

Environmental Scan

February 2011

Limestone Coast

ENVIRONMENTAL SCAN – PART A

PROFILE OF THE SERVICE REGION

The Limestone Coast Region (South East of South Australia) covers 21,376 square kilometres (2.1 million hectares). The region supports a population of approximately 64,800 people and has many of South Australia's key resource based companies located within the region. The Limestone Coast Region lies midway between the capital cities of Adelaide and Melbourne, and covers the south – eastern section of South Australia. Its boundaries are the Victorian border to the east, the Southern Ocean to the west and the Tatiara District to the North.

The region contains the Local Government Areas (LGA) of Grant, Kingston, Mount Gambier, Naracoorte & Lucindale, Robe, Tatiara and Wattle Range. Approximately 40% of residents in the region live in the Mount Gambier LGA. When combined with the Grant and Wattle Range LGA's, the Lower South East area accounts for 70% of the region's population. As a result there is a centralisation of services and greater employment opportunities in that area. The upper South East area is serviced by Naracoorte and by adjoining services centres in Murray Bridge and Mount Barker. The towns of Millicent, Penola, Bordertown, Keith, Robe and Kingston also provide local services and shopping precincts. The largest towns in the region are Mount Gambier (24000 people), Millicent (5500 people) and Naracoorte (5000 people).

Australian born people make up 85.9% of the population of the region. Migration has predominately been from the United Kingdom, Italy, the Netherlands, and more recently from New Zealand and South Africa. *In the past couple of years the region has seen an influx of skilled migrants as well as large numbers of humanitarian refugees who have been settled in Mount Gambier. The towns of Naracoorte and Tatiara also have large transient populations of migrants who gained employment at the abattoirs.* The Indigenous population in the region in 2008 was 443 with the largest population of 222 located in the Mount Gambier LGA with high numbers in Wattle Range LGA (87) and Naracoorte & Lucindale LGA (50).

Traditionally the region has had an economy mainly based on agriculture and primary production, horticulture/viticulture, dairy, forestry and fishing and associated processing. Regional Development Australia Limestone Coast's most recent research paper: **Limestone Coast Workforce: Analysis of supply, demand, emerging trends and opportunities and strategies for regional workforce development** (2009) provides a current and comprehensive summary of business and industry needs within the region. The report focuses on the supply and demand of labour in the region and goes on to identify potential opportunities for business and industry growth and implications for the workforce.

A snapshot of the findings impacting on opportunities for young people include:-

- 79% of employment across the region is in the following eight industry areas: Agriculture, Forestry and Fishing; Manufacturing; Retail Trade; Education; Health and Community Services; Construction; Accommodation, Cafes and Restaurants and Transport.
- Much of the regional workforce is aged 45 years or over. The industries most affected by an aging workforce are: Agriculture, Forestry and Fishing, Health and Community Services, Education and Transport and Storage.
- Part time and casual work opportunities continue to increase
- A predicted steady or increased demand for labour across a number of industry sectors including health and community services, construction and education.

Source: Limestone Coast Workforce: analysis of supply, demand, emerging trends and opportunities and strategies for regional workforce development.

In the past 12 months the Limestone Coast has seen the effect of the Global Financial Crisis reaching the region along with flow on effects from the 1983 Bushfires that have affected timber quality and directly impacted on timber mill jobs. There are a number of small to medium supply businesses that have struggled during this time. The Career Development Centre in Mount Gambier has tracked job vacancies for the region for the past 3 ½ years. There has been a notable decline in the numbers of jobs advertised over the past 12 months with 4002 vacancies advertised in 2009 compared to 3191 for 2011. This is a 20% decrease combined with large numbers of redundancies in the region from timber mills. Recently the largest employer in our region made the announcement that it would be closing two of its operating machines resulting in at least 175 positions being made redundant from May 2011 onwards. There has been additional uncertainty in the region created by the Government's decision to forward sell state forests which has traditionally been our largest industry. At this stage it is hard to predict the effects of this decision but it has certainly caused a loss of confidence in the region.

Young people by Local Government Area and age 2008

LGA	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	Total
Grant	580	602	707	568	395	2852
Kingston	100	147	151	166	113	677
Mount Gambier	1667	1685	1672	1713	1706	8443
Naracoorte & Lucindale	539	599	564	524	495	406
Robe	87	78	97	65	79	406
Tatiara	413	517	588	454	369	2341
Wattle Range	856	839	916	789	606	4006

Source: www.publichealth.gov.au figures based on 2008 data

The most notable aspect of the age profile is the decline in numbers from 4279 aged 15 – 19 years to 3763 aged 20 – 24 years. This suggests that 12% of young people leave the region between the ages 20 – 24.

Young people by Local Government Area and age 2009

LGA	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	Total
Grant	590	594	713	600	395	2892
Kingston	98	135	153	163	113	662
Mount Gambier	1661	1660	1628	1771	1706	8426
Naracoorte & Lucindale	555	590	566	524	495	2730
Robe	92	78	90	65	79	404
Tatiara	421	482	581	454	369	2307
Wattle Range	871	847	875	789	606	3988

Source: www.publichealth.gov.au figures based on 2009 data

As per previous data 2009 figures show a decline in numbers of young people aged 15-19 to those between the 20 – 24 age bracket. Figures from 2009 data show a 13% decline in the numbers of young people leaving the region after 19 years of age which is slightly higher than in 2008. In a survey of young people aged 15 – 16 years conducted in 2010, 66 % of them said they would not be living in the region in five years time. The primary reasons for leaving were lack of career options and limited further educational options.

2011 DECS Limestone Coast Aboriginal & Torres Strait Islander Enrolment Data by LGA

School	Total ATSI enrolments
Grant	12
Kingston	6
Mount Gambier	155
Naracoorte & Lucindale	37
Robe	1
Tatiara	14
Wattle Range	49

*data prepared by Aboriginal Education Coordinator Emma Hay: 24 February 2011: accessed from ISSS data base

The Aboriginal population in the region has a young profile with 36.1% of Aboriginal people in the Limestone Coast region under 15 years of age. There are very small proportions of Aboriginal people aged 45 years or older in the region. This may impact on leadership density in the community.

Numbers of young people attending Primary School & Secondary School by LGA

LGA	Government (DECS)	Catholic	Independent	Total
Wattle Range	1678	300	0	1978
Kingston	365	0	0	365
Grant	836	0	0	836
Mount Gambier	3987	1252	447	5686
Naracoorte & Lucindale	1271	0	124	1395
Robe	97	0	0	97
Tatiara	1304	0	0	1304

Source: Department of Education and Children Services Limestone Coast website 2010 / www.myschool.edu.au 2009 data

The retention rate to year 12 has improved over the last five years, but remains below the state average. The year 8 to 12 retention rate in Government Schools in the Limestone Coast in 2008 was 76.4% approximately 8% lower than the State average. Attendance rate for the Limestone Coast in 2010 was 91.0% compared to the DECS rate of 89.5%. Source: Limestone Coast DECS Regional Newsletter 2010

Young People Participating in Further Education (full time / part time) aged 15 – 24 years

LGA	Technical / Further Education	University or other Tertiary
Wattle Range	96	25
Kingston	8	6
Grant	48	22
Mount Gambier	261	73
Naracoorte & Lucindale	82	18
Robe	8	0
Tatiara	38	28

Source: Australian Bureau of Statistics 2006 Census Population and Housing

Education levels are rising but are still below the average in South Australia, with the exception of qualifications at Certificate III and IV levels. The level of educational attainment has grown over time in the region, with significant growth in Certificate III and IV and Bachelor Degrees, reflecting the growth in trades and professional jobs within the region. The region has lower than state proportions of individuals with a degree or higher (6.7% compared with 13.0% for the state) and above average proportions of people with Certificate III or IV level qualifications. The industries with the highest number of opportunities for people with Certificate III and IV are Manufacturing, Retail Trade, Construction, and Agriculture, Forestry and Fishing. The industries with the highest number of opportunities for people with Bachelor degree or above are Education, Health and Community Services, Manufacturing and Agriculture, Forestry and Fishing.

Residents of the Limestone Coast have below average levels of school achievement, with 32.5% of the population aged 15 – 64 years having completed Year 12 or equivalent. This compares to 44.6% of the state population. There is a recognised connection between disadvantage in the workforce and educational achievement

Labour Force Statistics by Local Government Area (15 – 19 years)

15 – 19 years	Worked Full Time	Worked Part Time	Looking for full time work	Looking for part time work	Not in labour force
Wattle Range	111	167	28	22	316
Kingston	15	38	3	6	62
Grant	104	156	14	14	193
Mount Gambier	287	492	82	86	526
Naracoorte & Lucindale	134	120	11	10	186
Robe	9	21	0	3	11
Tatiara	74	89	0	8	8

Source: Australian Bureau of Statistics 2006 Census Population and Housing

Labour force statistics reflect student surveys completed at the Career Expo in 2009 which showed that 45 % of students surveyed carried out some form of paid work for more than 10 hours per week. At recent discussions with 490 year 11 and year 12 students in Mount Gambier over 60 % of students were carrying out some sort of paid work.

Youth receiving unemployment benefits 15 – 24 years

LGA	Number
Grant	50
Kingston	10
Mount Gambier	301
Naracoorte & Lucindale	44
Robe	3
Tatiara	19
Wattle Range	86
Total	513

Source: www.publichealth.gov.au (2008 data)

Youth receiving unemployment Benefits 15 – 24 years

LGA	Number	Actual population	%
Grant	34	963	3.5
Kingston	0	279	0
Mount Gambier	277	3419	8.1
Naracoorte & Lucindale	27	1019	2.6
Robe	0	144	0
Tatiara	0	823	0
Wattle Range	72	1395	5.2
Total	410	8042	5.09

Source: www.publichealth.gov.au (2010 data)

Data from 2008 to 2009 shows a 20% drop in the number of young people aged 15-25 who are registered as receiving unemployment benefits. In 2009 there were 513 young people registered whilst last year there were 410 young people receiving unemployment benefits. Conclusions drawn from this data would suggest that the Youth Compact and changes to the school leaving age were effective in reducing the number of young people who were not engaged in either earning or learning.

