

2010

REPORT



2010

Chairperson Report

On behalf of the CCLLEN Board of Management I am pleased to report on the progress made since we last reported to the community in June 2010.

In June, we welcomed Anne Trickey as our Executive Officer – taking over the reins from John Blair, our Acting Executive Officer since January 2010. A huge thank you must be extended to John, who so willingly returned to the role, working extremely hard to get us ready to take on the new requirements of an ‘enhanced LLEN’.

LLEN's now have expanded roles and an increased emphasis in specific areas of influence. These areas include;

- A broadening of stakeholder groups to include Primary schools, in particular the transition from primary to secondary. As a result this means that the age range of young people we will now influence is 10-19 year olds.
- A stronger focus on career development.
- A stronger focus on engaging with parents and families.
- Close collaboration with Youth Connections providers.

In addition, the Partnership Brokers program identifies specific outcomes in relation to specific stakeholder groups:

- Education Providers.
- Business and Industry.
- Parents and Families.
- Community Groups.

As a result of these changes we have developed various strategic approaches which will be outlined further in our report.

Anne, and her staff, Bev Werner (Partnership Broker), Alison Dunstan (Workplace Learning Coordinator) and Lauren Nesbit (Administration Trainee) have maintained the momentum gained by John and the Board of Management, and we are excited about not only the things that have occurred during this period but the projects that are developing for the future– these will ultimately be of benefit to the young people in our communities. On behalf of the Board of Management I thank them for their support throughout the year.

Although the Board of Management, staff and partners of the CCLLEN have worked hard there is still a need for even more to happen. This cannot be achieved by the LLEN itself – it needs to occur with the support of Business & Industry, Community Organisations, Education Providers, Parents and Families.

Therefore I put this challenge to you – the reader of our report.

What are you doing to make a difference in a young person's life?

Because it is only by working together in collaborative partnerships, on meaningful projects, that we are going to realise our goals of achieving positive outcomes for the young people of our communities.

I would like to thank immensely my fellow board members for their support throughout the year, attendance at meetings and functions and their support and involvement in 'working parties' – this was seen as an unusual path for a governance board to take, but I feel it reflects on the passion and interest our board members have in young people in our communities.

I look forward to seeing what we can achieve together.

Kerrie Raglus
Chairperson
May 2011

Executive Officer's Report

2010 was an eventful year for CCLLEN. John Blair was acting Executive Officer at the start of the year and did an excellent job of setting us up for our new enhanced role. And for this I heartily thank him.

I commenced as Executive Officer in mid June and immediately had plenty to do. We had just been notified of our success in gaining the Workplace Learning Coordinator contract, so recruitment of a coordinator for that contract and for the School Community Business Partnership Broker role was a priority.

With more staff joining the team more office space was required, so we negotiated with Lead On to exchange offices within Heygarth House.

At the start of August Bev Werner and Alison Dunstan commenced as Partnership Broker and Workplace Learning Coordinator respectively. Both were soon enthusiastically into their new roles and their previous experience with CCLLEN, Careers Connection LCP and secondary schools has proved most advantageous.

Many things have guided us through 2010 -

- The Board and John Blair put together a strategic plan which has been the framework for our activities.
- Our Environmental Scan.
- The Department of Education & Early Childhood Development commissioned a review of the CCLLEN which made recommendations, most of which have now been implemented.
- Our new contract for the enhanced LLEN incorporating the School Community Business Partnership Broker.
- Our new contract for the Workplace Learning Coordinator Program.
- Extensive consultation with our stakeholders - schools, training providers, businesses, local government, and other organisations.
- Government policy, including National Partnerships, Closing the Gap, Youth Commitment, Compact with Young Australians, Skills Victoria, Wannik Strategy, Youth Partnerships.

Partnerships

We have developed partnerships with School Focused Youth Services, neighbouring LLENs, schools, Campaspe Primary Care Partnership, Shire of Campaspe, Echuca Moama Beacon Foundation, Youth Connections, Loddon Mallee Regional Office of DEECD, Echuca Campus of BRIT and Campaspe Careers Professional Learning Network. Some of these partnerships have already lead to outcomes, and others are still developing projects. But all are ongoing relationships.

