

TRANSITION BROKER MANUAL



INTRODUCTION

This resource guide outlines the approach taken by Transition Brokers working with the Whittlesea Youth Commitment.

It was prepared in response to requests from school communities across Victoria during 2001, many of whom are beginning to develop new structures to assist early school leavers. The Manual will be the key resource for inducting new Transition Brokers to the Whittlesea Youth Commitment.

The guide is best used in combination with the Whittlesea Youth Commitment Community Team Manual. This manual describes protocols developed between agencies to track young people who leave school. It also contains the documents used in the Whittlesea Youth Commitment Education and Employment Passport, a key resource assisting Transition Brokers in their work with young people.

The tracking pro formas included here were developed locally and may not apply in all situations. Please acknowledge the source of information or ideas contained in the Manual if they are used elsewhere. We encourage others to develop local responses and local resources and we would be grateful to hear of them!

The Transition Broker Manual was prepared by Lee Demetriou and Megan Fox while working as Transition Brokers.

For more information on the Whittlesea Youth Commitment contact NIECAP RMIT on 03 9925 7774 or PO Box 71 Bundoora Vic 3083.

CONTENTS PAGE

PAGE NO.

CONTENTS

Page 5	Background to the project
Page 6	Transition Broker
Page 7	Which schools are involved? Target group
Page 8	Referral process
Page 9	Transition/Retention <ul style="list-style-type: none">• Vocational Counselling• Case Management
Page 10	Brokerage role
Page 11	Tracking
Page 12	Administration <ul style="list-style-type: none">• Client files• Active and Inactive clients• Database
Page 13	Resources
Page 14/15	Good Practice <ul style="list-style-type: none">• Confidentiality• Mandatory reporting• Safety plan• Secondary consultation• De-briefing• Community case management
Page 16	Code of Conduct

APPENDICES

APPENDIX

CONTENTS

One	Survey
Two	Referral process for local providers (Assisting students when job vacancies come into school)
Three	Referral process for Jobs Pathway Program
Four	Individual school 'Tally'
Five	Individual school total – Term 1,2,3 and 4
Six	Individual school total – Term 1,2,3 and 4 after follow-up
Seven	All schools destination
Eight	All schools destination – after follow-up
Nine	Aggregated total
Ten	Aggregated total – after follow-up
Eleven	School enrolment and retention – after follow-up
Twelve	Aggregated enrolment and retention – after follow up
Thirteen	Database codes
Fourteen	Client personal details sheet
Fifteen	Comments sheet
Sixteen	Jobs Pathway referral sheet

BACKGROUND TO THE PROJECT

In March 2000 a Spirit of Co-operation Agreement was signed by various organisations in the City of Whittlesea to form a Whittlesea Youth Commitment. The Whittlesea Youth Commitment is a collaborative approach between:

- Local Council
- Centrelink
- Secondary schools
- Job Network Providers
- Jobs Pathway Program
- NMIT
- RMIT
- NIECAP
- DEET
- Welfare Organisations
- Local Employers
- Inner Northern Group Training
- Adult and Further Education Providers.

The Commitment is a response to the immediate situation of a number of young people leaving secondary schools and going to an 'unknown' destination. In partnership, the above organisations are developing a more co-ordinated and integrated approach to ensuring that all young people in the City of Whittlesea are involved in education, training or employment.

June 1999 one Transition Broker was employed to support and track all exiting secondary schools students from across the eight participating secondary colleges. It was realised that due to the lack of resources not every young person 'at risk' of leaving secondary school would be provided with assistance in their transition from education to further education or training. Through funding provided by Dusseldorp Skills Forum in September 2000, four full-time Transition Brokers were employed to provide a service to the eight secondary schools involved. In March 2001, the number of full-time Transition Brokers has been reduced to three who are funded through Managed Individual Pathways (MIPS) funding from the seven Government secondary schools and NMIT and further funds has been provided from the Catholic college.

