

2011

REPORT



2011

Chairperson's Report

It is with great pleasure and excitement that I present this report to our community in the tenth year of the CCLLEN's operation.

Once again I am happy to announce that great progress has been made on the impetus we created in 2010 and 2011.

As an organisation we have been fortunate to partner with various community organisations on several exciting initiatives this past year as well as consolidating and expanding some 'old' favourites. We saw a higher profile given to VET (Vocational Education Training) courses and its students with increased participation for our Murray River Culinary Challenge and Annual VET in Schools Awards evening.

We worked with local governments in Campaspe and Ganawarra on Youth Partnerships to develop pilot projects. The efforts of our EO, Anne Trickey, ensured that the projects are locally relevant and well supported by the partners involved.

The Employability Skills Working Group, in partnership with Alison Dunstan, our Workplace Learning Coordinator, drafted and trialled a "Structured Workplace Learning Log book" for students and employers to use. This booklet has been very well received not only in our LLEN, but is now being seen as a 'best-practice' model state-wide. The success of this project has seen a bulk distribution of the SWL booklet and an accompanying "Work Experience Log Book" to various learning organisations.



The Parent & Family Engagement Working Group have been extremely busy this past twelve months – early programs were developed around transitions, and renowned expert Angie Wilcox was brought to the area to deliver transition workshops to local schools, parents and community members. These were a great success and follow up work has continued. It is exciting to see that the launch of this group's new initiative – "School Friendly Businesses" will take place in April. This is another ground breaking initiative that has been developed and I look forward to reporting great successes from this program in the near future. Thanks must go to Bev Werner, our Partnerships Broker, and the working group members who have worked tirelessly to get this idea off the ground.

Of course, with all the good news there are always unresolved challenges and the LLEN will be focussing on these challenges in 2012. We need to connect with business and industry on a higher level. If you are reading this and come from this sector, ask yourself the question – "How could we be involved with the LLEN, so we can make a difference to a young person?" – You would be surprised at how easy that involvement can be! We would also like to work more closely with our indigenous community members on increasing successes for our indigenous young people, assisting with no one being left behind.

I would like to thank the staff of the CCLLEN for their commitment and effort, the CCLLEN Board members for their support and involvement. We are very fortunate to have a group of passionate people working together.

I look forward to seeing the growth continue in 2012 and urge you to support us in our efforts.

Kerrie Raglus
Chairperson

Executive Officer's Report

2011 was a year of consolidation for CCLLEN. It was our first full year with full staffing and that has enabled us to achieve a lot.

Partnerships

Our partnerships continued to develop, particularly those with School Focused Youth Services, neighbouring LLENs, schools, Campaspe Primary Care Partnership, Shire of Campaspe, Gannawarra Shire, Echuca Moama Beacon Foundation, Youth Connections, Loddon Mallee Regional Office of DEECD, Echuca Campus of BRIT and Campaspe Careers Professional Learning Network. New partnerships have developed around the three Youth Partnerships Projects in which CCLLEN is involved – Kyabram, Gannawarra and Southern Mallee.

Networks

We continue to participate in a number of networks, either as facilitator or member, including -

- Campaspe Careers Professional Learning Network
- School Focused Youth Service - Local Advisory Group
- Gannawarra Youthworks
- Loddon Mallee LLENs Network
- Campaspe Youth Services Network
- Gateways 4 Successful Communities
- Partnership Broker Network
- Workplace Learning Coordinator Network
- Aboriginal Health Local Partnership Group
- Transitions & Pathways Network
- Murray Business Network
- Secondary Wellbeing Network
- Wellbeing Network (formerly Kirby Cluster)

Projects

We have a number of major projects operating throughout our region.

- Murray River Culinary Challenge
- VET in Schools Excellence Awards
- School Friendly Businesses
- Youth Partnerships in Kyabram, Gannawarra and Southern Mallee
- Student log books

And many smaller projects, some of which are included in this report.

I acknowledge the work of the Board and the staff of CCLLEN. The engagement of the Board, the interaction between staff and Board members on working groups, and the passion and commitment of the staff make for an enjoyable and productive environment.

2011 was the second year of a four year strategic plan, and at the halfway point we can be pleased with what we have achieved so far and enthusiastic about the challenges still ahead of us.

Anne Trickey

Executive Officer

Progress on Strategic Plan

This is a summary of our actions throughout the year. Further details on some projects are provided later in this book. A full report of our progress on our strategic plan, as reported to DEECD, is available from CCLLEN on request.

Goal 1: Improve post compulsory education outcomes for young people

Strategic Actions included:

- Professional Development via the Transitions and Pathways Network
- Participation in and support of Campaspe Careers Professional Learning Network
- Participation in Gateways 4 Sustainable Communities
- Partnerships with Workplace Learning Coordinator on VET Awards, Murray River Culinary Challenge and Kyabram Industry Open Day
- School Leavers Guide
- Support of Youth Connections and engagement with their staff on issues and activities, provision of information, and assistance with networks and contacts
- Support to Beacon Foundation activities
- Projects in partnership with School Focused Youth Service and Wellbeing Clusters

Indicators: Year 12 attainment rate, 2008 = 67.8%, 2009 = 72.4%

VET in Schools enrolment, 2009 = 658, 2010 = 609

VCAL enrolment, 2009 = 130, 2010 = 239

Re-engagement through Youth Connections, 2010 = 55 final outcomes,
155 progressive outcomes, 2011 = 76 positive final outcomes

Goal 2: Improve indigenous student (10-19) transitions and attainment

Strategic Actions included:

- Engagement with key indigenous networks including LAECG, Njernda, Koori Engagement Support Officers and Koori Educators
- Support for Koori students to undertake work experience
- Support of Koori student awards

Indicator: Number of indigenous students completing Year 12 in 2010 = 6, in 2011 = 7

Goal 3: Improve employability skills of students through enhanced careers and transitions and workplace learning programs

Strategic Actions included:

- Employability skills measurement tool developed
- Kyabram 'Day in Industry' where more than 114 Year 9 students each visited three local businesses to explore the range of careers available
- Student excursions to Avalon Airshow, Qantas Heavy Maintenance Facility, Kangan Institute and Thales Defence Industries, with funding obtained by CCLLEN from Careers in Manufacturing program
- Partnership with Workplace Learning Coordinator to promote work experience and work placements for students
- Support to Beacon programs in Echuca Moama and Kyabram for careers and employability skills related activities such as industry speakers, tours and mock interviews
- Employability skills incorporated into Student Work Placement Log Books

Indicator: Number of businesses engaged in School Industry Partnerships, 2010 = 24, 2011 = 40

Goal 4: Increase and improve parent and family engagement, especially at Years 7, 8 and 9 with education, training and pathways planning.

