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## **Local Community Partnerships**

Progress Report

1 January 2009 to 30 June 2009

You must download this file to your network to be able to enter data.  
The Progress Report is to be submitted by your authorised  
representative via the TRANSIT system.

Insert your Part B Program delivery strategies from your current Business Plan and complete the progress/achievement section.

### **Local Community Partnership details**

**LCP Name: Quality LinCS Incorporated**

**LCP Service Region(s) Number: Service Region 150, Southern Adelaide – Part B**

**Authorised Representative name: Mr Peter Mader**

## Part B

### Program delivery strategies

Having considered existing career and transition support services being delivered by schools, education authorities and youth services in your Strategic Plan, you need to consider the immediate issues for your LCP to focus on in 2009 without duplicating services or initiatives.

**Structured Workplace Learning** LCPs should work cooperatively with education authorities and individual schools, refer to 3.1 of the LCP Guidelines.

### Program Objective 1: Increase (student) access to SWL

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<p><b>Goal 1.</b> Continue to raise the awareness of students, teachers, parents, employers and other stakeholders about the benefits of SWL in preparing young people for the world beyond school.</p>		<p>a) Increase student access, particularly in skills shortages areas by increasing information flow to schools / students. IPAT used as main information conduit. <i>Output: Information provided to schools / students / parents.</i></p> <p>b) Source new employers with support of RICA 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>c) Work with the Inner South Business Enterprise Centre (ISBEC) and City of Marion to increase employer awareness of SWL. <i>Output: Information provided to ISBEC and City of Marion and then feedback provided to IPAT.</i></p> <p>d) OHSW Reference Group established including University of Adelaide Staff, Safe Work SA Staff, Quality LinCS Staff and 4 school VET Coordinators in the region to provide information and resources to students, teachers, parents and employers</p>	<p>a) Increase in SWL referrals in skills shortages areas.</p> <p>b) 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>b) Student numbers in target groups who access SWL using LCP is increased.</p> <p>c) Attend and promote SWL at 2 events for both ISBEC and City of Marion.</p> <p>c) 20% new employer uptake of SWL.</p> <p>d) Information provide to all LCP's. Resources produced to all LCP's.</p>	<p>Ongoing - end 2009.</p> <p>Ongoing - end 2009.</p> <p>Ongoing - end 2009.</p> <p>Ongoing - end 2009.</p>

		about safe work practices during SWL. <i>Output: Information is articulated to IPAT. Reference Group to meet quarterly.</i>		
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**Progress/Achievement**  
**Goal 1**  
a) Information re skills shortages supplied to VET Coordinators at the Innovations and Partnerships Action Team Meetings (IPAT). Members advised of SWL opportunities with local businesses and updated on SWL placements already organised and completed on a regular basis. Engineering is a persistent skills shortage area where SWL is required – information provided to IPAT members on an Engineering Challenge for students in the School Holidays and a number of schools to participate.  
b) No RICA involvement to date. New employers targeted in the retail sector (11) and successfully facilitated placements (22) for students with a disability. New employers indicated that they would continue to support SWL placements. Project Officer to meet with new employers and names to be added to the SWL LCP database.  
c) SWL promoted through the Southern Adelaide Employment Skills Formation Network (ESF) – this group consists of business and industry representatives, local councils, support agencies etc. Network meets bimonthly and LCP Project Officer is regular attendee. Ongoing activity for 2009. One event held in early 2009 – LCP Executive Officer showcased the work of the LCP to 64 attendees – Marion Council keen to form a subgroup to look at SWL, apprenticeships and traineeships in the region.  
d) OHSW Reference Group established and meets regularly (once a term). Reference group members include University of Adelaide staff, Safe Work SA staff, Business SA staff, Transition Broker and LCP Project Officer. Purpose of the group is to improve the effectiveness of SWL, OH & S preparation and training for students and schools. Safe Work SA representative has presented at IPAT meeting in Term 1, 2009. The group continues to meet and discuss / share information and feedback that is transferred from the schools to the LCP as well as information that is sought from other members through research (i.e. University Of Adelaide is researching the evidence base for effective OH & S Education in Secondary Schools. Several schools from LCP region have participated in questionnaires - research continues until the end of the year). Information will continue to be shared at IPAT meetings.

**Program Objective 2: Increase student participation in SWL**

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> Increase student, school and parental understanding (including processes) of SWL.		a) Continue to provide information to parents and students on SWL including benefits and outcomes. <i>Output: Information is sourced and disseminated.</i> b) Deliver PD to VET Coordinators for effective SWL preparation and resources for students and teachers. <i>Output: PD organised and delivered.</i> c) Launch with Safe Work SA 'SWL Preparation Kit for Teachers'. Provide full day Professional Development (PD) opportunity for Coordinators in our region on the effective use of the kit. <i>Output: Launch held and PD held.</i>	a) Overall increase in student numbers in SWL in 2009 compared to 2008. b) Number of requests for SWL increased from all sites. c) Launch is organised and resource is produced. c) PD session is held with 85% site attendance from the region.	Ongoing – end 2009.  Ongoing - end 2009.  Term 2, 2009.
<b>Goal 2.</b> Work with schools and their communities to create an environment that values and promotes all pathways.		a) Work with local media and RICA to highlight successful activities in a range of pathways – focus on SWL. <i>Output: Media release written and published.</i> b) Distribute VET RTP course booklet to schools once a semester (booklet available on website)	a) Provide two media releases throughout the year for local papers for QL region with SWL focus. b) Increase in students participating in VET	Ongoing - end 2009.  Ongoing - end 2009.

		and through new online database). <i>Output: RTP Booklet produced and distributed.</i>	(feedback provided from schools). Increase in knowledge and experience for young people.	
		c) Work with local AB's to promote, market, sell the benefits of SWL to young people and their parents. <i>Output: Information between AB's and LCP staff is shared and acted upon.</i>	c) Number of students who undertake and ASBA through the TSftF who have completed and SWL prior.	Ongoing - end 2009.
		d) Work with schools in the region to support the implementation of SWL – 20 Day Placement. <i>Output: Students undertake 20 days of SWL.</i>	d) Number of students involved in the program in 2009.	Ongoing - end 2009.

**Progress/Achievement**

**Goal 1**

a) Quality LinCS newsletter distributed to all schools and a number of employers in the region with SWL articles including a summary of recent placements, acknowledgement of local employers who support SWL and the positive reports received from both students and employers. LCP Project Officer has conducted 12 school visits to inform students on SWL processes and what students can expect to gain (skills, work experiences, work place practices and policies) from completing a placement. Project Officer has also presented at year level student professional development weeks alongside Apprenticeship Brokers and hence provided information direct to parents.

b) Ongoing activity for 2009. Launch of the Safe Work SA SWL Teacher Resource still to be confirmed. Presentations at sites using Safe Work SA representative have already occurred despite the resource not being 'public' as yet. Once resource has been released we are expecting many more requests to be made from individual school sites.

c) Launch with Safe Work SA of 'SWL Preparation Kit for Teachers' has not yet occurred. Delays have occurred due to preparation kit having to go through communication staff and upper management at Safe Work SA. Resource has been essentially finished since 2008. Launch is, at this stage planned for October 2009 (in line with Safe Work month). Safe Work SA has however agreed to allow schools in the Quality LinCS region to use the resource (if requested by the school and supported by the LCP). In June two sites in the region received PD for teachers to support year 10 students with preparation of SWL. Safe Work SA representative delivered the training at the school and has agreed to support other schools in the region with training. By the end of 2009 it is anticipated the official launch would have been held and several schools (in QL region) would have received PD support.

