curriculum
- Support and promote good practice in building engaging curriculum
- Facilitate resource sharing and development of engaging curriculum
- Provide resources to schools to implement programs and train teachers in design and delivery of engaging curriculum
- Collect data that provides evidence of learning opportunities provided both in and outside of schools that link IL & TPs with new curriculum arrangements and school structures.

## 2: *Community Partnerships (including governance and resourcing of the seamless learning system)*

Broader and deeper youth engagement is a shared responsibility between schools and their wider communities – schools cannot and should not ‘do it alone’. Schools need to share the responsibility with other education and training providers, employers, business and industry, other agencies, and community based organisations.

### **GOALS:**

In the Inner South District, during the years 2006 – 2008, and beyond, this will involve:

- students undertaking learning activities in a diverse range of settings and delivered by a range of providers;
- local community partnerships of key stakeholders linking with schools to provide coherent and integrated strategies that are responsive to regional skills needs;
- engaging employers and the business/industry sector in new approaches to informing students about job and career opportunities;
- engaging employers and the business/industry sector in providing work placements and mentoring;
- establishing systems by which sites and local communities can better lever and integrate resources to more effectively engage and retain young people in learning.

BROAD STRATEGIES (To be addressed in detail in each year, 2006 -2008, in the District Business Plan):

- Establish school, business and industry contacts and begin building relationships as a foundation for community partnerships
- Support the setting up of structures to strengthen and maintain community partnerships
- Share information about successful community partnerships
- Provide resources to support schools with community partnerships
- Collect data as evidence of achievement of 5 community partnership goals by 2008

## 3: *Individual Learning Plan (including Transition Portfolio and Transition Plan)*

All year 8-12 students will be assisted to develop Individual Learning and Transition Plans (IL & TPs) which identify the learning and activities they need to undertake in pursuit of their career aspirations. The plan is not static – it must be regularly revised in response to changing insights, interests and circumstances. The Futures Connect IL&TP is the appropriate planning and recording tool.

Students should use their IL & TP to plan and document their intended pathway within and beyond school, including the first steps that need to be taken and the supports that are available to them. Students should also generate documents from their IL & TP (eg resumé). These can be stored and organised in their Futures Connect Transition Portfolio along with evidence of their skills, knowledge and experience acquired in school, community and work settings. This evidence can be used by students to market themselves, such as in interviews or preparing job applications.

### **GOALS:**

In Inner South schools, during the years 2006 – 2008, and beyond, all students can expect:

- to be centrally involved in a transition planning process; to develop their IL & TP from Year 8 onwards and to amend it to reflect their developing understandings as they move through school and within the community and on to post-school destinations;
- to have a transition portfolio and to be supported in using it effectively;
- support to develop transition plans that outline a range of options for transition to post-school destinations, and to have worked with at least one of the non-school employment and training support services;
- to have ready access to identified support and information networks, including Youth Pathways and Centrelink, and other contacts such as the Job Network, group training companies, traineeships, apprenticeships.

BROAD STRATEGIES (To be addressed in detail in each year, 2006 -2008, in the District Business Plan):

- Identify good practice in use of Individual Learning Plans and document different models
- Promote understanding of the value of Year 8-12 Individual Learning and Transition Plans.

- Share models and structures used by best practice schools in their embedding of transition processes into school organisation
- Provide resources that support schools in having a Year 8-12 IL & TP and Transition Portfolio for every student
- Collect data each year as evidence of the progress towards goals being achieved by end of 2008

#### 4: Career Development

Career development in its contemporary form is the process of managing life, learning and work over a person's lifetime. It encompasses the provision of diverse services to assist people to gain knowledge, skills, attitudes and behaviours that help them to manage their career (ie life, learning and work roles) more effectively.

Planning for personalised learning through the IL & TP is underpinned by effective career development. All year 8-12 students will be engaged in structured learning opportunities that assist them to develop career development skills and to become competent self-managers of their futures.

#### GOALS:

In Inner South schools, during the years 2006 – 2008, and beyond, all students can expect ready access to:

- opportunities to develop career development competencies in the broad areas of: Personal Management, Learning & Work Exploration, and Career Building.
- personal advice, information, guidance or counselling to assist them to make decisions about further education, training or employment opportunities;
- print-based, computer-based or on-line services about jobs and careers, courses of study and vocational training to help individuals make pathway choices;
- up-to-date industry-based information about occupations, skills shortages and employment opportunities;
- a range of experiential opportunities in non-school settings that are linked to important decision making points and events;
- opportunities that support them to acquire life-long career development skills that will enable them to make initial education and occupational choices as well as to manage their future choices.