Strategic Actions included:

- Parent engagement working group developing a three pronged engagement strategy
- Facilitating workshops for parents on primary to secondary transition, and dyslexia
- Engagement with peak bodies and sourcing of best practice examples
- Development of School Friendly Business Campaign

Indicator: Parent attendance at events with CCLLEN involvement, 2010 = 522, 2011 = 596

Goal 5: Improve and increase the partnership and connections between education and training providers with community groups to support and wellbeing, education and transition outcomes of young people (10-19).

Strategic Actions included:

- Facilitation of Campaspe Youth Services Network connecting youth service organisations and workers
- Continued updating of service providers mapping
- Database of service providers maintained and distributed to stakeholders
- Facilitation of Youth Partnerships projects including integrated service delivery and flexible learning options
- Support of School Focused Youth Service and partnership in projects funded by the Service
- Youth Services Directory provided to students
- Engagement with networks such as Network of Disability Services, Kyabram Service Providers Network.

Indicator: Number of new partnerships, 2010 = 2, 2011 = 2

Local government strategies which include CCLLEN priorities = 2

2011 Committee of Management

Category 1	Kerrie Raglus – Rushworth P-12 College Chris Eeles- Echuca College Kate Fogarty- St. Josephs College Trish Bradley- Kyabram P-12 College
Category 2	Terry Dzufer- Bendigo Regional Institute of TAFE
Category 3	Richards Francis- Campaspe College of Adult Education
Category 4	Trish Martin- MEGT
Category 5	
Category 6	Peter Williams- Tangled Garden Bookshop Daniel Mackrell- Local Employment & Training Services
Category 7	Keith Oberin- Shire of Campaspe Jason Russell- Gannawarra Shire
Category 8	Kaye Callaghan – Loddon Mallee ACFE
Category 9	Melva Johnson- WARMA Aboriginal Education Corporation
Category 10	Delia Currie- St. Joseph's College
Category 11	James Mulraney- Department of Education and Early Childhood Development

Category Definitions

- Category 1: Schools
- Category 2: TAFE Institutes or Universities with TAFE sectors
- Category 3: Adult Community Education organisations
- Category 4: Other education and training organisations including private registered training organisations, universities and group training companies
- Category 5: Trade Unions
- Category 6: Employers/Peak employer organisations/Regional employer organisations and employment agencies
- Category 7: Local Governments
- Category 8: Other Community Agencies and organisations, Commonwealth and State government departments, School Focussed Youth service, Adult, Community and Further Education Regional Councils, Regional Youth Councils, parent organisations etc
- Category 9: Koori organisations, Peak Koori agencies and Regional Koori organisations
- Category 10: Community Members
- Category 11: Nominated by the Committee who shall be a Community Member or a person associated with an Organisational Member

What is the CCLLEN?

The CCLLEN is a grouping of organisations and individuals interested and involved in the wellbeing, education, training and employment of young people. Our core objective is to improve participation, engagement and attainment and transition outcomes for young people 10 –19 years. There are 31 LLENs across Victoria. The CCLLEN's geographic boundary is inclusive of the Shire of Campaspe and Cohuna in the Gannawarra Shire.

Government reforms at the end of 2009 resulted in a National Partnership between the Commonwealth and the Department of Education and Early Childhood Development (DEECD) in Victoria. LLENs are funded via this Partnership.

The CCLLEN's stakeholder group encompasses education and training providers, business and industry, community organisations, and parents and families. The CCLLEN undertakes the brokering of partnerships with these stakeholders to assist with the successful transitioning of our young people through education and training into employment.

The age range of young people we work with is 10 to 19 year olds.

The **School Business Community Partnership Brokers Program** negotiates and establishes lasting partnerships between schools, business, community groups and parents and families to improve education outcomes for young people.

The **Workplace Learning Coordinator** works with secondary schools, TAFEs, adult and community education providers and local employers to source hosts for work placements for school based apprenticeships and traineeships, structured workplace learning and work experience.

CCLLEN's Strategic Plan

Our strategic goals:

- To improve post compulsory education outcomes for young people,
- To improve indigenous student (10 to 19) transitions and attainment
- To improve the employability skills of students through enhanced career and transitions and workplace learning programs
- To increase and improve parent and family engagement, especially at Years 7, 8, and 9 with education, training and pathways planning.
- To improve and increase the partnerships and connections between education and training providers with community groups to support the wellbeing, education and transition outcomes of young people (10-19).

A number of targets and strategies have been identified to achieve these goals.

Environmental scan - basis for our strategic plan

Issues raised for the CCLLEN in our environmental scan include:

- Increase in early school leavers
- Decline in share of students going on to further education
- Increasing youth unemployment
- Youth health, drug and alcohol use
- School retention rates
- Large numbers of disengaged young people, especially indigenous young people
- Indigenous issues: everything already mentioned as well as attendance, limited number of counsellors and services and the need to better inform community agencies on the needs of the indigenous community.

School Business Community Partnership Broker

The CCLLEN works towards negotiating and establishing lasting partnerships between schools, business, community groups and parents and family groups to improve education outcomes for young people. Partnership brokers work with these stakeholder groups to foster a whole of community approach to support young people as they transit through school into further education or employment.