Since 2007, the city of Mount Gambier has been home to a growing group of directly settled humanitarian refugees from Burma and more recently Congo. In addition, other former humanitarian migrants reside in the region in Naracoorte and Bordertown. Some families have secondary school age children who, during the next few years will begin to undertake career learning and planning. With very little experience of education, training and work in Australia, parents may not be a primary source of information for their children. Literacy and numeracy levels will require ongoing specific interventions and opportunities need to be sought to positively engage and support refugee parents in career decision making within an Australian context.

Young People with ESL background attending school by Local Government Area

LGA	2008	2009	2010
Grant	1	1	
Kingston			
Mount Gambier	31	36	59
Naracoorte & Lucindale	16	16	32
Robe			
Tatiara	25	33	92
Wattle Range	2	1	2

Source: DECS Regional Office, Limestone Coast 2010 / St Martins Lutheran School

While many young people from refugee background achieve educational success, there is a growing body of evidence to suggest that teenage young people arriving in Australia under the refugee and humanitarian program are also failing to attain a level of education that will ultimately allow for their successful transition to further education and/or work, and that work options will be limited for these young people. The region now has an established New Arrivals Program which will help to combat literacy and numeracy barriers as time goes on. There are a number of concerns however for the teenage CALD young people who will be making the transition into work within the next few years as there are language barriers and currently a lack of pathway information and supports to help them make a successful transition.

Children in Jobless Families by Local Government Area

LGA	No.
Grant	130
Kingston	47
Mount Gambier	830
Naracoorte & Lucindale	149
Robe	11
Tatiara	96
Wattle Range	393
Total	1656

Source: www.publichealth.gov.au figures based on 2008 data

Children in Welfare Dependant & other low income families by local Government Area

LGA	No.
Grant	333
Kingston	77
Mount Gambier	1205
Naracoorte & Lucindale	249
Robe	0
Tatiara	221
Wattle Range	618
Total	2703

Source: www.publichealth.gov.au figures based on 2008 data

Young people from **low socio economic backgrounds** in the LC continue to experience opportunity disadvantage because of their circumstances, regardless of their living situations. Statistically the region rates high for socio economic disadvantage. The supporting school involvement (SSI) diagnostic review is a component of the DECS strategy to implement the communities making a difference partnership. The review focused on the teaching and learning of literacy to improve student learning outcomes across low SES schools. With the introduction of Innovative Community Action Network (ICAN) to the region in 2010 there is also extra support for low SES schools in the form of case management for students and access to a range of programs that address living skills, engagement and youth development.

Young people accessing Community Health Services by Local Government Area

LGA	Number
Grant	92
Kingston	31
Mount Gambier	541
Naracoorte & Lucindale	188
Robe	11
Tatiara	114
Wattle Range	237
Total	1214

Source: www.publichealth.gov.au figures based on 2008 data

Adolescent with Mental Health problems 0 – 19 years by Local Government Area

LGA	Number
Grant	16
Kingston	10
Mount Gambier	309
Naracoorte & Lucindale	47
Robe	0
Tatiara	44
Wattle Range	114
Total	540

Source: www.publichealth.gov.au figures based on 2008 data

Health and Wellbeing are critical elements to the success of any individual. Child Adolescent Mental Health Services estimate that on average; around 20% of mental health related admissions in the region are for young people. Service providers report homelessness as a secondary issue for young people with alcohol and drug problems, mental health concerns, relationship breakdowns and family violence. Whilst they agree numbers are difficult to quantify, homelessness (including in some cases young people living independently) is spread across the region, with many hidden cases of 'couch surfing'. Combined, these issues often result in disconnection with education and training.

Mental Health is a DECS major focus as many students have mental health issues due to disability, bullying, family situation, disconnectedness and drug and alcohol related issues. Research from the Social Plan suggests that support is required to create opportunities to overcome boredom, self esteem and depression; access to social support services and counselling; the need for increased focus on parenting skills; the need for role models and mentors and youth industry programs. Flexible schooling options for young people whom have left mainstream schooling have helped to some degree allowing students to complete their SACE with additional personal support, referral and access to vocational programs.

Australian Early Development Index

	At Risk – below 10 %	Vulnerable 10 – 25 %	On Track 25 – 50 %	On Track above 50 th Percentile
Physical	60	70	162	391
Social	58	98	141	354
Emotional	53	99	146	367
Language	31	72	142	428
Communication	31	94	134	235

Source: *The Australian Early Developmental Index*

Physical, social, emotional, cognitive, behavioural and language development of a child is integrally connected to that child's life experiences and environment. How a child learns and develops across each domain influences wellbeing and competence for life. Children with more vulnerability in more than one domain are more likely to be at risk of disengaging from school at an early age. Whilst data is still being collected the snapshot thus far indicates that 18.6% of

children are below the 10th percentile in one domain and that 10% of children in the region have more than two domains where they are below the 10th percentile. Research and evidence shows that young people who struggle with transition into school early in life generally continue to do so throughout their schooling and are likely to disengage at an early age if there is no intervention of support. The AEDI data will be useful in the future to assess extra support for early childhood education. At the Public Education Forum to be held in March 2011 DECS will be discussing this data and looking at ways they can use it to improve transitions.

Education & Training Providers

The Limestone Coast Region includes: 30 R-7 schools, 5 R-12 including one with a TAFE centre, one with a kindergarten and one with a Child Parent Centre, 6 Secondary schools, 1 special education school, 3 Independent Learning Centres and 26 preschools. The Catholic Education sector in the region is represented by one co-educational R – 12 school and two primary schools. There are three independent schools, including a co-educational R-12 school in Mount Gambier. South Australian Government Schools in the Limestone Coast are under the jurisdiction of the Department of Education and Children's Services (DECS) Limestone Coast District Office, through the District Director. There is a good degree of cooperation between sectors on a networking level. A key DECS priority is the Limestone Coast Literacy and Numeracy achievement with the target that by 2011 all sites will show an increase in numbers of students in Year 3,5,7,9 reaching or exceeding the national average in both literacy and numeracy. In 2011 the Primary Maths Science Strategy is an additional focus area and aims to have all primary students benefiting from strong, high quality maths and science programs. This will be evidenced by guaranteed instruction time for maths and science.

Access to tertiary education is available through TAFE SA, the largest provider of vocational education and training in SA, and until 2010 has been offered at its main campus in Mount Gambier and through learning centres in Millicent, Naracoorte, Bordertown and Kingston. Recent downsizes have seen the Millicent, Bordertown, Kingston and Naracoorte centres almost close with limited courses available usually through distance education. There is also a trend towards external and online study for a number of courses that have previously been offered face to face at the Mount Gambier campus. Many schools have individual linkages with TafeSA with students accessing a number of different courses combining SACE studies with Vocational Education. There are a number of other Registered Training Organisations situated within the region as well as other training providers that work within the Limestone Coast on a needs basis such as South West Tafe. The scope of these organisations includes training in forestry, transport, retail, hospitality, business and agriculture to name a few. Many young people also undertake school based apprenticeships and traineeships.

The University of South Australia, through their Mount Gambier Regional Centre have offered undergraduate on campus studies across four disciplines since 2006: Nursing & Rural Health; Social Work & Rural Practice; Business & Regional Enterprise & UniSA Foundation Studies Regional Strand. In 2010 a public consultation was carried out to determine the viability of offering a teaching qualification at the University. As a result of this consultation a Teaching course will be offered in Mount Gambier. The Flinders University operate their highly successful Rural Clinical School and Southern Cross University offers forestry studies and Environmental Science. This much improved access to university studies was the result of extended planning and lobbying by a number of key organisations in the region led by a local university steering committee which is still in existence. Currently the Mount Gambier City Council is promoting a live, learn, imagine campaign promoting further education opportunities in the region. They are aiming to increase the numbers of young people that remain in the region to study Tertiary qualifications.

The South East Education and Training Association (SEETA) exists independently as a forum for addressing the economic viability and sustainability of education, training and employment enterprises in the region and is well regarded for its work. Membership includes education and training providers, the employment services sector, industry, and local government and State/Commonwealth department representation.

The region has two Independent Learning Centres which are located away from the “traditional” school site. One is located in Mount Gambier and the other in Naracoorte. In total there are over 200 students that are accessing these services and aiming to complete their SACE. There are an additional two flexible learning sites on schools sites, one at Grant High School and the other at Millicent High School. The Catholic Education Sector also has a Flexible Learning Centre which has been in operation for 4 years. It has been highly successful in re-engaging students who were at risk of leaving school and was the foundation model for the other two centres.

Innovative Community Action Network (ICAN) operating in government schools is recognised nationally and internationally. ICAN supports young people from a range of backgrounds and experiences who have either dropped out of school entirely or who are at risk of doing so. ICAN starting this year with 216 FLO students enrolled across the region, 18 of these are from low SES schools.