BROAD STRATEGIES (To be addressed in detail in each year, 2006 -2008, in the District Business Plan):

- Facilitate delivery of training about student career development
- Share information about best practice in career development
- Support schools to establish structures that promote career development within their day to day operations and curriculum
- Provide resources that further student, teacher and parent understanding and/or skills in individual career development
- Collect data about the extent of improvement in student access to, and the range of experiential opportunities to improve career development each year

#### 5: Monitoring and Tracking for Targeted Intervention

Monitoring and tracking processes will help ensure that each student is cared for throughout his or her education and into a successful initial transition. These processes will ensure that students do not fall through the cracks because action has not been taken. They will also ensure that those who have disengaged are assisted to re-engage through targeted intervention measures, including information about the range of support available and help to access them.

#### GOALS:

In Inner South schools, during the years 2006 – 2008, and beyond, all students can expect:

- a case management approach, if required;
- to use their IL & TP to chart their progress and aspirations;
- their school to use IL & TP data to develop personalised pathways;
- to participate in intended and actual destination surveys conducted by their school;
- to engage in curriculum that is developed, managed and resourced in ways that are responsive to destination data;
- "just-in-time" intervention measures to assist them to strengthen their engagement or to re-engage them with learning.

BROAD STRATEGIES (To be addressed in detail in each year, 2006 -2008, in the District Business Plan):

- Trial a range of surveys in relation to student destinations and intended destinations
- Document and share strategies that assist schools to identify and track potential early school leavers

- Support schools in their efforts to provide targeted intervention to strengthen student engagement or re-engagement
- Provide resources to schools to support and/or promote best practice in monitoring and tracking targeted intervention
- Collect data as evidence of the extent of tracking of students progress, student intended and actual destinations and the effectiveness of targeted interventions.

## 6. RISKS

### Strategic & Political

- Culture throughout the district which sees FC a funding source to meet their diverse needs which may not align with the FC objectives.
- Schools viewing the FC objectives as another strategy being imposed from above without accompanying resources and support.

### Partnerships

- Unwillingness or inability for schools to collaborate as a district for many reasons including the differing priorities of each school.
- Those objectives which require collaboration with the Quality LinCS LCP will only be achieved if there is a close, equitable, inclusive and clearly understood working relationship between staff and that operational procedures are put in place to facilitate this.
- Outcome data from last year's schools to which 2005 carry over funds have been distributed difficult to obtain as they are no longer in the district.

### Financial

- Allocated funds not sufficient to meet needs of schools to implement the FC strategy.
- Rent and other admin. costs at the Skills Centre escalate to the point where it is necessary to move. This would slow the progress of achieving the objectives.

### Operational risks

- The success of the plan relies heavily on the willingness of the three action teams participating enthusiastically and it's members from each of the schooling sectors being willing to work together as well as being supported by their schools to do so.

### Human Resources

- Change of key staff within schools.
- Change of staff within the partnership between Quality LinCS and the Transition Broker

### Technology.

- Lack of credibility in relation to the implementation of web based Individual Learning & Transition Plan (IL&TP).
- Schools doing their own thing in relation to IL & TPs resulting in a lack of consistency and varying quality and coverage.
- Lack of technical support with ICT in the office.

## 7. AUTHORISATION

District Director: \_\_\_\_\_ Ken Francou Date: \_\_\_\_\_

Transition Broker: \_\_\_\_\_ Peter Leolkes Date: \_\_\_\_\_

LCP Chair: \_\_\_\_\_ James Mulraney Date: \_\_\_\_\_  
Peter Williams

## Goal 2: Excellence in Learning: Provision, Achievement &amp; Pathways

## Targets

- All sites have established site wide data collection and processes that determine site targets, inform practice and direct targeted intervention strategies by 2006 (with particular consideration to exempted students and students with specific disabilities).
- All sites develop a literacy plan (as well as Early Years Literacy Plan if required) and a numeracy plan that detail explicit intervention strategies and are supported by targeted professional development.
- Increase the percentage of Aboriginal students in years 3, 5 and 7 achieving in the upper skill bands for literacy and numeracy.
- Increase Year, 3, 5 and 7 student performance in literacy and numeracy to reach or exceed the national average by 2008.
- LaN results indicate 10% reduction in the number of students in skills bands 1- 2 in year 3, 1- 4 in year 5 and 15% reduction of students in skills bands 1- 4 in year 7 by end of 2006.
- Improvements in standards of learner achievement based on the SACSA Framework by 2007.
- Sites raise awareness of and improve opportunities for all learners to gain key competencies and enterprise skills and to participate in Vocational Learning programs (community and work based learning, career education and enterprise education).
- Meet all students' needs through expanded learning pathways and specialist school programs (as identified by student learning plans) and influenced by the SACE review by 2008.
- 85% of students enrolled in a semester of SACE Stage 1 English and semester of Stage 1 maths unit achieve a Satisfactory Achievement (SA) for each unit.
- Increase the number of year 12 Aboriginal students completing SACE, or its equivalent, from 48% in 2004 to 70% by 2010 (Aboriginal Education Plan target).
- Increase the percentage of students completing year 12 or its equivalent to 90% within 10 years and ensure their successful transition to post school pathways of work, further education or training (by 2014, SA Strategic Plan target).
- Improve the connections between educational institutions and industry to enhance creativity and innovation (SA Strategic Plan target).