Networks

We have instigated, or joined, many local networks-

- Campaspe Careers Professional Learning Network
- School Focused Youth Service - Local Advisory Group
- Gannawarra Youthworks
- Loddon Mallee Regional Youth Affairs 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
- VET Teachers and Trainers Network
- Secondary Wellbeing Network
- Wellbeing Network (formerly Kirby Cluster)

The LLEN is a network and the CCLLEN staff and board are a wonderful team. I could not accomplish this role on my own. It is a team effort and it is a joy to work with such a team who care so passionately about making a difference for our young people.

I thank the board who saw through a time of change, supported John Blair, and now support me. They are a group of people willing to share their time, knowledge and expertise to help us achieve our goals.

2010 was the first year of a four year strategic plan, so there is still much work ahead of us, but we are working on sound foundations, and have established good networks to help us.

Anne Trickey

Executive Officer

Progress on Strategic Plan 2010 - 2013

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 (15-19)

Strategic Actions included:

- Transitions and Pathways Network professional development day in cultural awareness, student mapping tool, staged response checklist for re-engaging students, protocols for referral to agencies, school exit and exemption process.
- Participation in and support of Campaspe Careers Professional Learning Network.
- Partnerships with Workplace Learning Coordinator on VET Awards, Kyabram Industry Open Day, VET Trainers' Network.
- School Leavers Booklet.
- Support of Youth Connections and engagement with their staff on issues and activities, provision of information, and assistance with networks and contacts.
- Cyber Safety project in partnership with schools and School Focused Youth Service.

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

VET in Schools enrolment, 2009 = 658, 2010 = 594

VCAL enrolment, 2009 = 130, 2010 = 215

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

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

Strategic Actions included:

- Mapping baseline data of number of indigenous students completing Year 12 in 2010.
- Engagement with key indigenous networks including LAECG, Njernda, Koori Engagement Support Officers and Koori Educators.
- Cultural awareness segment at Transitions and Pathways Network event.
- Sourcing ideas for cultural awareness activities from other local organisations.

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

Goal 3: Improve employability skills of Years 9 and 10 students through enhanced careers and transitions and workplace learning programs

Strategic Actions included:

- Community consultations held early in 2010 to obtain information on local employability skills needs.
- Working group formed to conduct further research and develop measurement tools.
- Kyabram 'Day in Industry' where more than 140 Year 9 students each visited three local businesses to explore the range of careers available.
- Student excursion to the International Airshow, 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.

Indicator: *Number of businesses engaged in School Industry Partnerships = 24*

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:

- Consultation with schools regarding parental engagement.
- Parent engagement working group formed to develop engagement strategies.
- Partnerships in education related events to which parents were invited.
- Consultation and planning for primary to secondary transition and parent engagement in this process.

Indicator: *Parent attendance at events with CCLLEN involvement = 522*

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:

- Consultation with stakeholders.
- Mapping of service providers undertaken. This will be maintained to ensure the information remains current, and shared with stakeholders.
- Consultation on potential mentoring programs.
- Using the Campaspe Careers Profession Learning Network to introduce service providers to education and training providers.
- Involvement in consultations for Murray and Campaspe Shires' Community Plan, leading to enhanced connections between stakeholders.
- Developed relationships with key community organisations.

Indicator: *Number of new partnerships = 2*

Local government strategies which include CCLLEN priorities = 2

2010 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 Graeme Mullholland- AMWU

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

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

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 will be undertaking 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 has broadened from 15 to 19 year olds to 10 to 19 year olds. We therefore look forward to working with the primary schools in our region. We also look forward to establishing and promoting relationships with the parents and families of our young people.

The new **School Business Community Partnership Brokers Program** will see the CCLLEN working in an enhanced role to negotiate and establish lasting partnerships between schools, business, community groups and parents and families to improve education outcomes for young people.

Under the **Workplace Learning Program**, our coordinator will work 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.

CCLLEN's Strategic Plan

Our strategic goals:

- To improve post compulsory education outcomes for young people, (15 to 19 years old)
- To improve indigenous student education pathways and attainment (10 to 19 years old)
- To improve the employability skills of Years 9 and 10 students through enhanced career and transitions and workplace learning programs
- 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)
- To Increase and improve parent and family engagement, especially at Years 7, 8, and 9 with education, training and pathways planning.

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 recent 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.

Down to work - working groups at the CCLLEN

Working groups are looking at ways of increasing the employability skills of young people, increasing parent and family engagement with schools and the recruitment of new members for the CCLLEN Board.