Independent Learning Centres recognise that individual students often have diverse learning needs, and many may require an individualised program specifically designed for these needs. This includes;

- Students who are more practical “hands on learners”
- Students who prefer/need to enter the workforce early, rather than remain at mainstream school
- Students who are in danger of becoming disengaged from education and learning
- Students with disabilities, learning difficulties or mental health conditions, particularly depression or anxiety
- Students who are pregnant, are young parents, or are caring for others (eg family members)
- Students who are homeless or living in poverty
- Students who have experienced stress or trauma

Numbers of students completing their SACE in this manner are;

- Independent Learning Centre in Mount Gambier 122
- Independent Learning Centre in Naracoorte 75
- Grant Flexible Learning Centre 65
- Millicent Independent Learning Centre 46
- Tension Woods Flexible Learning Centre 70

The Limestone Coast region also has a Trade School for the Future which is located at the Grant High School campus. This will be another avenue for young people to access flexible training and education programs. The Trade School for the Future offers school based apprenticeships where apprenticeship brokers match job ready students to local employers. In 2010, 120 school based trainee/apprentices were supported by the Trade School. The Trade School also offered support across the region through a number of short courses:

White Card Training: 80 students

Occupational Health & Safety: 18 sessions reaching approximately 540 students

Employability Skills: 10 sessions reaching 250 students

Employability Round Up: 2 sessions reaching 50 students

How to get employed: 4 sessions with approximately 100 students

Traineeship and Apprenticeship Completions trend data for Limestone Coast

Calendar year	Total Successful Completions	Apprenticeship Completions	Traineeship Completions
2010	776	181	595
2009	640	160	480
2008	753	189	564
2007	796	185	611
2006	726	179	547

Data sources: DFEEST internal data base

In 2010 there were 1573 commencements, with 1208 commencing a traineeship and 365 commencing an apprenticeship. The vocation Customer Service Provider (General Retail) had the highest commencements with 287 (18.2%). Carpentry and /or joinery was the trade with the highest number of commencements with 47 (3%). Once again Customer Service (General Retail) had the highest number of completions with 110. This may be due to the high number of trainees undertaking that vocation and not necessarily indicative of a higher completion rate in comparison to other trades and vocations. Research data shows that in general young men are primarily employed in Retail, Accommodation, Construction, Manufacturing and Agriculture, Forestry and Fishing while young women tend to work in the Retail and Accommodation Sectors.

As at February 2011 there are 2362 trainees and apprenticeships in training within the Limestone Coast Region, with 914 undertaking an apprenticeship and 1448 undertaking a traineeship.

Top 10 Trade and Vocation Commencements in 2010

Trade or Vocation	Trainees and Apprentices
Customer Service (General Retail) 12 & 24 months	287
Meat Processor (Abattoirs) 12 Months	180
Farming 30 months	82
Frontline Manager 24 months	79
Food and Beverage Attendant 24 months	66
Road Transport Operator	60
Carpentry and/or joinery 48 months	47
Clerical Officer (Office Administration) 12 months	44
Cook 48 months	32
Engineering Tradesperson (Fabrication)	29

Data sources: DFEEST internal data base

Top 5 Trade and Vocation Completions in 2010

Trade or Vocation	Trainees and Apprentices
Customer Service (General Retail) 12 and 24 months	110
Meat Processor (Abattoirs) 12 Months	69
Customer Servicing (General Retail)	34
Farming 30 months	32
Food & Beverage 24 months	28

Data sources: DFEEST internal data base

Numbers of Students enrolled in School by Local Government Area

Local Government Area	School	Numbers of Students
Grant	Allendale East Area School	224
	Compton Primary School	81
	Glenburnie Primary School	113
	Kongorong Primary School	53
	Mil Lel Primary School	74
	Moorak Primary School	82
	Suttontown Primary School	94
	Tarpeena Primary School	23
	Yahl Primary School	92
Kingston (Lacepede)	Kingston Community School	365
Mount Gambier	Gordon Education Centre	71
	Grant High School	687

	Mount Gambier High School	1079
	McDonald Park School	622
	Melaleuca Park Primary School	200
	Mount Gambier North Primary School	333
	Mulga Street Primary School	421
	Reidy Park Primary School	574
	Tenison Woods College	1252
	St Martins Lutheran College	447
	Melrose Park	??
Naracoorte & Lucindale	Naracoorte South Primary School	233
	Naracoorte Primary School	386
	Naracoorte High School	426
	Frances Primary School	18
	Lucindale Area School	208
	Sunrise Christian School	124
Robe	Robe	97
Tatiara	Padthaway Primary School	41
	Mundalla Primary School	90
	Keith Area School	337
	Bordertown High School	339
	Bordertown Primary School	497
Wattle Range	Penola High School	114
	Penola Primary School	175
	Kangaroo Inn Area School	88
	Glencoe Central Primary School	47
	Kalangadoo Primary School	46
	Millicent North Primary School	295
	Mount Burr Primary School	75
	Nangwarry Primary School	40
	Newbery Park Primary School	147
	Rendelsham Primary School	45
	Tantanoola Primary School	50
	Millicent High School	516
	Beachport Primary School	40
	St Anthony's Catholic Primary School	224
	Mary McKillop Primary School	76
Total Enrolments		11661

Source: Department of Education & Children Services – Limestone Coast website 2010 / www.myschool.edu.au data

The region also offers several learning options for students through the VET program. The following options area available as learning pathways for 2011.

School	VET Courses Offered
Bordertown High School	Certificate I in Automotive Certificate I in Retail or part of Certificate II in Retail
Grant High School	Doorways to Construction, Certificate I in General Construction Certificate I & II in Information Technology
Keith Area School	Certificate I in Retail Operations (sales)
Kingston Community School	Certificate I in the Seafood Industry (Aquaculture) Doorways to Construction, Certificate 1 in General Construction
Lucindale Area School	Certificate II in Agriculture
Millicent High School	Engineering Pathways Program (EPP), Certificate I in Engineering
Mount Gambier High School	Certificate I in Electro technology Certificate II in Tourism (Operations) Certificate I in Forest & Forest Products Certificate II in Automotive Mechanical Certificate I in Hospitality (Kitchen Operations)
Naracoorte High School	Certificate I in Hospitality – kitchen operations Certificate II in Tourism Certificate I & II in Retail Operations Doorways 2 construction, Certificate I in General Construction
Penola High School	Certificate II in Hospitality – Kitchen Operations

	Certificate II in Food Processing - Wine
Tenison Woods College	Certificate I Furniture Pathways Certificate I Business Services Certificate I & II in Furniture Pathways
St Martins Lutheran College	Certificate II in Electro-technology Certificate II in Construction

Source: *Limestone Coast Industry Pathways Programs 2011*

Further to this a new skills centre in Millicent is offering three days of hands on learning experiences for students with over 100 young people accessing these courses from Millicent, Kangaroo – Inn, Mount Gambier and Penola. The courses are in Engineering, Automotive and Construction starting as a beginners level moving through to Pre-Industry Pathways Program and Industry Pathways Programs.

School	No. Students in VET in 2009	No students in VET 2010
Allendale East Area School		
Bordertown High School		29 traineeships & 8 VET
Gordon Education Centre		
Grant High School		40
Kangaroo Inn Area School		
Keith Area School		4
Kingston Community School		
Lucindale Area School		
Millicent High School		
Mount Gambier High School		
Naracoorte High School		
Penola High School		

Source: www.myschool.edu.au / DECS Vet Coordinators 2011

The Smarter School National Partnerships Implementation Plan for South Australia provides additional resources to a number of schools. The Limestone Coast region has 7 schools identified that will receive additional support for Literacy and Numeracy with another 11 schools identified as low Socio-economic status schools. This support is directed as part of the COAG agenda of raising the overall educational attainment.

The degree to which the local education and training sector is engaged with the local community varies. Pre school and primary school engagement is often through parents and key community members who have existing relationships with sites and staff, and, by the very nature of junior schooling tends to be positive and mutually beneficial to both parties. This type of arrangement tends to change in the secondary and tertiary sectors, where contact with the wider community, including business and industry can be inconsistent and disjointed. Significant progress has been made over the last five years regarding the engagement of education providers with the wider community in these subsectors. There are a number of existing community partnerships which will be showcased at a Public Education Forum to be held in March 2011. The forum will celebrate public education in the region, showcase existing partnerships and plan ways in which the community can become more involved in the learning and well being of young people in the community. Opportunities for input are on the following topics; Building an inclusive community, Early Childhood Education and Care, Environmental Sustainability, Foundation Skills, Health and Wellbeing, Aboriginal Students, Industry Pathways, ICAN, Leaders as Learners, Students with gifts and talents, SACE Stage 2 Research Projects.

The scan of information about young people making the transition from school shows there are skills development issues, particularly in literacy and numeracy; that career development structures in schools need to be strengthened to give young people a realistic understanding of the needs and opportunities available in the workplace; that communication between services, young people and parents about transition would benefit young people, that further developing

links with youth service providers would enable smooth transitions and that there is a priority to improve data collection about post school destinations.

Staff involved in education and training need to be empowered and enabled to maintain links with the wider community, including business and industry, so that learning remains contextual and relevant to both the young people involved and the region at large. Education providers who are 'switched on' to their communities [already benefit from a number of partnerships and community connections. The challenge is in engaging education providers who tend to "do it all themselves" and don't see the need for partnerships.](#)

Conversations and feedback from Education Leaders in the Limestone Coast from the Leaders Forum, site visits, Regional Youth Forums held in Naracoorte and Mount Gambier, [Partnership Ready workshops and community consultation for the 2011 Environmental Scan](#) identified a number of issues in regards to the challenges that face education and training providers. Key themes emerging from these discussions;

- Lack of destination data in the region
- Literacy and Numeracy
- Disengaged students in every year level
- Lack of services for young people in the region including information of what is available
- Need a brokerage process between RTO's and schools
- Lack of information and resources for parents
- Lack of understanding of local industries and their needs
- More mentoring
- Retention Strategies
- Lack of knowledge of competencies for the modern world
- Peer issues / feeling valued / success
- Family support (quality – expectations / knowledge of options)
- Communication / Collaboration between all stakeholders
- Close monitoring of transition process
- Access of resources / Lack of resources
- Supportive networks / employers for at risk students and students with additional needs
- Transport
- Mental Health & Wellbeing
- Transition program from primary school – high school
- Knowing what is available
- How to make things work for those who haven't taken up an opportunity
- Lack of resources
- Not enough 1:1 case management
- Career development for young ages (lack of resources and training)
- Designated career counselling need to happen in schools
- Continuous work required on the value and perception of career, education and training initiatives that focus on successful school to future transitions for young people.
- Better career development service delivery and coordination needed at school level.