## Objectives

Improve overall student achievement:

- Identify and record standards of learner achievement in relation to SACSA
- Implement appropriate strategies in response to recommendations of the SACE review
- Review and improve identification processes and intervention processes for children and students at risk of not achieving adequate levels of literacy and numeracy
- Support and improve the learning outcomes of Aboriginal children and students

Provide engaging, stimulating and flexible learning programs and pathways:

- Implement the Individual Learning Plan initiative, with strategies for effective career development for all
- Improve the collaborative arrangements between preschools, schools and community agencies, providing specialist support which meets the specific needs of children and students with disabilities
- Explore appropriate learner pathways by combining curriculum options incorporating senior schools with

further education and employment to improve appropriate learner pathways

- Enhance links between education programs and industry requirements through effective partnerships between schools, local communities and industry sectors

Support students to be equipped to respond to changing employment markets:

- Implement improved career development resources and processes
- Support career and transition networks across clusters of school so as to link school based student services teams with other agencies at the local level and provide access to up to date career information
- Strengthen the development of enterprise and employability skills for young people

Increase the export of International Education Services:

- Investigate opportunities to teach and host international students

## Goal 2: Excellence in Learning: Provision, Achievement & Pathways

### Strategies

#### The District Office will support sites to

- Review and improve their whole school data collection activities.
- Analyse data (including LaN) to determine site targets and appropriate intervention practices.
- Investigate a range of intervention strategies appropriate to each site incorporating monitor and review processes.
- Review and improve practices for identifying students at risk of not achieving site benchmarks in literacy and numeracy.
- Develop and refine their whole-site literacy plans.
- Develop a whole-site numeracy plan.
- Improve transition processes between educational settings P-12.
- Map vocational learning across the learning areas.
- Implement the Moving Forward with SACSA Strategy and associated requirements.
- Develop appropriate retention strategies and share their practice.
- Respond to emerging DECS issues.

#### The District Office will

- Coordinate workshops in Data Management.
- Share data collection methods/proformas etc across school sites.
- Coordinate Early Years Literacy Programme initiatives and training.
- Promote the SACE Literacy Strategy and support the implementation of the SACE review.
- Promote effective pedagogies, models of intervention, curriculum and timetable structures through sharing of good practice and research.
- Promote and support professional learning across the district.
- Promote the use of inquiry methodology within sites.
- Promote the utilisation of individual learning plans within secondary sites.
- Work with Futures Connect personnel to promote a range of pathways for secondary students.
- Support collaborative arrangements between clusters of schools, community groups and industry.

### Key Responsibility

- District Leadership Team.
- Site leaders and other support structures.
- District Task and Reference Groups.
- Inner South Transition Broker.
- State Office SACSA Team.

### Goal 3: Engagement and Wellbeing

#### Targets

- All preschools and schools include learner wellbeing in their site learning plans by the end of 2007.
- All schools will implement and review their Attendance Improvement Plan by the end of 2006.
- Schools and preschool leaders are trained and supported in the implementation of the National Safe Schools Framework (NSSF) by the end of 2006.
- All sites introduce the new child protection curriculum materials for preschool to year 12 during 2006/7.
- All schools implement and review their anti-bullying policy by the end of 2007.
- All schools implement and review their Drug Strategy Action Plan by the end of 2006.

#### Objectives

- Implement a student learner wellbeing framework.
- Extend engagement and retention initiatives particularly in relation to at risk students (including students from Aboriginal backgrounds, low socio economic backgrounds under GOM, boys and SWD).
- Implement the National Safe Schools Framework and child protection initiatives.
- Implement preventative programs to address mental health and other key wellbeing issues.

### Goal 3: Engagement and Wellbeing Strategies

- Tri-level discussions about learner wellbeing to be facilitated by district and state office staff.
- Staff, students and parents in the Inner South District provide feedback on the draft framework.
- District representation on wellbeing framework groups.
- A range of wellbeing tools to be shared with sites to assist with data collection, planning, implementation and review of wellbeing strategies.
- Three schools trial the Learner Wellbeing Framework and share their learnings.
- A learner wellbeing inquiry group convened to support sites plan, implement and review their wellbeing strategies.
- Schools implement and review their Attendance Improvement Plan with support from district staff. Provision of information to assist schools meet NSSF reporting requirements.
- Training is provided and coordinated eg Friendly Schools and Families, SMART (Strategies for Managing Abuse related Trauma) and Mandatory Notification.
- District trial sites share their experiences of implementing the new curriculum.
  - Collaborate with other agencies to support schools and preschools to develop preventative and intervention strategies for their children/students. Support and provide advice to sites at points of transition especially post school pathways for targeted groups.
- All students under the guardianship of the Minister will have an Individual Educational Plan.
- Support the development of Student Review Teams in schools.