Workplace Learning Coordinator

Under the Workplace Learning Coordination Program, Alison Dunstan works with secondary schools, TAFEs, adult and community education providers and local employers to coordinate work placements for school based apprenticeships and traineeships, structured workplace learning and work experience.

Alison's role as workplace learning coordinator is to:

- increase the number of young people aged 15 to 19 years undertaking workplace learning placements in places of employment, especially within industries that provide strong vocational outcomes for young people
- increase the alignment between training provision and local industry needs
- increase the number of Koori young people undertaking workplace learning placements and
- generate and identify new workplace learning placement opportunities.

Alison works closely with schools, TAFEs, adult community education centres, registered training organisations and other training providers, industry and employer groups, and community groups to strengthen existing relationships and develop new partnerships to support workplace learning for our youth.

What is workplace learning?

Workplace learning involves secondary school students being placed with employers for short periods of time in order to observe the work place, practice specific industry skills and investigate future career opportunities. Students require access to a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. These include addressing employer expectations, developing employability skills, exploring possible career options, and activities aimed to increase their self-understanding, maturity, independence and self-confidence. Students can undertake workplace learning through work experience and structured work place learning as part of their Vocational Education and Training (VET) Certificate, Victorian Certificate of Applied Learning (VCAL), Australian School Based Apprenticeship/Traineeship, or through work experience.

What is the difference between school based apprenticeships and traineeships (SBATs), structured workplace learning (SWL) and work experience?

School Based Apprenticeships and Traineeships (SBATs)

SBATs enable secondary school students to work for an employer and train towards a recognised vocational or trade qualification whilst completing their secondary school studies. This can take place across a wide range of fields. The norm is that a student will attend a work place or TAFE type institution one day a week and then regular school classes the other four days.

Structured workplace learning

Structured workplace learning involves senior secondary students undertaking supervised time within a workplace to put into practice the skills they are learning as part of a nationally accredited course they are undertaking as one of their school subjects. During the work placement, the student will have specific tasks to undertake in order to demonstrate “competence” in certain skills.

Structured Workplace Learning is all about ‘doing’!

Work experience

Work experience is the short term placement of secondary school students with host employers, to provide insights into the industry and the work place in which they are located. Students are placed with employers primarily to observe and learn.

Work experience is all about ‘observing’.

Job Search

Each week a summary of positions vacant advertised in regional papers that are suitable for our young people are collated into a single report, the Job Search Report, and emailed out to schools and other education and training providers. Papers reviewed are the Kyabram Free Press, Riverine Herald, Campaspe Times, Cohuna Farmers Weekly, Country News, and the Waranga News. This resource is eagerly anticipated each Friday morning and provides students with a valuable job search resource. The reports are also used to generate annual frequency data on types of jobs advertised in terms of vocation, time fraction, and apprenticeship or traineeship.

Workplace Learning Toolbox

The Workplace Learning Toolbox is a suite of resources to enhance the quality of workplace learning for students undertaking work experience, structured workplace learning and school-based apprenticeships and traineeships. These resources aim to provide young people with information about the work environment, with a strong focus on occupational health and safety.

The toolbox has been developed by the Department of Education and Early Childhood Development (DEECD)

The toolbox contains 14 short video clips with accompanying teacher notes, lesson plans and student activities:

- Introduction to workplace learning
- Bullying and sexual harassment
- Common workplace hazards
- Preparing for work placement

Industry specific video clips

- Automotive
- Business and Administration
- Construction
- Engineering
- Farming
- Hairdressing
- Health and Community Services – Childcare
- Hospitality
- Manufacturing
- Recreation

The toolbox also includes information brochures on workplace learning for students, educators, employers and parents/guardians.

The Workplace Learning Toolbox is now available on-line at
www.education.vic.gov.au/sensecyouth/careertrans/worklearn/workplacetoolbox/default.htm

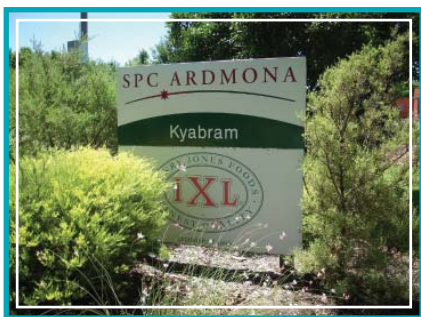
Kyabram P-12 College Year 9 Day in Industry Program

Each year, Kyabram P-12 College Year 9 students participate in the Day in Industry program. The aim of this program is to expose students to the range of careers that are available locally and to get them thinking at an early stage about the sort of career paths they might like to further investigate. The Kyabram Day in Industry program is a collaborative project between the Workplace Learning Coordinator program and Kyabram P-12 College.

This year, eleven groups of students each visited three Kyabram businesses and talked to employers about career opportunities and future pathways. On their return to school the conversations were very animated over lunch with students comparing their experiences and commenting on their future opportunities. After lunch all students were directed to reflect on their morning before opening up their digital portfolios and adding comments about their experiences onto their databases.

Trish Bradley, Assistant Principal with Kyabram P-12 college said “...from chatting with students upon their return, students found the day a very worthwhile exercise”.

Participating businesses in this year's Day in Industry included: Advance Computing, D'Alberto Holden, Dillmac Entertainment Services, D.C.R.B. Signs & Promotional Products, Gillian's Hair Salon, Ardagh Group, JN & R Engineering, Kyabram Bakery, Kyabram Club, Kyabram & District Health, Kyabram Screen Print, Kyabram Showcase Jewellers, National Australia Bank, Safeway, Salter's Motor Panel Repairs, SNIP Hairdressing, SPC, Spooner Cabinets, St. John of God Pathology, Target, Travelscene @ Boomerang Travel, and Victoria Police.



School Leaver's Guide



CCLLEN partners with Goulburn Murray LLEN to update and re-print this valuable resource each year. Copies are distributed to all schools prior to their Year 12 students finishing classes for the year. Schools were also provided with additional copies for younger students who leave school.