Whilst career counselling is carried out in schools in the region the general feedback is that there needs to be better resources and training/professional development opportunities provided for career educators in school. Building young people's career development skills assists them to make informed decisions to manage their lives and work. Schools that can offer strong and up to date career advice to students will encourage them to see greater relevance in their learning as they work towards identified and meaningful pathways. Research suggests that benefits for young people are:

- Realistic understanding of their own career development competencies
- Awareness of the full range of work/life (paid/unpaid) and learning/training pathways and opportunities available
- Understanding of the knowledge, skills and attitudes required for effective work/life participation
- Capacity to manage future career and life transitions – those planned and unplanned
- Understanding of the world of work and its relationship to the economy and society
- Skills in locating and effectively using career information

Millicent High School has a successful mentoring program in place and the Mount Gambier Independent Learning Centre is investigating mentoring opportunities. [The need for mentoring programs across the region has been determined through community consultation and conversations with Education Leaders. There appears to be different levels of mentoring needed from intensive support for humanitarian refugee young people through to support for middle of the road students to help them reach their potential.](#)

In 2011 DECS Student Mentoring program will be implemented in the region with resources going to the following sites: Grant High School, Melaleuca Park K-7 School, Tarpeena Primary School, Mount Gambier North Primary School, Nangwarry Primary School, Kalangadoo Primary School, Millicent High School, Millicent North Primary School, Mount Burr Primary School, Newberry Park Primary School, Naracoorte High School, Naracoorte Primary School and Naracoorte South Primary School. [The Mentoring program is due to commence in July and fits under the Innovative Community Action Network \(ICAN\) banner.](#)

Business and Industry Profile

The top 8 industries in the Limestone Coast region are: **Agriculture, Forestry and Fishing** employing 18.8% of workers which includes sheep, cattle and grain farming, dairy farming, forestry and logging, marine fishing, horticulture, viticulture and fruit growing. **Manufacturing** which employs 16.8% of workers including food and beverage manufacturing, wood & paper manufacturing, metal product manufacturing and machinery and equipment manufacturing. **Retail Trade** employs 14.5 % of working population and is wide spread covering food, personal and household goods, motor vehicle and services to timber products. **Health and Community Services** is the fourth largest employing 8.2% of workers in the region and includes hospitals and nursing homes, medical and dental services, veterinary services and childcare services. **Construction** is the 5th largest industry in the region employing 6.5% of the workforce. This industry covers general construction and construction trade services including civil works. The **Education** sector employs 5.9% of workers in the region making it the 6th largest industry. This includes pre-school, school and post school education facilities. The **Accommodation, Cafes and Restaurants** services industry employs 4.7 % of our workforce which puts it as the 7th largest employer in our region. This industry is casual in nature and includes accommodation, pubs, taverns, bars, cafes, restaurants and clubs. The **Transport and Storage** industry is the 8th largest employer in our region employing 3.7% of workers in the region. This industry includes road and air transport, services to transport and storage facilities.

Our largest employers in the region, according to numbers of people employed are Kimberly Clark Australia, Auspine, Carter Holt Harvey, Green Triangle Forest Products (Forestry), Tatiara Meat Company, TEYS Brothers, Saffries (Food Processing), K & S Freighters, Scott Group of Companies (Transport), OG Roberts, Barry Maney Ford (Automotive) and Government (including Local Government, Commonwealth/State Government employees in health, education and forestry). Medium size enterprises exist right across the region in agriculture, [retail, hospitality](#), horticulture,

food processing, engineering, transport, viticulture and earth moving. Small business (less than five employees) in the region is estimated to make up around 75% of total businesses operating. There is uncertainty in the region at present due to the unknown outcome of the government's decision to forward sell the state forest. Forestry has been a major employer and industry in our region and it is hard to predict the effects, if any, that forward selling will have on our region. It is time though that the region explores new industry so that we are not reliant upon one major player. Added to this uncertainty the largest employer in the region (Kimberly Clark Australia) recently announced they will be making 165 positions redundant by May 2011 with another 65 expected by October. Additional to this will be 35 staff around Christmas time not to mention contractors and small businesses that will feel the effects into the future. The forestry uncertainty and restructure at Kimberly Clark preceded by 100 redundancies at Carter Holt Harvey in 2010 impact on the types of jobs available in the region. It will be no longer possible to "just" get a job at a mill. The need to steer people into completion of year 12 or equivalent and onto further education is reaching a critical point in our region.

The *Limestone Coast Workforce: Analysis of supply, demand, emerging trends and opportunities and strategies for regional workforce development* identifies upcoming labour market opportunities in our region around the use and management of water; renewable energy projects (geothermal, wind power, wave energy and biomass); high end tourism opportunities, food and beverage production, the development and expansion of the education industry to interstate and overseas markets, and the consolidation of the region as an option of choice to study and work in health. This creates opportunities for employment and training in the region and will impact on the current skills level required by employees. Predicted additional employment opportunities are also identified in transport (300), Health (600), Accommodation (200), Education (350), Retail (200), Construction (600) and Agriculture, Forestry & Fishing (400). [There will be opportunities for new business and business expansion through Government infrastructure funding to assist with new development in wake of KCA downsize. This may mean new industry, new skills requirements and possible higher levels of education.](#)

Business and industry in the Limestone Coast tend to engage with education providers and the wider community on an individual basis. There are a number of industries and employers who are actively involved and make firm, quantifiable commitments to assisting young people with their education to work transitions. Local industry needs young people to view all opportunities as ones worthy of consideration, according to individual interests and aptitudes. In turn, industry needs to market themselves appropriately and be responsive to the needs of young people. Anecdotal industry intelligence suggests that employers across the region express concerns about young people's employability, citing concerns about literacy and numeracy levels, perceived work ethic, general understanding of the world of work and the importance of ongoing learning and attitude.

There are several organisations that exist in the region that provide networking and sharing opportunities. These organisations include; Transport Industry Operators' Group, the Engineering Reference Group, the Forest Industry Training Network, the Log Hauliers' Association, Dairy SA and the Food Industry and the Employment Agencies network. Individual towns also have their own business and tourism development organisations and specific industry interest groups. Like most regional areas there are a large number of small (often sole operator) businesses with limited scope to take on extra responsibilities. This limits the capacity and creates challenges in linking these businesses. [Of these groups the Transport Industry Operators Group have a close relationship with some schools linked to VET courses. They also host work placements and are involved in the annual Career Expo. Dairy SA run a successful "Cows Create Careers" campaign which provides hands on learning opportunities for some schools across the region and the Forestry Industry has a number of resources that schools can offer.](#)

One of the challenges of the organising committee for the 2011 Career Expo is to engage industry on a wider level including opportunities for hands on learning and workshop options. In general there is a need for more communication between industry and schools so that young people gain a better understanding of local opportunities and careers.

From research and discussions with a number of stakeholders there is evidence that many individual businesses have links with local secondary schools and support young people by offering them work placements, mentoring or work trials. They also provide sponsorship through equipment or expertise, or in a representative manner on school /regional level advisory groups.

There is also research that shows a number of factors that deter industries from becoming involved, or causes them to withdraw their support from programs or initiatives. These factors include:

- Focus on day-to day activities and shortage of time, particularly in the case of small enterprise
- Previous negative experiences with at-risk youth (poor attendance, effort or interest)
- Competing involvement on various community boards, programs and initiatives
- Competing requests by a range of government organisations (both state and federal) that deal with industry, employment, training and education issues. These include; Local councils, Job Services Australia providers, Registered Training Organisations, School Based Apprenticeships/Traineeships, work experience and other project work.

Areas of Employment by LGA (15 years and over)

	Wattle Range	Kingston	Grant	Mount Gambier	Naracoorte & Lucindale	Robe	Tatiara	Total
Agriculture, Forestry & Fishing	1142	402	892	563	1059	188	1120	5366
Mining	22	0	11	28	17	0	0	78
Manufacturing	1198	77	560	1910	527	37	557	4866
Electricity, gas, water & waste services	32	5	40	105	25	3	24	234
Construction	224	49	283	743	268	59	167	1793
Wholesale Trade	133	26	163	401	189	15	154	1081
Retail Trade	501	107	388	1575	501	60	316	3448
Accommodation & Food Services	279	74	183	796	175	112	142	1761
Transport, postal & warehousing	144	38	210	502	115	12	161	1182
Information media & telecommunications	36	4	46	130	26	3	21	266
Financial & insurance	53	12	65	217	76	13	49	485
Rental, Hiring & Real Estate Services	36	8	23	137	46	17	24	294
Professional, Scientific & Technical services	95	17	101	310	112	8	57	700
Administrative & Support Services	139	22	97	380	84	12	55	789
Public Administration & Safety	134	35	119	423	140	29	76	956
Education & Training	311	59	239	721	225	35	190	1780
Health Care & social Assistance	391	71	284	1048	301	35	236	2366
Arts & Recreation	11	7	32	85	14	4	5	158
Other Services	162	27	137	432	131	11	125	1025

Source: Australian Bureau of Statistics 2006 Census Population and Housing

Parent and Family Profile

Data suggests that 59 % of parents are actively engaged in activities with schools in the Limestone Coast Region (Source: *Understanding Educational Opportunities and Outcomes – An Atlas of South Australia 2009*). Parental or family involvement at a school decision making level is generally as a member of a Governing School Council or perhaps regionally as a representative with a different purpose, such as one with industry or a business interest. Parents are also involved in many activities that support their children, such as sporting and recreation, health clinics, child and youth health activities, library and specific school initiated programs. Parents and families are recognised as important influencers at strategic and program level, as well as on a personal one-to-one basis and are currently an underrepresented, underutilised and undervalued resource.

The level of engagement of parents and/or family members with an individual young person's education and transition outcomes varies enormously, is often dependent on an expressed need or occurs near or during a key decision making event. In practise, many parents and families continue to find it difficult to engage or re-engage with the education and training sector to improve outcomes for their children given the number of practical, attitudinal or structural constraints they might experience. These include working hours, child care, transportation, teachers seen to be too busy and lack of understanding of what parents and teachers have to contribute. Opportunities exist to better engage parents in partnerships by:

- Assisting education and training providers to forge quality, purposeful relationships with parents & family members of young people.
- Routinely seeking and using parent feedback to inform partnership decisions using a variety of mediums.
- Actively encouraging and supporting parents and/or family members directly or indirectly, to become informed about lifelong learning and career decision making.
- Supporting parents and/or family members to engage with key stakeholders in meaningful and effective ways.

