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2007 Business Plan Outcomes Report

1 January 2007 to 31 December 2007

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LCP Name: Quality LinCS

LCP Service Region: Service Region 150, Southern Adelaide – Part B

2. Programme delivery strategies

LCP Programme – SWL

Identify the Programme Objective EXAMPLE: SWL Objective 3: Promote SWL

Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	Activities <i>(What specific activities will you undertake to achieve this goal)</i>	Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i>	Resources <i>(What staff, financial, other resources will you commit to the activities)</i>	Timeframe <i>(When do you expect this activity to be completed)</i>
Objective One: Increase (student) access to SWL				
Goal 1. Increase business and industry understanding and support of SWL and therefore student and school access to SWL.	a) Work with RICA to distribute Employer Survey (survey already devised) which indicates employer willingness to host SWL, understanding of SWL and any follow up required to host SWL. <i>Output: Ensure 20 employers per semester are surveyed.</i> b) Produce generic employers pack for industry and business which addresses results of survey above. <i>Output: To produce one generic pack in relation to SWL.</i>	a) % of Employers who willing to host SWL or require further support on SWL. a) % of new Employers who are added to LCP SWL database. b) RICA and LCP gain verbal feedback from at least 20 businesses on pack.	RICA and LCP Project Officer & EO/C&TS Manager RICA and LCP Project Officer & EO/C&TS Manager	Ongoing – end 2007 Ongoing – end 2007
Progress/Achievement in 2007	a) The survey has been devised by the three Southern LCP's (FEVER, Southern Futures and Quality LinCS) and it was agreed that at a collaborative planning session at the beginning of 2007 that the RICA would be the main source of distribution. Hence the survey was given to RICA for distribution. In July 2007, the RICA had not yet distributed the survey and hence EO approached the Economic Development Officer at the City of Marion to help distribute to local employers. As a result of this, 11 employers returned surveys. Of these 8 employers were willing to host SWL students and hence the LCP supplied information that the employers requested and added these names to the existing database. The new RICA for the Southern Region has indicated they will assist the LCP with distributing surveys to employers in 2008. b) Information in the survey (listed above) has been categorised and the three Southern LCP's (FEVER, Southern Futures and Quality LinCS) have devised one page flyers which provide information to Employers in response to their needs (as indicated in the survey). The flyers include information on: 1. Adopt a School Programs – what are they, how they work and how business can be involved. 2. Australians School Based Apprenticeships (ASBA's) – the benefits of the ASBA for the business and the student, the process of sign up and further information. 3. Ten Ways to Build Relationships with Schools – ten dot points on the mutual benefits of school industry relationships. 4. Structured Work Placement (SWP) – the difference between SWP and work experience, the benefits to business of a SWP and insurance implications. 5. Occupational Health, Safety and Welfare (OHSW) - issues pertaining to students on SWP's, how to address issues relating to OHSW and a suggested checklist for Employers in preparation for placements. 6. Employability Skills. 6. Frequently Asked Questions – a combination of all of the above flyers drafted into one document. Of the 11 surveys completed and returned by local employers, all were responded to and the information requested was put in a pack. 8 employers indicated that they would host a student on placement. The information most commonly requested was information on SWP (benefits of hosting a SWP), employability skills and information on ASBA's.			
Goal 2. Increase the number of employers who include target groups such as students with special needs such as Indigenous, students with a disability and	a) Identify and consult with existing employers of database that currently provide SWL for targeted student groups. <i>Output: Identify and produce list on LCP SWL database that highlights these employers.</i>	a) List is compiled and employers continue to offer SWL. These employers could be used as 'good news' stories at Transition events and to engage the support of more employers.	LCP Project Officer and members of Targeted Intervention Action Team (TIAT)	Term 2, 2007

students at risk.	<p>b) Work with TIAT group with reps. from all sites, to identify barriers for target groups and work on strategies to overcome barriers. <i>Output: Documentation of barriers and strategies.</i></p> <p>c) Source new employers with support of RICA and independently who are willing to provide SWL for target groups and help facilitate these placements. <i>Output: Addition of names to LCP SWL database and increase in number of SWL's for target groups of students.</i></p>	<p>b) TIAT group provide support and advice on their findings and observations.</p> <p>c) Increase in LCP SWL database of employers by 10% (representation needs to be on par with proportion of each target group in region).</p> <p>c) Student numbers in target groups who access SWL using LCP is increased.</p>	<p>LCP Project Officer and members of TIAT</p> <p>Project Officer, RICA and specific School Staff</p>	Ongoing – end 2007
Progress/Achievement in 2007	<p>a) The numbers of SWL directly organised and coordinated by the LCP to date is 138 placements. The placements vary between 1 week and 4 weeks in duration and the total number of weeks organised by December 2007 is 205. We have consulted with those employers who in the past have taken students with special needs including those with a disability, those students of CALD backgrounds and indigenous students and ALL employers are still willing to host SWL (24 employers contacted). The TIAT has provided an additional 5 names of employers who are willing to host placements for specific targeted groups of students and hence these contacts will be used for future placements. These employers have been identified on the SWL database.</p> <p>Several employers have supported students with SWL more than once during 2007 and the anecdotal feedback from students and parents has been excellent – students have enjoyed their placements and felt that they were 'quality' placements. 12 schools in the LCP region have received assistance with SWL. The majority of the placements were in the following areas; Automotive, Childcare, Retail, Community Services and Hospitality.</p> <p>b) The barriers as identified by the TIAT include: Students with Disabilities – transport to and from placements, support during a placement including toileting for students with severe physical disabilities, lack of suitable facilities for students with wheelchairs and parental consent. Indigenous Students – lack of parental support, absenteeism and 'catching up' when back at school. Students at Risk – non attendance, lack of self esteem resulting in absenteeism from both school and the workplace, lack of transition information relating to some specific career pathways.</p> <p>The strategies for targeted these barriers will form part of the priorities for the Action Teams in 2008.</p> <p>c) 9 new employers from the TIAT have been added to the database for target groups of students. 24 employers who were already identified on the database and hence the increase is 37.5%. Our target for the year was 10%. The addition of names has enabled the LCP to support the Statewide Disability Program with providing SWL opportunities for students with a disability. In 2008 the RICA has clearly indicated the survey devised by the LCP for RICA distribution will also enhance these numbers.</p> <p>The total number of employers added to the database in 2007 is 30 from mainly the Hospitality, Retail and Community Services Industry areas. This increases the number of employer on the database from 95 to 125. All placements were sourced by the Project Officer without the assistance of the RICA.</p>			
Objective Two: Increased Student participation in SWL				
<p>Goal 1. Increase student, school and parental understanding (including processes) of SWL.</p>	<p>a) Work with school VET Coordinators and students and identify barriers which prevent student involvement in SWL. <i>Output: List of barriers produced by Working Party.</i></p> <p>b) Provide quality information to specifically targeting parents and students on SWL including benefits and outcomes. <i>Output: Production by LCP of SWL Brochure for parents and students.</i></p> <p>c) Work with local employers to strengthen their understanding of school / student needs and general school processes relating to duty of care, insurance and workplace</p>	<p>a) Overall increase in student numbers in SWL in 2007 compared to 2006.</p> <p>b) Consult with parents either formally or informally and seek feedback about information in brochure and positive / negative impact on choice relating to SWL.</p> <p>c) Decrease in the number of negative responses relating to SWL by employers – this would be done verbally when requests are made by</p>	<p>Project Officer, Transition Broker, members of Innovation and Partnerships Action Team (IPAT) and students.</p> <p>Project Officer, Parents, EO/C&TS Manager and neighbouring LCP's.</p> <p>Project Officer, Employers and IPAT sub committee.</p>	<p>Term 2, 2007</p> <p>Term 3, 2007</p> <p>One forum per semester</p>

	<p>assessment. <i>Output: Employer information forums with school involvement.</i></p> <p>d) Use IPAT as conduit to help support and increase student participation in SWL – share best practice type scenarios to engage school support staff and flow on to increase student numbers. <i>Output: Formulation of IPAT for 2007.</i></p>	<p>LCP for placements.</p> <p>c) An overall increase in student numbers in SWL in 2007 compared to 2006.</p> <p>d) School representation at IPAT meetings is increased.</p> <p>d) Number of requests for SWL increased from all sites.</p>	IPAT	Ongoing – end 2007
<p>Progress/Achievement in 2007</p>	<p>a) LCP Project Officer has been in contact with VET Coordinators, parents and students to discuss ways of improving the quality of Work Placements for students and ensuring students are placed with appropriate and committed employers. Discussions with employers have focussed on improving the understanding of individual (student) needs and thus increasing flexibility. For example increase flexibility could be to have SWL one day a week over several weeks rather than in week block. Parents/schools also encouraged to disclose information to employers on i.e. disability or learning difficulties to enable the employer to have an understanding and be able to support. Schools also encouraged to provide additional support for students with a disability/ ESL students. IPAT team have discussed the overall benefits of SWL. A feedback form was developed and distributed to students that have completed SWL placements. 32 forms were returned. 31 students gave a high rating for their placement (On a scale of 1-10 a vast majority scored 8, 9 or 10). 1 student was dissatisfied with their placement as they were unsatisfied with the worker they were placed with. One question asked 'how the placement could be improved'. Some comments included- 'could be given more work', 'to work less hours', 'to be given more difficult tasks'. Overall most SWL provided a high quality placement for students.</p> <p>A working party has been established to develop an SWL orientation pack to be used by schools in the Quality LinCS region. Working party consists of the Transition Broker, Project Officer, 4 VET Coordinators that are members of IPAT and SafeWork SA. The aim of this group is to develop a teacher resource that will assist with preparing student for Work Experience/SWL and ensure that all mandated preparation requirements are met. The resource will be funded by SafeWork SA and located on their web site as well as the Quality LinCS website. Resource will likely be complete in term 2, 2008.</p> <p>b) Discussions with parents around the benefits of SWL were ongoing in 2007 and occurred in 'informal' ways such as telephone conversations and face to face conversations. Target groups of parents were identified from the database of students names who have completed a work placement in 2007. Input to be provided by schools, parents and students on the benefits and if applicable, difficulties of SWL. Brochure itself has not been developed. Feedback from students is a starting point as indicated above.</p> <p>c) Local employers have provided informal feedback to LCP's regarding the readiness of students to engage in SWL. Schools have been asked to comment on the level of support and preliminary preparation students are provided with. Schools vary in this support. The idea of discussion groups was raised by the RICA and was planned – they however did not occur. The RICA has indicated the difficulty in getting employers to attend a forum/discussion group due to the work demands of employers. It is likely in 2008 written feedback (feedback form / survey) will be requested by employers and a discussion group developed, hopefully with the assistance of RICA. The feedback the Project Officer has received in 2007 is largely positive. With the development of the SWL Orientation pack it is hoped the issues with student engagement will be reduced due to an increased understanding of SWL and the expectations by employers and students.</p> <p>d) School representation at IPAT meetings in 2007 had been very positive. Attendance has also been good - Term 1 IPAT meeting - 10 sites attended, Term 2 IPAT meeting - 9 school representatives attended, with 5 apologies, Term 3 IPAT meeting 11 sites attended with 3 apologies and Term 4 IPAT meeting – 9 sites attended with 3 apologies. Discussions and feedback surrounding SWL have focussed on the benefits to the students and the willingness of employers to support students and schools by providing worthwhile 'real life' working experiences. IPAT to continue to discuss and share best practice examples.</p> <p>In 2007, the number of sites directly requesting SWL support or placements from sites has increased – Quality LinCS KPI data report indicates that 12 sites made requests in 2007 with representation from all schooling sectors.</p>			
<p>Goal 2. Increase the range of regional VET programmes that support SWL (either Category 1 or Category 2).</p>	<p>a) Map VET participation to determine courses without SWL placements through formulation of LCP Regional Training Programmes (RTP) booklet. <i>Output: Identification of all VET courses which do not presently include SWL.</i></p> <p>b) Coordinate a 'Short Course' programme which provides the opportunity for students to receive support to access SWL as a result</p>	<p>a) Range of courses offered in RTP booklet with SWL increases from Semester 1 to Semester 2.</p> <p>b) Student participation and completion in the short courses.</p>	<p>Project Officer</p> <p>Project Officer and IPAT.</p>	<p>Term 3, 2007</p> <p>Term 2, 2007</p>