2011 VET IN SCHOOLS

CAMPASPE COHUNA LLEN VET STUDENT OF THE YEAR 2011



Jessie Evans

Home School:

St Joseph's College

Training Organisation:

VIC UNI/St Joseph's College

Workplacement:

Echuca Regional Health



On Wednesday night we celebrated the outstanding achievements of Vocational Education and Training (VET) students at the Moama Bowling Club. Around 600 secondary school students are enrolled in VET courses, and the Awards ceremony, with winners announced in 19 categories.

Organised by the Campaspe Cohuna Local Learning and Employment Network (LLEN), the Awards ceremony was attended by students, their families, schools, host employers and sponsoring businesses were all invited.

Students are nominated for the Awards by their VET teachers and trainers and must submit a report on individual student performance. Nominated students submit their resume and a letter of recommendation for entering the workforce. The judges were impressed by the outstanding calibre of the students.

Anne Trickey, Executive Office of Campaspe Cohuna LLEN congratulated all involved and acknowledged the commitment and support of industry to provide authentic and quality training.

What is VET?

VET, or Vocational Education and Training, refers to a nationally recognised vocational certificate and can be undertaken by students as part of their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) studies. A VET subject includes both a theoretical and an applied "hands-on" component. Students undertake VET for a variety of reasons. A student may be looking to enter the workforce upon completion of Year 12 and successful completion of a VET subject is advantageous when applying for an apprenticeship or that first job. Conversely, students headed for University may find the "hands-on" component of VET a welcome contrast to a rigid academic schedule, and potentially increase their part time employment prospects whilst studying.

What is Structured Workplace Learning?

A vital component of a VET course of study is Structured Workplace Learning. Students are hosted by local employers and undertake structured on the job training during which they are expected to master a designated set of skills and competencies related to their course.

Alison Dunstan, Workplace Learning Coordinator with Campaspe Cohuna LLEN, says that "a work placement assists students to develop a realistic understanding of the world of work and to gain employability skills."

FINALISTS

Allied Health

Jessie Evans
Lauren Backman
Zeena Almandawi

Animal Studies

Nicole Mahncke

Automotive Studies

Casey Moser
Darcy Russell
Luke Hipwell
Thomas Farrell
Thomas McCluskey

Beauty and Make-up Services

Kayla Cook
Sarah McIntyre

Building and Construction

Bradley Morris
Lewis Dwyer
Ryan Holmes

Business

Jaimee-Lee Tobin

Community Recreation

Melissa Vanzetta

Community Services

Jasmin Ring
Sarah Bartels
Stephanie Roelink
Tamara Rowley

Electrotechnology

Brayden Walsh
Jake Hannasky
Mitchell Lee

Engineering

Jonathon Prior
Sean McCormick

Equine Industry

Javais Ham
Sarah Bedford
Sarah Head

Hairdressing

Chloe Shorland
Tara Wilson

Hospitality

Alanah Eade
Anthony DeCicco

Information Technology

Aaron Meloni
Nathan Gemmill

Media

Ryan Flett

Music

Alex Harris
Brooke Thomson
James Leahy
Louis Spencely

Retail Cosmetics

Emily Jones
Lani Gilbert

School Based Apprentice/Trainee

Brendan Grech
Emily Jones
Karl Miller

ALLIED HEALTH



Jessie Evans

Home School:

St Joseph's College

Training Organisation:

VIC UNI/St Joseph's College

Workplacement:

Echuca Regional Health



ANIMAL STUDIES



Nicole Mahncke

Home School:

Echuca College

Training Organisation:

GO TAFE

Workplacement:

Billabong Ranch & the Lost Dogs Home



COMMUNITY SERVICES



Stephanie Roelink

Home School:
Echuca College

Training Organisation:
EDVET

Workplacement:
Deniliquin Childcare Centre



ELECTRO - TECHNOLOGY



Jake Hannasky

Home School:
Echuca College

Training Organisation:
EDVET

Workplacement:
Thomson's Electrical



ENGINEERING



Sean McCormick

Home School:
Rochester Secondary College

Training Organisation:
EDVET

Workplacement:
Echuca Precision Engineering



EQUINE INDUSTRY



Sarah Head

Home School:
Echuca College

Training Organisation:
South West Institute of TAFE

Workplacement:
Bendigo Equine Clinic



HAIRDRESSING



Tara Wilson

Home School:
Cohuna Secondary College

Training Organisation:
Bendigo TAFE Echuca

Workplacement:
Headlines Hair Studio



EXCELLENCE AWARDS

Education & Training (VET) students within our regional schools at an Awards Night at T subjects in our region. Forty-five finalists were presented with certificates during

EN), the night was a great success with more than 220 people attending. Students d to attend.

have completed a work placement in industry to be eligible. Host employers provide es and attend an interview with a panel of judges. The process is good preparation f the candidates.

, "The Awards Night is all about celebrating the achievements of young people and uality work placements for our VET students."

What businesses are involved?

A wide range of businesses support students in their VET in Schools programs by offering them Structured Work Placements (on the job training). From computing to equine, from building to beauty, animal to automotive, local businesses are fundamental in supporting our students. A number of organisations sponsored awards, providing cash prizes to the students. We thank both hosts and sponsors for their contribution to local young people.

Australian School Based Apprenticeships/Traineeships

A School Based Apprenticeship or Traineeship (SBAT) is a combination of secondary school, paid work and vocational training. SBATs are available in a wide variety of industries and involve a contract of training and paid employment. Typically, a student is employed in the workplace one day per week, and attends school the other four days.

Alison Dunstan comments "School Based Apprenticeships/Traineeships are a 'win win' situation for both the student and the employer. Students gain a nationally recognised qualification and invaluable experience in the workplace. Employers have the opportunity to contribute to the career development of a young person, and gain an extra pair of hands in a very cost effective manner".

On completion of the SBAT an employer may offer full time employment to the young person who has already proved their value.

