

# How can we better connect schools and industry in Campaspe to ensure our young people explore local jobs?

DET School Industry Roundtable 23<sup>rd</sup> August 2022



Facilitators notes – key actions for an action plan – Jeanette Pope ([jeanettepoppe1@yahoo.com.au](mailto:jeanettepoppe1@yahoo.com.au))

Responses – from the organising committee – are in blue text

~70 attendees at the workshop identified the important areas they see need intervention (section 1. below) and actions that local organisations could take under three goals ( section 2. below)

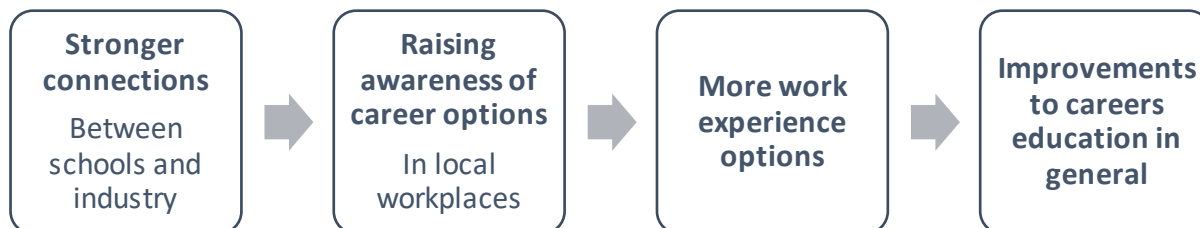


**Many talents.  
One VCE.**  
Whatever your talent,  
pursue it under the new VCE.

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# 1. The important points for local intervention:

At the start of the workshop participants were asked what was the one thing that their organisation felt would help connect schools and industry to link young people to local employment pathways. The issues raised are below, with 'raising awareness of career options' followed by 'stronger connections' receiving the most mentions:



Examples:

**LLEN Facilitation for:**

- single point of contact
- info to career advisors
- info to employers on tools (SBATs etc)
- foster contact/ connection between school/ industry
- connect with more industries
- connections for students with disability and with the Aboriginal Corporation

**Forums and meetings** to create relationships

**Better communication** of what industries are around, who is keen to work with students, and what is already happening – directory

**Explore student's interest:**

- Careers quizzes

**More ways to meet employers:**

- Industry tours/ visits (inc several businesses or industries at once)
- Expos
- School presentations, inc from young workers
- Industry events
- Industry based days
- Virtual tours, Q and A online with employers

**Make university campus accessible** to students and employers to connect and try activities

**Increase awareness** of pathways > skills development > and entry level work

**More opportunities for:**

- work experience placements
- Hands on experiences (inc make expos more hands on)
- Taster visits
- Volunteering projects, inc bring challenges into the schools
- 2 week courses in students career choices
- Mentoring

**Support for students** from across work experiences and make students aware of supports

**More streamlined SWL process**

**Start earlier:**

- Wider and earlier adoption of STEM subjects
- Subject selection leading towards pathways

**Start speaking in student's language**

**Increase capacity** for schools and businesses to take part

- More careers staff/time in schools

**Promote vocational** as well as university pathways and take the pressure off for university

**More flexible training** programs

## 2. Actions under three goals



### Goal 1 actions

We could **coordinate activities and connect schools and industry**, by:

1. **Coordinating the region's activity** through:
  - a. Facilitation (for example, a universal careers coordinator working out of the CCLLEN) to:
    - i. Identify stakeholders and provide a directory

#### **Response**

Working in partnership, those involved in the organization of the School Industry Roundtable will work to develop a visual 1 – 2 page directory that provides key contacts that support school industry partnerships for the Campaspe area. This directory will be targeted for use by local industry and other relevant stakeholders. As well as a paper-based version, a web version will be developed to allow relevant stakeholders to include within their webpages.

- ii. Find ways to connect schools to industry

#### **Response**

Working in partnership, those involved in the organisation of the School Industry Roundtable will work to continue to have relevant school to industry connecting/facilitating organisations to promote opportunities for partnerships and to have these connections more visible so we can use awareness of good practice to encourage and role model further good practice in school industry connections. Will consider creating a common “branding” or “mantra” that makes it explicit that developed school industry connection activities are focused upon increasing young peoples and community awareness of the pathway opportunities and the diversity of industries that exist within the Campaspe area. E.g “A Careers in Campaspe Event”

- iii. Find employers to work with young people

#### Response

Working in partnership, those involved in the organisation of the School Industry Roundtable will work together to identify employers to work with young people as well as utilise the existing CCLLEN “School Friendly Business” program to address this suggested focus area.