Parents are the frontline in establishing a child's attitude about school and achievement in school. The more families support their child's learning and educational process, the more the child tends to continue schooling. Parents/Caregivers and family cannot provide strong nurturing environments without knowledge and support and access to resources which in turn strongly affects learning school success, economic participation, social citizen and wellbeing and development throughout life.

Key areas for parent engagement:

- Modelling the importance of learning, self discipline and hard work
- Model persistence and demonstrate hard workloads to success
- Demonstrate respect for authority
- Show your interest and enthusiasm for learning
- Setting and enforcing high but realistic expectations
- Providing structure and monitoring
- Knowing what is going on at school
- Making your home a learning environment
- Being persistent and consistent

There are a number of small parent groups in the region which tend to be informal in nature and are formed for a need such as young mums, aspersers and foster care. Schools are finding it difficult to get parent/family representation for Governing Councils. Lack of information for parents has been identified as a barrier to supporting young people to achieve their potential. This includes; child development norms, literacy and numeracy and understanding career options.

Parent initiatives in education (PIE Grants) are a Government Initiative available to support parents and communities to develop new initiatives to encourage the involvement and participation of parents/caregivers in schools and preschools. In the Limestone Coast Region, Kongorong Area School has a project titled “How can I be useful”. The project is aimed at involving families new to school to “replace” those active parents whose children are at the end of their primary schooling. It is directed towards building confidence, and raising the understanding of what is required at school for all to actively participate and alleviate the reluctance to be involved.

Barriers to family involvement include;

- Lack of clarity about roles for families in the middle years compared to preschool and primary school
- Parents own past negative feelings about school
- Parents feeling blamed for children’s difficulties
- Teachers feeling unsure how to involve parents
- Schools programs and procedures for parent involvement not having flexibility to meet the demands of parents’ lives
- Parents feeling that their knowledge of their children is not valued or that their capacity to make a difference is limited.
- Literacy and numeracy

A recent survey of parents at a career expo (2010) showed that 84% of parents wanted more access to career information and support mechanisms so they were better equipped to help the young people in their lives with career decisions.

Community Group Profile

Like many rural and regional areas in South Australia, community based (including not for profit, non-government and government) organisations in the Limestone Coast provide much needed, valuable support to locations, groups and individuals in need of extra assistance. In particular, in smaller towns and centres across the region, community spirit and drive, across all aspects of life, helps to support and nurture young people grow into adults. In this region, there are a range of organisations and agencies that offer support or programs for young people, sometimes as core business and at other times, as part of wider initiatives targeting all ages. Some of the more active organisations, agencies and government departments include; ac.care, Baptist Care SA, Lifeline South East, South East Regional Community Health, South East Domestic Violence Service, South East Drug and Alcohol Counselling, Child and Adolescent Mental Health Service, Family and Youth Services, Child and Youth Health, SA Police, Gambier Contracts and Centrelink. Service clubs such as Lions and the Soroptimists are active participants in any initiatives involving young people and in some cases are represented on specific purpose groups, for example, the longstanding Rotary Clubs of Mt Gambier involvement in the Limestone Coast Careers Expo.

The South East Local Government Association (SELGA) is the peak representative body for Local Government in the LC region. Currently, SELGA lead a highly successful sports and recreation initiative that has included working with young people through sporting club participation and have taken a leading role in working toward safer driving in the region, supporting programs that teach young people the importance of road safety.

Local Country Fire Service and State Emergency Service brigades, Scouts and Guides offer development and cadet programs that assist young people to develop team and leadership skills.

Since 2004, the regionally based *Stand Like Stone Foundation* organisation has provided small value educational scholarships for secondary or tertiary students experiencing hardship or disadvantage. Some local schools contribute to the Foundation for this purpose. Various schools and sites have been recipients of small grants that help to support student wellbeing.

Many of these organisations informally maintain contact with each other, or with education and training providers and a high degree of cooperation exists between them, often because of existing personal relationships. This is particularly the case when dealing with issues relating to young people. Some of these organisations report that to their knowledge, no formal forum currently exists for sharing and supporting work focused on young people. The opportunity exists to explore how best to include community organisations as part of a network that will be mutually beneficial.

The scan of information about young people and their participation shows a need to increase youth identity in the community, increase communication between those working with young people and increase communication between youth groups.

Community groups have identified the following as issues they saw in relation to youth transitions:

- More identification of what is already there
- Need to “value add” to resources that already exist to expand services
- Project and opportunities available but resources / funding / coordination not available
- Broader networking required – council / rotary / lions etc
- Knowledge of funding distribution needed
- Limited involvement of family
- Youth consultation
- Limited emergency services
- Social issues not being dealt with (personal, housing, mental health, transport)
- Service duplication – need to align services and resources for young people

As a result of community consultation in 2010 Partnership Brokers have developed a “service depot” that will be available online on www.gearingup.org.au. Organisations will be listed by local government area and under key service headings. Businesses will be able to update their information and due to the on-line format currency of information will be able to be up-dated regularly for little cost and time.

Existing Program Profile

Commonwealth Programs/Initiatives: most relevant to education and transition outcomes of young people

Smarter Schools – National Key Reform Projects includes extra support for Low SES schools and Schools identified that required additional Literacy and Numeracy support. The Limestone Coast region has 18 schools that are receiving additional support under this initiative.

The national partnership supports a suite of within school and broader reforms designed to transform the way schooling takes place by addressing the complex and interconnected challenges facing students. The student mentoring and youth development strategy will use resources from National partnerships to enable clusters of schools to flexibly deliver community volunteer mentoring. Community mentoring (years 5-9) has a focus on strengthening engagement and transition to secondary school. Junior secondary mentoring (years 8 -9) has a focus on strengthening student wellbeing and learning achievement. Secondary mentoring (years 10-12) has a focus on improving student attainment, SACE completion and pathways planning.

National Green Jobs Corps is the Australian Government's environmentally focused work experience and accredited training program for 17 – 24 year olds. It has been successful in the region in engaging dis-engaged young people and assisting them to develop work skills whilst completing accredited training.

The Compact with Young Australians comprises of a National Youth Participation requirement for young people up to 24. This includes entitlement to education and training places for 15 – 24 year olds and changes to Youth Allowance and Family Tax Benefit making education and training a condition for these payments. In the region individual schools and TafeSA have both had enrolments under the "Learn or Earn" agreement.

A new initiative is schools first (www.schoolsfirst.edu.au) which is aiming to improve outcomes for young people. This is a partnership between National Australia Bank, Foundation for Young Australians and Australian Council for Educational Research. In the first two years 195 school community partnerships have benefited from over \$10 million funding to enhance and develop these school community partnerships. NAB Schools First builds on the increasing recognition that the task of raising young people who are resilient, enquiring, adaptable and well – adjusted, rests on the shoulders of the entire community.

Trade Training Centres: The Trade Training Centre will address skills shortages in the Electro communications / Energy Utilities, Service Skills, Automotive, Manufacturing, Agri-Food, Construction, Property and Manufacturing industries. Funding will be used to upgrade, refurbish and equip existing facilities at cluster schools sites. The Trade Training Centre will enable the delivery of qualifications in Electro technology, Aquaculture, Production Horticulture, Food Processing, Automotive Electrical Technology, Bricklaying / Block laying, Meat Processing, Furniture Making, Carpentry, Hospitality, Plumbing Mechanical Services, Wall and Ceiling Lining, Plumbing, Hairdressing, Engineering, Automotive Mechanical Technology, Agriculture, Rural Operations and Horticulture. The school sites that are being upgraded to facilitate this training are; Allendale East Area School, Bordertown High School, Gordon Education Centre, Kangaroo Inn Area School, Keith Area School, Kingston Community School, Lucindale Area School, Millicent High School, Mount Gambier High School, Naracoorte High School, Penola High School & St Martins Lutheran College.

Scientists in Schools is a national program that creates and supports long term partnerships between teachers and scientists or mathematicians. It is an Australian Government Initiative supported by CSIRO and allows schools to gain access to a range of resources and trained professionals.

2. State / Territory Programs / Initiatives: most relevant to education and transition outcomes of young people

ICAN commenced in the Lower South East in 2010 and in the upper South East Region at the start of 2011. ICAN's are one of the major initiatives of the South Australian Government Youth Engagement Strategy & School Retention Active plan. They are targeted at young people aged 12 – 19 years who are enrolled in school but at risk of early leaving or are dis-engaged and are not re-engaging to a pathway to employment, further education or community participation. Priority areas for the first 12 months are Family Facilitation & Engagement; Case Management & Mentoring and Mental Health & Wellbeing.

The Trade Schools for the Future located at Grant High school enables student from year 10 to gain practical skills for work while they are still at school. Other school to work strategies in the region include:

- Vocational Education Coordinators (since 1996)

- Industry Skills Manager (new this year)
- Transition Brokers (since 2003)
- Trade Training Schools
- School based initiatives which include: Individual Learning Plans, Personal Learning Plans, classroom based career education and targeted programs such as “Target Work”

There is a significant and strong offering of VET across the region including major programs in Building and Construction (Mount Gambier), Automotive (Mount Gambier, Bordertown), Hospitality (Penola), Aquaculture (Kingston) & Forestry (Mount Gambier).

The region has [four](#) Independent Learning Centres (Government of South Australia – Schooling sector) – The one in Mount Gambier began in 2007 as an expansion of a school based SACE flexible delivery program for disengaged young people to support them to finish secondary school. It has been successful in encouraging and supporting disengaged young people back into learning. There is increasing recognition by mainstream schools, industry, service providers and community as a viable, successful school alternative. [The Naracoorte Centre has been established since 2008 and Grant High School Flexible Learning Centre since 2009. An Independent Learning Centre in Millicent was also in operation last year with an expansion in services and numbers of students accessing the service in 2011. In total there are just over 325 students accessing these alternative learning sites.](#)

The Flexible Learning Centre (Tenison Woods College – Catholic school) began in 2006 and has been highly successful in re-engaging disenfranchised young people. Tenison’s FLC is for senior school students at all stages of their final transition from school to work with a purpose built facility opened in 2009. Their flexible approach has encouraged early school leavers back and encouraged disinclined students to re-engage.