**Goal 2**

a) One article written and displayed in 3 local 'Messenger' Newspapers. The article was front page and hence focussed on the role of the LCP in supporting young people in the region. 9 contacts were made with LCP as a result on the article – 3 contacts were added to the QL database of employers willing to host SWL.

b) Quality LinCS Regional Training Program Booklet distributed to all schools and available on the QL website. 39 courses available in Semester 1 and 38 courses available in Semester 2. Feedback from students, schools and parents is continues to be very positive. The diverse range of courses available is attractive to the students in the region and quality of the courses delivered through RTO's – Semester 2 courses at present have enrolments of 169 students in 22 different courses. No increase in student numbers however no decrease at present.

c) LCP Project Officers have worked closely with Department of Education and Children's Services (DECS) Apprenticeship Brokers. AB's regularly promote the benefits of SWL to young people in the region by presenting directly to students, staff and parents. LCP has worked on 4 joint initiatives to date in 2009.

d) Yet to start this activity – awaiting confirmation from DEEWR re progress and structure of program.

**Program Objective 3: Promote SWL**

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>

<p><b>Goal 1.</b> Promote SWL to all client groups including Business, Parents, Schools and Students.</p>		<p>a) Use winning partnerships resource as a tool for promoting the success of SWL at business events, networking opportunities etc. <i>Output: Resource distributed.</i></p> <p>b) Coordinate and deliver an end of year, Employer Celebration Event with focus on youth and employers in each program area (SWL, C&amp;TS and ASP). <i>Output: Event organised.</i></p> <p>c) Produce LCP newsletters with section on SWL and distribute to employers, parents and schools. Website to also be updated for this purpose <i>Output: Newsletters produced and printed. Website updated.</i></p> <p>d) Launch with Safe Work SA 'SWL Preparation Kit for Teachers'. Provide full day Professional Development (PD) opportunity for Coordinators in our region on the effective use of the kit. <i>Output: Launch held and PD held.</i></p>	<p>a) Resource distributed. Number of requests made for additional resources.</p> <p>b) Event organised, awards presented to employers and students for outstanding efforts/support with SWL.</p> <p>c) Informal feedback from client groups about information provided.</p> <p>d) Launch is organised and resource is produced. d) PD session is held with 85% site attendance from the region.</p>	<p>Term 2, 2009.</p> <p>Term 4, 2009.</p> <p>Ongoing - end 2009.</p> <p>Term 2, 2009.</p>
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<p><b>Progress/Achievement</b> <b>Goal 1</b> a) Resource was created late in 2008 – final drafting to occur by AiGroup who drafted the original resource with the LCP. At present, waiting for final approval from the RICA. Resource to be distributed widely once approval given. Requests for copies have already been received. b) Event currently being planned by LCP Project Officers' and Executive Officer – planned for Term 4, 2009. c) Refer to SWL – Objective 2, Goal 1, Activity A. d) Refer to SWL – Objective 2, Goal 1, Activity C.</p>
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<b>Program Objective 4: Enhance young people's employability skills</b>				
<p><b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i></p>	<p><b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i></p>	<p><b>Activities</b> <i>(What specific activities will you undertake to achieve this goal)</i></p>	<p><b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i></p>	<p><b>Timeframe</b> <i>(When do you expect this activity to be completed)</i></p>
<p><b>Goal 1.</b> Promote SWL and Employability Skills to targeted client groups including Business, Parents, Schools and Students.</p>		<p>a) Work with neighbouring LCP's to host a PD event for school staff with a focus on employability skills. <i>Output: Event planned and conducted.</i></p> <p>b) Continue to assist schools with the Mock Interview process: source appropriate volunteers and provide meaningful feedback at the time of</p>	<p>a) PD event organised - attendance from 90% of invitees.</p> <p>b) Number of mock interviews requested. Student feedback on quality.</p>	<p>Term 3, 2009.</p> <p>Terms 2, 3 &amp; 4 2009.</p>

		<p>the Mock Interview – again with a focus on employability skills. <i>Output: Mock Interviews conducted.</i></p> <p>c) Produce LCP newsletters with each containing article pertaining to employability skills. <i>Output: Newsletters produced and printed.</i></p> <p>d) Present information at workshops on a request basis to ensure accurate information is articulated to schools, parents and students. <i>Output: Workshops hosted and feedback provided.</i></p>	<p>c) 4 newsletters produced per year and anecdotal evidence from parents, schools that employability skills information is valuable.</p> <p>d) Number of requests made and number of visits made.</p>	<p>Ongoing - end 2009.</p> <p>Ongoing - end 2009.</p>
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**Progress/Achievement**

**Goal 1**

- a) At present an event is planned for September 11<sup>th</sup>, 2009 – this will be a combined event with Southern Futures and FEVER LCP's and the neighbouring Transition Brokers. The event called the "Three C's – Creative Career Curriculum" will showcase current programs in schools (demonstrated by schools), commercial products for schools and industry experts showcasing best practice employability skills programs. The event is expecting to attract 110 delegates and will focus primarily in schools (staff) in the South.
- b) To date, mock interviews for 170, Year 11 students have been conducted. Student, staff and interviewer feedback has been extremely positive with 100% of all students rating the experience as 'valuable' and the reliable form of 'work preparation'. Support for the interviews provided mainly by the Rotary Club of Hyde Park and various other stakeholders.
- c) Refer to SWL - Objective 3, Goal 1, Activity C.
- d) No requests made at this stage however several events attended by LCP Project Officers have focussed on 'skills' required for work.