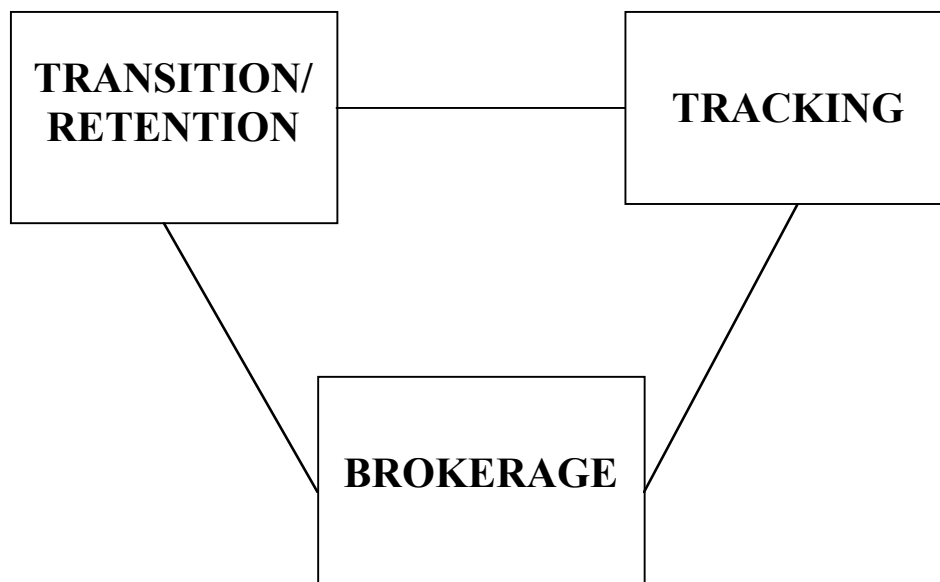


TRANSITION BROKER

The role of a Transition Broker is to assist potential early school leavers by providing individual case management using a brokerage approach among local providers. Transition Brokers assist young people make a smooth transition from school to employment, training and further education. Transition Brokers are responsible for tracking early school leavers who have left school before completing their VCE and to ensure that they have a known destination.

The key tasks of the Transition Brokers are:

- To clarify each student's reason for wanting to leave compulsory education
- Assist a young person to develop their individual pathway plan
- Assist in the decision making process including re-engaging potential early school leavers into further education
- Providing support and linkages into existing services to ensure successful transition from school to further education, training or employment
- Follow up each school leaver to ensure that they have a known destination, and to provide assistance if it is required
- Continue tracking exited students as required in order to secure and sustain their placement until the end of February 2002



WHICH SCHOOLS ARE INVOLVED?

The eight secondary schools participating in the Whittlesea Youth Commitment are

- Epping Secondary College
- Lalor Secondary College
- Lalor North Secondary College
- Mill Park Secondary College
- Peter Lalor Secondary College
- St. Monica's College
- Thomastown Secondary College
- Whittlesea Secondary College

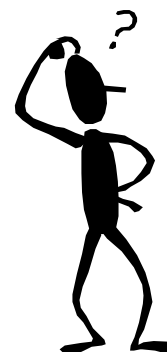
The Transition Brokers are divided amongst the eight schools according to the school's need and number of students at risk of leaving school before completing Year 12.



TARGET GROUP

The target group across the eight participating colleges is:

- Year 9, 10, 11 and 12 students at risk of leaving school before completing Year 12
- Students who have left secondary school in the previous twelve months and are not engaged in further education, training or employment



REFERRAL PROCESS

Referrals are made through various sources across the schools:

- **Transition Team**

The Transition Team is generally made up of three members of staff who may be: Careers Teacher, Student Welfare Coordinator, Assistant Principal, Principal or a Year Level Coordinator. The Transition Team is responsible for handing out the exit form and referring exiting students to the Transition Broker. The Transition Team may meet regularly to discuss exiting students or they may simply provide a copy of a young person's exit form to the Transition Broker.

- **Principals, Assistant Principals or Year Level Coordinators**

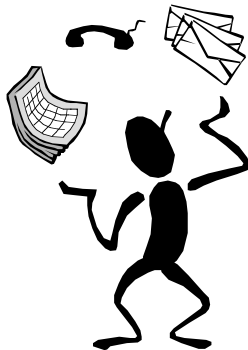
When a Principal, Assistant Principal or a Year Level Coordinator has met with a young person for disciplinary reasons they will sometimes refer them to the Transition Broker to discuss options if they leave school. If a student in post compulsory education is not successfully passing all subjects then these staff will also refer them to a Transition Broker to discuss their options.