The Career Development Centre (LCRDB) has been in existence since 2006 and is funded as part of South Australia Works grant funding. It is recognised state-wide as a leader in service provision and used as the basis for planning Career Development Centres in South Australia. It’s practice is based on the Australian Blueprint for Career Development and the centre has attracted state and national attention as a highly successful workable model.

Pangula Mannamurna / Burrendies Aboriginal Corporation / Nunga Homework Centre are regionally based services for the indigenous population. Burrendies has been operating for over 20 years and has a large cohort of under 25’s.

Target Works is a training initiative of DECS based on construction programs for students with a career focus on trades. It incorporated skills based learning in the areas of bricklaying, brick paving, carpentry, metal work, landscaping and irrigation.

[The Skills for all Initiative will modernise and revitalise the VET system to ensure South Australia has the skills for future growth in existing, new and emerging industries. Skills for All aims to;](#)

- [Increase the number of South Australians with post-school qualifications and the level of those qualifications](#)
- [Increase the participation rates in the workforce](#)
- [Improve labour productivity](#)

[Under Skills for All students will be eligible for a government funded training place to meet their training needs and that of industry. The level of funding and the cost to the student will vary depending on the qualification.](#)

[The AdvantageSA Speakers in Schools program was established to address the state’s future needs in the areas of population and workforce. The program engaged young professionals under](#)

the age of 45 to visit schools around the state, encouraging and inspiring young people to follow their career aspirations. Speakers are encouraged to join the program from all industry sectors with Advantage SA wanting all young South Australians to be aware of the many exciting opportunities that are available in this stage.

Learning Together is a DECS initiative running in Millicent and is a program for families with children four years of age that focuses on early learning. It is also a family and community support program that connects and engages with families who are often considered “hardest to reach” and are not using other children’s or family services. Activities include; playgroups, cooking, computing skills and informal visits from other community agencies (including health & family relationship centre)

OPAL is a health eating and be active program and is an addition to other measures by the State Government to combat childhood obesity. The program is currently available in the Mount Gambier City Council LGA.

3. Local Government Programs / Initiatives: most relevant to education and transition outcomes of young people

Local Government Association (LGA) provides grants to Councils to engage young people, primarily through Youth Advisory Committees (YACS), although once off activities also occur. YACS exist within the following Councils: City of Mount Gambier, District Council of Grant, Wattle Range Council. YACS regularly provide input to Councils and are recognised as an opportunity to have a voice by young people.

The highly successful Healthy Clubs initiative (coordinated through SELGA’s Be Active program). It included young people as members of nine sporting clubs across the region and provided learning opportunities in the areas of: Level 1 Sports Trainer and food service & hygiene. The program was a nationally recognised successful initiative by Australian Heart Foundation.

The Rotary/Limestone Coast Career Expo has been in existence for well over 15 years, this annual regional expo targets offers activities specifically targeted at young people and provides information helpful for career decision making.

Noorla Yo Long is a life skills program which provides learning outcomes in line with the school curriculum and is operated under the SAPOL banner. It focuses on coaching young people for success and works with schools as well as community groups with disadvantaged young people in their cohorts.

Existing Partnership Profile

Feedback from stakeholders and research has identified that there is currently no coordinated effort between strategic partners and service providers focused solely on the transitions of young people from formal education into further learning of work. Communication between stakeholders tends to be ad hoc with a number of loosely formed networks and “partnership” arrangement which are reliant on personal relationships and susceptible to failure as the purpose of the group is not clear. There is also a lack of communication between stakeholders which results in individuals and groups not knowing what is available in the region.

A snapshot of some of the *stronger* partnerships that exist in the region are:

The South Australia Works (Government of South Australia) program in the LC maintain an **Employment and Skills Formation (ESF)** network of regional stakeholders whose primary function is to share information, discuss issues and plan initiatives relating to employment and training in

our region. One of their key target groups are young people aged 15 to 24. The network has a current membership of 160 and is made up of employers, employment service providers, training and education providers and community service organisations. The group as a whole meet annually whilst an executive committee meet bi-monthly. Regular communication is via a virtual network. As part of the annual planning process, the employment, skill and training needs of young people are assessed and specific initiatives are prioritized and actioned by the South Australia Works program.

In our region, one of the most important conduits young people have to express their views and address needs are through Youth Advisory Committees (YACS), situated within Local Government. For example, the City of Mount Gambier, with its focus on lifelong learning, strives to include and consider young people in all aspects of its organisation. This particular YAC is able to set local priorities based on what they think young people need in our region. Local Government **YACS** are an excellent example of important, workable relationships between Councils and young people. Members of YACS are able to have input into Council business and their representatives are called upon to work with service providers who seek to empower and improve opportunities for young people.

A number of community service providers, government and non-government organisations meet both formally and informally, to address health and community related issues for young people. For example, the recently formed **Limestone Coast Family Violence Action Group** focuses on the education of young people in this context, whilst the City of Mount Gambier **Lifelong Learning Group** seeks to position Mount Gambier as a learning city with a key focus on young people as an asset in the community. In addition, the LC **Regional Coordination Network** meets up to six times a year and is made up of heads of South Australian Government Departments such as Housing SA, SA Police, South East Regional Community Health, Families SA, Department of Education and Children's Services, Department of Environment and Heritage, Department of Further Education, Employment Science and Technology and the LCRDB. This forum's primary purpose is one of information sharing.

Other partnerships within the region;

Blue Light Living Skills Program held at Melaleuca Park primary school in partnership with Noorla Yo Long. The Blue Light Living Skills program aims to help young people build inner strength to help cope with the ups and downs of growing into adulthood. The Blue Light living skills program increases awareness of health and wellbeing whilst building better and more constructive relationships. The program was conducted at the school over a two term period, 2 hours per week. The program included a number of guest speakers and was aimed at young people aged 11-13 years.

A mentoring program between Soroptimist and Guardianship of the Minister young people with a focus on life skills including cooking, nutrition, finance, self esteem and relationship building.

The Stephanie Alexander Garden Program at Macdonald Park Primary School established in 2010 has drawn upon community resources and partnerships during the initial setup stage. As participants in the Stephanie Alexander Kitchen Garden Program, eight to twelve year-old children spend time in a productive veggie garden and home-style kitchen each and every week. There they learn skills that will last them a lifetime, and discover just how much fun it is to grow and cook their own seasonal vegetables and fruits. The Kitchen Garden Program is made possible by the generosity, shared vision and commitment of schools, governments, organisations and individuals.

Round Table partnership between local youth service providers working together on mental health and wellbeing strategies for the region.

LAP is a learning assistance program providing individual support for students through volunteer participation. There are a number of primary schools who have lap programs in place drawing on community partnerships to make these happen.

The Independent Learning Centre, TafeSA and Mulga Street Playgroup have developed a Young Parents program allowing young parents to learn fundamental parenting skills whilst completing their SACE during and after their pregnancy.

Midnight Basketball is a national social inclusion programme to help youth identify and embrace positive opportunities. Dinner, compulsory life skills workshops and tournament basketball games are run in stadiums on Friday or Saturday nights from 7.30pm until midnight. The life skills workshop includes;

- Nutrition, health & wellbeing
- Substance misuses, emotional, physical abuse, self – harm
- Conflict resolution, impulse control, anger management
- Communication and decision making
- Confidence, self esteem and making positive choices
- Personal identity and community engagement skills
- Cultural development and awareness
- Financial literacy
- Job readiness

A partnership between North Primary School and the Migrant Resource Centre developing a homework centre to support ESL young people and their families settle in to Mount Gambier and learn the basic survival skills. The centre supports young people with their learning as well as parents who are studying at Tafe. The program includes life skills such as cooking, shopping and financial management.

Burrandies – Nunga homework centre is a DECS funded initiative with 20- 25 students from early primary to high school accessing individualised support from tutors.

CHALLENGES AND OPPORTUNITIES

In your service region, what are the key factors contributing to young people failing to effectively transition; through the education system to attain year 12 or equivalent? From school to further education, training or work?

The scan of information about young people, extensive public consultation and information gathered throughout 2010 shows there are a number of key factors contributing to young people failing to effectively transition through school. These include;

- Skills development issues, particularly in literacy and numeracy
- That career development structures in schools need to be strengthened to give young people a realistic understanding of the needs and opportunities available in the workplace
- Improved transition processes which include parents would benefit young people moving from primary school to secondary school
- Concerns for Humanitarian Refugee Teenage young people and Indigenous Young People who are in danger of falling through the gap without extra support
- That further developing links with youth service providers would enable smooth transitions

- Many young people lack positive role models and would benefit from mentoring
- Health and well being of young people is often a prohibitor to engagement in school and impacts on these individuals making a successful transition
- Concerns about service duplication across the region due to lack of information sharing

From the gathered data six priorities have emerged as significant issues contributing to transition and engagement with learning for young people. These are;

- Career Development
- Mentoring
- Transition
- Health & Wellbeing
- Parent Involvement
- Networking and Coordination of Services

What are the challenges to overcoming these factors?

Young people dislike, disengage from, or leave school for a variety of reasons, at different stages of their schooling, with different attitudes towards education and different prospects for future careers. A survey of young people conducted in 2010 showed that lack of interest, boredom and negative experiences with teachers and poor relationships were the most common reasons for leaving school. Young people are much more likely to leave because of a negative experience of school rather than a positive sense of what exists outside school.