	<p>of completing the programme. <i>Output: Measure number of short course offerings which presently provides SWL as part of the course.</i></p> <p>c) Work with DECS Futures Connect, Independent Schools Board and Catholic Education Office to support the recognition of a compulsory requirement in SWL opportunities in all VET Cat 1 school curriculum. <i>Output: Broad level of support to have SWL included in all VET Cat 1 programmes.</i></p>	<p>c) Compulsory component is formulated and becomes part of school curriculum.</p>	<p>EO/C&TS Manager, Project Officer and Transition Broker. School Principals may have some advocacy role.</p>	<p>Ongoing – end 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) Currently Regional Training Programme (RTP) courses that include VET are various Automotive courses, Childcare, Hairdressing, Hair and Make Up and various Hospitality courses. A majority of courses advertised through the Quality LinCS RTP booklet do not include SWL. In Semester 1 18 courses contained SWL. The total number of courses offered each semester was 57. 27 of these courses were full certificate courses, 28 were partial and 5 were short courses. In semester 2, 12 courses contained SWL. The total number of courses was 39. 14 of these were full certificate courses, 20 were partial and 5 were short courses. Discussions have occurred with RTO's and for many courses SWL is not a requirement due to the hands on practical components that already exist in the course. The Quality LinCS Project Officer has encouraged various providers to consider implementing SWL as part of the course. Examples of courses that will consider SWL are Engineering and Furnishing courses (delivered through TAFE). Engineering students are encouraged to undertake SWL but it is not a requirement of the course. The LCP will continue to encourage and support RTO's to implement SWL in their courses.</p> <p>b) Currently there are 5 short courses advertised in RTP booklet each semester. They are: Bar Course, Forklift Operations, Front End Loader Operations, Backhoe Loader Operations and Skid Steer Loader Operations. These courses are extremely popular – 32 enrolments in Semester 1, 2007 and 85 for Semester 2, 2007. These courses do not contain SWL but are an opportunity for students to complete a short VET course and gain qualifications. Changes in legislation late in 2007 now prevent students under the age of 18 from participating in many of the short courses including: Forklift Operations, Front End Loader, Backhoe and Skid Steer Loader. The impact of this change will most likely mean that SWL is not integrated into the course as students eligible to participate in the course (ie. over 18) are completing their final year of schooling. The conflict for students between time away from schooling and their study is apparent and we believe short courses are often chosen because they are 'short'. Quality LinCS Project Officer has had conversations with Southern Futures Project Officer re advertising additional short courses across both regions, thus increasing opportunities for SWL opportunities for students across the Southern Region.</p> <p>c) Discussions have occurred with various schools to encourage SWL and despite many requests for support, not all sites offer SWL opportunities. This happens for a variety of reasons including age of students, ability of students and the career pathways of students. A survey was devised by the Project Officer and attempted to map SWL compulsion – not one site indicated that SWL was compulsory in any subject or curriculum area and hence this activity will progress no further.</p>			
<p>Objective Three: Promote SWL</p>				
<p>Goal 1. Promote SWL to targeted client groups including Business, Parents, Schools and Students.</p>	<p>a) Work with RICA who will promote SWL at Business Association meetings, Industry talks and within individual businesses. <i>Output: Events take place with RICA and LCP involvement.</i></p> <p>b) Host joint event with RICA to 'celebrate' SWL in the region including all target groups. <i>Output: Celebration event actually takes place.</i></p> <p>c) Produce LCP newsletters with section on SWL and distribute to employers, parents and schools. <i>Output: Newsletters produced and printed.</i></p> <p>d) Promote industry champions in relation to SWL in LCP newsletters / website etc. <i>Output: Newsletters produced and printed.</i></p>	<p>a) Links made with employers and SWL placements increase as a direct result.</p> <p>b) Numbers of employers who attend the event.</p> <p>c) 4 newsletters produced per year and anecdotal evidence from parents, schools and that SWL information is valuable.</p> <p>c) 4 newsletters produced per year and anecdotal evidence from parents, schools and that SWL information is</p>	<p>Project Officer, RICA and select members of IPAT.</p> <p>Project Officer and RICA.</p> <p>All LCP staff and TB.</p> <p>All LCP staff and TB.</p>	<p>Ongoing – end 2007</p> <p>Term 3, 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>

	<p>e) Create design and print a series of promotional flyers across three LCP Southern regions with a focus on SWL and utilise RICA for distribution. <i>Output: Flyers produced and distributed.</i></p> <p>f) Promotion of SWL to young people, students at risk who have left school in conjunction with support agencies such as YP. <i>Output: Information supplied and distributed to YP and other agencies.</i></p>	<p>d) Number of flyers distributed, number of request for information and hence number of SWL placements as a result.</p> <p>f) Information supplied and utilised. % of young people who take up opportunity to be involved in SWL.</p>	<p>LCP staff of three Southern LCPs and RICA.</p> <p>f) YP staff and Project Officer.</p>	<p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>
Progress/Achievement in 2007	<p>a) RICA and LCP have discussed ways of promoting SWL. RICA promotes SWL when meeting with Industry. In 2006, the LCP produced with 3 neighbouring LCP's 'An Employers Guide to SWP' to interested employers or potential host sites for SWL. The information is useful for employers as the benefits to employers and students are outlined, the roles and responsibilities of students and employers and the insurance implications are documented. The RICA and the LCP met several times during 2007 and hence held discussions re an event inviting Industry representatives to promote SWL. The event did not happen as the RICA and LCP had conflicting ideas as to what this event may look like and hence it was held off.</p> <p>b) RICA and LCP Project Officer to again planned an event inviting employers that have supported SWL. It was mooted that the event would be part of the Youth Employment Alliance celebration in the region and hence representatives would receive awards as an add on to this event. The LCP supported the RICA with providing names of employers who had been 'supportive' of SWL – either more than one placement in a year or more than one student at a time. The awards were eventually provided to employers at Onkaparinga Councils Mayor's Christmas drinks. The LCP decided this is not the event that was originally planned and hence has submitted joint application for School Industry Leaders Forum (SILF) funding to host an event in 2008.</p> <p>c) A newsletter is produced once a term by the LCP. SWL is promoted in the newsletter in a variety of ways including definitions, benefits for students and employers and the LCP acknowledges those Businesses that have recently supported SWP in some capacity. The newsletter is distributed to all schools in the region, key stakeholders including the Quality LinCS Board, community groups and local businesses (including those listed as supporting a recent SWP). 32 newsletters have been sent to targeted businesses who have hosted SWP this year. The newsletter continues to be an excellent means of sharing LCP news/information and acknowledging employer support.</p> <p>d) Quality LinCS has developed a website in 2007 that promotes SWL and outlines the Project Officer's role. It provides links to the newsletter and is updated regularly. The website is www.qualitylincs.com.au and is maintained monthly to ensure information is correct.</p> <p>e) The three Southern LCP's (FEVER, Southern Futures and Quality LinCS) have devised two page flyers which provide information on SWL. The flyers include information on:</p> <ol style="list-style-type: none"> 1. Structured Work Placement (SWP) – the difference between SWP and work experience, the benefits to business of a SWP and insurance implications. 2. Occupational Health, Safety and Welfare (OHSW) - issues pertaining to students on SWP's, how to address issues relating to OHSW and a suggested checklist for Employers in preparation for placements. <p>The other flyers listed in Objective 1, Goal 1 and Activity a) above also contain information relating to SWL.</p> <p>f) The LCP has met formally with the YP provider in the region three times in 2007. The Project Officer has encouraged referrals from YP and has discussed the benefits of SWL and the options available through the RTP. At this stage young people have not been referred from YP to the LCP however, the Transition Broker, YP staff and Pasadena High School are developing an off Campus program which aims to deliver a personal development program. The program is due to begin Term 2, 2008. Information on SWL and RTP will be offered to the students during the program.</p>			
Goal 2. Provide up to date SWL resources to schools, parents and students.	<p>a) Develop an SWL resource for parents and schools. Distribute the resource to schools and provide links to further information, such as website, newsletters and information packs. <i>Output: SWL resource produced and distributed.</i></p> <p>b) Present information at a variety of forums</p>	<p>a) Brochure information encourages increases in SWL requests. Survey placements to gain information.</p> <p>b) Number of forums hosted and</p>	<p>Project Officer</p> <p>Project Officer</p>	<p>Term 2, 2007</p> <p>Ongoing – end 2007</p>