- **Surveys (refer Appendix One)**

Surveys are distributed early in the school year to all year 9, 10 and 11 students to establish if they are considering leaving secondary school that year. Students who indicate they may be considering leaving school must be followed up by the Transition Broker.

- **Tracking**

Every exit student is tracked by a Transition Broker. Those who indicate they are not involved in further education, training or employment are supported.



TRANSITION/RETENTION

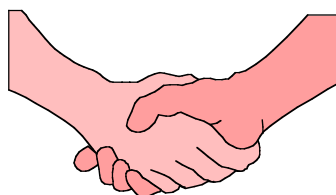
VOCATIONAL COUNSELLING

Every young person who is identified as 'at risk' of being an early school leaver and who is referred to a Broker receives vocational counselling and a Pathways plan. Vocational Counselling involves looking at the young persons skills, attributes and vocational interests. The Transition Broker points out to the young person the reality of pursuing their vocational interest and what options are available to reach that goal. When a young person is not sure which direction they would like to head the Broker will inform them of what options exist in the local area for early school leavers.

CASE MANAGEMENT

This is a 'documented plan' where the young person sets individual objectives and realistic goals that s/he can meet and will lead them to their future endeavors. Within this plan, areas are broken down which identify the individuals' personal information, their level of secondary schooling, exited date if applicable, job interest and then their short and long term goal followed by an action plan and an overall outcome. Short-term goals are utilised as a realistic goal that the young person can meet which may lead them to their future destination, such as completing a pre-apprenticeship course in Carpentry. The long-term goal further enables the young person to evaluate their job interest and with assistance from the Transition Broker set goals that will re-direct them to their chosen destination (such as to be registered as a full-time apprentice in Carpentry). Once these goals have been set an 'Action Plan' can then be implemented. This is a systematic approach, which keeps the young person on track and allows the young person to actively be involved in his/her future. In some instances the young person may not meet their goals and may decide to remain in school. This simply means that the young person was re-directed and may realise that s/he was not ready to leave school.

Any young person who meets with a Transition Broker more than once is considered to be receiving intensive case management. Case management of a young person requires regular tracking and follow-up to identify if they are meeting their chosen goal or if their pathway has changed direction.



BROKERAGE ROLE

In assisting a young person meet the goals of their individual plan Transition Brokers 'broker' young people to local providers and organisations involved with the Whittlesea Youth Commitment. The key elements to this process are:

- **Maintaining relationships with local schools, providers, organisations and employers**

Maintaining relationships and networking with local schools, providers and organisations is not only the aim of the Whittlesea Youth Commitment, but is the key to successfully assisting young people meet their goals. The Community Team is a process for forming and maintaining relationships with organisations and for staying informed about what programs are in place for the client group.

- **Referral to local providers**

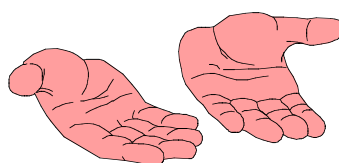
The process for referral to local providers varies. The Transition Brokers have developed formal and informal referral processes with several organisations which can be viewed in **Appendix two**. The referral for Jobs Pathway Program can be viewed in **Appendix three**.

- **Front with young person**

'Hand holding' a young person to the local providers has proven to be a key element for Transition Brokers in assisting a young person with their transition. Showing them the front door, the correct counter to approach and introducing them to an appropriate person eases a young person as they step into an environment which may be unfamiliar to them.

- **Contact providers to ensure a young person has made their appointment**

Contact should be made with the provider to whom the young person is referred, to ensure the appointment is kept. Not all young people want to be hand held to their next destination so it's important to follow their steps. The passport and documents contained in the 'Community Team Manual' provide a process for tracking young people referred to providers.



TRACKING

School holidays provides time to track every young person who has exited the eight secondary schools. Statistics are collected on a term by term basis from the 1st of March one year to the 28th of February the following. These dates are used to coincide with secondary schools census dates and to ensure the worker accounts for young people who do not return to school in the early part of the year. The following dot points show the process for tracking.