Board members Kate Fogarty, Trish Bradley and Trish Martin are the respective convenors of these groups.

At the first series of meetings held at St Joseph's College on October 18, 2010 a great deal of enthusiasm and ideas for action were generated.

Organisations involved, besides the CCLLEN, included Campaspe College of Adult Education, Local Employment Training Services, Lead On, Youth Connections, Transfield Services, St Luke's, Shire of Campaspe, Australian Industry Group, Heinz and the Murray Business Network.

The CCLLEN's underlying aim is to see young people successfully transition through school and into employment, further education and training or employment. These working parties will assist with initiating and implementing relevant dynamic strategies that will enable the CCLLEN to achieve its strategic goals.



Cooperative Partnerships Workshop



The CCLLEN's December 2010 Transition and Pathways forum raised the importance of agencies and schools working together to support young people. There were clear requests for more information on how to manage school transitions and exits, referrals to agencies and required documentation.

The Compact for Young Australians (including the change to school leaving age) created the need to ensure young people under 17 and their parents are well

informed. Notably there are government requirements and financial allowance implications for withdrawing from education or changing to a non-school setting.

At a cooperative partnerships workshop on March 15, 2011 the CCLLEN brought together key players to develop procedures for co-operatively working together to support young people through the above mentioned and other processes. Principals and key staff from all secondary schools in the CCLLEN region, Bendigo Regional Institute of TAFE (BRIT), Echuca Campus, Campaspe College of Adult Education (CCAЕ), Kyabram Community Learning Centre, (KCLC), Youth Connections and Centrelink attended.

Presentations were given by Centrelink, Youth Connections, BRIT on their Connect 2 Ed program, CCAЕ and KCLC. Loddon Mallee Region of the Department of Education and Early Childhood Development (DEECD) workshoped 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.

Some of the things that the workshop participants agreed were important, and will be topics for the working group to cover, include:

- Keeping young people in education and/or training until the appropriate leaving age
- Knowledge of flexible models of education
- Awareness of services available to assist young people
- Clarification of referral services
- Shared enrolments
- Further development of partnerships and identification of other key services within each of the region's communities
- Knowledge and understanding of stakeholder organisations' protocols and modus operandi
- Building capacity of service provision in more isolated areas
- Networking and maintaining partnerships
- Keeping communication channels open between relevant parties
- Sharing of resources and information
- Obtaining resources

Transitions and Pathways Network Professional Development Day

An exciting and topical day was held by the CCLLEN on Wednesday, December 8, 2010 for staff from our education and associated sectors.

Participants from nine regional secondary schools, the Loddon Mallee Region of DEECD, Bendigo Regional Institute of TAFE, Campaspe College of Adult Education, Youth Connections, CCLLEN, Echuca and District Vocational Education and Training Group, the Local Aboriginal and Education Consultative Group and Centrelink attended a valuable day of professional development.

Mrs Melva Johnson gave the 'Welcome to Country'. Dr. Alf Bamblett from the Victorian Aboriginal Community Services Association gave an historical perspective of the Indigenous footprint in Australia since European colonisation and presented on the topic of cultural awareness in the context of pathways planning, careers and transitions for young people.

Workshops were run by Loddon Mallee Region Department of Education and Early Childhood Development staff. Topics covered were:

- The development of a staged response checklist for engaging and re-engaging students
- The development of schools to services/agencies protocols
- The school exit/exemption process.

Participants were very impressed with the presentation given by Benj Binks from "ABC Open" on producing, curating and publishing local stories and content from young people in regional Australia. There will be potential for our young people to participate.

Workshops and round table discussions followed on the student mapping tool as it applies to picking up and tracking students at risk of disengaging, the development of a staged response checklist for engaging and re-engaging students, development of schools to services/agencies protocols and the school exit/exemption process.

Overwhelming feedback from the day was that there should be a team approach to support students and to utilise the services that the whole community offers and participants want to continue the networking opportunities and linkages between agencies.



VET Regional Teachers Trainers Network



With a focus of providing collegial support and professional development opportunities, steps have been taken to develop a network of Vocational Education and Training (VET) teachers and trainers across the Campaspe and Cohuna region. An invitation to regional VET teachers and trainers to attend an informal dinner meeting to discuss the proposed network was well received by 28 respondents from seven VET providers. Held at BRIT Echuca's hospitality training restaurant, Kickham's Mill, a terrific night of fine dining, engaging conversation, and an

impromptu tour of the TAFE's new trade facility was enjoyed by all.