**Program Objective 5: Enhance the quality of structured work placements**

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> Ensure SWL requirements are recognised and understood by students, parents and schools.		<p>a) OHSW Reference Group established including University of Adelaide Staff, Safe Work SA Staff, Quality LinCS Staff and 4 school VET Coordinators in the region to provide information and resources to students, teachers, parents and employers about safe work practices during SWL. <i>Output: Information is articulated to IPAT. Reference Group to meet quarterly.</i></p> <p>b) Continue to provide information to parents and students on SWL including benefits and outcomes. <i>Output: Information is sourced and disseminated.</i></p> <p>c) Deliver PD to VET Coordinators for effective SWL preparation and resources for students and</p>	<p>a) Information provide to all LCP's. Resources produced to all LCP's.</p> <p>b) Overall increase in student numbers in SWL in 2009 compared to 2008.</p> <p>c) Number of requests for SWL increased from all sites.</p>	<p>Ongoing – end 2009.</p> <p>Ongoing – end 2009.</p> <p>Ongoing - end 2009.</p>

		<p>teachers.  <i>Output: PD organised and delivered.</i></p> <p>d) Launch with Safe Work SA 'SWL Preparation Kit for Teachers'. Provide full day Professional Development (PD) opportunity for Coordinators in our region on the effective use of the kit.  <i>Output: Launch held and PD held.</i></p>	<p>d) Launch is organised and resource is produced.  d) PD session is held with 85% site attendance from the region.</p>	<p>Term 2, 2009.</p>
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**Progress/Achievement**  
**Goal 1**

a) Refer to SWL - Objective 2, Goal 1, Activity C. Information continues to be articulated to IPAT at all meetings and via email.

b) Information has been provided to students at schools by talking with specific classes (VET and other classes) to help prepare students for SWL placements. Benefits of SWL and positive outcomes are shared with both students and with parents at all available opportunities. Parents receive information via phone conversations with LCP Project Officer (when placing a student) and via updates (and good news stories) in newsletters. At this stage an increase in SWL numbers from 2008 to 2009 has not occurred. SWL referral numbers continue to be high.

c) PD has occurred for one school (see SWL Objective 2, Goal 1, activity C). Other schools have not requested PD. It is anticipated other schools will request PD in Terms 3 and 4, 2009. This remains a major concern for schools and future policy direction is causing concern re the ability for schools to conduct thorough OHS&W programs before SWL placements.

d) See SWL - Objective 2, Goal 1, Activity C. As mentioned above, official launch to be held in October. PD will continue across school sites as requested.

**Career and Transition Support Program**

**Program Objective 1: Facilitate the provision of assistance to young people to develop individual Transition Plans and understand study and work options**

<p><b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i></p>	<p><b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i></p>	<p><b>Activities</b> <i>(What specific activities will you undertake to achieve this goal - Where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions)</i></p>	<p><b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i></p>	<p><b>Timeframe</b> <i>(When do you expect this activity to be completed)</i></p>
<p><b>Goal 1.</b> Work with existing programs to ensure quality outcomes including a greater understanding of Individual Transition Plans (ITP's) / Personalised Learning Plans (PLP's) for young people.</p>		<p>a) Work with DECS YEN to coordinate and host cross sector PLP professional development session for sites. <i>Output: Host one event in 2009.</i></p> <p>b) CTAT focus / priority for 2009 is on the PLP. Use CTAT to share information and knowledge about best practice. <i>Output: Information is disseminated at CTAT meetings.</i></p> <p>c) Organise a Parents as Career Partners (PACP) session with a PLP focus. <i>Output: Session held in 2009.</i></p> <p>d) Meet with YP regularly to seek updates about how young people are using their ITP's. Ensure consistency in YP and School processes. <i>Output: Meet with YP at least once per term for updates.</i></p>	<p>a) Increase in site attendance at PLP PD session. a) Increase in the number of students with ITP / PLP.</p> <p>b) A measure of student engagement with the PLP.</p> <p>c) Parental attendance, questions and answers, feedback.</p> <p>d) ITP is used productively by YP clients and hence information shared to promote and encourage broader use.</p>	<p>Session 1 – Term 2.</p> <p>Ongoing – end 2009.</p> <p>Term 3, 2009.</p> <p>Ongoing – end 2009.</p>
<p><b>Goal 2.</b> Increase the awareness amongst young people of the variety of study and work options.</p>		<p>a) Use all Action Teams to facilitate the transfer of accurate information relating to post school options. <i>Output: Information is disseminated at Action Team meetings.</i></p> <p>b) Review Compass (School Leavers Guide) and reproduce for all school leavers in 2009. <i>Output: Produce booklet and distribute.</i></p> <p>c) Work with key stakeholders to investigate funding for a Career Development Service (CDS) in the region. <i>Output: Funding found and submission written. Clear process articulated.</i></p>	<p>a) Anecdotal evidence through conversations with parents and school staff.</p> <p>b) Feedback from students, parents and schools relating to content and future planning.</p> <p>c) Successful funding submission that allows the development of CDS.</p>	<p>Ongoing – end 2009.</p> <p>Terms 1, 2 &amp; 3, 2009.</p> <p>Terms 1, 2 &amp; 3, 2009.</p>

## **Progress/Achievement**

### **Goal 1**

- a) This has been a focus item since the beginning of 2009 – it has been discussed at all YEN meetings and an event is proposed for Term 4, 2009 rather than Term 2. General discussions suggest schools had basic information about the PLP in each site and that an event later in the year could showcase 'positive and negative' outcomes better and would be more valuable to schools.
- b) The CTAT has met twice this year – information on the PLP from the YEN is disseminated to this group and hence the PLP has been a focus of discussion at CTAT meetings. A priority of this action team is to 'explore professional learning around Career Education curriculum delivery (including the PLP)'. Attendance at CTAT of sites is as follows:  
Term 1 – 20 / 23 sites.  
Term 2 – 11 / 23 sites.
- c) Several PACP events have been held or are planned – details as follows:  
1) An event was held on June 4<sup>th</sup> for parents of students with a disability. The event was held in conjunction with Daws Road Centre and attracted 82 parents and 12 young people attended with their parents / caregivers. The feedback was extremely positive:
  - 96% of respondents want this to be a yearly event.
  - 93% felt they learnt 'new information' that was critical to their young person's transition from schooling.Key resources such as Jobs 2008, the role of the NCDO, Transition to Post School Parent Planning Sheets, etc were provided – parents commented that the range and quality of information provided was outstanding.
- 2) A second event is planned for Wednesday August 26<sup>th</sup> as part of the Marion Learning Festival – the event will be co hosted with five sites in the region and is expected to attract over 150 parents. The PLP will be a focus of this workshop.
- 3) Individual workshops are planned with two sites for Term 3, 2009. These will tailored to meet schools needs and the needs of the various parent represented.
- d) EO and Project Officer have met twice a Term with Manager of Youth Pathways. YP Manager has provided updates on numbers, client that require support and potential joint programs between the LCP and YP.

### **Goal 2**

- a) Action Team attendance at meetings is as follows:

Career and Transition Action Team (CTAT)

Term 1 – 20 / 23 sites.

Term 2 – 11 / 23 sites.

Innovations and Partnerships Action Team (IPAT)

Term 1 – 13 / 23 sites.

Term 2 – 12 / 23 sites.

Targeted Intervention Action Team (TIAT)

Term 1 – 12 / 23 sites.

Term 2 – 13 / 23 sites.

**Innovative Partnerships Action Team** priorities for 2009 are as follows:

- Sharing Industry Pathways Program information – increase awareness through training.
- To contribute, as a group or individually to the development of generic Literacy and Numeracy teacher resources that can be delivered at schools.
- Support the rollout of the Student work placement preparation teacher resource.
- To look at and evaluate the protocols for the Quality LinCS Regional Training Programs.
- Provide opportunities of professional learning / circulate information re professional learning (e.g. TAA training).