SCHOOL BASED APPRENTICE / TRAINEE OF THE YEAR 2011



Brendan Grech

Home School:

St Joseph's College

Training Organisation:

RMIT UNI

Workplacement:

Echuca Signs & Designs



AUTOMOTIVE STUDIES



Luke Hipwell

Home School:

Echuca College

Training Organisation:

EDVET

Workplacement:

McColl Transport & Joe Newitts Service Centre



BEAUTY & MAKE-UP SERVICES



Kayla Cook

Home School:

St Joseph's College

Training Organisation:

Bendigo TAFE Echuca

Workplacement:

Mint Condition



BUILDING & CONSTRUCTION



Ryan Holmes

Home School:

Cohuna Secondary College

Training Organisation:

EDVET

Workplacement:

Mick English Builders



BUSINESS



Jamiee-Lee Tobin

Home School:

Rochester Secondary College

Training Organisation:

EDVET

Workplacement:

Professional Real Estate Bendigo



COMMUNITY RECREATION



Melissa Vanzetta

Home School:

St Joseph's College

Training Organisation:

EDVET

Workplacement:

Athletique Health Club



HOSPITALITY



Alanah Eade

Home School:

Rochester Secondary College

Training Organisation:

Bendigo TAFE Echuca

Workplacement:

RACV City Club



INFORMATION TECHNOLOGY



Aaron Melini

Home School:

Kyabram P-12 College

Training Organisation:

Kyabram P-12 College

Workplacement:

Advance Computing



MEDIA



Ryan Flett

Home School:

Kyabram P-12 College

Training Organisation:

Kyabram P-12 College

Workplacement:

Advance Computing



MUSIC



Louis Spencely

Home School:

Rochester Secondary College

Training Organisation:

Echuca College - College of Sound & Music Production

Workplacement:

Echuca-Moama Winter Blues Festival Blues Boot Camp



RETAIL COSMETICS



Emily Jones

Home School:

Rushworth P-12 College

Training Organisation:

GO TAFE

Workplacement:

Spa Days at Rushworth P-12 College & GO TAFE



Murray River Culinary Challenge

2011 welcomed the return of the prestigious Murray River Culinary Challenge. The Challenge is an industry standard cooking competition for Vocational Education and Training (VET) students enrolled in VET in Schools (VETiS) Hospitality. The main aims of the Murray River Culinary Challenge are to promote Vocational Education and Training in schools, promote hospitality as a career pathway, and better align secondary school hospitality training with industry requirements.

The Murray River Culinary Challenge is a three tiered competition. At the school level, students compete individually to vie for a spot in the Regional Final. The two top scoring students from each school are paired and compete as a team in the Regional Final, and the top scoring team then progress to the Grand Final. Menus in each level of the competition become progressively more difficult and are designed for students to be able to demonstrate their skills learnt during their VETiS Hospitality training.

Over 220 VETiS Hospitality students from 29 schools throughout the Murray River region demonstrated their culinary skills in hot pursuit of this year's Challenge title. Four regions participated in the Challenge: Campaspe, Shepparton, Swan Hill and South West Riverina. In the Campaspe region, a total of 26 students from Echuca College, Kyabram P-12 College, Rochester Secondary College, Rushworth P-12 College, St Augustine's College Kyabram, and St Joseph's College Echuca competed in the Challenge. VETiS Hospitality students in Echuca, Rochester and Cohuna are trained by Bendigo TAFE, and students in Kyabram and Rushworth receive their training at GO TAFE Shepparton.

Each level of the competition is judged by industry representatives in each region. This year, Paul Cohen from Richer River Golf Club, Barry Moyle from Moama RSL, Dean Oberin from Oscar W's, Judi Gilson from Coriander, and Scott Pitts from Cerés Restaurant, provided their culinary expertise in judging the various levels of the competition in the Campaspe region.



Schools represented in the Grand final were St Joseph's College (representing Campaspe Region), Hay War Memorial High School (NSW Riverina), Notre Dame College (Shepparton Region), and defending champion, MacKillop College (Swan Hill Region). Teams had two and a half hours to present four serves of an entrée, main and dessert from a very challenging menu. A creative dessert selection was a new feature to the Challenge. Students were given 4 pears, a budget of fifteen dollars and licence to use their creative talents! Grand Final judges, from across the four regions, were Ross Graham (Commercial Manager, GO TAFE), Scott Pitts (Owner and Head Chef, Ceres Restaurant), Ann Creber (Food stylist and consultant) and Rebecca Hart (Executive Chef, Murray Downs Golf and Country Club).

Both the Regional and Grand Finals were held at the Bendigo TAFE Echuca Kickham's Mill training restaurant and were well attended by Principals, teachers and trainers, parents, community organisations, and hospitality industry representatives, and received considerable media coverage from the Riverine Herald and WIN TV.

Congratulations to the students from MacKillop College who were the overall winners on the day.

The Murray River Culinary Challenge promotes workplace learning opportunities for VETiS Hospitality students, and it is not uncommon for the next budding chef to be offered a full time apprenticeship.

Thank you to our sponsor Moama Bowling Club for their generosity and support of the Murray River Culinary Challenge in 2011.

Introduction to Dyslexia Workshop

A large audience of parents, teachers and community members participated in author and teacher Liz Dunoon's personal and authoritatively researched workshop that was full of practical advice. Liz, a mother to three children all with dyslexia, believes that well informed staff and parents are a child's best chance for overcoming associated literacy and numeracy hurdles. Attendees left the workshop feeling educated, empowered and full of optimism for the future for a child or a student with dyslexia. Liz is the author of the book 'Helping Children with Dyslexia'.



Parent and Family Engagement Working Party

This CCLLEN working party, after considerable thought and discussion, developed a three pronged plan for increasing parent & family engagement with schools:

- Initiate a 'School Friendly Business' campaign where employers are made aware of dates for significant school events that are important for parents and guardians to attend or participate in. Employers will be encouraged to consider 'flexi time' for their parent and guardian employees to attend.
- Endeavour to have an event or campaign at each of three discrete school year levels for parent and family engagement - years 5/6, 7/8 and 9/10. Each could have a different approach, eg: at year 9/10 level, something revolving around careers and future job prospects. At year 5/6 level, something around transitions to secondary school.
- Piggy back areas where parental engagement is already happening on other more popular or established activities, eg sporting, social or cultural. Combined cross sector school activities, events or information sessions at outside school venues to be considered.