- **Refer to school database systems**

Government schools use a database system called CASES to record information about school accounts and student details. Schools are accountable to DEET through CASES. CASES has the capacity to provide a print out to the Brokers which contains information about students who have exited within a specified time frame. The Catholic College does not use 'CASES'. However, its own database system provides the same information.

- **Contact all exited student**

All exited students are contacted at least twice once they have left secondary school to record their current activity. The Transition Broker records destination information into table formats and reports to Principals and relevant interested parties (refer to appendices four to twelve). Individual school statistics are only be revealed to the Principal of the school in question. Transition Brokers only report total figures across the eight secondary schools when reporting publicly.

- **Provide assistance if not involved in further education, training or employment**

Young people who are contacted through the tracking process and who are not involved in either education, training or employment are offered assistance by the Transition Broker contacting them. If a young person accepts assistance from the Transition Broker they will receive vocational counselling and will be case managed to assist them reach their individual pathway plan.



ADMINISTRATION

CLIENT FILES:

Transition Brokers have a responsibility to ensure that individual files are kept. When communication has occurred between a Broker and a client it must be entered into their file. Communication with any person relevant to a young person's transition must also be entered. Information such as resumes, letters, Education and Employment Passport details and various contacts to local providers and services are also collected as documentation of action that has been made with the young person.

Clients can view their own files at any time. It is their right to read what information is being kept about them and what notes are recorded about them. All Client files are to be kept in locked filing cabinets and when carting files between schools care should be taken to ensure that no other person can read files.



ACTIVE AND INACTIVE CLIENT:

An active client refers to those clients who are actively receiving assistance from the Transition Brokers. Once a young person has reached their goal or goals stated in their plan they then become inactive clients. Once a client has been inactive for a twelve month period or they have been tracked twice and have reached the age of 18 their file is archived.



DATABASE:

A database is used to record information about clients seen by the Transition Brokers across the eight schools in the City of Whittlesea. This tool is for keeping a record of individual clients and their destinations. To ensure that the information is correct and up to date each Transition Broker is responsible for entering their client's information and keeping it updated. To ensure time efficiency a number is placed on the client's file which corresponds with the number on the database, therefore when the Transition Broker needs to update a client's details they can refer to that number.

Particular codes are used to record action taken with clients in the database. These codes can be viewed in Appendix thirteen. Recording what action has been taken with a client enables the Brokers to report where clients are generally being referred.



RESOURCES

Transition Brokers travel across several schools in one week assisting students. Resources are required to travel with Transition Brokers to ensure they have appropriate forms and information to assist early school leavers. Transition Brokers use ‘trolleys’ or a suit case on wheels to carry resources with them.



The following is a list of resources a Transition Broker should have with them when visiting schools:

- Client Personal Details sheet (refer Appendix fourteen)
- Comments sheet (refer Appendix fifteen)
- Manila folders
- File fasteners
- Plastic pockets
- Pen
- Note paper
- Jobs Pathway referral sheet (refer Appendix sixteen)
- Address book of contact details of local networks
- Passports
- Early School Leaver Guide
- Local TAFE course book
- TAFE guide
- Course information from ACFE providers and TAFE institutions
- Information sheets about Centrelink
- Pamphlets relating to Job Network
- Information about Group Training organisations
- Bus Time tables
- Useful Web addresses
- Staff contact lists for various schools
- Mobile phone
- Blank resume

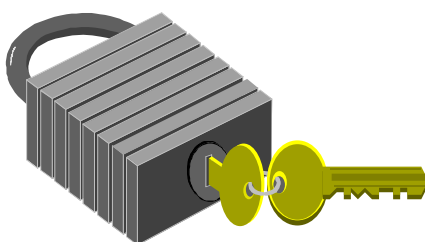
GOOD PRACTICE

CONFIDENTIALITY

Confidentiality simply means that we do not disclose or pass on information that other people have told us about themselves unless we have approval to do so from the person concerned. Likewise, it is important that any discussion about a client (even without a name) ensures the client is not recognised.

Information that is shared between client and Transition Broker is kept between them. It is important that the Transition Broker maintains confidentiality with their client. Students often find it difficult to confide in school staff as there is a belief that whatever information is shared would be revealed to other staff members. To ensure that young people continue to work with Transition Brokers this 'trust' must not be broken.