**Targeted Intervention Action Team** priorities for 2009 are as follows:

- To support a Parents as Career Partners event for parents of children in our schools with disabilities.
- Develop a Yr. 12 Unit for Students with Disabilities.
- Run a Minda Holiday Programme for young people with intellectual disabilities.
- Conduct a survey of Students with Disabilities & their families to determine barriers which prevent them from going to University and/or TAFE.

**Career and Transition Action Team** priorities for 2009 are as follows:

Explore, plan for and participate in professional learning about...

- the implications of the proposed recognition of VET in the future SACE.
- Industry Pathways Programs and connections with and implications for Quality LinCS Regional Training Programs.
- Timetabling implications of VET participation in the new SACE environment.
- Professional learning around Career Education curriculum delivery (including the PLP).
- Career education resources.

The Action Teams are the main conduit of information to schools by the LCP and all information is forwarded either electrically or via post or via face to face meetings. Feedback

is very positive re the structure and the LCP receives continual anecdotal feedback about 'how' people hear about our events, programs and the like.  
 b) A decision re the production of Compass has not yet been reached – we are currently seeking sponsorship and hence awaiting several responses. Its production is unlikely at this stage.  
 c) This is an ongoing activity – initial planning meetings are due to occur late July with several key stakeholders in the region including Councils and the Southern Economic Development Board.

<b>Programme Objective 2: Facilitate access to professional career advice</b>				
<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> Work with stakeholders involved in career development and facilitate the flow of accurate career advice.		a) Use CTAT as the main conduit for information provided from the RICA, NICS, DEEWR, Skills Councils, private providers etc <i>Output: Pass on information supplied by RICA, NICS, DEEWR, Skills Councils, private providers etc.</i>  b) Use Action Teams to facilitate the transfer of accurate information relating to career advice and career development resources. <i>Output: Action Teams are organised and information is provided.</i>  c) Host 'myfuture' training and up to date career information training including ACDS training, IPP Training etc <i>Output: Training sessions held.</i>	a) Requests for more information from other stakeholders. Information articulated to larger user group.  b) Requests for more information or more resources from other stakeholders connected to Action Teams.  c) Number of attendees at each training session.	Ongoing – end 2009.  Ongoing – end 2009.  Terms 2 & 3, 2009.
<b>Goal 2.</b> Promote quality career information in the region and provide access to career development training and services.		a) Organise a series of career development activities as part of National Career Development Week (NCDW) with all SA LCP's. <i>Output: Events organised and held.</i>  b) Utilise and promote Career Development opportunities such as Career Scholarships for Teachers, Graduate Program in Career Development, VET Awards for Students etc <i>Output: Scholarships are published and awarded.</i>  c) Work with local providers to document and promote the range of career development services (and possibly resources) available. <i>Output: Mapping process occurs.</i>  d) In conjunction with TB, support 4 day Teacher Industry Placements for 15 sites in the region. Teachers to share learning's and resources via	a) Attendance at all events, feedback gathered by evaluations of events and engagement of a cross sector of sites.  b) Uptake of information and number of winners / graduates in the region.  c) Providers (and resources) mapped and information articulated to Schools.  d) 15 Teacher Placements occur and feedback from both employers and teachers	Term 2, 2009.  Ongoing – end 2009.  Ongoing – end 2009.  Terms 2, 3 & 4, 2009.

		Action teams and in their own school sites. 15 employers also involved in the program. <i>Output: Placements are taken up and occur.</i>	is positive about program.	
		e) Work with regional tertiary providers to up skill career education providers in Universities. <i>Output: Provide career development training.</i>	e) Feedback from training including usefulness, quality, outcomes.	Ongoing – end 2009.

**Progress/Achievement**

**Goal 1.**

- a) Refer to C&TS Objective 1, Goal 1, Activity A. At this stage in 2009, only three articles received from the one NICS and several articles from the RICA – all have been passed on to the appropriate stakeholder group or action team.
- b) Refer to C&TS Objective 1, Goal 2, Activity A.
- c) My future training conducted in early 2009 – schools / specific staff were contacted and training was advertised. 9 staff from 5 sites attended training and hence the feedback has been positive. Perceived in schools as a saturated market – that is, many schools, staff have done the training and hence feel it to be repetitive. Issues still around re the use of the website in schools.

**Goal 2.**

- a) The SA LCP Network did not host a joint activity as part of National Career Development Week (NCDW). However the LCP did partner to host two events – one event with VETnetwork Australia at the Adelaide Convention Centre. This breakfast session attracted over 115 attendees and the theme was “Partnerships for preparing students to meet the needs of today’s complex job environments”. The LCP had 24 representatives from sites in the region at the session and some follow up work is being done on utilising social media as a form of human resource management as a response (need) from the session. Feedback from all attendees was extremely positive (83 people responded) –
  - How effective was the forum overall? Average response was 8.2 out of 10.
  - How effective was the keynote address from the keynote? Average response was 9.7 out of 10.
  - How effective was the opportunity for reflection / resources? Average response was 7 out of 10.
- The second event held was titled “Life in the Uni Lane” and was held in conjunction with Southern Futures LCP. The event targeted Year 9 indigenous students – it was a hands-on tour of Flinders University aimed at providing a glimpse of what a University has to offer. Students visited Paramedics, Archaeology, Nursing, Marine Biology, Education, Drama and Engineering. The event attracted 9 students from our LCP region (our region does not have significant numbers of indigenous students) and the feedback again was overwhelmingly positive.
- b) When information has been made available to LCP, all action teams have been used to distribute information. Results not yet know but at this stage, the LCP has not been asked to provide any support or further advice. The timing of the nominations for these awards is still an issue.
- c) Ongoing activity – mapping process has not yet begun.
- d) Advertisements for placements have occurred – 9 sites have responded and hence 9 staff will be placed in industry for a week with specific outcomes namely relating to numeracy and literacy requirements in the workplace. Each has chosen a different industry area – selection criteria meant that all placements are in identified skills shortage industries. Placements to occur in Term 3 hence more information and outcomes from placements available at a later stage. Action Teams to be used as main conduit for shared learnings in Term 4.
- e) Ongoing activity – not yet started.

**Program Objective 3: Promote vocational education and training pathways and opportunities**

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> Enhance and promote (including providing information) on a		a) Distribute VET RTP course booklet to schools once a semester (booklet available on website and online database).	a) Increase in students participating in VET (feedback provided from	Ongoing – end 2009.