	on a request basis to ensure accurate information is articulated to schools, parents and students. <i>Output: Forums hosted and information relating to responses collated and acted upon.</i>	number of attendees.		
Progress/Achievement in 2007	<p>a) The brochure has not been developed but however the content will form part of pack that is currently being developed by the LCP. The single page flyer listed in Objective 1, Goal 1 and Activity a) above also contain information relating to SWL for parents. There is also information on the Quality LinCS website and provides parents, schools and students with much information on SWL. LCP receives a large number of requests from schools to assist with SWL and many phone calls are received from parents to discuss SWL placements (168 phone calls direct with Project Officer in 2007).</p> <p>b) The activity has not progressed as 'forums'. The Project Officer has worked with 12 schools within the LCP region and has provided assistance to these schools - 125 students have been involved in pre placement support and 10 teachers. This happens at a school site and is usually with a class group. Project Officer encourages parents then to contact her directly to ask further questions.</p>			
Objective Four: Enhance young peoples employability skills				
Goal 1. Ensure employability skills are recognised and understood by students, parents and schools.	<p>a) RICA involvement is in a forum with schools and industry with a focus on models of good practice. <i>Output: Forum organised and hosted.</i></p> <p>b) Develop flyer on employability skills for target groups using RICA for distribution. <i>Output: Flyer developed and distributed.</i></p> <p>c) Use IPAT as conduit to help support and increase awareness of employability skills – share best practice type scenarios to engage school support staff and flow on to increase student numbers. <i>Output: Formulation of IPAT for 2007.</i></p>	<p>a) Number of forums hosted and number of attendees.</p> <p>b) Number of flyers distributed, number of requests for further information.</p> <p>c) School representation at IPAT meetings is increased.</p>	<p>LCP staff from three Southern LCP's and employers, school and parent representatives.</p> <p>LCP staff of three Southern LCPs and RICA.</p> <p>IPAT</p>	<p>Term 2, 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>
Progress/Achievement in 2007	<p>a) As mentioned previously the employers survey was not distributed by the RICA and hence the forum activity lacked validation from industry and employers. Discussions occurred on many occasions with other Southern LCP's and RICA re an Awards night/forum which was initially planned for the end of 2007. With the change in direction from RICA from the initial plans it was decided by LCP staff the forums should occur in 2008 to allow more time to prepare and also to allow more time to receive additional surveys from employers. New RICA staff member will be invited to assist and LCP has submitted joint SILF application with Southern Futures LCP to support this event.</p> <p>b) The three Southern LCP's have developed flyer on 'What are Employability Skills?' The flyer is to be distributed to employers when surveys are completed and make a request for more information on Employability Skills. Of the 11 surveys returned only 3 requested information on Employability Skills. In Term 4 a 'Choices Expo' was held and the information sheets were available for teachers to pass on to students or use as a resource in their school. The 'Employability Skills' fact sheets were popular with teachers as the information can be very useful to students preparing for part time work and during work education classes.</p> <p>c) Representation at IPAT meetings is strong – see Objective 2, Goal 1 and Activity d) above. The group has displayed an interest in increasing support to students. The group consists primarily of VET Coordinators that have direct contact with many students seeking employment or seeking assistance with increasing employability skills. IPAT members bring examples of young peoples queries to the group and thus information is shared and feedback or information provided direct to students. In semester 2, a representative from tafe SA (Engineering Lecturer) presented to the group and discussed the importance of developing strong links with schools and Industry. Course details were discussed as were pre-requisites to Engineering pathways and support for students. RICA presented on the 'Its Crunch Time' paper which was useful for VET Coordinators to have an understanding of the necessity in increasing student participation in education and training to ensure young people are better skilled for the future workforce. IPAT member attendance continues to be high.</p>			
Goal 2. Inform students, parents and VET Coordinators of courses that will enhance employability skills.	<p>a) Distribute VET RTP course booklet to schools once a semester. <i>Output: RTP Booklet produced and distributed.</i></p>	<p>a) Increase in students participating in VET (feedback provided from schools). Increase in knowledge and experience for young people.</p>	<p>Project Officer and VET Coordinators.</p>	<p>Ongoing – end 2007</p>

	<p>b) Continue to assist schools with the Mock Interview process: source appropriate volunteers and provide meaningful feedback at the time of the Mock Interview. <i>Output: Mock Interviews conducted.</i></p> <p>c) Create database of regional parent champions to work one on one with students in the appropriate environment in enhancing their knowledge and students knowledge of employability skills. <i>Output: Database created and workshops begin.</i></p>	<p>b) Receive feedback from schools re the mock interview process.</p> <p>c) Database created, number of workshops and student support interviews.</p>	<p>Project Officer and Rotary staff.</p> <p>Project Officer and parent representatives.</p>	<p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>
Progress/Achievement in 2007	<p>a) VET Regional Training Program (RTP) booklets are distributed to all schools in the region once a semester (and schools from outside the region also make contact for copies). The student participation in the RTP is excellent. In Semester 1 2007, 350 students applied for courses and in semester 2 2007, 200 students applied. By December 2007, 210 applications were received for the Semester 1, 2008 courses. The majority of these students have or will commence a VET course. The feedback provided from schools and parents has been very positive. A survey was distributed to schools at the end of Term 2 on the usefulness of the RTP's, issues and what is missing. Only a few surveys (4 written responses and 10 verbal responses) were returned but the responses were very positive. Schools appreciate the opportunities made available to students through the VET courses and feedback from students and parents is also very positive.</p> <p>b) Mock interviews are conducted regularly by the Project Officer at the request of the individual sites. Rotary members have been very supportive of the process and have assisted with approximately 100 interviews in Term 1 2007 and 70 in Term 2. The RICA has also supported Mock Interviews. In total 170 students have received assistance with Mock Interviews and only 1 school requested assistance with Mock Interviews in Term 3 but this was cancelled (by the school). It is expected their will be a number of requests for assistance early in 2008. Students are all in the senior years of schooling.</p> <p>c) Executive Officer and Transition Broker have made links with the Executive Officer of the Federation of Catholic School Parent Communities of SA and the President of the SA Association of School Parents Clubs Inc. A working party was formed to look at what key parental support bases already exists and ways of distributing information. The LCP presented information to schools with the support of the Executive Officer of the Federation of Catholic School Parent Communities of SA and asked schools to nominate to be part of study in 2008 looking at and evaluating parent / school partnerships. Hence a database of parent champions already exists with these groups and hence the LCP is not looking to reproduce what already exists.</p>			
Objective Five: Enhance the quality of structured work placements				
Goal 1. Enhance perception and quality of SWL to increase participation.	<p>a) Develop list of suggested meaningful tasks / activities that can support employers supervision and involvement in SWP. <i>Output: List produced and distributed.</i></p> <p>b) Ensure staff are aware of the benefits and processes of SWL by the LCP. <i>Output: Work with schools to formulate processes.</i></p> <p>c) Ensure staff are aware of individualised requirements for different target groups. LCP and teaching staff to support students. <i>Output: Information is disseminated and becomes of value.</i></p> <p>d) Survey students to gain information about good SWL processes / what works and what doesn't. <i>Output: Survey produced and distributed.</i></p>	<p>a) List is utilised by employers and anecdotal evidence used to support SWL processes and information for stakeholder groups.</p> <p>b) Survey for staff to provide feedback and LCP staff to have understanding of teacher knowledge of SWL.</p> <p>c) Outcomes will determine effectiveness – ie. If staff follow processes correctly, placements are easy to find etc</p> <p>d) Results from students will indicate quality.</p>	<p>Project Officer</p> <p>Project Officer and IPAT</p> <p>Project Officer</p> <p>Project Officer and student sample.</p>	<p>Term 2, 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Term 2 and 4, 2007</p>
Progress/Achievement in 2007	<p>a) List of meaningful tasks not compiled however information on SWL for employers, with a focus on what the benefits are has been developed and is including the LCP Employers Guide. RICA advice was to provide broad activities or advice rather than specific meaningful</p>			

	<p>tasks.</p> <p>b) Many school staff, in particular VET Coordinators have familiarised themselves with the processes of SWL adopted by the LCP. If issues have arisen this year, Project Officer has met with staff at the school site and thoroughly walked VET teachers through the SWL process adopted by the LCP. Responses have been varied – some schools are reluctant to change and ask questions about ‘Why are things are changing? This is not the way we used to do it.’ The IPAT group (primarily VET Coordinators) share information with other school staff and agree that it is their core responsibility to ensure their staff are familiar with the LCP processes relating to SWL. The knowledge that school staff have is impressive and is a result of their commitment to assisting students with SWL and more generally work readiness skills. It was decided a survey was not necessary and that the IPAT is the best from of gauging this information. Of the 12 sites that require assistance from the LCP for SWL – these sites are regular attendees at IPAT meetings. Survey is yet to be distributed regarding SWL but much feedback has been provided and questions are regularly asked.</p> <p>c) LCP and school staff are very aware of requirements for different target groups. This has been demonstrated in particular with supporting ESL students and students with learning disabilities. Support has been provided to employers by LCP and students and parents have received support by school staff. LCP staff have worked well with teachers to ensure the most appropriate placement is sourced for the students.</p> <p>d) Several students have provided feedback to LCP staff on their experiences of SWL in an informal manner and via destination surveys that are completed by DECS schools within the region. This data is shared by the Transition Broker and helps guide / inform VET programs and SWL. School staff have been extremely supportive of students on placement, visiting whilst on placement and keeping in phone contact (as is required relating to their responsibility and duty of care). Schools then feed back to LCP how the students are going and if there are any difficulties they are addressed quickly.</p> <p>Surveys were distributed to students that have completed SWL. 32 surveys were returned. Students were asked the following-</p> <ul style="list-style-type: none"> • To rate their Work Placement (Scale of 1-10) • Did they feel the employer was supportive whilst the student was on placement? If yes, in what ways. If no, how could they have been supportive? • To list 3 things they learnt or enjoyed on placement • Did they feel prepared before they started the placement? If no, how could the teacher/trainer assist with preparing? • Would they recommend the employer to a friend (as a possible work placement option)? • How could their placement have been improved? • Did they find the work placement relevant to the course they are currently studying? <p>The feedback was largely positive with students indicating they were well supported and they learnt a lot during the placement. 28 of the 32 students would recommend the placement to a friend. 31 students thought the placement was relevant to the course they were studying. The Project Officer will continue to distribute surveys to students to complete after their placements and monitor feedback.</p>			
<p>Goal 2. Increase the monitoring and review of SWL including OHSW.</p>	<p>a) Provide training for School based staff with a focus on duty of care, workplace assessment and preparatory activities for SWL. <i>Output: Training / workshop devised and held.</i></p> <p>b) Ensure processes devised match need of student client groups – information and processes articulated to key stakeholders. <i>Output: Information passed on to key stakeholders using Action Teams.</i></p> <p>c) RICA part of larger sub group – feedback information / teacher resource to the LCP. <i>Output: Information passed on from RICA to LCP and results in a teacher resource.</i></p> <p>d) OHSW employer pack and fact sheet produced and distributed. Work with DEST SA on generic OHSW package. <i>Output: Pack produced and distributed.</i></p>	<p>a) Number of participants and then review of training to ascertain knowledge and gaps.</p> <p>b) Increase in knowledge of stakeholders and matched to requests for SWL from specific client groups.</p> <p>c) Resource completed and becomes part of school preparatory training for SWL.</p> <p>d) % of Employers who willing to host SWL or require further support on SWL OHSW.</p>	<p>Project Officer, TB and RICA.</p> <p>Project Officer and Action Teams</p> <p>Staff of three Southern LCPs and RICA.</p> <p>DEST SA staff, SA LCP staff and RICA.</p>	<p>Term 2, 2007</p> <p>Ongoing – end 2007</p> <p>Term 1 and 2, 2007</p> <p>Term 1 and 2, 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) TB, Project Officer and IPAT members have formed a working party group to work on an SWL Orientation Pack for schools (mentioned previously). Safe Work SA representative has joined the group and will assist in developing a resource that will be available for schools in 2008. A number of schools provided feedback to Project Officer prior to development of the Working party, on what preparatory activities are</p>			

provided in schools. Schools that provided feedback are: Sacred Heart, Urrbrae, Scotch, Seaview, Westminster, Mitcham, Unley and Hamilton. The aim of the group is to develop a resource that teachers can use that will better prepare students for SWL. See SWL Objective 2, Goal 1, Activity a) for more information.

b) In developing workshops (listed above) the needs of client groups will need to be determined. Action Teams will be useful in this process to provide information on the needs of clients in their schools/agencies. Information can then be passed on to key stakeholders. With the development of the SWL Orientation pack, all schools in the LCP region will have access to the information. If specific information is required for a particular client group the schools will be encouraged to contact the LCP and request specific information for that client group.

c) The RICA attended initial working party meeting and has provided some information on requirements of industry. The RICA has attended no other meeting and hence working party relying on information provided elsewhere. As mentioned the resource will be developed and available to schools in the LCP region initially and will become available for the wider southern region.

d) Employers Pack has been produced (as mentioned previously) containing information on OHSW. Of the 11 surveys returned, no employer required more information about OHSW. The SWL Orientation pack may also be a useful pack for employers. The distribution of surveys in 2008 will help inform this activity further.