### Key Responsibility

- Site leaders.
- District Office Staff.
  - Leadership Team
  - Support and Disabilities Team
  - Inclusion and Wellbeing Team
- State Office Teams.



## Appendix 2

Urrbrae Skill Centre  
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Government of South Australia  
Department of Education and  
Children's Services

**Inner South District  
Futures Connect**

Ashford Special School  
Australian Science and Mathematics School  
Blackwood High School

Melrose Park School  
Mercedes College  
Mitcham Girls High School

Seaview High School  
St Ann's Special School  
St John's Grammar School

Brighton Secondary School  
Cabra Dominican College  
Hamilton Secondary College

Pasadena High School  
SA School for Vision Impaired Children  
Sacred Heart Middle School

Suneden Special School  
Tabor Christian College  
Unley High School

Kilparrin Teaching & Assessment Unit  
Marymount College

Sacred Heart Senior School  
Scotch College

Urrbrae Agricultural High School  
Westminster School

*23rd May 2006*

Dear *(Principal)*

### INNER SOUTH / QUALITY LINCS ACTION TEAMS

Last year there were regular meetings hosted by Quality LinCS of Teachers, Coordinators, Deputies, Principals and Service Providers interested in vocational education, school/industry partnerships, career counseling, catering for special needs students transitions to work and a range of other related topics.

This year the State and Commonwealth Government's funding, accountability and delivery of programs in this area requires a different structure. The Futures Connect strategy and the Quality LinCS LCP (Local Community Partnership) are working together to maximize support and resources available to schools, to in turn maximize service delivery to students.

Three teams will be established to meet the needs of the Government agendas from 2006 to 2008. These teams will meet at least once per term but may decide that sub groups/interest groups within their larger group meet at another time to address particular issues.

The three teams are outlined on the accompanying sheets. These teams will act as the main conduit between the governments funding and outcome agendas and your school. They will allow transfer of information; access to support and resources; sharing of best practice, in program delivery, curriculum innovation and development of partnerships with business/industry/training providers; the collection and sharing of data and outcomes and resolution of shared challenges.

Please nominate 3 representatives from your school to attend each of these Action Team meetings (you may choose for a staff member to join more than one team if you wish).

Nominations need to be returned to Urrbrae Skill Centre (address, telephone, fax and email above) by Tuesday 6th June 2006. Whilst this timeline is short, our teams are keen to get on with allocating support and achieving outcomes.

Yours faithfully,

Lori Hocking – Executive Officer, Quality LinCS

Hayley de Wolff – Structured Workplace Learning / Adopt a School Coordinator, Quality LinCS

Peter Leolkes – Transition Broker, DECS Inner South District

## Career and Transition Action Team

**Role:** To assist schools to support every student in the transition from secondary schooling to further education, training or employment or a combination of these over time.

**Tasks:** Support the development of structures and practices in every school that enhance students career development and individual planning (structures such as IL & TPs from Yr 8, Individual Transition Plans and Portfolios, Professional Career Advice and development of Employability skills, student and parent understanding of VET pathways and post school options)

**Membership:**

- Staff responsible for, and/or who can provide leadership in, student career advice, transitions, portfolios, pathways and IL & TPs
- Transition Broker, Quality LinCS Executive Officer, DECS District Learning Band Coordinator: Middle & Senior Years, other youth support agency representatives.

**Team Leaders:** Peter Leolkes / Lori Hocking

**The work of this team (from Quality LinCS LCP and Inner South DECS District Business Plans):**

Action team of stakeholders will meet initially once per term, with sub-group meetings as needed to complete the following:

**From the DECS Futures Connect District plan....**

- 3.1 Document and share good practice in the implementation of the IL & TP.
- 3.3 Provide information to parents/care-givers, other stakeholders to familiarise and promote the IL & TP.
  - Work with support agencies such as Youth Pathways, and other youth service providers in the region to ensure greater understanding of ITPs and the opportunities they create for students
  - Support career advisors and agencies with the help of agencies such as YP, to promote the ITP to employers and parent(brochure, newsletter, career events) Map and share good practice across sectors
- 3.5 Facilitate an increased understanding of the IL&TP and how it fits with other DECS plans (Ab. Ed. plan, NEP etc.)
- 3.7 Develop implementation models and timelines for integrating transition processes into school practices for school leavers, including 'exit interviews' with students to gauge satisfaction and usefulness of transition processes.
- 3.11 Facilitate the provision of resources to encourage schools to implement transition planning and using IL & TPs.
- 4.1 Facilitate and support workshops to deliver Australian Career Development Studies 2.
- 4.2 Facilitate P.D. on vocational testing programs (eg Holland Self Directed Search).
- 4.3 Provide T&D opportunities for teachers in career education and work preparation. E.g.The Real Game, My Future, ReCAP and ABCD, resume writing and job applications.
- 4.4 Support Parents and Teachers as Career Partners program at Seaview high School
- 4.5 Support a Trade Careers Expo event at Urrbrae HS for students and parents from Q L schools.
- 4.6 Support the Mitsubishi Careers expo. Produce and distribute promotional material. Collect data.
- 4.7 Organise Industry promotion and awareness visits for teachers/students in skill shortage areas. **2007**
- 4.8 Develop, collate and distribute to all school leavers, a leavers booklet.
- 4.9 Develop and distribute a toolbox which contains career development resources:
- 4.11 Determine interestthrough IL&TPs and facilitate short courses in skill shortage areas. **2007**
- 4.12 Provide schools and key staff with relevant, current and timely career information.
- 4.14 Support schools to map and to write career development modules -specifically the ABCD. (e.g. Pasadena)
- 5.1 Support schools to undertake intended destination surveys with Year 10 students and encourage them to develop processes for using data to inform curriculum offerings.

**From Quality LinCS LCP plan .....**

- Survey industry to clarify their SWL requirements (current plus 20 others in skill shortage areas) share with all 3 Teams.
- Review and trial a selection process for students to undertake a VET course. Make recommendations to schools.
- Publish a flow chart of structures that have made ITP's successful in the region.
- Re-examine vocational programs and training opportunities in the region and work with schools to promote programs.
- Promote career pathway flowcharts being included in school course selection handbooks, VET logbooks.
- Share results of industry SWL survey with schools via action teams.
- Collect and coordinate data related to career advice, IL & TPs/ITPs and student transitions.
- Review a list of all outcome data to be collected 2006-2008 and advise on the best strategies for collection and use.
- Identify "success stories" in VET to be presented (in person, in print, on line) by parents, students, employers (with teachers).

**Career and Transition Action Team meetings planned: (4:15 – 5:30pm) at Urrbrae Skills Centre**

Term 2, Week 7 – Thursday 15 <sup>th</sup> June	Term 3, Week 4 - Thursday 17 <sup>th</sup> Aug.	Term 4, Week 5 – Thursday 16 <sup>th</sup> Nov.
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## Innovations and Partnerships Action Team

**Role:** To facilitate the building of innovative curriculum which engages students, through Vocational Education and Community Partnerships.

**Tasks:**

- Develop community partnerships with industry and employers for the purpose of having curriculum inclusive of SWL, SBNAs, SSABSA flexible learning, VET, and accredited training.
- Informing curriculum from student IL & TPs / ITPs, information from employers and the labour market.
- Seeking to access industry support via programs such as the "Adopt a School" program.

**Membership:**

- School staff responsible for, and/or who can provide leadership in, Senior School Curriculum reform, Vocational Education and Community Partnerships.
- DECS Transition Broker, Quality LinCS Structured Workplace Learning/Adopt a School Program Coordinator, DECS District Learning Band Coordinator: Middle & Senior Years, District Student Inclusion & Wellbeing Coordinator (or rep), RICA (Regional Industry Careers Advisor), other youth support agency representatives.

**Team Leaders:** Hayley de Wolff / Peter Leolkes

**The work of this team (from Quality LinCS LCP and Inner South DECS District Business Plans):**

Action team of stakeholders will meet initially once per term, with sub-group meetings as needed to complete the following:

**From the DECS Futures Connect District plan....**

- 1.1 Create and maintain a map of sites offering innovative and flexible SACE courses.
- 1.3 Support schools in providing flexible courses (above) internally or to the district.
- 1.4 Develop a package which can be used for student work placement orientation
- 1.6 Support the expansion of SBNAs. (e.g. at Hamilton)
- 1.7 Develop/review and document programmes for disengaged students (eg ALOP, Target works)
- 1.8 Coordinate workshops on requirements associated with VETiS and SBNA programs.
- 1.11 Identify and support the implementation of new VETiS programs. (e.g. at ASMS)
- 1.12 Facilitate provision of resources to students and teachers for participation /delivery in VET
- 1.13 Support staff to maintain required qualifications for VETiS delivery
- 2.7 Support schools to establish partnerships with Industry and RTOs (e.g. at Pasadena)

**From Quality LinCS LCP plan .....**

- Prepare and provide a brochure for each "work experience" site.
- Provide training to teachers/supervisors to introduce and explain the brochure to employers.
- Facilitate the goal that all VET students participate in at least 1 mock interview per year.
- Conduct an audit of school course books to ensure employability skills are evident in course descriptions.
- Share strategies that best practice schools use in relation to student destination tracking.
- Advertise to make students, parents and VET coordinators aware of all courses that offer SWL.
- Use the "success stories" presentations to inform students and parents about alternative pathways.
- Provide advice on the best strategies for collection and use of SWL and "Adopt a School" data.