<p>variety of VET pathways for young people in the region.</p>		<p><i>Output: RTP Booklet produced and distributed.</i></p> <p>b) Work with local schools in the region to organise the Trades Skills Expo. <i>Output: Expo is organised and held with student / young people attending.</i></p> <p>c) Cross regional Industry Tours to continue in 2009 in a number of Industry areas. The tours are advertised across the region, encouraging school involvement and a number of employers support the process. Industry reps focus on Employability Skills and prerequisites for entry into employment. <i>Output: Tours conducted.</i></p> <p>d) Work with Southern Futures LCP to offer courses cross-regionally, further increasing the number of VET options in both regions. <i>Output: Greater range of courses offered to students.</i></p> <p>e) Engage employers to promote their industry pathways and opportunities. RICA to help source. <i>Output: Process of identifying employers willing to participate.</i></p>	<p>schools).</p> <p>b) Student / parent numbers increases and the range of exhibitors increase.</p> <p>c) Tours complete with increased student / school site attendance. Evaluation forms completed by schools/employers.</p> <p>d) Quality LinCS students accessing greater range of courses. Feedback provided from schools.</p> <p>e) Number of pathways promoted and student interest.</p>	<p>Term 2, 2009.</p> <p>Ongoing – 2009.</p> <p>Ongoing – 2009.</p> <p>Ongoing – end 2009.</p>
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**Progress/Achievement**

**Goal 1**

- a) RTP VET Booklet widely distributed to schools in the LCP region and also to students, parents and schools from outside the QL region (when requested). 469 total enrolments to date in 2009. This is not an increase from 2008 but numbers continue to remain high – more enrolments expected in early Term 3.
- b) Trade Skill Expo is not planned for 2009. Expo did not go ahead due to lack of funds. Quality LinCS agreed to support with the same funds as provided in previous years (2007 & 2008). In previous years half the cost was covered by the LCP, the other half from TB funds. Due to the uncertainty of state programs and the lack of funding, financial support was not provided by the TB. Urrbrae Agricultural High School needed to provide funds and were unable to do so. Quality LinCS were willing to provide staff support and financial assistance but unfortunately the costs were too great and the staff support (from the school) was not available. It should be noted that a number of providers / businesses that participated in the expo have contacted the LCP office. A number are disappointed that the expo will not go ahead. A few schools have also made contact and have been told that unfortunately the expo will not go ahead due to lack of funding.
- c) Industry Tours have not yet been advertised cross regionally. Tours are planned to go ahead in the Quality LinCS region in Term 3. Planned to date are a Health & Community Services Tour at Blackwood Hospital for Term 3, 2009. Tour will be available to all Year 11 & 12 students interested in the Health Industry. Another tour for Year 9 (high achieving students) in Science / Engineering to be held in Term 4 - 50 students in total will be targeted for the Tour which will include visits to TAFE, Universities and specific Institutes. Feedback forms for students and participating industries to be prepared. Industry representatives on the Tour will focus on employability skills and students will complete an 'Employability Skills' short course as part of the Tour.
- d) This is an ongoing activity – little cross referencing of students and courses to date.
- e) This is an ongoing activity – to date only initial conversations with RICA have occurred.

**Program Objective 4: Enhance the monitoring and mentoring arrangements of all young people, particularly year 9 and 10 students.** *Monitoring refers to the tracking and support of young people in their transition through and from school, refer to 3.2.2 of the LCP Guidelines.*

Goals	Region(s)	Activities	Effectiveness	Timeframe
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<i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<i>Complete where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<i>(When do you expect this activity to be completed)</i>
<p><b>Goal 1.</b> Increase the range of mentoring programs within the region utilising the expertise a range of stakeholders.</p>		<p>a) 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) In conjunction with YWCA, develop and trial mentoring program 'Go Girls' for young women in the region with a health focus. Trial will be based on Canadian Model. <i>Output: Program is developed and conducted.</i></p>	<p>a) Number of attendees and numbers of programs / follow up as a result.</p> <p>b) Number of program participants and outcomes.</p>	<p>Term 4 – 2008.</p> <p>Terms 2, 3 &amp; 4 2009.</p>
<p><b>Goal 2.</b> Develop a quality mentoring program 'Mentors for our Students' with maths / science focus.</p>		<p>a) Conduct start up activities including: 1) <i>Appoint Coordinator for the program.</i> 2) <i>Resources and events developed to promote the program.</i> 3) <i>Liaise with schools.</i></p> <p>b) Conduct activities for Mentors including: 1) <i>Recruitment strategies to attract mentors.</i> 2) <i>Selection process and screening of Mentors.</i> 3) <i>Ensure National Police checks for working with children, and state / territory legislation are provided.</i> 4) <i>Provide training and support for Mentors.</i></p> <p>c) Conduct activities for Mentees including: 1) <i>Induction of students into the program.</i> 2) <i>Provide information for parents.</i> 3) <i>Methods of matching students to Mentors.</i></p> <p>d) Conduct activities for relationships including: 1) <i>Provide ongoing support for Mentors.</i> 2) <i>Provide ongoing support for students.</i> 3) <i>Ensure ongoing communication with schools</i> 4) <i>Provide ongoing communication with parents.</i></p> <p>e) Conduct activities for project management including: 1) <i>Method of collecting and storing data.</i> 2) <i>Method of monitoring the program.</i> 3) <i>Evaluation of the program against performance indicators in the programs guidelines</i></p>	<p>a) to e) Program evaluated and KPI's outlined in MfoS Guidelines met including: 1. Number of mentors trained.</p> <p>2. Number of students trained including by school year and equity groups.</p> <p>3. Number of mentors and students matched.</p> <p>4. Number and percentage of mentors and students by skill shortage area in identified trades, paraprofessions and professions.</p> <p>5. Numbers of mentors leaving the project as a percentage of the total after the completion of, term 3 and term 4.</p> <p>6. Numbers of students leaving the project as a percentage of the total after the completion of term 3 and term 4.</p> <p>7. Length of mentor-student relationship by percentage of the total: lasting 1 term, or 2 terms.</p>	<p>Ongoing – end 2009.</p>

			<p>8. Number and percentage of students intending to progress to the next year of schooling.</p> <p>9. Number and percentage of students completing year 12 (for those participants enrolled in year 12).</p> <p>10. Number and percentage of students completing year 12 and intending to continue in the "mentored trade/profession" career pathway by skills shortage area.</p>	
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**Progress/Achievement**

**Goal 1**

- a) The LCP will co host an event in August 2009 with National Youth Mentoring Network (and other key stakeholders). The event will be widely publicised and is expected to attract over 100 attendees. The theme of the forum will be "Engaging Mentoring Relationships" – Professor Martin Westwell be present a key note. The National Youth Mentoring Network has also asked the LCP to help facilitate and participate in a series of forums (State of Play) across Australia to be held in late July.
- b) Trial program still be investigated. One currently operational in Northern Adelaide – trial for the South still being negotiated.