LCP Programme – CTS

Identify the Programme Objective **EXAMPLE: CTS Objective 3: Promote vocational education and training pathways and opportunities**

Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	Activities <i>(What specific activities will you undertake to achieve this goal)</i>	Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i>	Resources <i>(What staff, financial, other resources will you commit to the activities)</i>	Timeframe <i>(When do you expect this activity to be completed)</i>
Objective One: Facilitate the provision of assistance to young people to develop individual Transition Plans and understand study and work options.				
Goal 1. Work with existing programmes to ensure quality outcomes including a greater understanding of Individual Transition Plans (ITP's) for young people.	a) EO invited to be part of the DECS Youth Engagement Network (YEN) which has a focus on C&TS. <i>Output: EO to attend meetings and gather information and provide support.</i> b) Map C&TS across the region and use Career and Transition Action Team (CTAT) to pass on information, engage feedback and prioritise actions for the region. <i>Output: Information dissemination and formalising agreed action for the region.</i> c) Co host ILP session for all sites to share best practice and look at the future of the ILP in the SACE. <i>Output: Host event and ensure agenda and priorities are met.</i> d) Connect with Youth Pathways (YP) to ensure that ITPs process is the same and resource is the same. Regular updates. <i>Output: Meet with YP at least once per term for updates.</i>	a) Representation at meetings and actions are delivered. b) Map of services completed and survey providers to gauge measure of use and identify gaps. c) ITP examples are viewed and sites commit to trialling example in 07. d) ITP is used productively by YP clients and hence information shared to promote and encourage broader use.	EO / C&TS Manager EO / C&TS Manager, TB and CTAT members. EO / C&TS Manager, TB and YEN. LCP staff and TB.	Ongoing – end 2007 Ongoing – end 2007 Session – Term 2, 2007 Trial – end 2007 Ongoing – end 2007
Progress/Achievement in 2007	a) YEN meetings have occurred six times this year. The meetings include one key staff member (eg Assistant Principal, VET Coordinator, Principal, VET teachers, etc) from 7 DECS sites in the region. The YEN is managed by the Inner South TB but the LCP is an active member. Meetings are held and actions are identified and reported back to the Inner South Principals Network. The actions for this year have included: Parents as Career Partners Sessions (written up in Objective 5) Individual Learning Plans (ILP) – sharing best practice sessions (see below). This group will lead these two focus areas for 2007. Sessions listed above have included the non Government sectors. b) Mapping process is difficult to do and hence has been deferred until 2008. A decision will be made in 2008 whether in fact the process can			

	<p>even be complete given timelines, change of programs, change of funding models etc</p> <p>c) 2 ILP sessions occurred in 2007. Session one included 12 sites (35 people) from across the region attended – 2 catholic sites, 2 independent sites and 8 DECS sites. The focus was on best practice in transition planning including:</p> <p>What its looks like – ie is it a paper product or electronic? How can it best be integrated? Who is doing it well? Where to from here?</p> <p>The feedback from the day was positive (96% of respondents want this to remain a focus for 2007 and 2008) and also indicated a need for this to remain as a priority. One Catholic site who attended reprioritised their ILP focus and hence by the completion of 2007 all year 7, 8 and 9 students had an ILP.</p> <p>The second session was held in August and was attended by 5 sites who still considered this a priority. The showcase event or session was the electronic portfolios used by all students at the Australian Science and Maths School.</p> <p>LCP has also worked with and held informal conversations with sites who are participating in future SACE reference school trials including Personalised Learning Plan (PLP), Extended Learning Initiatives (ELI's) and Capabilities. There are 9 sites in total – 2 Independents, 1 Catholic and 6 Government schools in the trials and this will remain a priority to bring these groups together in 2008.</p> <p>d) YP meetings have occurred formally three times in 2007 with a focus on LCP and YP working together. The change/rate of changeover of staff still continues to be an issue for the providers and hence the relationships formed with schools is an issue. A Customer Service Coordinator was employed late in the year and was extremely active at attending Action Team meetings, Board meetings were formal reports were tabled highlighting issues, results and support required from the LCP. A network called the Southern Region Network was formed in the year including the:</p> <p>Transition Broker - Southern Sea and Vines District, Transition Broker – Wallara District, Transition Broker – Inner South District, FEVER LCP, Employment Options (YP Provider), Southern Futures LCP, the Southern RICA, Quality LinCS LCP and Workskil (YP Provider). This network met once per month and shared reports, outcomes and generally collaborated. The network has agreed to work together in the same manner in 2008.</p>			
<p>Goal 2. Increase the awareness amongst young people of study and work options.</p>	<p>a) Use Action Teams to facilitate the transfer of accurate information relating to post school options. <i>Output: Transfer of information.</i></p> <p>b) Co host a series of Parents as Career Partners workshops with targeted client groups as the focus. Priority of two Action Teams and one session with a disability focus. <i>Output: Conduct series of workshops with parents.</i></p> <p>c) Review Compass (School Leavers Guide) and reproduce for all school leavers in 2007. <i>Output: Produce booklet and distribute.</i></p>	<p>a) Change in the post school options of young people in the region. Information can be sourced from a variety of bodies.</p> <p>b) Numbers of attendees at the workshops and sample survey of effectiveness of attendees.</p> <p>c) Feedback from students and schools relating to content and future planning.</p>	<p>EO / C&TS Manager and TB.</p> <p>LCP staff and TB. "Parents as Career Partners" Resource</p> <p>LCP Staff, TIAT members and TB.</p>	<p>Ongoing – end 2007</p> <p>Terms 2, 3, and 4</p> <p>Terms 1, 2 and 3</p>
<p>Progress/Achievement in 2007</p>	<p>a) The Action Teams for the LCP have met twice this year and attendance has been good. All Action Teams have a separate agenda and are managed by an individual. The attendance is outlined below:</p> <p>Innovations and Partnerships Action Team (IPAT) Term 1 – 10 / 23 sites, no apologies. Term 2 – 9 / 23 sites, 5 apologies. Term 3 – 11 / 23 sites, 3 apologies. Term 4 – 9 / 23 sites, 3 apologies.</p> <p>Targeted Intervention Action Team (TIAT) Term 1 – 9 / 23 sites, 4 apologies. Term 2 – 9 / 23 sites, 2 apologies. Term 3 – 11 / 23 sites, 5 apologies. Term 4 – 9 / 23 sites, 6 apologies.</p> <p>Career and Transition Action Team (CTAT) Term 1 – 10 / 23 sites, 6 apologies. Term 2 – 11 / 23 sites, 7 apologies.</p>			

Term 3 – 8 / 23 sites, 6 apologies.
 Term 4 – 6 /23 sites, 8 apologies.
 It is worth noting that some sites send 2 representatives to some meetings (they have however only been included as one site in the above figures), some sites only attend the one action team due to the specific nature of their students and some sites are fully represented at all action teams with the same staff member or different staff.
 b) Parents as Career Partners workshops were held during National Career Development Week (NCDW) – this was a joint activity across the three Southern LCP's. Research (anecdotal) indicated that to hold three workshops that were not attached to a school or region would hopefully engage attendance from parents in the region, despite that fact their children, schooled within another region. The focus of the three workshops and attendance was:
Workshop One: Senior Schooling. This workshop was cancelled due to lack of numbers. It has been rescheduled to the beginning of 2008 and will include the support of the 2 parent lobby groups and more thorough, targeted marketing at the request of the speaker.
Workshop Two: Generation Y. This workshop was attended by 16 people and 6 people requested more information.
Workshop Three: Skills, tips and ideas to work effectively with young people. This workshop was attended by 60 people and feedback is still being collated.
 The workshop with a disability focus was held in the Quality LinCS LCP region only and was a collaborative effort with the TB and the Southern Statewide Transition Centre, Daws Road Centre. 4 separate events were held – two during the day and two in the evening. 82 parents in total attended with 5 speakers and 20 exhibitors.