The CCLLEN is progressing well on the implementation of this plan.
See articles elsewhere in this report.

Campaspe Youth Services Network

The Campaspe Cohuna Local Learning and Employment Network (CCLLEN) has taken on the facilitation role for the Campaspe Youth Services Network. The Youth Services Network last came together in May 2010, at that time, under the lead agency of the Shire of Campaspe.

On 31 March 2011 the group met in the function room at the Shire Offices. Twenty four people from seventeen local community organisations attended. New Terms of Reference for the Network were adopted, with its goal being to 'provide an opportunity to share information and connect with youth service organisations and practitioners across the Shire of Campaspe.'

The objectives of the Network are as follows:

1. To share information and resources
2. To provide a forum to promote youth services and initiatives
3. To reduce duplication and fragmentation of effort
4. To facilitate new partnerships that support organisational goals and work plans.

Membership comes from regional Schools, Welfare & Community Services, the Primary Care Partnership, Local & State Government, Commonwealth Services and the CCLLEN.

Meetings are to be held quarterly from 11am-12.30pm in the Function Room at the Shire of Campaspe offices in Echuca.

School Friendly Businesses



The CCLLEN Parent and Family Engagement working party, as part of a three pronged approach to increasing parent and family engagement in their children's education, has developed the School Friendly Business campaign. The campaign will enhance and develop relationships with education and training providers and business and industry. School Friendly Businesses will aid our goal of improving education and transition outcomes for young people.

Whilst initially the SFB idea came from the fact that the Parent and Family Engagement Working Party were thinking of ways working parents and families could be assisted to be more involved in their children's education it has morphed into much more. We realised there were many more ways businesses could be 'School Friendly'. Businesses will be 'School Friendly' if they can tick the following:

- Be aware of important and special dates on schools' calendars, such as parent teacher interviews, awards presentations & sports days.
- Consider allowing parent employees flexible time to attend such occasions.
- Have promotional material in staff rooms with information about the Victorian schooling system and strategies for parents and families to assist their students.
- Host workplace learning for school students e.g. work experience, work placement and school based apprenticeships.
- Be prepared to take student and teacher tours of a worksite and/or address students in class regarding employment opportunities and job seeking advice.
- Be willing to mentor young people.
- Be engaged with the Echuca Moama Beacon Foundation.



We are aware that it has to be a two way process and that there needs to be something 'in it' for businesses. Business participants will be 'rewarded' by ways of such things as '*We are a school friendly business*' stickers and certificates, invited to school events, mentioned in school newsletters and in media reports. It is also a way for them to show corporate social responsibility.

Student Work Placement Log Books

Throughout 2010 and 2011, considerable work was done toward developing a Student Work Placement Log Book (for a Vocational Education and Training structured work placement) and a Work Experience Log Book.

The Log Books were developed to address issues raised from Teachers and Trainers:

- the need for standardised work placement documentation, particularly in cluster networks;
- the need for a more structured method of recording student achievements whilst on work placement to assist with gathering evidence of competencies for assessment purposes; and
- the need to increase student engagement with their work placement to enhance their workplace learning experience.

And, in addition:

- employers had requested more structure in the workplace learning process and consistency in documentation.

An initial draft of the Student Work Placement Log Book was piloted in 2011 by several schools and other education and training providers. The Log Book was positively received, and feedback from students, employers, and teachers and trainers guided future drafts of the document. Further developments were undertaken as a collaboration between the Workplace Learning Coordinators at the North Central LLEN, the Northern Mallee LLEN, the Wimmera Southern Mallee LLEN, and the Central Grampians LLEN.

At the end of 2011, members of the Victorian Workplace Learning Coordination (WLC) Network had expressed considerable interest in sourcing the Log Books for their respective education and training providers. At the end of 2011, the Log Books were adopted by six other WLC regions. In early 2012, a professional print run of the Log Books will be done and booklets will be distributed in Term 1. The Log Books are being supplied free of charge as an initiative of the Workplace Learning Coordination program.

The Student Workplace Log Book will be orange and the Work Experience Log Book will be blue, so it will be easy for employers to identify which type of work placement a student is on. This is all part of the process of further engaging employers with the work place learning programs, and ensuring consistency in the documentation they receive.

Both Log Books can be used as a comprehensive class room activity for preparing students for their work placement, and have activities that enhance both student and employer engagement in the work placement. Upon completion of their work placement, the Log book will provide the student with a powerful tool to use at interviews or to inform their resumé.

Apprenticeship/traineeship Information Sessions

Two apprenticeship/traineeship information sessions were held in 2011. The first session was an initiative of the Rochester Secondary College, and the second was held as an open community forum in Echuca. The information sessions were a collaborative project between the Rochester Secondary College, the Campaspe Cohuna LLEN Workplace Learning Coordinator and Partnership Broker programs, Defence Force Recruiting Trades Team, and two local Australian Apprenticeship Centres, CVGT and MEGT.

The sessions were aimed at letting students and parents know the 'nuts and bolts' of what's involved in getting and undertaking an apprenticeship/traineeship. Representatives from CVGT and MEGT delivered presentations on topics such as ways to get an apprenticeship, the benefits of doing an apprenticeship, skills shortage trades, support available throughout an apprenticeship/traineeship, and of course, money matters! At each of the information sessions, a panel of young local apprentices and trainees took centre stage and participated in a question and answer panel about their experiences, challenges and achievements in their vocational endeavours to date. Alison Dunstan, Workplace Learning Coordinator, spoke of the benefits of undertaking a work placement, which was exemplified by the fact that most panelists had undertaken a work placement in their chosen field. The Defence Force Recruiting Trades Team delivered an impressive presentation at each information session which was well received by both audiences. Bendigo TAFE Echuca campus was also represented at the Echuca forum. All students attending the sessions received an apprenticeship/traineeship information pack.