Priority Area	Challenges
<p>Career Development: Supporting young people to make informed choices about their future education, training and employment options is a vital part of the youth transitions system. This priority is important as currently many young people, their teachers and their parents, do not have a strong understanding of strategies to manage their career. This is evident through a lack of understanding of career pathways, limited knowledge of the local labour market and a low level of work readiness skills, as identified through surveys at the Career Expo last year and through discussion and feedback within the region. Further student surveys conducted by the Trade School for the Future showed lack of understanding of career pathways, limited knowledge of the local labour market and a low level of work readiness skills. One to one interviews were also conducted with students highlighting gaps in career knowledge and general confusion of the school to work relationship. Research also shows that career development structures in schools need to be strengthened to give all young people a realistic understanding of the needs and opportunities available in the workplace. There is also clear evidence that students who understand the relevance of school to their future lives feel more motivated and engaged in their learning.</p>	<p>Professional Development opportunities for Teachers and Career Practitioners to increase their capacity</p> <p>Engaging parents in career transition and planning activities</p> <p>Sourcing appropriate industry resources</p> <p>Participation by schools</p> <p>Access to workforce information across the region</p>
<p>Mentoring: Many young people, particularly those at risk, lack positive role models and mentor figures who support them to succeed. Informal support services delivered by community sector organisations provide the missing link in re-engaging those who have disconnected from school by</p>	<p>Sourcing and training mentors</p> <p>Sustainability of mentor involvement</p>

<p>building their confidence, their skills base and their aspirations, at the same time as dealing with non vocational barriers such as health, housing and income. Recognising and implementing specific programs within the youth transitions service system will equip young people with the necessary skills and confidence to pursue more formal further education and training. Such programs can help break cycles of disadvantage and dislocation and can prevent a pathway into long term unemployment and exclusions. Individual student case management provided by youth and social workers joining up with other agencies and support services, addresses a range of barriers, such as homelessness, poverty and juvenile justice issues.</p>	<p>Relationship management between mentee and mentor</p> <p>Sourcing quality mentor programs</p> <p>Engagement from young person</p> <p>Support from family/parent</p> <p>Establishment of processes</p>
<p>Transition: Evidence suggests that there are three critical periods when disengagement is more likely to occur. These are during primary to secondary school transition (years7-8), around school leaving age (years9-10) and during the last year of schooling (year12). Research shows that many children who have a poor transition will struggle to keep pace with their classmates. The educational gaps between them and their more advantaged counterparts continue to widen and often precede disappointing educational outcomes, early school leaving and poor employment and life prospects. These young people need extra support to achieve positive transitions through and from school addressing personal, social and vocation aspects.</p>	<p>Engagement of parents / families</p> <p>Relationship between primary and secondary school</p> <p>Engagement of appropriate community groups</p> <p>Sourcing transition programs/resources</p> <p>Establishing formal documented processes</p>
<p>Health and Wellbeing: For some young people it is a difficult task to balance the stresses of life while attending and achieving at school, maintaining relationships, staying physically and mentally healthy and exploring interests. When young people opt out of school, they are often struggling to manage a complexity of issues in their lives. Some young people are experiencing homelessness, ill health, alcohol and drug abuse, family problems and interpersonal issues. These young people fail to see the relevance of the learning connection with their lives and aspirations. This often leads to disengagement from school and a failure to transition to post school options. Barriers often include both personal barriers such as family breakdowns, cultural differences, experiences of violence, neglect or trauma, low levels of formal education, complex health needs related to mental illness, physical or cognitive disability and substance abuse, as well as structural barriers such as intergenerational poverty, lack of affordable housing, and homelessness, poor public transport and community infrastructure, lack of employment opportunities and employer attitudes. Many young people experience several of these barriers simultaneously and they are often due to factors outside their control.</p>	<p>Engagement of community organisations</p> <p>Engagement of young people</p> <p>Relationship management</p> <p>Resource attainment</p> <p>Building networks and linkages among agencies</p> <p>Harness and growing community resources</p> <p>Developing protocols and agreements</p>

<p>Parent Involvement</p> <p>Many parents are time poor and wary of traditional methods of involvement in schools. Parent connections are critical for the success of their children. The development of resilience, emotional intelligence and social competencies in young people is not only linked to long term occupational and life success but is also associated with the prevention of substance abuse, violence and suicide. Resilience and emotional intelligence depend largely on a sense of connectedness, belonging and empathy with others. Research indicates that the factors that promote resilience in young people include; family connectedness, peer connectedness and fitting in at school. Encouraging and fostering parent involvement in transition planning for their children will result in parents being better informed about learning and career options and they will be more confident to interact with education and training providers, employers and community groups to support participation and engagement of their children.</p>	<p>Engaging parents and families</p> <p>Relationship management between schools and parents</p> <p>Increasing parents/families ability to support participation and engagement of their children</p>
<p>Networking and coordination of Services</p> <p>The scan of information about young people and employment shows a need to increase discussion and information sharing between service providers; define strategies to make services less daunting, increase communication between services and increase information for young people and parents. There is evidence that service duplication across the region occurs because of a lack of information sharing. This information gap also means that young people, their families and service providers are not aware of the extent of programs and services available in the region.</p>	<p>Sharing of information</p> <p>Maintaining currency of information</p> <p>Capacity building of region</p> <p>Communication processes</p>

Are there any emerging issues in the Service Region that will impact on youth attainment and transitions, and if so, what are the challenges to overcoming these?

Over the last two decades there have been major social and economic changes in South Australia, especially in the areas of work, learning and communication, resources for families, community supports and the balance between them Some examples of these are:

- Marked alterations in the nature and amount of available work and in opportunities for the employment of young people, with globalization and technological advances, placing greater demands and skills development. Indicators at a local level include; casualisation of the work force, low level skills jobs disappearing, changes from traditional industry in the region into unknown, environmental and sustainability considerations. This impacts on available jobs, skills levels required to participate in the workforce and ultimately the career choices young people will have.
- Rapid technological change bringing new ways of learning, communicating and interacting across communities. At a local level this has both disadvantages and advantages. It is now easy to access information globally which in turn creates new learning opportunities. On the other hand high speed broadband access is limited, many rural communities and outlying areas still only have dial up connections and many disadvantaged families have no internet access at home adding another barrier for young people’s learning. On a plus side teleconferencing facilities are available across the region to all schools, whiteboards

in classrooms make internet accessible, and social networking avenues are becoming an increasingly efficient way of tracking and talking to young people.

- Greater challenges in balancing work and family responsibilities as indicated by more two parents working families.
- A rise in those affected by addictions to alcohol, drugs and gambling as evidenced in the increase in number of people accessing services, particularly young people under the age of 24.
- A greater awareness of the effects of stress on children and young people as a result of serious family problems reflected in statistics and through access to support services.

At a local level parent involvement tends to be ad hoc and varies greatly between schools and tends to be based on personal relationships rather than a coordinated effort to include parents in transition decisions for their children.

The region is experiencing uncertainty with the State Government’s decision to forward sell the state forest and many redundancies in the manufacturing industry. The region has tended to rely on traditional industries in the past. Whatever direction it takes in the future will impact on the types of jobs available and the skills level required.

There is an increasing humanitarian population with stretched support services available. This includes literacy and numeracy support, work readiness for adults and a lack of understanding about realistic career options for their children, particularly those who are in secondary school.

The region has separation between Public, Catholic and Independent schooling sectors making it difficult to effectively address regional issues that impact on young people’s education and transition.

The unemployment rate in Mount Gambier has increased from 5.9 % in 2009 to 6.7% in 2010.

In your service region, how can education providers, business and industry, parents and families as well as the broader community contribute to improving the education and transition outcomes for the region’s young people?

Partnerships between schools, governments, industry and community organisations are imperative to support and encourage young people to complete their schooling. Such partnerships provide students with diverse opportunities, networks, role models and alternative learning settings, as well as access to services and support. These networks/partnerships are particularly critical in disadvantaged areas, where both schools and families often lack the resources to provide students with these experiences. While such partnerships do exist, in order for them to be effective and sustainable, they need to be systematically resourced and sustainability processes implemented.

Limestone Coast Partnership Brokers have identified a number of strategies to increase the contribution of key stakeholders in improving education and transition outcomes for young people. Strategies to achieve this in 2011 are;

Strategy	Stakeholder Group
<p>Career Exploration Centre: The Trades Training Centre for the Limestone Coast operates out of Grant High School. Discussions have led to the development of a concept to use these facilities as a centre for exploration of the eight industries within the Limestone Coast which provide 80% of employment opportunities. The Trade School would display information and coordinate activities, workshops and short courses focusing on each industry for one month at a time throughout the year. This would enable both big picture and more</p>	<p>Parents and Families Business and Industry Education and Training</p>

specific exploration to take place. During that month other schools (including primary schools), parents and the general public would be able to access the Trades School both physically and through video conferencing.	
Work Ready Certificate: Extensive research shows that structured <i>work ready</i> partnerships result in innovative, high quality and relevant experiences for young people to apply their learning and have added benefits of increased engagement and increased retention. The work ready certificate will provide opportunities for young people to explore career pathways, gain more meaningful work experience, access mentoring, learn about industry expectations and participate in personal management workshops to learn about their interest and how this related to career choices.	Education and Training Business and Industry
Career Practitioners Network: The Career Practitioners' Network aims to support career development practitioners to provide quality services and information across the Limestone Coast.	Education and Training Business and Industry Community Groups
Humanitarian Refugee Students at St Martins: Meetings with Leadership staff at St Martin's Lutheran College have identified a cohort of secondary students who are humanitarian refugees and who have low literacy and language levels and high needs for linkages to the broader community. Initial discussions have focussed on establishing a process for targeted mentoring by business, with a focus on career management and language development.	Parents and Families Business and Industry Education and Training
Indigenous Homework Club: The Burrendies Indigenous Corporation has an Indigenous Homework Club in place, which supports Indigenous students. Initial discussions have focussed on the benefits of introducing a mentoring component to this program.	Education and Training Business and Industry
Youth Centre in Naracoorte: Desktop research of existing data and discussions with the manager of the Independent Learning Centre in Naracoorte and the Mayor of Naracoorte have identified the need for a youth focussed centre in Naracoorte which would be able to provide access to information, services and activities in a secure space.	Parents and Families Business and Industry Education and Training
Youth Street Library: Youth Connections providers in the region with to open a Youth Street Library that will provide a space for young people to access information in a secure place in Mount Gambier.	Education and Training Business and Industry Community Groups
Guardianship of the Minister transition group: Young people under the Guardianship of the Minister need a process to transition to adulthood with a holistic and coordinated set of services to support them. This partnership will utilise the "What Happens Next" transition model.	Community Groups Education and Training
What Happens Next Transition Group: This transition initiative came about through a conversation with Partnership Brokers and the principal from Gordon Education Centre who mentioned that he wanted help to co-ordinate post school transition for their students. The partnership provides improved access to pathway planning and improved community and business engagement with the school.	Education and Training Community Groups Parents and Families
CALD Transition Group: This partnership aims to improve education, transitions, career pathways and employment opportunities for Culturally and Linguistically Diverse young people in the Limestone Coast Region.	Education and Training Community Groups Parents and Families