Objective Two: Facilitate access to professional career advice

<p>Goal 1. Work with stakeholders involved in career development and facilitate the flow of accurate career advice.</p>	<p>a) Work with RICA and NICS to disseminate information flow of career resources. <i>Output: Pass on information supplied by NICS and RICA.</i></p> <p>b) RICA strategic involvement in Action Teams and utilise to complete agreed actions and outcomes. Action Teams have identified priority of networking career information and increasing their own professional development. <i>Output: Complete those actions identified by specific Action Team and provide specific professional development.</i></p> <p>c) Provide information to stakeholders about career development in the newsletters and the website. <i>Output: Information posted on website and careers column formed in newsletter.</i></p> <p>d) Joint LCP / RICA initiatives in Career Planning such as activities in National Career Development Week (NCDW) including career specific industry tours for teachers and students, Women in Industry breakfast. <i>Output: Variety of events staged with specific career development focus.</i></p>	<p>a) Requests for more information from other stakeholders. Information articulated to larger user group.</p> <p>b) Actions are completed and reviewed. Increase in individuals career development awareness.</p> <p>c) Number of request raised for more information, development of projects or website hits.</p> <p>d) Number of students on tours, numbers of staff on tours – survey those about those involved as effective means as promoting a career.</p>	<p>EO / C&TS Manager, RICA and NICS.</p> <p>Action Teams, RICA and LCP staff.</p> <p>LCP staff</p> <p>TBs from three Southern regions and LCP staff from three Southern regions.</p>	<p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>
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<p>Progress/Achievement in 2007</p>	<p>a) Information that has been sent by the RICA and the NICS has been disseminated when received. The staff of the LCP and the Transition Broker have utilised their networks and passed on information to the specific target groups. This has mainly been done electronically via email to our specific Action Teams but has also been done in the Newsletter and informally at meetings and information sessions. It is worth noting that information is not often received directly from the NICS.</p> <p>b) The Action Teams have met four times each this year (see above in C&TS Objective 1, Activity a)) and a priority for each team is the networking and sharing of information at these meetings. RICA attended 2 IPAT and CTAT meetings and is an integral part of information flow. Attendance at Action Team meetings increased during the later part of the year. Executive Officer and Chairs have sent a letter schools asking them to nominate new members for 2008.</p> <p>c) Information on career development is currently on the website and 4 newsletters articles in 2007 have been on career development</p>
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	<p>including upcoming training sessions. The newsletter is distributed to all schools in the region, key stakeholders including the Quality LinCS Board, community groups and local businesses. The website has been well received and statistics for 2007 are: April - 1265 hits, 62 visitors May - 928 hits, 80 visitors June - 828 hits, 152 visitors July - 298 hits, 59 visitors. August - 1859 hits, 182 visitors September - 1916 hits, 126 visitors October - 3328 hits, 109 visitors November - 1748 hits, 83 visitors December - 1061 hits, 157 visitors The total number of hits for 2007 is 27 090 and 1536 visitors. d) A variety of events were held during NCDW including: Industry Tours for students began. In conjunction with FEVER, Southern Futures and the TB's from the three Southern Districts, we have hosted 3 student tours each term (and did so in Terms 3 and 4). The Tours were rotated and are in Advanced Automation / Engineering, Community Services and Food, Wine and Tourism. Quality LinCS managed the Advanced Automation Tour and in total 62 students attended the Tour. Student feedback has been good with: 75% or higher saying the tours rated 10/10 for interest: 82% of students requested more information about the related industry area. Industry Breakfast. The LCP helped organise and promote the VETnetwork Breakfast during NCDW – the LCP did not organise an event themselves as it would have meant that people would need to attend two events. The breakfast attracted 132 people – 18 sites from the Quality LinCS region attended and feedback was extremely positive.</p>			
<p>Goal 2. Promote quality career information in the region and provide access to enhanced career development training.</p>	<p>a) Utilise and promote Career Development opportunities such as Career Scholarships for Teachers, VET Awards for Students etc <i>Output: Scholarships are published and awarded.</i></p> <p>b) Co host with TB a series of ACDS – Component Two training workshops. TB in region has been trained to facilitate the training. <i>Output: Host workshops and complete accreditation process.</i></p> <p>c) Use career specialists in schools to map current curriculum in line with ABCD. 8 learning areas targeted lessons to be developed and to be trialled during NCDW. <i>Output: Lessons planned and passed on for schools to use.</i></p>	<p>a) Uptake of information and number of winners in the region.</p> <p>b) Numbers of teachers who complete the training.</p> <p>c) 8 career focussed lessons developed for years 8-10. Lessons conducted and feedback from students sought.</p>	<p>EO / C&TS Manager and Action Teams.</p> <p>TB and EO / C&TS Manager</p> <p>TB, EO / C&TS Manager and specific teachers.</p>	<p>Ongoing – end 2007</p> <p>3 workshops total - one in Terms 2, 3 and 4.</p> <p>Term 2, 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) Information received from DEST has been forwarded to the Action Teams when received. The main form of communication is electronic but deadlines relating to such things as Career Scholarships for Teachers / Career Advisors, Student Vocational Prizes has also been including in the newsletters and hard copies supplied at meetings. The LCP supported one application for a Teacher / Career Advisor Industry Placement Scholarship which was unsuccessful however one student in the region was the recipient of a DEST funded VET in Schools prize. The student subsequently wrote an article for the Quality LinCS newsletter and the teacher indicated they applied for the award with information from the LCP.</p> <p>b) The LCP jointly hosted two sessions in the region in Australian Career Development Studies (ACDS) - Component 2 training in 2007. Some teachers have also been part of a training session with a focus on teaching students with a disability. The training has been funded by Futures Connect State Office and hence has primarily involved DECS staff. The LCP opened the second lot of training (Sept.) to all schools. A number of staff from the non Government schools attended. The purpose of both sessions is to build the capacity in schools to address the aim of all year 8-12 students being engaged in structured learning opportunities that assist them to develop career development skills and to become competent self-managers of their futures. It is worth noting that the TB has been trained to deliver this training and hence the LCP and TB will work closely to conduct more training in 2008. It is also worth noting that the all sectors – DECS, CEO and AISSA offer regular training for school staff and hence the number of opportunities for schools to complete is extremely high.</p>			

	c) This activity progressed slowly. Still only 5 of 8 subject learning areas have been picked up (remaining LOTE, English and Tech Studies) and looking at final product to be distributed in NCDW 2008. This occurring across the state but one teacher in the South (Quality LinCS LCP region) is developing the resource for Maths.			
Objective Three: Promote vocational education and training pathways and opportunities				
<p>Goal 1. Enhance the opportunity for strategic VET in the region aligned to the Southern Blueprint.</p>	<p>a) Work with RICA to engage employers to promote their industry pathways and opportunities. <i>Output: Have employers provide LCP with information and evidence for strategic planning.</i></p> <p>b) RICA to establish Industry Advisory Groups within the region to help guide and promote VET pathways and opportunities in the 4 growth industry areas. LCP to link with this. <i>Output: Advisory groups are established and LCP forms part of the group.</i></p> <p>c) Use the Southern Region Economic Development Board and the Southern Region Triple Executive Forum to support schools with information and planning in the 4 growth industry areas. <i>Output: Information received and school planning and contact made.</i></p>	<p>a) Information / evidence provided determines VET pathways in the region.</p> <p>b) Information / evidence provided determines VET pathways in the region.</p> <p>c) School programs are directly linked with 4 growth industry areas.</p>	<p>RICA, LCP staff and local employers.</p> <p>RICA, LCP staff and local employers.</p> <p>Staff of three Southern LCPs , members of the three LCP Executives and other key stakeholders.</p>	<p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Term 1 and 2, 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) As noted in SWL Objective 1, Activity a) only 11 surveys were completed and they did not provide enough information to design information relating to career pathways in that industry area. Quality LinCS and Southern Futures as part of an Adopt A School project have engaged the newly appointed RICA for the region to design a career fact sheet for the Advanced Automation Industry and hence this also supports a larger industry growth area in the region. The bulk of this activity is transferred to 2008.</p> <p>b) The RICA did not establish these Industry Advisory Groups but the two Councils that commissioned the Southern Economic Blueprint (Marion and Onkaparinga) established Industry Advisory Groups from those employers that responded to the Workforce Development Survey. Hence the LCP has been included in meetings with Council and has utilised the Groups for information dissemination and will continue to do so in 2008. The Economic Development Officer from the City of Marion is an elected representative on the Quality LinCS Board and supports the flow of information from the LCP to these Advisory Groups.</p> <p>c) The Executives of the three Southern LCP's (Quality LinCS, Southern Futures and FEVER) hosted a Workforce Development Forum including representatives from Councils, Economic Development Boards, DECS, and supporting youth agencies. The workshop was facilitated and attended by the Australian Council of Social Research who provided advice and information about workforce planning in the South. 27 people attended and participants mapped government funded programs across the South and established working parties to report to the newly formed, Southern Region Economic Development Board. These working parties are supported and coordinated by the LCP's and will be provided with strategic data for industry and regional planning. The LCP Chair was invited to the launch of the Southern Blueprint and receives regular updates and has provided information to the school community through newsletters etc. The IPAT has also been presented information about the Southern Blueprint and it continues to guide the future economic development of the region.</p>			
<p>Goal 2. Improve the quality of information about vocational education and training pathways and opportunities to all young people from Yr 10-12 including the pathways through VET and into tertiary study.</p>	<p>a) Obtain feedback from schools on priority areas for focus in 2007. <i>Output: Conduct survey in written form or verbally to obtain information.</i></p> <p>b) Promote career pathway flowcharts being included in school course selection handbooks, VET logbooks. <i>Output: Gather feedback from VET Coordinators and promote recommendations.</i></p>	<p>a) Completed surveys which outline quality of LCP delivery and focus conducted.</p> <p>b) Number of flowcharts included in regional / school handbooks and interviews with parents / students about effectiveness.</p>	<p>LCP staff</p> <p>LCP staff</p>	<p>Term 1, 2007</p> <p>Term 2 and 3, 2007</p>

	<p>c) Promote links to LCP website, and other good sites (eg: NAC list to pathways, Uni info). <i>Output: Number of promotional opportunities.</i></p> <p>d) Engage employers to promote their industry pathways and opportunities. <i>Output: Process of identifying employers willing to participate.</i></p> <p>e) Update and provide senior students and recent school leavers with a copy of the Compass guide. <i>Output: Number of guides distributed.</i></p> <p>f) Update and provide schools with a Choices booklet highlighting VET courses and other short course options. <i>Output: Number of guides distributed.</i></p>	<p>c) Number of times links promoted in newsletters, website and whether link used monitored by website.</p> <p>d) Survey employers with RICA and number of responses from employers who are keen to promote their industry pathways.</p> <p>e) Number of copies produced and number of students who participate in induction of use.</p> <p>f) Number of copies produced, number of agencies who support distribution and content.</p>	<p>LCP staff</p> <p>LCP staff and RICA.</p> <p>LCP staff, TB and school staff.</p> <p>TBs from three Southern regions, LCP staff from three Southern regions, Department of Further Education, Employment, Science and Technology (DEFFEST), Innovative Community Action Networks (ICAN) – South Manager and Department of Employment and Workplace Relations (DEWR).</p>	<p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Terms 1, 2 and 3, 2007</p> <p>Term 1 and 2, 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) This activity is no longer a priority as our evidence via Action Teams is that schools and parents determine the pathways and that it should not be the focus of the LCP. Feedback is that the LCP should support schools process rather than determine the outcome.</p> <p>b) This activity is deemed by Action Team members as not being necessary. Information is already provided and needs to be specific to the school and student cohort. It was deemed as unmanageable and hence will not progress any further. It is believed that the LCP managed Regional Training Programs attend to this activity already and manage the 'gaps'.</p> <p>c) The LCP website has been promoted in a variety of forums including Action Team meetings, the Board Induction (where the website was live and Board Members where walked through the content), in Newsletters, on Business Cards, in signatures on emails and other. The website was formally launched in May and the number of hits / visitors for 2007 is extremely positive. Other websites that are commonly used by the LCP are promoted in the same way and are often included in Booklets such as Compass for students / young people and their families. The links page is the fourth most requested page and hence is actioned 82% of the time.</p> <p>d) The RICA reported at the conclusion of 2007 that string links had been made but the identification of employers willing to participate has not been provided to the LCP. The LCP however has jointly hosted 'Trades as Career' Expo at Urrbrae Agricultural High School in Term 2. The career expo was established to promote trade only careers and to establish a expo where student engage with stall holders. This year's expo displayed 26 different industry areas. The day was considered a success with students from 16 schools attending (308 students attended in total). 174 students filled in feedback forms during the day and the responses were positive. Approximately 60 families attended the evening session and exhibitors were impressed with the level of interest from students' parents. Overall the day was a success with employers able to promote their industries and provide opportunities for young people? Evaluation feedback from the stallholders included: Total number of respondents: 42 % of respondents who considered the event worthwhile: 90% % of respondents who will recommend their organisation attend next year: 95% Mean rating for quality of interaction with students: 7.2 out of 10.</p> <p>e) The Compass Booklet was produced again in 2007 – approximately 2698 copies for school leavers in the LCP region. The LCP and the TB conducted a through review of the Booklet in 2006 including surveying young people, parents and community members (approximately 100 in total) and then established a working party to review the content. There have been additions/changes based on feedback received from the Action Teams, the working party and the surveys. The new edition better caters for young people with special needs including those with a</p>			

disability, CALD backgrounds. The booklet was provided to schools earlier than in 2006 to ensure that it was a tool that could be used with counselling processes and pathways planning with parents and students. The LCP and TB felt it was important that the schools "introduce" the guide and don't just hand it out. It is worth noting that it can be used for all school leavers and as a teaching resource.

f) The Choices booklet has been produced – a reference group throughout the South produced the final booklet and the official launch was conducted May 9th 2007. To date the booklet has been distributed to all sites in the region (23) with a cover letter. 7 sites have made requests for more booklets as they are used heavily by interagency support services and student review teams. The feedback from the 2006 edition was positive (hence the reason the group reproduced the booklet in 2007) and the LCP and TB will monitor use and informal feedback to help determine planning for 2008.