***Innovations and Partnerships Action Team meetings planned: (4:15 – 5:30pm) at Urrbrae Skills Centre***

Term 2, Week 6 – Thursday 8 <sup>th</sup> June	Term 3, Week 3 - Thursday 24 <sup>h</sup> Aug.	Term 4, Week 6 – Thursday 23 <sup>rd</sup> Nov.
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## Targeted Intervention Action Team

**Role:** To assist in the provision of targeted programs for particular groups of students and collect data to ensure programs are effective.

**Tasks:** To provide advice on targeted intervention and youth services; strategies for re-engagement, case management and mentoring; tracking students and their outcomes.

**Membership:**

- School staff responsible for, and/or who can provide leadership in, vocational outcomes for Special Needs Groups (e.g. Students with Disabilities, ATSI, NESB, Students at Risk, ESL)
- LCP Career & Transition Support Coordinator, DECS Transition Broker, Youth Pathways providers, DECS District Student Inclusion & Well Being Coordinator or rep, Aboriginal Ed Coordinator, District Disabilities Coordinator or rep, District School Attendance Counsellor, Disability Liaison Officers, agencies such as Personnel Employment and other youth support agencies.

**Team Leaders:** Lori Hocking / Peter Leolkes

**The work of this team (from Quality LinCS LCP and Inner South DECS District Business Plans):**

Action team of stakeholders will meet initially once per term, with sub-group meetings as needed to complete the following:

**From the DECS Futures Connect District plan....**

- 1.1 Create and maintain a map of sites offering programs that are specifically targeted at Aboriginal students.
- 1.5 Work with Special School staff to facilitate and support SWD to access work preparation activities.
- 1.7 Develop/review and document programmes for disengaged students (eg ALOP, Target Works)
- 1.10 Support and promote the State Wide Disability Project.
- 1.14 Support and encourage a growth in VET in Schools by Indigenous students and students with a disability.
- 3.2 Work with DECS District Disability coordinator and other districts to develop a model using the IL &TP, to improve the transition from school for students in Special schools/units and Link programmes
- 3.4 Support schools in professional development of the staff in the areas of transition planning for SWD. Facilitate the dissemination of the knowledge/skills gained throughout the district.
- 4.10 Support the Disability Transition Expo for the Southern/Western area
- 4.13 Trial Parents as Career Partners seminars for Indigenous families.
- 5.2 Support schools to develop and implement processes and strategies to identify, support, monitor and track potential early school leavers, linking students with appropriate agencies.
- 5.3 Support Unley HS to provide curriculum that is developed, managed and resourced in ways that are responsive to intended destinations of students at risk.
- 5.4 Develop and support programmes which facilitate engaging curriculum for students with physical disabilities.

**From Quality LinCS LCP plan .....**

- Enhance the range and number of mentoring programs in the region particularly for students in Yrs 9 & 10. Map current practice in schools.
- Work with other stakeholders to ensure students most at risk are being referred for support.
- Facilitate PD sessions for career advisers and youth workers across the LCP aimed at supporting young people via Career and Life coaching.
- Support schools to develop and implement, in collaboration with other stakeholders, processes and strategies to identify, support, monitor and track potential early school leavers, linking students with appropriate agencies.
- Collect and coordinate data related to mentoring and student/youth outcomes.
- Conduct reviews on all data to be collected 2006-2008 and advise on the best strategies for collection and use.
- Attempt to dispel cultural barriers and build parental expectations with regard to vocational education and training pathways and thus creating expanded opportunities for students.
- Use the "success stories" presentation format (in person, in print, on line) using parents, students and employers as often as possible.