The resounding indication from the evening was that a network of VET teachers and trainers is a best practice model that should be adopted in this area. Steps have been taken to formalise the network.

Indigenous Perspective

Indigenous perspectives are one of three cross-curriculum dimensions in the new national curriculum.

Why should students learn about Aboriginal and Torres Strait Islander history, cultures and perspectives at school?

Aboriginal and Torres Strait Islander history, cultures and perspectives teach Australian children about their country's heritage and original inhabitants as well as the ongoing impact of colonisation and how we have come to be the society we are today. Aboriginal peoples are the oldest continuing culture in the world, have occupied this continent for over 40,000 years and are an important part of our national identity.

The flag symbolises Aboriginal identity. Yellow represents the sun (giver of life) and yellow ochre. Red represents the red earth (the relationship to the land) and the red ochre used in ceremonies. Black represents the Aboriginal people.

Wannik - Education Strategy for Koorie Students

Wannik, meaning, '*Learning Together- Journey to Our Future*' is the Department of Education and Early Childhood Development's *Education Strategy for Koorie Students in Victoria*. The overarching principle of the Government's strategy is about delivering the best possible education to Victoria's Koorie students.

Wannik represents a new era of collaboration in Victoria where the system will reposition the education of Koorie students within all of our schools through strong leadership that creates a culture of high expectations and individualised learning for Koorie students.

The CCLLEN looks forward to working closely with the Local Aboriginal Education Consultative group (LAECG) and the Koorie Engagement Support Officers (KESOs) in 2011.

Cyber Safety Information Sessions October 2010



Cyber safety is an increasingly serious issue in this technological age. Being aware of the issues enables community members to take positive steps towards protecting themselves and their families.

Parents, students and members of the public have recently had the opportunity to be better equipped to manage life with the expanding usage of the internet and mobile phones after attending a series of cyber safety sessions at St Joseph's College, Echuca College and Moama Anglican Grammar.

The CCLLEN and school focused youth services worked with welfare coordinators from each of the three schools to organise the parent and community sessions and design and print brochures. Rushworth, Cohuna, Kyabram and Rochester Colleges have also held cyber safety programs. A website to visit: www.cybersmartkids.com.au

Campaspe Careers Professional Learning Network

This network generally meets monthly, usually at the Heygarth House offices of the CCLLEN. Career practitioners from each of the secondary schools in the region meet to discuss issues of common concern regarding career pathways for their students.

TAFE, ACE, RTO's, job service providers, university representatives and education department representatives also attend. Guest speakers provide professional development to members. Delia Currie from St Joseph's College is the current chair.

The network is affiliated with the Career Education Association of Victoria, the peak body for secondary school career practitioners, work experience, VET and MIPS coordinators.

CCLLEN supports the Network by providing a meeting venue and administrative support.

The Importance of Parent and Family Engagement in our Schools

“When families are involved in their children’s education in positive ways, children can achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behaviour, graduate at higher rates and have greater enrolment in higher education”.

Henderson & Berla (1994) A new generation of evidence: The family is critical to student achievement. Washington, DC: National Committee for Citizens in Education, Centre for Law and Education.

With all the demands today’s society places on our time, parent and family engagement with schools is sometimes a big ask. We don’t need endless studies, however, to tell us that parent and family involvement is important for children’s success at school as well as life in general.

Some ideas to achieve positive parent/family and school relationships:

- Ensure two-way dialogue between home and school
- Support parents in providing helpful assistance to their children at home
- Encourage parents to attend activities at school
- Actively welcome parents and families as being volunteers at school
- Encourage parent support for school fund raising activities for specific purposes
- Encourage parents to take part in decision making on school affairs
- Mobilise community resources to enhance student learning

The CCLLEN has established a parent and family engagement working party to develop initiatives aimed at improving parent engagement with schools in our region. The working party is developing ideas for parent engagement.



Kyabram Industry Open Day

Over 140 Year 9 students from the Kyabram P-12 College and 24 Kyabram businesses participated in the 2010 Day in Industry event on Thursday, November 18, 2010. The aim of the day was to expose students to the range of careers available locally and to get them thinking about the sort of career paths they might like to follow.