<p>Transition from Melaleuca Park to Grant High: Melaleuca Park Primary School has a low socio economic status and many students struggle to make a successful transition from primary to secondary school. This partnership will bring together key partners to research and determine the components of an improved transition process and put it into place.</p>	<p>Parents and Families Education and Training</p>
<p>Peer Support for Healthy Lifestyles: The aim of this strategy, initiative by Wattle Range Council, is to recruit and train 30 young people as peer educators, who will be provided with health and lifestyle information by ShineSA and local health workers. They will then share this information with other young people within their communities, and offer contact information to people who need it.</p>	<p>Education and Training Community Groups</p>
<p>Regional Service Depot online: There is evidence that service duplication across the region occurs because of lack of information sharing . This information gap also means that young people, their families and service providers are not aware of the extent of programs and services available in the region. Partnership Brokers have mapped youth services across the region by local government area and will house this information online at www.gearingup.com.au</p>	<p>Parents and Families Business and Industry Education and Training Community Groups</p>
<p>Limestone Coast Strategic Youth Coalition: This group was established to provide advice and strategic direction to the Partnership Broker program.</p>	<p>Business and Industry Education and Training Community Groups</p>
<p>Partnership E Bulletin: The E-Bulletin provides information about the work of the Partnership Broker, builds capacity through reporting on current youth and partnership related research and provides a vehicle for joint communication by the Partnership Broker, Youth Connections and ICAN.</p>	<p>Parents and Families Business and Industry Education and Training Community Groups</p>
<p>Public Education Forum: The Department of Education and Children’s Services is holding a forum to engage the community in discussion about ways in which they can be involved in the learning of young people. Presentations will provide a snapshot of some highly effective school/community partnerships in the region. Workshops will then provide an opportunity for the community to make connections, share ideas and to explore opportunities that will build collective community capacity.</p>	<p>Parents and Families Business and Industry Education and Training Community Groups</p>

What are the challenges to increasing each of these stakeholder’s contribution?

Cross sector partnering can be complex. It relies on relationships that take time and effort to develop. The key challenge to increasing stakeholder contribution between education and training providers, business and industry, community groups and parents and families is their willingness and ability to partner. Historically stakeholder groups have worked in their own ‘silos’ with partnerships formed on an ad hoc basis. A collaborative and shared approach is now required to ensure positive education and transition outcomes for young people in the region. Critical success factors for increasing stakeholder contribution are;

- Understanding what level of partnership is needed (networking, coordinating, cooperating or collaborating)
- Time and effort spent on relationship building and “real” engagement
- Development of clear documentation, research and local data
- Clear understanding about roles
- Willingness to align and coordinate actions and resources
- Collaboration and information across/between stakeholders

- Keeping communication open and clear at all times
- Shared interests and shared vision for the future
- Equity between stakeholders
- Locating and accessing resources
- Lack of continuity in staff
- Being open and honest about motivations
- Being realistic about what can and cannot be provided
- Valuing contributions

What activities and initiatives represent an opportunity to leverage new partnerships or enhance existing ones in your Service Region?

Earlier identified issues impacting on transition of young people were identified as Career Development, Mentoring, Transition, Health & Wellbeing, Parent Involvement and Networking and coordination of services. Priority areas will be addressed through brokerage of new partnerships and leverage of existing initiatives in the following ways;

Priority	Partnerships to activity / initiative
Career Development	<ul style="list-style-type: none"> • Career Exploration Centre • Work Ready Certificate √ Career Practitioners Network
Mentoring	<ul style="list-style-type: none"> • Humanitarian Refugee students at St Martins • Indigenous Homework Club • Youth Centre in Naracoorte • Youth Street Library
Transition	<ul style="list-style-type: none"> • Career Exploration Centre • Guardianship of the Minister transition group ☒ What Happens Next transition group √ CALD transition group • Youth Centre in Naracoorte • Transition from Melaleuca Park to Grant High • Work Ready Certificate
Health and Wellbeing	<ul style="list-style-type: none"> • Youth Centre in Naracoorte • Youth Street Library • Peer Support for Health Lifestyles
Parent Involvement	<ul style="list-style-type: none"> • Career Exploration Centre ☒ What Happens Next transition group √ CALD transition group
Networking and Coordination of Service	<ul style="list-style-type: none"> √ Regional Service Depot online √ Limestone Coast Strategic Youth Coalition √ Partnership Broker E-Bulletin √ Public Education Forum

PARTNERSHIP STAGE		
• CREATING	√ DEVELOPING	☒ SUSTAINING

Taken from Ian Dixon, *Partnership Process*; <http://www.iandixon.com.au>

- **Key partnerships to meet enrolment, retention, completion, participation and attainment targets**
- Partnerships working with Youth Connections and ICAN

These partnerships will result in;

- Improved student engagement in their learning
- Improved access to quality career development and pathways planning
- Improved access to quality mentoring programs
- Improved early identification and support for young people disengaged or at risk of disengaging from education
- Improvements in personal skills and wellbeing for young people at risk
- Well established, sustainable partnerships exist between the education sectors and with schools, industry, families and the community.
- Improved numbers of young people make a smooth and efficient transitions from school to further education, training and employment.

ENVIRONMENTAL SCAN – SOURCES***Face to Face, Telephone, Meeting & Forum***

- *Ute Hermann Bullock* – Director, Organizational Development, Anglican Community Care Inc
- *Graeme Holloway* – Manager, Accommodation and Youth Services, Anglican Community Care Inc.
- *Grant King* – Chief Executive Officer, Regional Development Australia (RDA)
- *Gina Ploenges* – Manager, Community Development, City of Mount Gambier.
- *David Mezinac* – Principal, Tenison Woods College, Mount Gambier
- *Brenton Lewis* – Manager, Group Training Employment.
- *Emma Handford / Alison Auld*, Career Development Practitioners, Career Development Centre, RDA
- *David Burt* – Apprenticeship Broker, Trade Schools for the Future, DECS.
- *David Hill* – Project Officer, Employment & Training Programs (South Australia Works), LCRDB.
- *Deb Agnew* – OPAL Coordinator, SA Health/City of Mount Gambier
- *Linda Polomka* – Project Officer, Migration and Workforce Development, LCRDB.
- *Emma Hay* – Aboriginal Education Coordinator, DECS Limestone Coast Region.
- *Helen Strickland* – Manager, Population and Workforce Development, LCRDB.
- *Troy Bell* – Assistant Principal, Mount Gambier Independent Learning Centre DECS.
- *Caroline Hill* – Manager, Innovative Community Action Networks, DECS
- *Caroline Green* – Assistant Regional Director, Limestone Coast Regional Office, DECS
- *Di Eckermann* – Principal, St Martins Lutheran College
- *Paul Jupe* – Industry Pathways Manager, DECS
- Meetings with Secondary Education Leaders across the region
- Feedback from the Education Leaders Forum
- Discussion, feedback and activities from two Regional Youth Forums
- Limestone Coast Strategic Youth Coalition
- Youth Survey, Mount Gambier High School

Bibliography

- Australian Government Department of Education, S. &. (2006). Parent Partnerships, Professional Development Module. Victoria, Australia.
- Board, S. I. (n.d.). *Successful Partnerships: A brief guide*. Retrieved February, March various, 2010, from Learning from the South Australian Social Inclusion Initiative: www.socialinclusion.sa.gov.au
- Cappo, D. (2009, May). *Young People Learning: A shared responsibility*. Retrieved February & March various, 2010, from South Australia's Innovative Community Action Network: www.socialinclusion.sa.gov.au
- Glover, J., Hetzel, D., Tennant, S., & Leahy, K. (2009). *Understanding Educational Opportunities and Outcomes - An Atlas of South Australia*. Public Health Informaiton Development Unit.
- Muir, K., Mullan, K., Powell, A., Flaxman, S., Thompson, D., & Griffith, M. (2009). *State of Australia's Young People - A report on the Social, Economic, Health & Family lives of young people*. Office of Youth.
- O'Neil, M., & Kosturjak, A. (2009). *Evaluation of the Career Development Centre in Mount Gambier*. Adelaide: The SA Centre for Economic Studies.
- *Public Health Correlations*. (2009). Retrieved February, March various, 2010, from Public Health Website: www.publichealth.gov.au/correlations/sa_education_2009/correlations_early_school_leavers
- Statistics, A. B. (2006). Time Series Profile: 2006 Census Community Profile Series; Grant District Council Local

Government Area. Australia .

- Statistics, A. B. (2006). Time Series Profile: 2006 Census Community Profile Series; Kingston Local Government Area. Australia.
- Statistics, A. B. (2006). Time Series Profile: 2006 Census Community Profile Series; Mount Gambier Local Government Area. Australia.
- Statistics, A. B. (2006). Time Series Profile: 2006 Census Community Profile Series; Naracoorte & Lucindale (C) Local Government Area. Australia.
- Statistics, A. B. (2006). Time Series Profile: 2006 Census Community Profile Series; Robe Local Government Area. Australia.
- Statistics, A. B. (2006). Time Series Profile: 2006 Census Community Profile Series; Tatiara Local Government Area. Australia.
- Statistics, A. B. (2006). Time Series Profile: 2006 Census Community Profile Series; Wattle Range Local Government Area. Australia.
- Strickland, H. (2003). *Exploring Strategies to Develop a Model for Youth Leadership which will stimulate a Culture of Enterprise within the Community.*
- Strickland, H. *Limestone Coast Workforce: Analysis of supply, demand, emerging trends and opportunities for regional workforce development .*
- (2007). *Supporting Young People's Success - Forging the Links.* Government of South Australia.