Student feedback from the information session included: *'Thanks, this has helped by showing that there are many options'*, and *'The night covered a great range in a good amount of time'*.



Youth Services Directory

CCLLEN had provided a Youth Services Directory as a fold out card a few years ago. After a request from one school and consultation with other schools the information was updated and printed as a coloured A5 card and distributed to all schools in term 4.

Youth Partnerships

Youth Partnerships involves designing and testing new ways for youth services across all sectors to work together more collaboratively to support vulnerable young people aged 10-18 years. The needs of young people, and the services available for them, differ from area to area. Local agencies are best-placed to know local needs, what works 'on-the-ground' in supporting young people, and what gaps and issues in service provision exist. Youth Partnerships aims to engage local agencies in the process, and build local capacity for enduring collaboration and service integration to better support young people.

The key goals of Youth Partnerships are to:

- Improve engagement in education and training; and
- Reduce the escalation of problems for individual young people.

There are seven demonstration sites for Youth Partnerships in Victoria. Two of the sites encompass all of Loddon Mallee region, with the Shire of Campaspe included in the Southern Loddon Mallee demonstration site and Gannawarra Shire in the Northern Loddon Mallee site.

In the CCLLEN area we have one project funded in Kyabram, another in Gannawarra and another for Southern Mallee which covers the Local Government Areas of Swan Hill, Gannawarra, Buloke and Loddon. The CCLLEN has worked on project proposals and project plans for all three projects. This has been a substantial amount of work. Initially CCLLEN helped with meetings and discussions across our area seeking to gauge the levels of interest and support in participating in Youth Partnerships. From these discussions CCLLEN brought together potential partners to meet and explore options. This resulted in more partners being identified and the formation of the partnerships.

The Gannawarra project has commenced and provides a flexible learning option for students from Cohuna Secondary College and Kerang Technical High School. The Kyabram project is about to commence and will employ a part time project worker to develop processes and structures to support integrated service delivery for the Kyabram community, and create a governance structure to ensure this continues past the duration of the project. The Southern Mallee project will develop the governance structures to support flexible learning options across the Local Government Areas involved. This will have the capacity to inform and guide future funding for youth services.

CCLLEN has worked in partnership with Murray Mallee LLEN on the Gannawarra and Southern Mallee projects. DEECD Youth Partnerships Project Officers provide considerable advice and support to all three projects.

Primary to Secondary Transitions

Starting secondary school is an important milestone for young people and their families. The key to a successful transition from primary to secondary school includes positive support from parents, carers, teachers and school communities. CCLLEN organised for highly regarded education consultant Angie Wilcock to deliver three workshops for parents and carers on how they can support and assist their children to make the transition from primary school to secondary school. The information sessions were particularly aimed at Grade 5/6 and Year 7 parents and guardians. Popular community evening sessions were held in Echuca, Kyabram and, in conjunction with the Murray Mallee LLEN, in Kerang.



Angie Wilcock had a down to earth, friendly, enthusiastic and engaging manner. She provided parents with a powerful message that they can play an important role in their child's successful transition from Primary to Secondary School. The workshops looked at the ways secondary schools are similar and different to primary schools, how communication works in secondary schools and broke down some of the secondary school 'jargon'. Some of the 'big new things' going on in secondary schools were looked at. The joys of teenagers and their learning process were discussed and advice was given on talking about the future with primary school students.

Ten Year Anniversary

The CCLLEN was incorporated in December 2001 and the board met for the first time in March 2002. The incorporation meeting of the CCLLEN was held at the Council Chamber, Rochester Service Centre of the Shire of Campaspe.

Congratulations to all staff, board members, members and stakeholders who have been involved with the LLEN over the ten years.

Local Learning and Employment Networks were initiated in 2001 by the Victorian Government of the day, in response to the Kirby Report (Ministerial Review of Post Compulsory Education and Training Pathways in Victoria) of 2000.

There are now 31 LLENs covering all of Victoria.

The LLENs were enhanced with the rollout of the national Partnership Brokers program in 2010. In Victoria this program is delivered through the LLENs and jointly funded by the Australian and Victorian Governments under the National Partnership on Youth Attainment and Transition, a joint initiative of the Australian and State and Territory Governments.

Transitions and Pathways Network

The Transitions and Pathways Network enables school transition teams, including those from curriculum design, careers, welfare, MIPS, VETiS, VCAL and VCE areas, to share best practice and have professional development in appropriate and relevant areas with a particular 'theme' each school term. School representatives are also able to network issues of common concern with regard to transitions and pathways planning and share common practice. Depending on the topic of the day, other organisations such as RTO's, TAFE, DEECD and community organisations are also invited to participate. The Network has operated since 2007 and there is usually an attendance of 30 plus participants.

The theme in March 2011 was 'Cooperative Partnerships'. The CCLLEN brought together key players to develop procedures for co-operatively working together to support young people. Presentations were given by Centrelink, Youth Connections, BRIT on their Connect 2 Ed program, CCAE and KCLC. Loddon Mallee Region DEECD workshopped the school exit form and associated processes. The session concluded with participants agreeing on the things that are important and required when guiding young people through school and into other education and training settings and/or to the workplace. Some ground rules for future partnerships were discussed and commitments were made to set up and participate in an ongoing Cooperative Partnership Working Group.



In August the topic 'Successful Transitions – What does it Take?' was delivered in the form of a workshop by Angie Wilcock from High Hopes Educational Services. Overviews of the key elements of successful transitions were given, along with ways schools can make a difference. Some great practical examples of how schools can help ease the transition process were given and, how in particular, teachers might help. The various learning styles of young people were discussed and ideas were given on how to address these learning styles. A particular bonus for school staff were the transition strategies models that Angie presented. Feedback from the session clearly indicated strong interest for regular meetings between personnel from the two levels of schooling around the subject of primary to secondary transitions.