***Targeted Intervention Action Team meetings planned: (4:15 – 5:30pm) at Urrbrae Skills Centre***

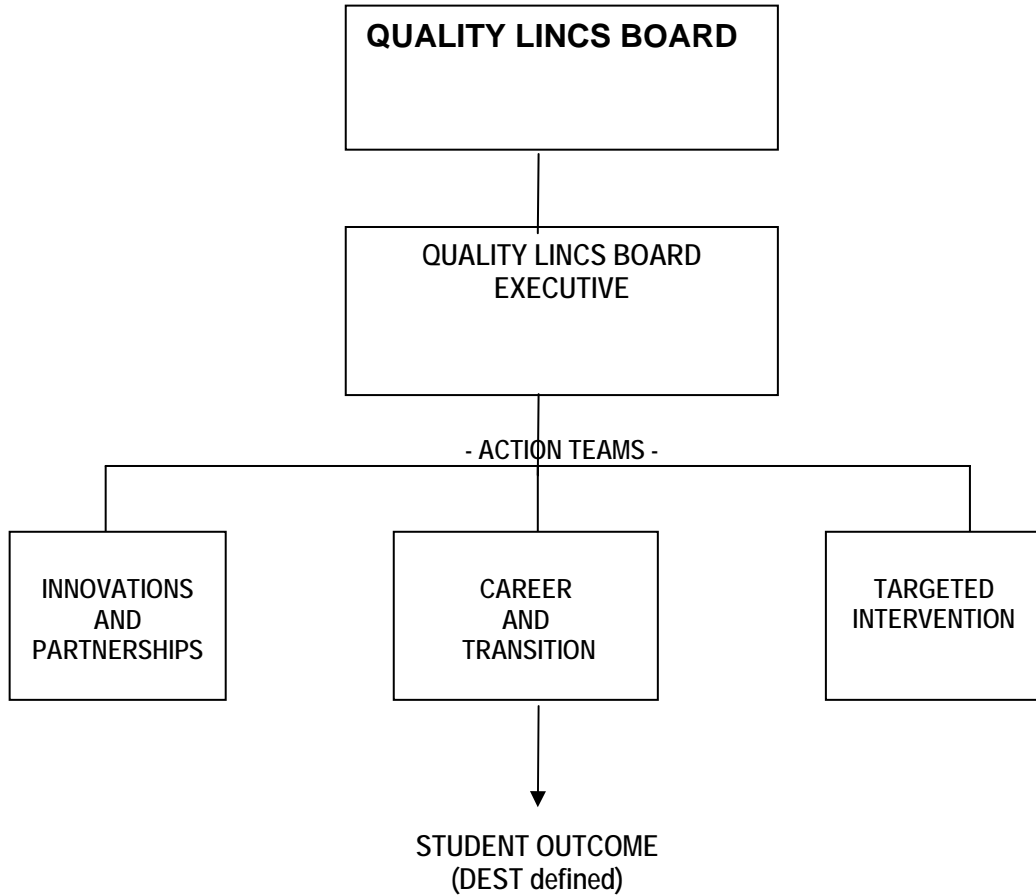
Term 2, Week 8 – Thurs. 22 <sup>nd</sup> June	Term 3, Week 8 – Thurs. 14 <sup>th</sup> Sept.	Term 4, Week 4 – Thurs. 9 <sup>th</sup> Nov.
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STRUCTURE FOR IMPLEMENTATION 2006  
CAREER AND TRANSITION ADVICE – INNER SOUTH AND QUALITY LINCS