Each small group of students, supervised by a staff member, visited three businesses of interest in order to see first-hand the range of careers and employment opportunities on offer. Representatives from each business talked about their own careers, the range of careers available at their establishments, the various pathways into the different careers and the qualifications required for those positions.

“By getting a taste of what careers are available, students will go into Year 10 better informed with regard to subject selection and future pathways,” Trish Bradley, the college assistant principal said.

Students commented favorably on the morning, with some confirming their career aspirations, whilst others discovered what they would NOT prefer to do in the future. Feedback received from businesses was extremely positive and many employers indicated their commitment to participate again in 2011.

The day was a joint collaboration between the Kyabram P-12 College, the CCLLEN, the Workplace Learning Coordinator Program and the business community of Kyabram.

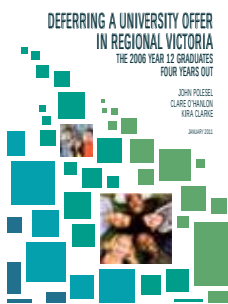
The Kyabram Year 9 Day in Industry is an annual event, and is next scheduled for August 2011.



A sincere thank you to the following businesses who participated in the day:

- Advance Computing
- Craig's Creations
- D'Alberto Holden
- Gillian's Hair Salon
- Impress
- JN & R Engineering
- Kyabram Bakery
- Kyabram Beauty Clinic
- Kyabram Club
- Kyabram Free Press
- Kyabram Hospital
- Kyabram Screen Print
- Kyabram Showcase Jewellers
- McConnell Kerwin Real Estate
- M&S Accounting
- National Australia Bank
- Safeway
- Salter's Motor Panel Repairs
- Sheridan Partners
- SNIP Hairdressing
- SPC
- Spooner Cabinets
- Target
- Victoria Police

Deferring a University Offer in Regional Victoria



The 2010 Deferring a University Offer in Regional Victoria report, has found about 30 per cent of young people who defer from university subsequently fail to take up their offers or remain in the course.

State-wide 15.2 per cent of regional students deferred in 2010 compared to only 7.8 per cent from metropolitan schools. The report highlights growing concern about the ability of students in regional Victoria to attend university.

The report by researcher John Polesel is based on research commissioned by the Department of Innovation, Industry and Regional Development (DIIRD) on behalf of the Youth Affairs Council of Victoria (YACVic) and a selection of non-metropolitan LLEN's. It presents the 2010 results from a longitudinal survey of school leavers from 2006 who had deferred an offer of a place in university.

The report is available under the 'Resources' tab on the CCLLEN website.

Transition process for students seeking to leave school

Under a 2010 act of Parliament it is now a mandatory requirement for all students to complete Year 10, or an equivalent, and be in some form of education, training or employment until the age of 17.

At the December 2010 Transitions and Pathways Network professional development day the school exit process was explained and workshopped.

A summary of the exit process

- For young people under 17 years of age who are seeking to leave school and have not completed year 10, an exemption from the Department of Education and Early Childhood Development (DEECD) regional director must be obtained. There is a rigorous process to follow before this exemption will be granted. This is for all schools including government, Catholic Education Office and independent.
- For those under 17 years of age who have completed year 10 and wish to leave school, it is a school decision as to whether approval will be given. Specific procedures must be adhered to and there will be ongoing monitoring. An official DEECD exit form must be completed for students from all school sectors. Government schools are required to forward a copy of the form to the DEECD regional office.
- Any student who exits from school prior to completion of year 12 should either be in training, further education or employment.
- All exiting students should have a comprehensive career and transition plan.

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.

2010 School Leavers Guide



This has been a valuable resource updated each year with local information, and provided to young people.

A few years ago the CCLLEN produced a local edition of this booklet, based on a similar resource created by the Banyule Nillumbik LLEN. Then for three years Careers Connection LCP annually updated and reprinted the booklet and distributed it to all Year 12 students in the region. For 2010 the CCLLEN partnered with GMLLEN (Goulburn Murray) to update and re-print the booklet again. Copies were 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 this year or during 2011.

Reconstructed CCLLEN Website

See our latest news on current, past and future events. Review our newsletters and bulletins. Read about personalities and explore our photo gallery. Keep informed via our calendar about exciting and informative things the CCLLEN will bring you this year.

The website will be updated continuously to keep you informed of the happenings in our region. Go to **www.ccllen.com.au**

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.