- iv. Share information about tools (eg jobs portals, SBATs, SWL portal) and successful activities – to students, parents and careers advisors/existing workers

#### Response

Aspects of this focus area to be addressed through developed directory referenced above and as related to online jobs portal below.

Facilitation could be assisted by ‘something online and something in person’:

- b. **An online careers platform:** that could include a ‘jobs portal’, industry offerings, and other school programs, and provide information to support industry and compensate for the shortage of careers advisors. Peak industry bodies could develop content including ‘stepping stone’ documents and media to highlight different career options.

#### Response

There is work that has been undertaken in different areas of the state focused upon the development of localised “Jobs Portals/Careers Portal”. Some of this relates to GROW programs that exist in other LGAs/areas in Victoria. CCLLEN is partnering with the other LLENs in Loddon Campaspe to develop an online jobs portal and a careers exploration website. The information gathered at the Campaspe Roundtable is being used to guide the development. An update will be provided in a 30 minute community briefing on 6 December, to which Roundtable participants will be invited.

- c. **Careers network:** Regular events (annual or twice a year) that are easy to attend (ie short, interesting), that connect employers and schools and promote good news stories. Council could help find ways to attract new industries in the region to attend. Could be built off existing careers Network Echuca/Campaspe.

#### Response

The Campaspe area careers network is convened through the CCLLEN and meets twice each term. The network welcomes the opportunity to attend and learn more from local businesses and their needs. The network would also welcome have some meetings hosted by industries as a means to develop stronger understanding of industry needs and to promote improved partnerships.

2. **Designing a ‘we support youth employment’ community campaign** – where employers signed up to a set of responsibilities and could put stickers in their windows and on promotional material. The campaign would raise awareness of the issues overall.

#### Response

As highlighted above, the existing CCLLEN “School Friendly Business” program is in place some refresh of this program could occur to support the idea outlined within this focus area.

#### Possible additional Goal 1 action

In some other areas of the state School Industry reference or action groups have been established. These groups have membership that contain school, industry and school industry connector reps. These groups meet regularly across the year e.g 4 – 6 times to promote school industry partnerships, to share program information, to create increased understanding of industry needs and to consider ideas that would build stronger connections to create “win-wins” for local industry and schools. Is it worth seeking to establish a similar group, even for a trial period, to support the positive intent that was generated through the School Industry Roundtable?

## Goal 2 actions

We could expose young people to more career options, from earlier in their schooling, by:

1. **Undertaking careers quizzes and Morrisby testing** to determine student's interests to better plan career activities.

### Response

In Government schools the Morrisby program is in place, most non-government schools make use of various other tools to assist to determine students interests to plan career activities and possible pathway options for students.

2. **Curating a program of innovative exposure activities**, across schooling – starting as early as Year 6 – that increase young people's awareness of the broad range of options on offer, and build aspiration and excitement for the future. Careers exploration should not be a single experience, and needs alternative innovative methods. It should include:
  - a. Activities that allow students to talk to employers and young workers/apprentices to get authentic information about jobs, pathways and their experience of building a career (guest speakers in schools, Q and A forums, Expos, Mock Interviews)
  - b. Activities that allow students to experience workplaces (Virtual Reality, Industry tours)
  - c. Activities that give hands on experiences of the activities of work (Taster program for VCAL rotating through different businesses, 'incursions' where industry comes into schools)
  - d. Activities that educate educators (upskill teachers) about the types of industries and practices in their subject areas.

### Response

Some of these ideas align with possible proposed initiatives outlined earlier within this plan. A number of the activities outlined above are occurring across the Campaspe Schools but may not be available universally. Increasing awareness of the types of activities that are occurring and how industry partners can become more involved can become a focus area.

3. **Advocating for funding for more careers staff in schools.** One table reported there are 950 students per careers teacher in the region.

## Goal 3 actions

We could provide hands on experiences and work experience, by:

1. **Starting work experience earlier and increasing understanding of assistance 'tools'** (Statewide SWL portal, SBATs, etc).
2. **Redesigning work experience** to create a greater range of activities, for example:
  - a. shorter experiences with more structure
  - b. group student projects (in or out of school)
  - c. one company is designing a post school 2 year traineeship – that will expose students to different facets of their industry (1<sup>st</sup> year), and then specialize them into an area (2<sup>nd</sup> year) supported by structured learning (cert, diploma or degree)
3. **Providing support for students doing placements, apprentices and trainees:**
  - a. Buddy systems
  - b. Mentoring
  - c. Other form of apprentice network.

### Response

These comments are noted and all roundtable attendees would be encouraged to where possible action elements of the above that they can support.