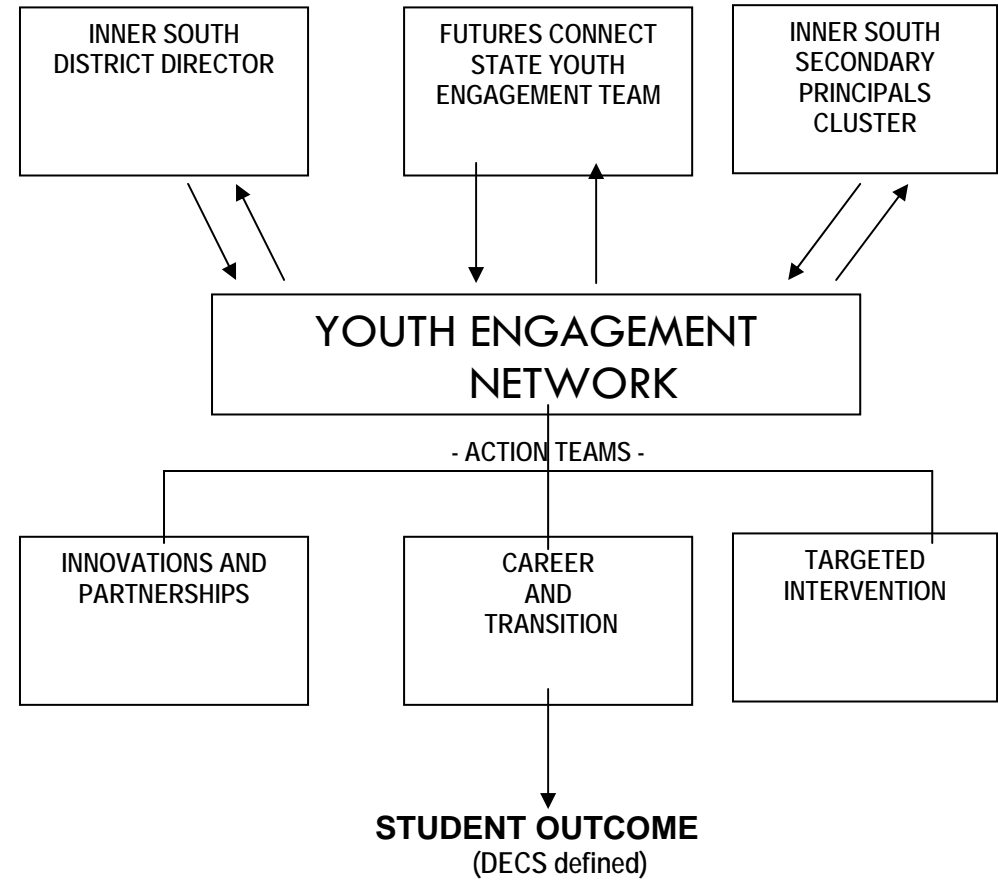
Issue 2, 29<sup>th</sup> May 2006

POLICY STATEMENTS	INNER SOUTH DISTRICT TEAM	FUTURES CONNECT STATE YOUTH ENGAGEMENT TEAM	INNER SOUTH SECONDARY PRINCIPALS CLUSTER	QUALITY LINCS BOARD
POLICY IMPLEMENTATION	<b>YOUTH ENGAGEMENT NETWORK</b> 6 Reps from Schools Local Govt. Rep. Chaired by Inner South Sec. Principal Youth Pathways Rep LCP Executive Officer DECS Transition Broker		<b>QUALITY LINCS BOARD – EXECUTIVE</b> Co-chairs (Industry/Education) Rep. of Government, Catholic & Independent schools Treasurer District Director – Inner South Career & Transition Support Manager - Executive Officer DECS Transition Broker	
POLICY ACTION GROUPS (OUTPUTS)	<b>INNOVATIONS AND PARTNERSHIPS</b>  Building Engaging Curriculum (DECS) <ul style="list-style-type: none"> <li>• VET</li> <li>• SBNAs</li> <li>• SSABSA Flexible Learning</li> <li>• Curriculum informed by IL &amp; TP</li> </ul> Community Partnerships (DECS) Adopt a School (DEST) SWL (DEST) <ul style="list-style-type: none"> <li>• Accredited Training</li> <li>• Vocational Learning</li> </ul>	<b>CAREER AND TRANSITION</b>  Career Development (DECS) <ul style="list-style-type: none"> <li>• CD competencies</li> <li>• CD advice</li> <li>• CD experiences</li> </ul> Individual Learning Plans (DECS) <ul style="list-style-type: none"> <li>• IL &amp; TPs from yr 8</li> <li>• Transition Portfolio</li> <li>• Exit Plans</li> </ul> CTS Program (DEST) <ul style="list-style-type: none"> <li>• Individual Transition Plans</li> <li>• Professional career advice</li> <li>• Promoting VET pathways</li> <li>• Educating about post school options</li> </ul>		<b>TARGETED INTERVENTION</b>  Monitoring and tracking for targeted intervention (DECS) <ul style="list-style-type: none"> <li>• case management</li> <li>• re-engagement</li> <li>• intervention</li> </ul> CTS Program (DEST) <ul style="list-style-type: none"> <li>• monitoring and mentoring</li> <li>• advice on youth services</li> </ul>
ACTION GROUP MEMBERS	Team Leaders: Hayley De Wolff /Peter Leolkes School Target Groups – staff responsible for Senior Schooling Curriculum Reform, Community partnerships (e.g. Adopt a School, Structured Workplace Learning)		Team Leaders: Peter Leolkes/ Lori Hocking School Target Groups – staff responsible for career advice, transitions, portfolios, learning plans.	

**CAREER & TRANSITION ADVICE – QUALITY LINCS 2006  
LCP STRUCTURE FOR IMPLEMENTATION**



**CAREER & TRANSITION ADVICE – INNER SOUTH  
FUTURES CONNECT STRUCTURE FOR IMPLEMENTATION 2006**



**Appendix 4**

2005 data									
SCHOOL	Index	SECONDARY ENROLMENTS			ATSI	SC	SWD	ESL	NESB
	of Disadv.	TOTAL	MALE	FEMALE		(includes non-secondary)			
Ashford Special School	6	54	34	20	0	15	102	0	7
Australian Science and Mathematics School	7	272	194	78	3	33	1	21	50
Blackwood High School	7	1025	523	502	2	144	17	26	63
Daws Rd. Centre									
Hamilton Secondary College	4	988	494	494	4	462	80	153	204
Kilparrin Teaching & Assessment Unit	5	2	2	0	0	7	29	0	0
Mitcham Girls High School	6	580	0	580	3	155	28	45	88
Pasadena High School	5	310	182	128	8	91	40	33	41
Pasadena H.S. Unit									
Seaview High School	6	971	475	494	16	286	59	67	75
SA School for Vision Impaired Children	6	9	3	6	0	14	35	0	0
Unley High School	7	1240	700	540	0	174	27	95	206
Urrbrae Agricultural High School	7	1014	506	508	2	152	45	0	0
<b>TOTAL</b>		6465	3113	3350	38	1533	463	440	734
<b>Percentage</b>			48	52	1	24	7	7	11