Though confidentiality is important a young person must be aware in the first point of contact that they reveal 'harm to them selves or harm to others' it will be reported.



MANDATORY REPORTING

A Transition Broker is not mandated to report. However, they have a duty of care to ensure that a young person is not having harm placed on themselves or others. If a Transition Broker is teaching as well as being a Broker, they are mandated to report. Refer to Appendix seventeen to view who is mandated.

SAFETY PLAN

If the worker believe that a young person is in a situation where s/he will be harmed or someone else is at risk of being harmed, it is advised that the worker develops a safety plan for that young person. It is good practice to ensure that they have at least three safe places to go and emergency contact details to secure them until the worker has consulted with another professional. If a young person is in danger of harming themselves, ensure that the worker drafts a contract which the young person signs to indicate s/he will not do so until secondary consultation is completed.

SECONDARY CONSULTATION

If a young person reveals that they are having harm placed on themselves or others and as a professional you are not too sure if reporting would be appropriate, you can contact any of the following for a secondary consultation. These are referrals in the northern suburbs of Melbourne. Other localities would need to identify their best local referral.

1. Austin CAMS - 9496 3620
Discuss situation and information revealed by young person with the person on duty. They will refer to the most appropriate person. Be aware if a young person is referred to the Austin CAMS they are placed on a Mental Health Register.
2. Ray Wilks RMIT University – 9925 7722
Ray will make a judgement from the information a Transition Broker provides as to whether a report should be made to the Department of Human Services.
3. Kildonan – 9465 8122
A duty worker will make either secondary consult or provide the name of an other worker who can assist.
4. School Psychologist – each secondary school in the City of Whittlesea has either their own Psychologist or access to a district Psychologist. The school will have their contact details.

DE – BRIEFING:

Transition Brokers informally debrief on a fortnightly basis. This mainly consists of case conferencing where each Transition Broker is given the opportunity to discuss client cases that are difficult. Other Transition Brokers are used as a sounding board and for professional advice. During this time Transition Brokers also found it valuable in sharing resources and updated information from local providers and services that may be of use. When de-briefing Transition Brokers are to consider the confidentiality rights of a young person.

COMMUNITY CASE CONFERENCING:

The Community Team meet twice a term and Transition Brokers attend. This setting creates an opportunity for Transition Brokers to discuss a difficult situation with a client and seek the advice of professionals from local providers. When case conferencing with the Community Team confidentiality of a young person must be secured. Community Team members are not to recognise the characteristics of the young person in question as a client of their own.

CODE OF CONDUCT

The code of conduct for Transition Brokers is in its developmental stage. All Transition Brokers must cite the code of conduct at each of the schools they work at and be familiar with their 'duty of care'. Transition Brokers will work under these guidelines until a more specific one has been developed.



APPENDICES

SURVEY OF STUDENTS IN YEARS 9, 10 AND 11

Please tick the box that best matches your thinking and future plans. If you are intending to leave school, we will suggest you meet with someone, in school time, to discuss your plans. This person may be your career teacher or a Transition Broker.

Please be honest with your answer. If you are intending to leave please complete all of the information asked. **Don't forget to fill in your name and form.**

Name: _____ **Form:** _____

At this stage are you thinking of leaving this school before completing year 12?

YES ☐

Unsure ☐

NO ☐

If you are leaving, tick the term you are most likely to leave:

Term 2 ☐
(2001)

Term 3 ☐
(2001)

Term 4 ☐
(2001)

2002 ☐

If you are leaving, are you or your family going....

Overseas/Interstate ☐

Another Secondary College ☐

Other ☐

ASSISTING STUDENTS WHEN JOB VACANCIES COME IN TO THE SCHOOL

We know that local Job Network providers and Group Training will be sending brokers jobs that are appropriate to young people. We want to let students know about opportunities without encouraging them to leave school, and we want to avoid spending a lot of time with interested students in preparation for each job. It is important that the student engages actively with the job seeking process.