**Goal 2**

- a) 1) Coordinator appointed in January 2009.
- 2) Resources developed to promote the program including; flyer for schools, question and answers flyer for parents, promotional flyer (developed by graphic designer), Registration of interest forms for schools / Mentors / Mentees (students). Program initially promoted to schools in QL region and advertised extensively via advertising in 4 messenger newspapers, letterbox leaflet dropping, advertising in BEC Newsletter and QL newsletter, putting flyers up at local shops / libraries, sending out flyers via email and postal to various networks, word of mouth.
- 3) Liaising with schools has occurred. Initially advertising and meeting with Coordinators from each of the ten schools that expressed an interest in the program. School personnel have identified students that they believe would benefit from the program and encouraged those students to complete registration of interest forms. Schools kept informed throughout the initial processes.
- b) 1) Recruitment strategies included; advertising widely through messenger, newsletters, distributing flyers, email/ postal. Most successful advertising tool was believed to be local messenger papers. Job description developed and circulated. Coordinator met with groups and individuals that expressed an interest.
- 2) Selection process included; all mentors were met for a 1:1 interview and provided reference checks. Police checks were undertaken.
- 3) All mentors are required to have completed state police checks before mentoring can commence.
- 4) Training was provided for mentors. This included induction training and mandatory notification training. Although not compulsory for mentors to attend training it was highly recommended. Ongoing support will be provided, regular phone and email contact as well as debriefing sessions.
- c) 1) Mentee induction included 1:1 information sessions. Before interviews / meetings mentees were often emailed / received phone calls and were encouraged to ask questions at individual sessions (in some cases mentees met in pairs if their career interests were similar and they felt more comfortable with another student present.
- 2) Information was provided to parents through school and students. Information flyer with questions and answers was provided to students that expressed an interest in the program.
- 3) Methods of matching students to mentors; all mentors and mentees are interviewed and it is through this interview process that several questions are asked. Matches are made not just on career / job interest but on personality and personal interests / hobbies.
- d) 1) Ongoing support will be provided to Mentors by means of regular phone conversations/ emails and debriefing sessions.
- 2) Ongoing support for students includes regular phone conversations (definitely follow up after each mentor / mentee sessions for a minimum of 3 weeks), emails and students have been encouraged to contact the mentor coordinator is there are any questions, issues or concerns.
- 3) Ongoing communication with schools has occurred predominately through phone and emails. In some cases the Mentor coordinator has met with school personnel 1:1 and several school staff have been updated on various aspects of the program via information presented at meetings.
- 4) Parents receive information via various means including email, phone calls, through students and through school personnel. Parental signature is required before the mentoring can commence.

- e) 1) Collection and storage of data: Database used to store all mentor information. Separate database stores student and school information.  
 2) Monitoring the program will occur continually. Mentor coordinator will ensure regular contact is made with mentors, mentees and schools to ensure all is 'on track' and if any issues they are dealt with promptly.  
 3) Evaluation will occur via an external consultant. It is believed mentors, mentees and parents will all be involved in the evaluation process.
- Evaluation against KPI's outlined in MfoS Guidelines (effectiveness measures)-**
- 1) Numbers of mentors trained- 16 mentors attended the induction training and 13 mentors attended the mandatory (child safe environment) training. Total number of mentors is 26.  
 2) Number of Students trained- 34 in total. 18 Females, 16 Males. Year 10 students -19, year 11 students -7, year 12 students - 8. Number of students with a disability- 2, number of indigenous students – 1.  
 3) Number of mentors and students matched - 14, as of 1<sup>st</sup> July 2009.  
 4) Numbers of matched mentors /mentees by skills shortage area- 5. Number in identified trade area- 3 (Construction & plumbing). Number in professional / paraprofessional – 9 (Teacher, Doctor, Marketing/ PR, Admin officer, Nurse, Disability case worker. Real estate, Accountant, Politician.  
 5) to 10) – not applicable at this point in time.

**Program Objective 5: Facilitate the engagement of parents, teachers and career advisers in education about post-school options**

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> Provide a diverse range of activities to engage parents in and educate re the range of post school options.		a) Host a series of PACP sessions workshops throughout the year – one to focus on parents with a SWD and the remainder to be site driven. <i>Output: Four PACP sessions held.</i>  b) Organise and host a celebratory event for parents of SWD. Purpose primarily to develop support network for students and parents beyond school. Focus on transition. <i>Output: Event organised and hosted.</i>  c) Design parent newsletter / resources specifically targeting parents for inclusion in school newsletters. <i>Output: Newsletter / resources produced and distributed.</i>  d) Design and host a parent 'Career Expo' as part of the Marion Learning Festival. <i>Output: Expo organised and held.</i>	a) Diversity of parents represented from all schooling sites. a) Parent numbers.  b) Number of students and parents attending and feedback from parents.  c) 4 newsletters produced per year and anecdotal evidence from parents, schools that information is valuable.  d) Attendance and feedback forms.	Session 1 – Term 2. Session 2 – Term 2. Session 3 – Term 3. Session 4 – Term 4.  Term 4, 2009.  Ongoing – end 2008.  Term 3, 2009.

**Progress/Achievement**

**Goal 1.**

- a) Several PACP events have been held or are planned – details as follows:  
 1) An event was held on June 4<sup>th</sup> for parents of students with a disability. The event was held in conjunction with Daws Road Centre and attracted 82 parents and 12 young people attended with their parents / caregivers. The feedback was extremely positive:
- 96% of respondents want this to be a yearly event.

- 93% felt they learnt 'new information' that was critical to their young person's transition from schooling. Key resources such as Jobs 2008, the role of the NCDO, Transition to Post School Parent Planning Sheets, etc were provided – parents commented that the range and quality of information provided was outstanding.
- 2) A second event is planned for Wednesday August 26<sup>th</sup> as part of the Marion Learning Festival – the event will be co hosted with five sites in the region and is expected to attract over 150 parents. The PLP will be a focus of this workshop.
- 3) Individual workshops are planned with two sites for Term 3, 2009. These will tailored to meet schools needs and the needs of the various parent represented.
- d) EO and Project Officer have met twice a Term with Manager of Youth Pathways. YP Manager has provided updates on numbers, client that require support and potential joint programs between the LCP and YP.
- b) Event is due to be held in Term 4 – planning not yet started. See C&TS - Objective 6, Goal 1, Activity D.
- c) Quality LinCS newsletter distributed to all schools and a number of employers in the region with articles included focussing on career advice for parents and students. 2 newsletters produced to date and feedback is overwhelmingly positive – Project Officer has received at least 9 phone calls from parents requesting more information in relation to articles.
- d) See Activity A above.