Objective Four: Enhance the monitoring and mentoring arrangements of all young people, particularly year 9 and 10 students

<p>Goal 1. Increase the range of mentoring programmes within the region utilising the expertise a range of stakeholders.</p>	<p>a) Devise a trial Mentoring Programme that uses industry people in the region. <i>Output: Establish trial, find business mentors and link with schools.</i></p>	<p>a) Number of business mentors found, number of schools willing to participate and the review outcomes for students (eg increase in attendance).</p>	<p>EO / C&TS Manager, RICA and schools.</p>	<p>Terms 1, 2 and 3, 2007</p>
	<p>b) Co host National Youth Mentoring event as member of SA Mentoring Network as professional development activity for mentors. <i>Output: Event organised and conducted.</i></p>	<p>b) Number of attendees and numbers of programs / follow up as a result.</p>	<p>SA Mentoring Network and EO / C&TS Manager</p>	<p>Term 1 and 2, 2007</p>
	<p>c) Map mentoring programmes across the region to avoid duplication. <i>Output: Map produced.</i></p>	<p>c) Number of programs on offer and client groups they cater for.</p>	<p>EO / C&TS Manager</p>	<p>Term 1 and 2, 2007</p>
	<p>d) Host and fund Life and Career Coaching training and place Youth Work students in schools to mentor at risk students. <i>Output: Training conducted and students placed in school sites.</i></p>	<p>d) Review of training outcomes and student review placements which indicate outcomes for students.</p>	<p>EO / C&TS Manager and TB</p>	<p>Terms 1, 2 and 3, 2007</p>

<p>Progress/Achievement in 2007</p>	<p>a) The Inspire Mentoring Program is currently under review and hence a decision will be made in early 2008 re future funding etc. The Inspire program was chosen as the links with schools are already apparent and the mentors live and work in the south. The Executive Officer made the links with the Program Coordinator of the Inspire program and sourcing the 10 mentors has occurred as has the planning of the program. Given the logistics of the funding process this activity is on hold until the outcome is known in 2008.</p> <p>b) Quality LinCS is a current (and active) member of the SA Mentoring network which hosted a Forum on behalf on the National Youth Mentoring Network in May 2007. The Forums' specific purpose was to provide professional development for existing mentoring programs and staff of those programs. The forum was funded by the National Youth Mentoring Network (part of Dusseldorp). 97 people attended the event and feedback was provided by 38 respondents. Feedback indicated: 92% found it extremely useful, 7% useful and 1% not very useful, 38 people would like to join the SA Mentoring Network, All respondents would like another forum to be hosted this year. Given the feedback the SA Mentoring Network has agreed to host another forum in early 2008 (March 13th) and again Quality LinCS will be a support member and part of the planning committee. This event has already attracted significant funding and will be considered an event of the Nation Youth Mentoring network.</p> <p>c) This activity is ongoing and has been done at a local level (Quality LinCS LCP region) – at present there is in excess of 102 mentoring programs occurring in the region. This figure however is open to interpretation – that is, not all programs are TRUE mentoring programs - many are short lived and one off, there are a range of focus groups or clients and there are a range of funding bodies (DEST, DECS, FACSIA etc). The SA Mentoring Network is currently working on a mapping process at a state-wide level but this task is proving extremely difficult due to the issues listed previously.</p> <p>d) This activity will not progress any further. In 2006 the LCP and TB funded 4 schools in the region to attend and participate in this training. While the feedback about the training was extremely positive, the implementation has been unsuccessful. The TB and EO of the LCP have held meetings with trained staff twice in 2007 and has looked at ways of increasing participation but schools indicate that the ongoing commitment is costly and the outcomes for students are minimal. Individual schools will look at ways of managing the process and the LCP and TB will not fund training again in 2008. The Youth Work students who also participated in the training however are working in schools but the schools and youth work students are not necessarily focusing on the training. The Youth Worker in schools project however will remain as feedback is extremely positive and outcomes are more evident.</p>
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<p>Goal 2. Review programmes and ensure quality outcomes.</p>	<p>a) Work at fostering links with Industry to ensure sustained relationships and quality outcomes relating to mentors and programmes. <i>Output: Create links and provide information and support.</i></p> <p>b) Work with YP to ensure that students identified as mental health issues have support – follow up in school environment. <i>Output: Process for regular meetings for YP established.</i></p> <p>c) Link with Job Network Agencies in the region to ensure young people identified at risk are referred to YP and the LCP. <i>Output: Organise meetings and share information.</i></p> <p>d) Use school expertise in region – two people within schools in the region trained as Mental Health workers to support training of mentors. <i>Output: Link workers with mentoring programmes.</i></p>	<p>a) Number of business mentors found, number of schools willing to participate and the review outcomes for students (eg increase in attendance).</p> <p>b) Referrals to YP from schools and other support agencies.</p> <p>c) Referrals to Job Network Agencies from schools and other support agencies.</p> <p>d) Number of times workers are used to facilitate training.</p>	<p>EO / C&TS Manager, RICA and schools.</p> <p>YP Coordinator and LCP staff.</p> <p>LCP Staff and Job Network Coordinator.</p> <p>LCP staff, TB and workers.</p>	<p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Terms, 1, 2 and 3, 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) The Executive Officer has worked hard at fostering these links – they have occurred in a variety of settings / meetings etc. In evaluating if links have been formed Executive Officer has kept a database of potential mentors from industry – at this stage 8 people have indicated from the 4 southern growth industry areas that would be willing to participate in a mentoring arrangement. Anecdotally, depending on the nature of the mentoring arrangement and with strict outcomes (including reengagement with schooling, on site mentoring only), another 6 industry champions have indicated they would be willing to participate.</p> <p>b) YP meetings have occurred formally three times in 2007 with a focus on LCP and YP working together. The change/rate of changeover of staff still continues to be an issue for the providers and hence the relationships formed with schools are an issue. A Customer Service Coordinator was employed late in the year and was extremely active at attending Action Team meetings, Board meetings were formal reports were tabled highlighting issues, results and support required from the LCP. A network called the Southern Region Network was formed in the year including the: Transition Broker - Southern Sea and Vines District, Transition Broker – Wallara District, Transition Broker – Inner South District, FEVER LCP, Employment Options (YP Provider), Southern Futures LCP, the Southern RICA, Quality LinCS LCP and Workskil (YP Provider). This network met once per month and shared reports, outcomes and generally collaborated. The network has agreed to work together in the same manner in 2008.</p> <p>c) Have established links with Job Network Agencies in the region via the Regions at Work ESF meetings. The relationship has not produced any outcomes at this stage – that is, no referrals have been made by the LCP and vice versa. The LCP has conducted three meetings in 2007 with three students currently not enrolled in a school – all of the young people wished to return to school and hence the LCP made contact with the adult re-entry programs at local schools.</p> <p>d) The two trained workers are currently working with the SA Mentoring Network to participate in 2008 Forum – see C&TS Objective 4, activity b. Mental health issues in young people was identified from the 2007 Forum as an ‘issue’ that people who are mentoring would like hear more information about and strategies for intervention and referrals.</p>			
<p>Objective Five: Facilitate the engagement of parents, teachers and career advisors in education about post-school options</p>				
<p>Goal 1. Engage parents, teachers and career advisors in career planning in the region.</p>	<p>a) RICA to provide information to LCP for parents, teachers and career advisors. <i>Output: Information provided and distributed.</i></p> <p>b) Host a series of Parents as Career Partners workshops as part of NCDW. <i>Output: Workshops conducted.</i></p>	<p>a) Information is provided and valued by schools / sites.</p> <p>b) Numbers of attendees at the workshops and sample survey of effectiveness of attendees.</p>	<p>EO / C&TS Manager, RICA and schools.</p> <p>LCP staff</p>	<p>Ongoing – end 2007</p> <p>Terms 2, 3, and 4</p>

	<p>c) Work with UHS to engage parents to support Life and Career Coaching training for students with SWD. <i>Output: Host training and involve parents on training.</i></p> <p>d) Devise brochure for students on post school options and use DEST resources for information packs. <i>Output: Collate brochures and produce packs.</i></p> <p>e) Write in school newsletters, co host careers events such as Mitsubishi Career Expo with parents as target group. <i>Output: Conduct expo's and forums, produce articles for newsletters.</i></p> <p>f) Utilise parent representative on Board to engage parent engagement with LCP and CAA. <i>Output: Parent representative to make contact with Governing Councils etc.</i></p> <p>g) EO part of National Education Forum – link with National Parent Committee for Schools. Use this forum to engage better understanding of LCP and CAA. <i>Output: Attend forums and extend information.</i></p>	<p>c) Numbers of parents trained.</p> <p>d) Produce packs and work with target groups to gather information re value.</p> <p>e) Number of requests for more information from publications.</p> <p>f) Engagement with parent bodies.</p> <p>g) Attendance at forums and information provided.</p>	<p>LCP staff and TB</p> <p>TBs from three Southern regions and LCP staff from three Southern regions.</p> <p>TBs from three Southern regions and LCP staff from three Southern regions.</p> <p>LCP and Board Parent Representative.</p> <p>EO / C&TS Manager</p>	<p>Term 1 and 2, 2007</p> <p>Term 2 and 3, 2007</p> <p>Ongoing – end 2007 Expo held in Term 3</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) The RICA has did not supply any information for these target groups in 2007. This activity was revisited in a mid year meeting with the RICA but no information was supplied in the later part of the year. The LCP produced an insert for newsletters for schools and distributed where appropriate.</p> <p>b) Parents as Career Partners workshops were held during National Career Development Week (NCDW) – this was a joint activity across the three southern LCP's. Research (anecdotal) indicated that to hold three workshops that were not attached to a school or region would hopefully engage attendance from parents in the region, despite that fact their children, schooled within another region. The focus of the three workshops and attendance was: Workshop One: Senior Schooling. This workshop was cancelled due to lack of numbers. It has been rescheduled to the beginning of 2008 and will include the support of the 2 parent lobby groups and more thorough, targeted marketing at the request of the speaker. Workshop Two: Generation Y. This workshop was attended by 16 people and 6 people requested more information. Workshop Three: Skills, tips and ideas to work effectively with young people. This workshop was attended by 60 people and feedback is still being collated. The workshop with a disability focus was held in the Quality LinCS LCP region only and was a collaborative effort with the TB and the Southern Statewide Transition Centre, Daws Road Centre. 4 separate events were held – two during the day and two in the evening. 82 parents in total attended.</p> <p>c) This activity did not progress – see C&TS Objective 4, Activity d).</p> <p>d) The LCP utilised DEST resources to devise packs on post school options as well as the 'Compass' Booklet. The LCP has made connections with two parent bodies – Federation of Catholic Schools Parent Communities SA and SA Association of School Parents Clubs and provided appropriate resources to these groups (and multiple copies) for distribution. Information was also made available at all Action Team meetings for schools / sites to use at parent information nights sessions at schools. One school reported distributing 212 copies of one resource to parents at one event.</p> <p>e) The LCP has written a variety of newsletter articles for schools - these have been provided once per term and four articles have been written for distribution. Schools are increasingly using the articles provided – 4 articles used in 2007. The Mitsubishi Careers Expo was held in July 2007 with 1000 students attending the event. There were 52 exhibitors and 282 evaluations from students and parents were received -</p>			