Our agreed process with these vacancies is

- The advertisements go to central points at Mill Park SC (snr) and to Ian at Whittlesea SC for display, and distribution to all brokers. Brokers need to have a folder to take to each school.
- Check what each school currently does with any jobs that come in and work out whether you add to theirs or you keep yours in your room. Display attractively in a folder or on a board as appropriate.
- Check that the advertisement gives enough details about the job eg location, training, hours, type of work and contact person. Try to get a fax number if there is none.
- Consider if there is a good match for a particular student who you think is very likely to leave – contact the student.

Working with students to prepare for a position

- Make sure they understand what the job is about and get them to write down any questions they have. If appropriate, ask them to ring about the job and ask their questions.
- If they want to apply, fax their resume.

The student should take it from there. Ask the student to let you know how it goes.

If they do not contact you in a few day, ring them to see what happened.

If they have not heard, encourage them to ring and ask

- Did you get my resume?
- I have not yet heard, what stage is the employer at in appointing someone (or something like that)?

If they are still in the running for the job, they should ask what will happen,

- Will the job broker invite them in before sending to the employer?
- Is there is any further information that might help them prepare?
- Thank the contact person and ask if all applicants will be advised of the outcome.

If this is too much, then the student can adapt, but they need to know where they stand with the application.

If they are not in the running for the position, the student should

- Ask for feedback on the resume.

- Indicate they are very interested in similar positions and could the broker keep their resume (if the resume is what they want) for future reference.
- If appropriate, the student can indicate they are very interested in working in the area advertised and would it be possible to contact the employer to see if they would take them on for a work placement eg one day a week for a term.

The student should know that s/he is establishing a relationship with the broker, which will extend beyond this particular job advertisement. We might find that some agencies are more active recruiters than others are. We have to avoid recommending particular agencies while encouraging students to think about what they are looking for from a job broker. Then they should check out who is the best match for them.

What can we do?

The student should review the experience with you so you know if they are still looking for work. If the student is put off by the experience then they should talk it through with you. We are keen to know what happens when young people do apply for the available jobs so please keep notes which we can refer to (anonymously) if necessary in order to provide feedback to all concerned.

You would maintain your appointments with the student if they were not successful. If they are successful and leave school, indicate that you are there if they have any issues and we will contact them in a few months to see how it is going. They then get the Passport if you think it is appropriate.

Why this process?

The goal of this is to make sure students are aware of opportunities, and they learn the skills necessary for effective job search. We are available to talk through what happens but beyond faxing we do not actively engage in appointment process. If the job broker thinks it is a complete mismatch, and they get a few mismatches, then they will probably contact you.

WYC CLIENTS

PROCESS FOR REFERRAL TO JPP

REGISTRATION:

[Excludes for Literacy/Numeracy Assessment – see below for Lit/Num process]

- WYC Broker calls JPP to arrange appointment for WYC Client
- WYC Broker faxes Referral Form (and Passport Personal Details sheet, if available) to JPP office prior to appointment date
- JPP Consultant ensures file is ready for appointment



ASSESSMENT:

- JPP Consultant completes a JPP Initial Assessment interview with WYC Client
The discussion may take 20 to 40 minutes on average

The purpose is to:

- Reinforce the work which WYC Broker has already done with the client
- Acknowledge and move forward from where the WYC Client currently is
- Build rapport with young person
- Outline and reinforce what JPP has to offer
- Ascertain the young person's want & needs based on work already done by WYC Broker
- Complete the mandatory JPP paperwork

If the WYC Client has a Passport, copies of the relevant forms can be made for the JPP file. Any other JPP specific forms may need to be signed and filed at this initial interview.



SPECIFIC NEEDS:

Specific services may be;

- Literacy and Numeracy Assessments.
- Vocational Counselling
- Courses (NMIT or Other providers).
- Contacts for job vacancies

Appointments and/or contacts are made with appropriate person/organisation

JPP Consultant updates the Action Plan in the WYC Client's Passport



FEEDBACK:

- WYC Broker contacts JPP Consultant for feedback following the JPP interview.
- JPP Consultant will give feedback to WYC Broker or client parents.
- Contact is made after appointment either in person or via phone.
- **Helps to build stronger relationships with client, families and brokers.**



TRACKING YOUNG PERSON:

- JPP tracks WYC young person as with all other JPP clients
- JPP to advise WYC Broker of the progress of the young person eg: job, training etc..ie when significant events occur in the life of the young person.
- At the end of each week, JPP will fax to WYC a list of WYC clients who did not attend their appointment for that week.
WYC Brokers to follow up with individual clients, and if appropriate restart the JPP registration process.