Some fantastic workplace learning initiatives were realised in 2010 including: VET in Schools Excellence Awards, VET Regional Teachers/Trainers Network, Kyabram Industry Open Day, VET Step Up Class presentations, Employability Skills Working Party, and the Workplace Learning E-Newsletter.

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 an accredited course they are undertaking as one of their school subjects.

During the workplacement students are expected to master a designated set of skills and competencies related to courses accredited by the Victorian Registration and Qualifications Authority (VRQA) which is responsible for all qualifications issued in Victoria, the registration of training providers and accreditation of all post-compulsory courses except higher education courses.

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 is 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 saves everyone some time and alerts students to jobs they may not otherwise see in their local papers.

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

VET in Schools Excellence Awards 2010

Students who display excellence in their Vocational Education and Training (VET) studies are recognised each year for their outstanding achievements.

The VET in Schools program combines general VCE (Victorian Certificate Education) or VCAL (Victorian Certificate of Applied Learning) studies with vocational training and experience in the workplace. A VET subject is taken over two years just like other Year 11 and 12 subjects, and on completion students gain a nationally accredited certificate.

Each year, VET teachers and trainers recognise students who have displayed a commitment to their study and achieved excellence in their VET course. In 2010, a total of 16 students from five schools were recognised for their achievements in their VET subject areas. Students awarded were Tyler Vick, Jacob Gillie, Jamie Hatch, Billy McCartney, Mitchell Parsons, Georgina Pettifer and Mason Wheelhouse from Kyabram P-12 College; Jasmine Ring and Anthony De Cicco from St. Joseph's College; Inga Mullane and Ashleigh Oliver from Rochester Secondary College; Jordan Cartwright from Echuca College; and Jaymee-Leigh Upton, Roy Butcher, Tamara McLean, and Toni Reid from Echuca Specialist School. Students were awarded their VET in Schools Excellence Awards at their respective schools' end of year presentations.

The VET in Schools Excellence Awards is coordinated by Alison Dunstan, Workplace Learning Coordinator with the CCLLEN.

"Students who are recognised for a VET in Schools Excellence Award have demonstrated a commendable level of commitment to their VET study and have achieved outstanding results in both the technical and academic requirements of their course," Alison said.

"I congratulate them on achieving their awards and wish them continued success in their further study or employment endeavours".

Employability Skills Working Party

A working party has been developed to:

"Improve employability skills of students through enhanced careers and transitions and workplace learning programs"

A big job....but someone has to do it!

The working party has started work on this goal. One of the major strategies is to develop a survey tool in partnership with schools and employers to measure employability skill levels in workplace learning program, and the employability skill acquisition in workplace learning programs.

The working party will be seeking input and guidance in developing a regional (Campaspe Cohuna) generic survey tool that will provide reliable and valid data about students' levels of employability, and will also provide data on a regional basis.

Community Consultations

A series of breakfast meetings with key stakeholder groups was held over a period of two weeks to consider in some detail key issues from their various perspectives. Consultations with employers were part of that process. Two extensive business consultations occurred with a broad range of employers from across the CCLLEN area attending two community breakfasts in Kyabram and Echuca. Both meetings lasted over an hour and were the best attended of all the stakeholder consultations.

Different business and industry stakeholders' goals from other rural LLENs were tabled and discussed. These were chosen on the basis of issues that had been identified through an extensive review and report on the local area that CCLLEN had commissioned in 2008 and 2009, called the Leadership and Life Skills Report. This had presented a broad range of quantitative and qualitative data on the demographics of the region, major industries, industry skills needs, education and employment issues, education provision, youth issues and information relating to the local indigenous population.

The major issue from an employer's perspective emerging from the report was skills shortages in the areas of health (doctors, nurses, aged care), trade skills (building, engineering, bricklaying, plastering, etc) and professional services (accounting and legal). Concerns about employability skills were not identified specifically by the Report but by the CCLLEN board of management and staff so goals and targets relating to this were also tabled at the employers' forums.

At the breakfast meetings an outline was provided of the strategic planning process and the shape and format of the plan which would direct CCLLEN activities for the coming three years. The issues were identified and their origins.