16 sites were represented in student attendance from the region and feedback is overwhelmingly positive about the event.

f) Parent representative on the Quality LinCS Board has been used to complete this activity. EO and TB however has made links with peak parent bodies including Federation of Catholic Schools Parent Communities SA and SA Association of School Parents Clubs. These links will be utilised to ensure that the LCP is not 'doubling up' on resources and events for parents within the region. We have already agreed to co host and co fund a forum for parents in the region in January 2008.

g) EO has attended three NEF meetings this year. The NEF consists of representatives from all curriculum associations across Australia including support associations with an interest in curriculum including parents (Australian Parents Council), leaders in schools and government agencies. The EO is the VETnetwork Australia representative. More information about members at www.nef.org.au EO from this meeting has been asked to attend and provide advice at Teaching Australia's National Standards forum on professional standards for teachers. EO has also made links with peak parent bodies – see above Activity f) above.

Objective Six: Facilitate the provision of advice on youth services and programmes

<p>Goal 1. Young people and their significant others have access to relevant, up to date information about appropriate youth services and programmes, in a timely manner.</p>	<p>a) Assist with updating the CHOICES booklet for people working with youth at risk of leaving school early. <i>Output: Update and print of new Choices directory.</i></p> <p>b) Facilitate the CTAT meetings and links between schools and referral agencies. <i>Output: Number of meetings and attendance.</i></p> <p>c) Meet with YP reps to monitor and support students most at risk accessing YP services and discuss projects for links to enhance services. <i>Output: Identification of project for assistance.</i></p>	<p>a) Number of copies produced, number of agencies who support distribution and content.</p> <p>b) Referrals from schools to support agencies.</p> <p>c) Referrals to YP from schools and other support agencies.</p>	<p>TBs from three Southern regions, LCP staff from three Southern regions, Department of Further Education, Employment, Science and Technology (DEFFEST), Innovative Community Action Networks (ICAN) – South Manager and Department of Employment and Workplace Relations (DEWR).</p> <p>CTAT, TB and LCP staff.</p> <p>YP Coordinator and LCP staff.</p>	<p>Term 1 and 2, 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>
<p>Progress/Achievement in 2007</p>	<p>a) The Choices booklet has been produced – a reference group throughout the South produced the final booklet and the official launch was conducted May 9th 2007. To date the booklet has been distributed to all sites in the region (23) with a cover letter. 7 sites have made requests for more booklets as they are used heavily by interagency support services and student review teams. The feedback from the 2006 edition was positive (hence the reason the group reproduced the booklet in 2007) and the LCP and TB will monitor use and informal feedback to help determine planning for 2008.</p> <p>b) The CTAT Action Teams for the LCP has met four times in 2008 – attendance is outlined below. All Action Teams have a separate agenda and are managed by an individual.</p> <p>Career and Transition Action Team (CTAT) Term 1 – 10 / 23 sites, 6 apologies. Term 2 – 11 / 23 sites, 7 apologies. Term 3 – 8 / 23 sites, 6 apologies. Term 4 – 6 /23 sites, 8 apologies.</p> <p>The CTAT has strong links with support agencies such as YP, specific youth programs in the region and district office support staff.</p> <p>c) YP meetings have occurred formally three times in 2007 with a focus on LCP and YP working together. The change/rate of changeover of staff still continues to be an issue for the providers and hence the relationships formed with schools are an issue. A Customer Service Coordinator was employed late in the year and was extremely active at attending Action Team meetings, Board meetings were formal reports were tabled highlighting issues, results and support required from the LCP. A network called the Southern Region Network was formed in the year including the: Transition Broker - Southern Sea and Vines District, Transition Broker – Wallara District, Transition Broker – Inner South District, FEVER LCP, Employment Options (YP Provider), Southern Futures LCP, the Southern RICA, Quality LinCS LCP and Workskil (YP Provider). This network met once per month and shared reports, outcomes and generally collaborated. The network has agreed to work together in the same manner in 2008.</p>			
<p>Goal 2. Contribute to the provision of future planning.</p>	<p>a) Provide advice to DEST State Advisory Committee (SAC) as EO LCP representative. <i>Output: EO to attend SAC Meetings.</i></p>	<p>a) Input provided by SAC determines or influences future policy.</p>	<p>EO and SAC</p>	<p>Ongoing – end 2007</p>

	b) Provide advice to LCP Chairs Group on future planning. <i>Output: South Australian (SA) EO to provide advice to LCP Chairs at regular meetings.</i>	a) Input provided by LCP Chairs Network determines or influences future policy.	SA LCP Chairs and EOs.	Ongoing – end 2007
Progress/Achievement in 2007	<p>a) The SAC has met twice this year and membership includes the DEST State Manager, Futures Connect Superintendent, Manager – SA Works, various DEST funded program areas such as YP, LCP’s, RICA’s etc. The focus of the SAC seems to be to look at what is working, where are the gaps and provide strategic advice about future directions. The minutes of SAC meetings have been distributed to all the Executive Officers of the LCP at their request. Highlighted at the second meeting was the need for clear working guidelines between state and federal programs and clear publicity and advertising for employers.</p> <p>b) The Executive Officers in SA have established a SA LCP Network (SALCPN) and LCP Board’s have been asked to nominate a representative to attend and to sign a Memorandum of Understanding (MOU) re the roles and objectives of the network. The Chairs of the LCP Board have also established a SA Chairs Network and meet once per term. This network is looking to establish an Australia wide network with the support of DEST. At this stage, the SALCPN will provide advice and support to the Chairs Network to help determine or influence future policy. The SALCPN met 6 times in 2007 and hence the Agenda was determined by the needs of the group. The network as also invited guest speaker in finance and community structures to help guide the direction of the LCP.</p> <p>The EO for Quality LinCS has also become a key organiser of the LCP professional development days held once per term. The EO worked with the EO of Southern Futures / FEVER to devise a survey which was distributed to all LCP staff (and returned by 100% of staff) to determine professional development needs for 2007 and 2008.</p>			

LCP Programme – ASP

Identify the Programme Objective EXAMPLE: ASP Objective 3: Increase student and industry participation in the ASP

Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	Activities <i>(What specific activities will you undertake to achieve this goal)</i>	Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i>	Resources <i>(What staff, financial, other resources will you commit to the activities)</i>	Timeframe <i>(When do you expect this activity to be completed)</i>
Objective One: Facilitate engagement between industry and schools				
Goal 1. Build and strengthen collaborative relationships between schools and industry/employers (particularly those in the local region), which enhance the delivery and aims of vocational education programmes in schools.	a) RICA will provide information to the LCP at RICA meetings. Information will have close links with Southern Blueprint. <i>Output: RICA to host 4 meetings with Southern LCP per year.</i>	a) Meetings to take place with full attendance from all LCP staff. Information distributed is acted upon.	Staff of three Southern LCPs and RICA.	Ongoing – end 2007
	b) LCP and RICA to identify potential projects to ensure they are established. Again projects should be targeted in the 4 industry growth areas in the South as identified by the Southern Blueprint. <i>Output: Southern Blueprint document.</i>	b) ASP projects matched to industry growth areas in the Southern Blueprint.	LCP staff and RICA.	Term 1 and 2, 2007
	c) Advanced Automation (AA) Project – continue this project with 11 sites across the region. Use as best practice program created by industry. <i>Output: Project starts in 2007 and sites commit to 3 year project. Advanced Automation Centre of Excellence established.</i>	c) Site involvement and student uptake of program.	AA Steering Committee and EO’s of Southern LCPs.	Ongoing – end 2007
	d) Support schools/industry to develop ASP projects, which target skill shortage areas and promote Employability Skills. <i>Output: Obtain feedback from schools on</i>	d) School and industry requests to conduct ASP, ASP pro forma used to badge ASP, outcomes and involvement for students via KPI data to DEST.	EO/C&TS Manager and Project Officer.	Ongoing – end 2007