LITERACY/NUMERACY ASSISTANCE:

- Direct phone or email by WYC Broker to Anne Haynes, NMIT Access Department seeking appointment time if WYC Broker requires a Lit/Num Assessment for client.
- WYC Broker to phone JPP office to advise appointment time that was made with Anne.
- WYC Broker to fax through to JPP office a referral form and preferably a personal details sheet from the Passport.
- JPP admin, then ensures a file is ready for Anne to collect prior to the Lit/Num assessment.
- Anne conducts the Lit/Num assessment and if appropriate, completes other mandatory aspects of a JPP Initial Assessment interview simultaneously with the Lit/Num interview.
- Anne arranges for follow up with either WYC Broker or self or other JPP personnel.



SHARED CLIENTS:

- WYC Brokers periodically fax list of WYC Clients to JPP for Audit purposes.
- At the end of each month, WYC Brokers will fax list of all referred clients for results, outcomes and updates.
- JPP will return annotated fax ASAP.

SCHOOL TALLY

School:

School Destinations

Term:

Destination	Yr 9	Yr 10	Yr 11	Yr 12
Unknown				
Seeking Employment				
Seeking Employment Ind.				
Employment F/T				
Employment P/T				
Casual				
Traineeship				
Apprenticeship				
Interstate				
Overseas				
TAFE pre-voc				
TAFE voc				
TAFE sec. school				
Lit/Num				
School same LGA				
School not same LGA				
Having a baby				
Illness/Family death				
Other				

SCHOOL TALLY

School:

Tracked

Term:

Destination	Yr 9	Yr 10	Yr 11	Yr 12
Uncontactable				
Seeking Employment				
Seeking Employment Ind.				
Employment F/T				
Employment P/T				
Casual				
Traineeship				
Apprenticeship				
Interstate				
Overseas				
TAFE pre-voc				
TAFE voc				
TAFE sec. school				
Lit/Num				
School same LGA				
School not same LGA				
Having a baby				
Illness/Family death				
Other				

WYC School Leavers' Destination 2001
(School Destinations)

[illegible]

WYC School Leavers' Destination 2001

(Follow Up))

		TERM 1					TERM 2					TERM 3					TERM 4				
Total		Yr9	Yr10	Yr 11	Yr 12	Term Total	Yr 9	Yr 10	Yr 11	Yr 12	Term Total	Yr 9	Yr 10	Yr 11	Yr 12	Term Total	Yr 9	Yr 10	Yr 11	Yr 12	Term Total
	Uncontactable																				
	Seek empl																				
	Seek empl Indep.																				
	School same LGA																				
	School not same LGA																				
	Interstate																				
	Overseas																				
	TAFE pre-voc																				
	TAFE voc																				
	TAFE sec. school																				
	Trainee																				
	Apprent																				
	F/T																				
	P/T																				
	Casual																				
	Lit/Num																				
	Illness/Fam death																				
	Having a baby																				
	Other																				

WYC School Leavers' Destinations – 2001

School Summary of Individual Destinations

(Schools Destinations)

	Epping				Lalor				Lalor North				Mill Park				Peter Lalor				St Monica's				T'Town				Whittlesea				Total
Year Level	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12					
Unknown																																	
Seek Emp.																																	
Seek Emp Indep.																																	
School same LGA																																	
School not same LGA																																	
Interstate																																	
Overseas																																	
TAFE pre-voc																																	
TAFE voc																																	
TAFE sec school																																	
Trainee																																	
Apprent																																	
F/T																																	
P/T																																	
Casual																																	
Lit/Num																																	
Having a baby																																	
Illness/Fam death																																	
Other																																	
Total																																	

WYC School Leavers' Destinations – 2001

School Summary of Individual Destinations

(Follow Up)