At the December Forum highlights of the work of the CCLLEN and its future plans were presented. Some of the highlights mentioned included the work of the Workplace Learning Coordinator (WLC) in increasing the number of quality workplacements available to local students. Of particular interest was the database of employers willing to take students for workplacement that is currently being set up. Other things of particular interest included CCLLEN's facilitation of the Campaspe Network of Youth Services, the Murray River Culinary Challenge, the VET in Schools Excellence Awards and the LLEN's role in the Kyabram and Gannawarra Youth Partnerships projects.

Participants enthusiastically completed a workshop where they provided valuable input into the CCLLEN's Strategic Plan revision.

Graeme Lynas from Loddon Mallee DEECD Region gave an update on departmental processes for 2012. Amanda Hubber, DEECD Youth Partnerships Project Officer presented the background and detail on the very exciting Kyabram Youth Partnerships initiative.

There was much sharing of knowledge of innovative programs and practices in vocational education. In particular, Rushworth P-12's Country Fire Authority program was discussed and VETiS Student of the Year Jesse Evans, from St Joseph's College, spoke about the College's Allied Health Program.

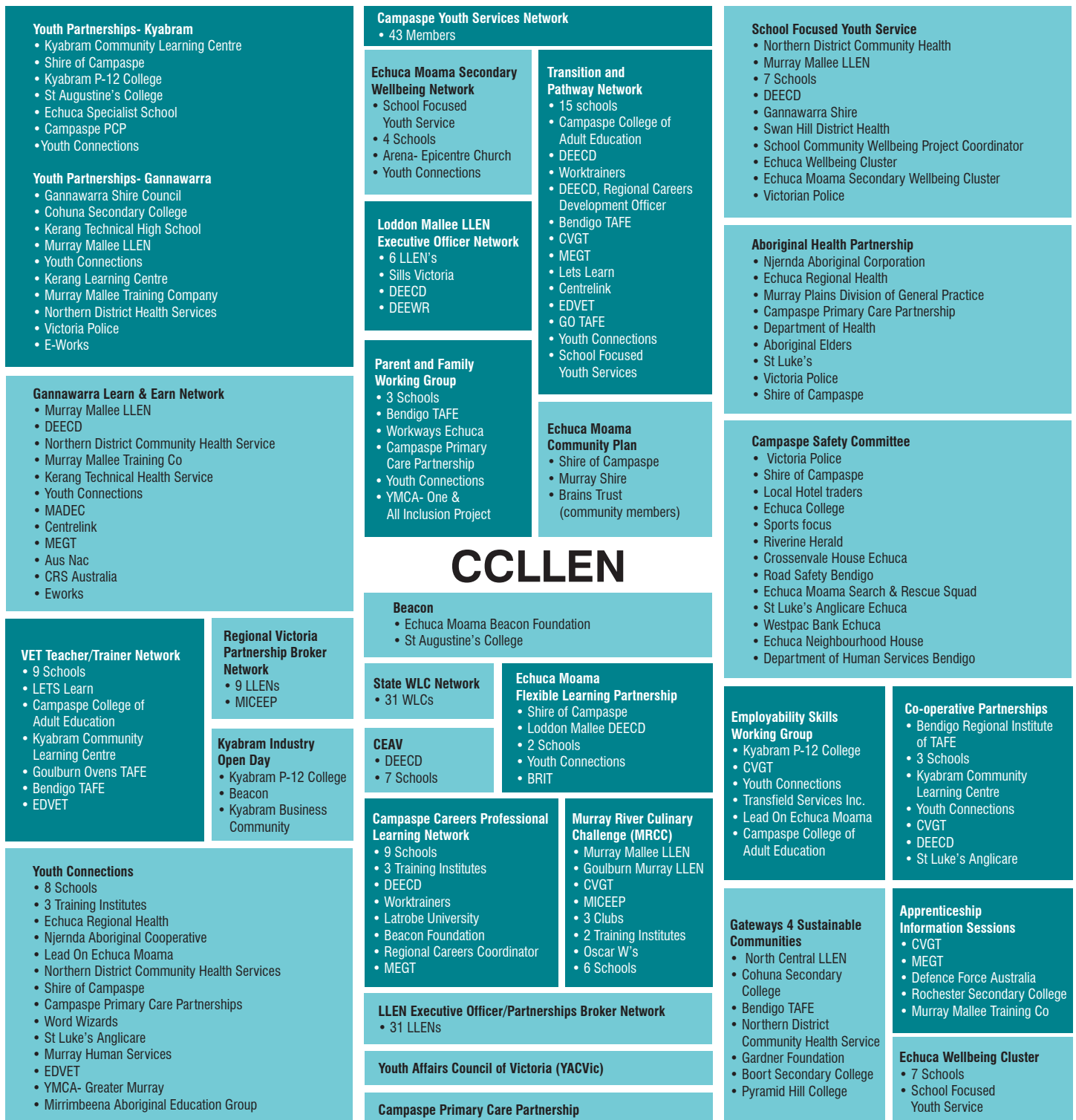


Beacon Foundation

CCLLEN supports the Beacon Foundation in Echuca Moama and Kyabram, and participates in many of their activities. The 2011 Beacon Ambassadors' training commenced with a segment on leadership delivered by Anne Trickey. Throughout the year CCLLEN presented generalist career information at three of Echuca Moama Beacon's Careers theme nights and provided materials for a fourth night. CCLLEN made available motivational speaker and polar explorer Graeme Joy as the key note speaker for the Futures Workshop careers expo. CCLLEN staff participated in mock interviews to help prepare students for the world of work, and attended the Business breakfast and Charter signing ceremonies.

CCLLEN's School Friendly Business campaign will recognise businesses for their involvement with the Beacon Foundation.

Partnerships Map



KEY

- Level 1 Partnerships:** The CCLLEN has had a **direct** facilitation or lead role in initiatives with outcomes supporting the retaining/re-engaging of young people in education, training or employment.
- Level 2 Partnerships:** The CCLLEN has an **indirect** or support role in initiatives with outcomes supporting the retaining/re-engaging of young people in education, training or employment.

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