	<p><i>preference for targeted projects.</i></p> <p>e) Host Southern Region Triple Executive Forum on Workforce Development with Councils, RDB, Workforce planners and AISR representatives. <i>Output: Forum planned and conducted.</i></p>	e) Forum results used to guide LCP Strategic direction and planning.	Staff of three Southern LCPs , members of the three LCP Executives and other key stakeholders.	Term 1, 2007
Progress/Achievement in 2007	<p>a) The RICA has hosted three RICA & LCP meetings in 2007. This working relationship has been formalised in a Memorandum of Understanding (MOU) between the three Southern LCP's (FEVER, Southern Futures and Quality LinCS) and the AiGroup as the employers of both parties. The RICA has provided some information at these meetings with regards to enhancing relationships. It is hoped that the current Workforce Development study currently being done in the South will enhance the opportunity to form key relationships by clearly identifying those parties who wish to be involved in longer term planning.</p> <p>b) The LCP and RICA identified that 'student tours' would be a focus of Adopt A School programs this year. In conjunction with FEVER, Southern Futures and the TB's from the three Southern Districts, we have hosted 3 student tours each term. The Tours are rotated and are in Advanced Automation / Engineering, Community Services and Food, Wine and Tourism. S The first tour in Advanced Automation / Engineering attracted 35 students (3 sites represented). Student feedback was good with: 75% or higher saying the tours rated 10/10 for interest: 82% of students requested more information about the related industry area. A Community Services Tour was hosted in Term 3 and attended by 16 students (6 sites represented) and an Agriculture and Wine Tourism Industry Tour in Term 4 attended by 16 students (2 sites represented). The tours have proved to be very worthwhile with excellent feedback provided by students and schools. Employers were very willing to take the time to assist with the tours. Tours are planned for 2008. At the IPAT meeting it was suggested a Hospitality Tour would be beneficial as so many students have an interest in Hospitality. The Project Officer worked with Minda Inc on an AaS project in Term 4 – 18 students attended and 4 support workers teacher. The aim of the project was to encourage links between Industry and young people with disabilities. The day included a tour and morning tea followed by an information session with a focus on increasing awareness of employability skills, supported Employment vacancies that exist, Business Services and Vocational Training and Employment for people with a disability. Students enjoyed the tour of Minda and the morning tea which they helped prepare. The project included a finished product' where students were given the opportunity to use the huge pressing machine in the laundry and see how a sheet is pressed and folded. The age of students was 15-18 and 18 students participated. Minda expressed an interest in supporting students with SWL in the Aged Care facility. The Project Officer will explore in 2008.</p> <p>c) The Advanced Automation Centre of Excellence project has continued this year and at present 7 schools have committed to the project which will formally be part of school curriculum in 2008. The project has recently been approached by another industry area looking to sponsor the project. To date there have been a variety of activities that have occurred in this project including:</p> <ol style="list-style-type: none"> 1. An sponsored evening at SAGE Automation with 76 attendees to showcase the Didactic Centre; 2. Teacher professional development sessions for 20 staff from across the region; 3. A roving 'apprentice' to give information sessions to parents and students; 4. An Advanced Automation Adopt-a-School project was organised by Quality LinCS and Southern Futures in Term 4. The project included a half day tour/ workshop at SAGE and conversations / presentations with staff in 4 different occupations. Students were asked to produce a poster promoting an occupation in one of the following industries: Electrical Engineering, Quality Systems Controller, CAD Draftsperson, Mechanical Engineer. A celebration event followed where the winning posters were judged and prizes awarded by SAGE. Students from 4 schools attended. 40 Year 9 and 10 students were targeted for this project. Approximately 50 people attended the awards/morning tea. The feedback from students and schools was very positive. One teacher commented on the visit as being 'Fantastic', 'relevant', 'what SAGE did was excellent'. <p>d) Project Officer met with RICA to discuss possible AaS Projects. RICA identified Tourism and Aged Care as areas of interest and possible AaS or Tours. Industry tours already planned by three Southern LCP's in Term 3 and 4 in Community Services included Aged Care and Tourism is including in the Food / Wine and Dairy Tour. Advanced Manufacturing was an area of interest mentioned by RICA and the Advanced Automation Project mentioned above already addresses this industry area.</p> <p>e) The Executives of the three Southern LCP's (Quality LinCS, Southern Futures and FEVER) hosted a Workforce Development Forums including representatives from Councils, Economic Development Boards, DECS, and supporting youth agencies. The workshop was facilitated and attended by the Australian Council of Social Research who provided advice and information about workforce planning in the South. 27 people attended and participants mapped government funded programs across the South and established working parties to report to the newly formed, Southern Region Economic Development Board. These working parties are supported and coordinated by the LCP's and will be provided with strategic data for industry and regional planning.</p>			
Objective Two: Assist industry to meet future skills needs through the ASP				
Goal 1.	a) Identify skills needs and regional industry data from the Southern Blueprint. Target	a) ASP programmes reflective of this information.	EO/C&TS Manager and Project Officer.	Ongoing – end 2007

<p>Support industry and schools to develop and engage in a range of ASP that reflect future skill needs. Student participation increases.</p>	<p>programmes at future needs of skills. <i>Output: Skill industry areas identified by LCP.</i></p> <p>b) Information disseminated by RICA to LCP Boards to develop Strategic Plans, Action Team meetings, newsletters, workshops etc <i>Output: RICA provides valuable information at a variety of forums.</i></p> <p>c) Develop survey with focus on what are the future needs of industry and the future skills needed by employees? Target groups include employers and industry peak bodies. <i>Output: Survey produced and distributed.</i></p> <p>d) LCP staff involvement in Employment and Skills Formation (ESF) networks and Workforce Development Strategies. <i>Output: Meetings hosted by ESF and attended by LCP.</i></p> <p>e) Provide opportunities for Work Experience / Work Placements in the four identified industry growth areas in the South. <i>Output: Opportunities for SWL and Work Experience.</i></p>	<p>b) ASP again reflective of information presented by RICA. Uptake of key stakeholders in RICA service region increases.</p> <p>c) Survey level of distribution and responses.</p> <p>d) ESF information informs LCP planning and ASP programmes.</p> <p>e) An increase in the numbers of work experience students / SWL students in 4 industry areas.</p>	<p>RICA, LCP Staff and Action Teams.</p> <p>RICA and LCP staff.</p> <p>EO/C&TS Manager.</p> <p>Project Officer</p>	<p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p> <p>Ongoing – end 2007</p>
<p>Progress/Achievement in 2007</p>				
<p>a) The results of the Workforce Development survey for the south have yet to be released publicly and hence there is still no regional data. The LCP has prioritised and continued its focus on the four main industry areas as highlighted by the Southern Blueprint.</p> <p>b) The RICA has presented at all CATAT and IPAT Action team meetings this year. The focus at the IPAT meetings has been focussed on apprenticeships. In 2006 the RICA actioned a survey within the focus on views and understanding on apprenticeships. The results have now been disseminated to schools and staff for action or follow up. Most students who took part in the survey indicated they would like more information about apprenticeships – they were however not asked to provide their name or details. This obviously makes it hard to follow up however schools have planned generic session on apprenticeships to overcome this issue. The RICA has also presented information to schools, the Quality LinCS Board and regional focus groups.</p> <p>c) See activity a) above.</p> <p>d) LCP Executive Officer part of the Southern ESF network and regularly attends meetings. Members of the ESF include Councils, RTO's, Youth Agencies, Development Boards, key Government agencies (State and Federal) and more (28 in total). Meetings are held monthly and provide a valuable opportunity to gain a clear and concise understanding of post school activities, employment and training opportunities.</p> <p>e) The RICA has not assisted the Project Officer with establishing any industry links. Surveys completed and returned have added employers to database (mentioned in SWL Objective 1). Project Officer has an extensive database of employers with over 100 contacts.</p>				
<p>Objective Three: Increase student and industry participation in the ASP</p>				
<p>Goal 1. A process is established that supports more schools and individuals being involved in ASP initiatives which are structured to promote and build on Employability Skills.</p>	<p>a) Survey industry and employers to gauge interest in ASP with support of RICA. <i>Output: Devise survey and conduct survey.</i></p> <p>b) IPAT group used to gauge school interest in ASP. <i>Output: Formulation of IPAT for 2007.</i></p> <p>c) Use industry champions in the region in 4 growth areas to promote engagement. <i>Output: Conduct forums/meetings and utilise skills and expertise.</i></p> <p>d) Use Board members connected with</p>	<p>a) Numbers of surveys completed and information relating to willingness to be involved in ASP.</p> <p>b) School representation at Action Teams meetings is increased.</p> <p>c) Overall level of involvement by identified industry champions in ASP.</p> <p>d) Increased requests by the Board via</p>	<p>Project Officer and RICA.</p> <p>LCP staff and TB.</p> <p>LCP staff</p> <p>LCP staff and LCP Board.</p>	<p>Ongoing – end 2007</p> <p>Term 1 and 2, 2007</p> <p>Term 2 and 3, 2007</p> <p>Ongoing – end 2007</p>

	Industry to disseminate information to the wider community. <i>Output: Process drawn up to utilise information from Board to community.</i>	website or other means for information relating to ASP.		
Progress/Achievement in 2007	<p>a) The Project Officer and EO have worked with four main industry areas to identify potential AaS projects without the support of the RICA. One Council region has also become the main conduit for projects and an AaS with Marion Westfield has been drafted and a proposal put to Management. Meeting with main employers in Marion Westfield to occur early in 2008. Of the 11 surveys completed, no employer indicate a willingness to be involved in AaS projects but this however may be through a lack of understanding about AaS. Project Officer has provided AaS information to these employers and will follow up with contact early in 2008 when contacting re SWL placements.</p> <p>b) IPAT Action Team is the main conduit with schools to enhance interest in ASP and increase student participation. The IPAT group supports ASP through advertising specific programs, suggesting program ideas, providing industry areas and coordinating final programs. AaS will remain an agenda item for 2008 at IPAT meetings and it is hoped that new RICA will support LCP in future AaS projects.</p> <p>c) Where appropriate, Board Members have been used for information dissemination. As yet, no formal process has been drawn up to support this occurring and to gauge what information is distributed and what is not.</p>			
Objective Four: Promote the ASP to students, schools and employers				
Goal 1. Schools, community, industry groups, local employers are aware of the benefits of being involved in ASP initiatives.	<p>a) PD session and use on the toolbox for industry, schools etc with RICA. <i>Output: Organise and host PD sessions.</i></p> <p>b) Use industry champions in the region in 4 growth areas to promote engagement. <i>Output: Conduct forums/meetings and utilise skills and expertise.</i></p> <p>c) Use website / newsletter to promote ASP. <i>Output: Website hits recorded and information requests recorded.</i></p>	<p>a) Number of attendees and requests for follow up information.</p> <p>b) Overall level of involvement by identified industry champions in ASP.</p> <p>c) Link between promotion and outcomes relating to ASP being established.</p>	<p>RICA and LCP staff.</p> <p>LCP staff</p> <p>LCP staff</p>	<p>Term 2, 2007</p> <p>Term 2 and 3, 2007</p> <p>Ongoing – end 2007</p>
Progress/Achievement in 2007	<p>a) The PD session on the ASP toolbox was an activity devised in a collaborative planning session with the RICA in January 2007. The RICA has had early discussions with the three Southern LCP's around developing a PD session for ASP, for schools. The new toolbox recently developed by DEEWR and received by the LCP has proved to be a valuable resource and it was envisaged that it would support planned PD. This activity however has not progressed as the RICA hosted individual sessions with schools in the region which did not include input from the LCP. The Project Officer has however advertised the Adopt A School toolbox at IPAT meetings and in two recent submissions to employers / industry groups for Adopt A School projects the new guidelines have been included. This information is also to be included in the first newsletter of 2008.</p> <p>b) The two Councils that commissioned the Southern Economic Blueprint (Marion and Onkaparinga) established Industry Advisory Groups from those employers that responded to the Workforce Development Survey. Hence the LCP has been included in meetings with Council and has utilised the Groups for information dissemination and will continue to do so in 2008. The Economic Development Officer from the City of Marion is an elected representative on the Quality LinCS Board and supports the flow of information from the LCP to these Advisory Groups. When required, Industry Champions are found through this avenue and hence will no forums / meetings have occurred with all industry areas, the LCP has been part of two Industry Advisory Groups. The skills and expertise of these groups have been recognised and hence LCP has focussed on specific programs with specific employers.</p> <p>c) 4 newsletters articles have been written on ASP including the benefits for students and employers and the LCP acknowledges those Businesses that have recently supported ASP in some capacity. The newsletter is distributed to all schools in the region, key stakeholders including the Quality LinCS Board, community groups and local businesses. The website has been well received and to date statistics are: April - 1265 hits, 62 visitors May - 928 hits, 80 visitors June - 828 hits, 152 visitors July - 298 hits, 59 visitors. August - 1859 hits, 182 visitors September - 1916 hits, 126 visitors October - 3328 hits, 109 visitors November - 1748 hits, 83 visitors December - 1061 hits, 157 visitors</p>			

	The total number of hits for 2007 is 27 090 and 1536 visitors. The website is continually updated and hence the new Adopt A School Toolbox has been uploaded to the Quality LinCS website.
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