Overwhelmingly a view was expressed that the key issue employers faced in terms of work experience students, structured workplace students and young people applying for employment, was the general lack of employability skills in the areas of communication, attitude and literacy and numeracy, and especially the latter. Skills shortage issues come a very distinct distance behind. The CCLLEN 2010-2013 Strategic Plan and its goal relating to the business and industry stakeholder group clearly reflects that view.

As a result of the consultations the Employability Skills Working Group was formed, and the Workplace Learning Coordinator is working with VET in schools coordinators to develop a workplace activities log book.

International Airshow at Avalon

In late 2010 the CCLLEN was successful in gaining funding from the Careers in Manufacturing Program to take thirty four students and four teachers to the Australian International Airshow and Aerospace and Defence Exposition at Avalon in March 2011.

On Friday, March 4 students from Rochester Secondary College, EchUCA College, Kyabram P-12 College, Rushworth P-12 College and Cohuna Secondary College travelled to Avalon Airport to participate in a careers and skills in aerospace and aviation student information day.

This meant an early start for the day but it was certainly well worth it. Students were introduced to a number of interesting speakers from a range of employers in the field, including Defence Materiel Organisation which spends 10 billion dollars a year and employs 7000, QANTAS, Virgin Blue, Defence Force Recruitment and the Defence, Science and Technology Office.

However, the highlight for students in the morning session was hearing from young ambassadors who work within the industry. These young people talked about their career, their career pathway and the best things about their job. This included an apprentice aircraft maintenance engineer, aeronautical engineer, a Virgin Blue pilot (in fact a captain), an air traffic controller aged only 22 years and earning \$90,000 a year, an apprentice in avionics, and finally, stunt pilot Matt Hall who became bored with flying FA-18 Hornets and switched to flying for Red Bull.

After the presentations, students were able to visit the many and varied displays, including hundreds of different aircraft. Some of these were put through their paces, including the Hornets, various aircraft from World War II. Matt Hall then thrilled the crowd with a series of aerobatic moves in a stunt plane. Students arrived home late on Friday but all enjoyed the experience and it certainly opened their eyes to the many and varied careers that are available in the aviation industry.



Review of CCLLEN

The Department of Education and Early Childhood Development (DEECD) arranged for a consultant from the Asquith Group to conduct a review of the current operations of the CCLLEN. The review provided a fresh perspective and made 13 recommendations to the board, most of which have now been implemented with pleasing results.

CCLLEN thanks DEECD for funding the review and supporting it with the recommendations.

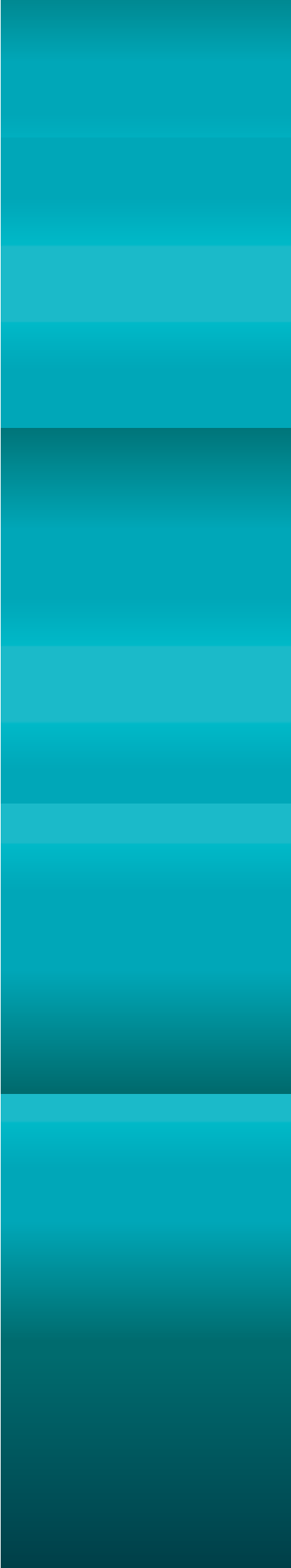
Heygarth House

Our office space is shared with a number of other organisations, most of them with a youth focus. Currently our co-tenants are:

- Lead On Echuca Moama Inc.,
- Echuca Moama Beacon Foundation,
- Shire of Campaspe Community Aged Care,
- Mirrimbeena Aboriginal Education Group and
- Haven (formerly known as Loddon Mallee Housing Services)

Being co-located enables us to share ideas and support each other in many ways.





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