**Program Objective 6: Facilitate the provision of advice on youth services and programs**

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> Build on existing networks to provide access for schools and local communities to quality and timely information and service relating to youth services and programmes.		a) Use all Action Teams to facilitate the transfer of accurate information relating to post school options. <i>Output: Information is disseminated at Action Team meetings.</i>  b) Review Compass (School Leavers Guide) and reproduce for all school leavers in 2009. <i>Output: Produce booklet and distribute.</i>  c) Update and provide schools with a Choices booklet highlighting VET courses and other short course options. <i>Output Number of guides distributed.</i>  d) In collaboration with other youth agencies, negotiate with local media to print one article a quarter on youth services and programmes available to young people. <i>Output: Articles are produced and printed.</i>  e) Link with Youth Development Officers (YDO's) in Local Councils to share information about LCP services available to all young people, to learn of services YDOs are providing and identify areas in which LCP can provide services. <i>Output: Relationship established and referrals made.</i>	a) Anecdotal evidence through conversations with parents and school staff.  b) Feedback from students, parents and schools relating to content and future planning  c) Number of copies produced, number of agencies who support distribution and content.  d) Number of referrals to LCP linked to media articles.  e) Number of referrals to LCP linked to YDO relationship.	Ongoing – end 2009.  Terms 1, 2 & 3, 2009.  Terms 1, 2 & 3 2009.  Terms, 1, 2, 3 & 4 2009.  Ongoing – end 2009.

<p><b>Goal 2.</b> Contribute to the provision of future planning.</p>		<p>a) Provide advice to DEEWR State Advisory Committee (SAC) as EO LCP representative. <i>Output: EO to attend SAC Meetings.</i></p> <p>b) Provide advice to SA LCP Network and hence National LCP Network on future planning. <i>Output: SA LCP EO to provide advice to State and National Network at meetings.</i></p>	<p>a) Input provided by SAC determines or influences future policy.</p> <p>b) Input provided by LCP Chairs Network determines or influences future policy.</p>	<p>Ongoing – end 2009.</p> <p>Ongoing – end 2009.</p>
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**Progress/Achievement**

**Goal 1.**

a) Action Team attendance at meetings is as follows:

Career and Transition Action Team (CTAT)

Term 1 – 20 / 23 sites.

Term 2 – 11 / 23 sites.

Innovations and Partnerships Action Team (IPAT)

Term 1 – 13 / 23 sites.

Term 2 – 12 / 23 sites.

Targeted Intervention Action Team (TIAT)

Term 1 – 12 / 23 sites.

Term 2 – 13 / 23 sites.

**Innovative Partnerships Action Team** priorities for 2009 are as follows:

- Sharing Industry Pathways Program information – increase awareness through training.
- To contribute, as a group or individually to the development of generic Literacy and Numeracy teacher resources that can be delivered at schools.
- Support the rollout the Student work placement preparation teacher resource.
- To look at and evaluate the protocols for the Quality LinCS Regional Training Programs.
- Provide opportunities of professional learning / circulate information re professional learning (e.g. TAA training).

**Targeted Intervention Action Team** priorities for 2009 are as follows:

- To support a Parents as Career Partners event for parents of children in our schools with disabilities.
- Develop a Yr. 12 Unit for Students with Disabilities.
- Run a Minda Holiday Programme for young people with intellectual disabilities.
- Conduct a survey of Students with Disabilities & their families to determine barriers which prevent them from going to University and/or TAFE.

**Career and Transition Action Team** priorities for 2009 are as follows:

Explore, plan for and participate in professional learning about...

- the implications of the proposed recognition of VET in the future SACE.
- Industry Pathways Programs and connections with and implications for Quality LinCS Regional Training Programs.
- Timetabling implications of VET participation in the new SACE environment.
- Professional learning around Career Education curriculum delivery (including the PLP).
- Career education resources.

The Action Teams are the main conduit of information to schools by the LCP and all information is forwarded either electrically or via post or via face to face meetings. Feedback is very positive re the structure and the LCP receives continual anecdotal feedback about 'how' people hear about our events, programs and the like.

b) A decision re the production of Compass has not yet been reached – we are currently seeking sponsorship and hence awaiting several responses. Its production is unlikely at this stage.

c) Choices booklet has been produced – 5000 copies for the LCP region. The content was reviewed and hence the booklet produced was produced in partnership with Southern Futures LCP and a number of support agencies including Marion Council. The booklet itself has been well received by schools – all sites were provided a copy and hence 19 / 23 sites requested more copies. Content focuses on 'programs / projects' that are deemed alternative education for targeted groups students / young people in the region.

d) One article written and displayed in 3 local 'Messenger' Newspapers. The article was front page and hence focussed on the role of the LCP in supporting young people in the region. 9 contacts were made with LCP as a result on the article – 3 contacts were added to the QL database of employers willing to host SWL. One contact made to provide post school advice to young people with a disability at event to be held later in the year (C&TS – Objective 5, Goal 1, Activity B).

e) EO has met once a Term with one YDO – Mitcham Council YDO. YDO has provided updates on activities and potential joint programs between the LCP and YDO. YDO has been involved, where appropriate, with LCP projects and programs. No direct referrals to date.

**Goal 2**

a) SAC has not met in 2009 and hence EO not able to provide advice or information.

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 DEEWR. At this stage, the SALCPN seeks to collaborate with the Chairs Forum on the future direction of the CAA programme, and to provide advice and support to the Chairs Network to help determine or influence future policy.

## Adopt a School Program

### Program Objective 1: Facilitate engagement between industry and schools

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan and indicate which objective(s) this relates to)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions - please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal - Where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> 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 Programs in schools.		a) LCP and RICA to identify potential projects. Projects should be targeted in industry growth areas in the South as identified by RICA Environmental Scan. <i>Output: RICA document produced and shared with LCP.</i>  b) Support schools/industry to develop ASP projects, which target skill shortage areas and promote Employability Skills. <i>Output: Obtain feedback from schools on preference for targeted projects.</i>  c) Work with the LGA, City of Marion and 3 school site in a cross-regional program promoting work placement, ASBA's and career development (and possible) other opportunities for students in the region. <i>Output: Project developed and students experience LG opportunities.</i>  d) Work with RICA to develop a Manufacturing ASP. RICA to develop links with Manufacturing employers that are willing to support young people. It is envisaged the ASP will involve work shadowing. <i>Output: Manufacturing ASP developed. Students experience work-shadowing opportunities.</i>	a) ASP projects matched to industry growth areas identified in the RICA Scan.  b) School and industry requests to conduct ASP, ASP pro forma used to badge ASP, outcomes and involvement for students via KPI data to DEEWR.  c) Student participation and experience in a number of Local Government employment areas.  d) Student participation and experience working in Manufacturing.	Terms 2 & 3, 2009.  Ongoing - end 2009.  Terms 1, 2 & 3 2009.  Term 3, 2009.

#### Progress/Achievement

##### Goal 1.

- a) Project officers have met with RICA on several occasions. Potential projects have been identified in industry growth areas. Particular focus has been on health industries /careers. 3 projects have been planned and hence are as a result of RICA environmental scan.
- b) Feedback has been obtained from schools on ideas for ASP projects. As a result of the feedback, planning has begun for two ASP's to run in Term 3. One is planned with a local hospital and other health care providers (community services focus) and the other has an engineering and science / forensic focus. Employability skills will be addressed at each ASP.

c) This ASP project has not yet progressed – Marion Council and LCP are trying to reengage key partners and the LGA has identified financial support. Meeting planned for early Term 3 to identify and try to overcome existing issues.  
d) Manufacturing ASP is planned for Term 3, 2009. Initial discussions have occurred with RICA and LCP Project Officers. It is however unclear whether this project will go ahead due to lack of interest from schools. At this stage the engineering / forensics ASP is planned and will replace the manufacturing ASP. Whether the manufacturing project goes ahead will be determined by schools need and interest.