	Epping				Lalor				Lalor North				Mill Park				Peter Lalor				St Monicas				T'Town				Whittlesea				Total
Year Level	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	
Uncontactable																																	
Seek Emp.																																	
Seek Emp Indep.																																	
School same LGA																																	
School not same LGA																																	
Interstate																																	
Overseas																																	
TAFE pre-voc																																	
TAFE voc																																	
TAFE sec school																																	
Trainee																																	
Apprent																																	
F/T																																	
P/T																																	
Casual																																	
Lit/Num																																	
Having a baby																																	
Illness/Fam death																																	
Other																																	
Total																																	

AGGREGATED TOTALS
(School Destinations)

Destinations	Yr 9	Yr 10	Yr 11	Yr 12	Totals
Unknown					
Seeking Employment					
Seeking Employment Independently					
Employment F/T					
Employment P/T					
Casual					
Traineeship					
Apprenticeship					
Interstate					
Overseas					
TAFE pre voc					
TAFE voc					
TAFE secondary schools					
Lit/Num					
School same LGA					
School not same LGA					
Having a baby					
Illness/Family death					
Other					
Total					

Aggregated totals of Term 1 – 2 / 2001

AGGREGATED TOTALS

(Follow Up)

Destinations	Yr9	Yr10	Yr11	Yr12	Totals
Uncontactable					
Seeking Employment					
Seeking Employment Independently					
Employment F/T					
Employment P/T					
Casual					
Traineeship					
Apprenticeship					
Interstate					
Overseas					
TAFE pre voc					
TAFE voc					
TAFE secondary schools					
Lit/Num					
School same LGA					
School not same LGA					
Having a baby					
Illness/Family death					
Other					
Total					

Aggregated totals of Term 1 – 2 / 2001

Database Codes

Action/Referral Abbreviations

Action/referral	Abbreviation
Jobs Pathway Program	JPP
TAFE Pre-vocational course	TAFE_pvoc
TAFE Vocational Course	TAFE_voc
TAFE short course	TAFE_short
TAFE secondary schooling	TAFE_ss
ACFE – neighbourhood house	ACFE
Centrelink	CL
Community Welfare Agency – Kildonan, Berry Street, Community Health, Housing	CWA
Group Training Company	GT
Jog Network	JN
Internal School Referral	ISF
Alternative Schooling – The Island, Collingwood SC, Number One, Lynall Hall, Teaching Unit	AltS
Other Secondary College – Whitt'sea LGA/Outside LGA	WLGA OLGA
Work experience	WE
Literacy/Numeracy	Lit/Num
Cold canvassing	CC
Pre-employment techniques	PE
Taster Program	TP
Careers Connection	CC

Destination to be used in database

- Any of the above outcomes can be recorded as a destination for a young person if they have left school
- Pregnant
- Employment F/T, P/T or casual
- Apprenticeship- organisation
- Traineeship- organisation
- School outside LGA/ school in local LGA
- Overseas
- Interstate
- TAFE –pre-voc, voc, short course or secondary schooling
- Alternative schooling
- ACFE
- Community Welfare Agency
- Negotiated vocational program



PERSONAL DETAILS:

Name:

Address:

Telephone number:

Date of Birth:

Language/s spoken at home:

How many siblings?

Oldest/Youngest?

Are you on the Youth Allowance?

JSID number:

Secondary College:

Currently completing:

Date left School:

Subjects:

Have you been involved in a VET program? If yes, what is the name of the program?

JOB INTEREST:

SHORT TERM GOAL/S:

LONG TERM GOAL/S:

ACTION:

OUTCOME:



**Referral Sheet
To
JOBS PATHWAY PROGRAM IN THE NORTH**

Name of Student:-----

School:-----

Year Level:-----

**Which service do you believe
Would assist this young person:**

Vocational Counselling ☐

Literacy/Numeracy Assessment ☐

New
TAFE Vocational Program ☐

Industry Visit ☐

Links to community Agencies ☐

Pre-employment Assistance
Year... ☐

Lets Look at Work Program ☐

Participating in a school-industry
program which does not entail an
employment outcome ☐

Would benefit from a school-based
Apprenticeship ☐

Literacy/Numeracy needs ☐

From a non-English speaking
background ☐

Highest level of secondary studies is ☐

Comments and further information (add pages as necessary):