**Program Objective 2: Assist industry to meet future skills needs through the ASP**

<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b> Support industry and schools to develop and engage in a range of ASP that reflect future skill needs. Student participation increases.		a) LCP to work with RICA to develop a 'Healthwise' try-a-trade project for students in the region. RICA to develop links with a major hospital in the region and full day project to be developed. <i>Output: Healthwise project complete. A number of schools in the region participate.</i>  b) Develop a Manufacturing ASP. RICA to assist with developing links with Manufacturing employers that are willing to support young people. It is envisaged the ASP will involve work shadowing. <i>Output: Manufacturing ASP developed. Students experience work-shadowing opportunities.</i>  c) LCP to work with RICA in developing a Health Rotation ASP. RICA already has a number of contacts in the Health Industry. It is envisaged there will be approximately 20 employers involved and a number of schools. <i>Output: Health Rotation project goes ahead over 1 week. Students experience a number of Health areas.</i>	a) Student / school participation in ASP.  b) Student participation and experience working in Manufacturing.  c) A number of schools and students participate.	Term 2, 2009.  Term 3, 2009.  Term 4, 2009.

**Progress/Achievement**  
**Goal 1.**  
a) Healthwise Try-A-Trade was initially planned for Term 2 however at the request of schools and several businesses involved, it has been moved to Term 3. The RICA has made initial contact with Health SA representatives and is following up with contacts at a major hospital in the region. At this stage, 11 sites have indicated that they will have students who will participate in the program.  
b) See ASP - Objective 1, Goal 1, Activity D.  
c) This activity is planned for Term 4 and hence only initial planning has taken place. It is expected that this event will take place in Week 2, Term 4.

**Program Objective 3: Increase student and industry participation in the ASP**

<b>Goals</b>	<b>Region(s)</b>	<b>Activities</b>	<b>Effectiveness</b>	<b>Timeframe</b>
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<i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<i>(When do you expect this activity to be completed)</i>
<p><b>Goal 1.</b> 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) Cross regional Industry Tours to continue in 2009 in a number of Industry areas. The tours are advertised across the region, encouraging school involvement and a number of employers support the process. Industry reps focus on Employability Skills and prerequisites for entry into employment. <i>Output: Tours to focus in areas of Community Services, Health and Manufacturing.</i></p> <p>b) IPAT group used to gauge school interest in ASP and provide feedback to group on processes and suggestions on ASP projects. <i>Output: Continuation of IPAT for 2009.</i></p> <p>c) RICA to specifically target 4 new local employers for involvement in ASP in 2009. ASP to be devised with 4 school sites. Focus on middle years students. <i>Output: 4 ASP's occur.</i></p>	<p>a) Tours complete with increased student / school site attendance. Evaluation forms completed by schools/employers.</p> <p>b) School representation at Action Teams meetings is increased. Feedback provided.</p> <p>c) Student / Industry Involvement.</p>	<p>Ongoing – 2009.</p> <p>Ongoing - 2009.</p> <p>Terms 2, 3 &amp; 4 2009.</p>

**Progress/Achievement**  
**Goal 1.**

a) Industry Tours have not yet been advertised cross regionally. Tours are planned to go ahead in the Quality LinCS region in Term 3. Planned to date are a Health & Community Services Tour at Blackwood Hospital for Term 3, 2009. Tour will be available to all Year 11 & 12 students interested in the Health Industry. Another tour for Year 9 (high achieving students) in Science / Engineering to be held in Term - 50 students in total will be targeted for the Tour which will include visits to TAFE, Universities and specific Institutes. Feedback forms for students and participating industries to be prepared. Industry representatives on the Tour will focus on employability skills and students will complete an 'Employability Skills' short course as part of the Tour.

b) a) Information re skills shortages supplied to VET Coordinators at the Innovations and Partnerships Action Team Meetings (IPAT). Members advised of SWL opportunities with local businesses and updated on SWL placements already organised and completed on a regular basis. Engineering is a persistent skills shortage area where SWL is required – information provided to IPAT members on an Engineering Challenge for students in the School Holidays and a number of schools to participate.

c) Another tour for Year 9 (high achieving students) in Science / Engineering to be held in Term 4 - 50 students in total will be targeted for the Tour which will include visits to TAFE, Universities and specific Institutes. Feedback forms for students and participating industries to be prepared. Industry representatives on the Tour will focus on employability skills and students will complete an 'Employability Skills' short course as part of the Tour.

<b>Program Objective 4: Promote the ASP to students, schools and employers</b>				
<b>Goals</b> <i>(Transfer goals from Part B section 2 of your strategic plan)</i>	<b>Region(s)</b> <i>Complete only where you have funding for multiple regions please indicate whether the activity is in all regions or which specific regions</i>	<b>Activities</b> <i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i>	<b>Effectiveness measures</b> <i>(How will you know and show you have achieved your goal?)</i>	<b>Timeframe</b> <i>(When do you expect this activity to be completed)</i>
<b>Goal 1.</b>		a) Provide case studies of projects to schools,	a) Schools and industry	Ongoing - end 2009.

<p>Schools, community, industry groups, local employers are aware of the benefits of being involved in ASP initiatives.</p>		<p>industry groups and networks- with assistance of RICA  <i>Output: School/Industry visits to promote information.</i></p> <p>b) Gage feedback from employers using the employer information packs to identify those willing to be involved in ASP.  <i>Output: Make contact with employers that have expressed an interest in ASP involvement.</i></p> <p>c) Use website / newsletter to promote ASP.  <i>Output: Website hits recorded and information requests recorded.</i></p>	<p>visits. Interest shown in participating in ASP.</p> <p>b) Increase in employer knowledge of ASP and participation in ASP.</p> <p>c) Link between promotion and outcomes relating to ASP being established.</p>	<p>Ongoing - end 2009.</p> <p>Ongoing - end 2009.</p>
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**Progress/Achievement**

**Goal 1**

a) Case studies not yet developed. RICA has however been promoting ASP during Industry visits with employers. LCP regularly promotes ASP through newsletter, website, school visits and IPAT meetings.

b) Anecdotal feedback received to date: 11 employers interviewed – 11 viewed the resource as positive and 10 willing to be showcased in updated resources. All (11) employers felt their knowledge of ASP had improved due to resource. Ongoing activity and hence expected 30 employers in total to be interviewed by the end of 2009.

c) Website statistics as follows:

Month	Number of visits	Pages	Hits
Jan 2009	2452	3207	5433
Feb 2009	3348	3559	4295
Mar 2009	3512	6780	6548
Apr 2009	4396	6571	8505
May 2009	4538	6438	9383
Jun 2009	4519	7201	8833