

The Whittlesea Youth Commitment is a long-term community based initiative, committed to securing real change for the benefit of young people



Transition Broker Manual

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INTRODUCTION

This resource guide outlines the approach taken by Transition Brokers working within six Whittlesea Secondary Schools; Epping Secondary College, Lalor Secondary College, Lalor North Secondary College, Mill Park Secondary College, Peter Lalor Secondary College, Thomastown Secondary College and the Whittlesea Youth Commitment.

This Manual was originally prepared in response to requests from school communities across Victoria during 2001, many of whom were beginning to develop new structures to assist early school leavers. The Manual is the key resource for inducting new Transition Brokers to Whittlesea Schools.

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

The tracking templates 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 original Transition Broker Manual was developed in 2001 and has been updated in 2008.

For more information on the Whittlesea Youth Commitment contact the Pathways Development Officer c/- Youth and Community Partnerships Group, RMIT University on 03 9925 7774 or PO Box 71 Bundoora Vic 3083.

Disclaimer

The information in this booklet is intended as a guide only and is current as of September 2008. Please check information with the relevant organisation. The Whittlesea Youth Commitment disclaims any liability for errors or omissions and for any liability to any person in respect to any action taken or not taken in reliance on the contents of this publication.

TRANSITION BROKER MISSION STATEMENT

The Transition Brokers are dedicated to provide an informative, supportive and realistic service to young people, current and past students predominately in years 9 to 12 currently at school or left school prior to completing year 12, from six state secondary colleges in the City of Whittlesea: Epping Secondary College, Lalor Secondary College, Lalor North Secondary College, Mill Park Secondary College, Peter Lalor Secondary College and Thomastown Secondary College.

Service: Highest quality best practice to our young people

As Transition Brokers we are committed to:

- engage and assist young people in viable, alternative and flexible options to mainstream schooling
- work in conjunction with the six colleges involved in the Transition Broker program
- provide up to date relevant information to young people
- work collaboratively with staff and families and the wider community in providing positive pathways for young people
- empower young people in making informed decisions.

BACKGROUND TO THE PROJECT

The Whittlesea Youth Commitment was developed from a research project into the destination of young early school leavers in 1998-1999. The Whittlesea Youth Commitment is a collaborative approach among:

- Local Council
- Centrelink
- Secondary schools
- Job Network providers
- Youth Pathways Program
- Northern Melbourne Institute of TAFE (NMIT)
- RMIT University
- Department of Education and Training
- Welfare organisations
- Local employers
- Apprenticeships Plus
- Adult and Further Education providers.

The Commitment is a response to the immediate situation of a number of young people leaving secondary schools 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.

In 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 was reduced to three, funded through Managed Individual Pathways (MIPS) from the seven Government secondary schools and NMIT, and further funds provided by the Catholic college.

As of 2005 four Transition Brokers, two fulltime and two part time, work over six government secondary schools in Whittlesea. Each Transition Broker is employed by their school and is funded through the Secondary Schools Managed Individual Pathways (MIPS) budget.

THE TRANSITION BROKER ROLE

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 in making a smooth transition from school to employment, training and/or further education. Transition Brokers are responsible for tracking early school leavers who have left school before completing their VCE, to ensure that they have a 'known' destination.

The key tasks of the Transition Brokers are to:

- assess the education, employment options and goals of each student considering leaving school before completing year 12
- undertake case management
- maintain confidentiality and detailed files using a Time Point data base system on each student
- undertake a monthly audit of the progress of all early school leavers
- maintain statistics on the outcomes for all young people who are in case management and prepare analyses of trends and issues for individual schools
- liaise with training and employment placement providers to secure positions for exiting early school leavers
- advocate for students and early school leavers to secure appropriate places in education, employment and training
- provide individual and group training in job search skills including interview techniques, resume writing and presentation at interviews
- provide regular feedback to senior staff in colleges on the progress of individual students and early school leavers
- participate in appropriate school based teams including transition teams
- participate in community report back events and community liaison activities such as the Whittlesea Youth Commitment (WYC) Community Team, the Whittlesea Youth Network and other groups as directed
- complete reports for stakeholders, the WYC and Dusseldorp Skills Forum as directed by Principals or support person
- other tasks as requested in writing by individual schools.

Transition Broker employment ranges from SSO2 Range 2 48/52 to SSO2 Range 4 52/52. The Transition Broker contracts vary accordingly to the individual schools. The contracts enable Brokers to work on tracking/follow ups and administrative work as a team during school holidays. Transition Brokers also receive Professional Debriefing. These meetings are usually held twice a term. This service is funded by the City of Whittlesea.

In assisting a young person to meet the goals of their individual transition plan, Transition Brokers link young people to local providers and organisations involved with the Whittlesea Youth Commitment (WYC). 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 the key to successfully assisting young people meet their goals. The WYC Community Team provides an avenue for the Transition Brokers to form and maintain contacts relevant to the needs of their client group. The Whittlesea School Leavers' Guide, published in Term 3 each year, is a tool used by the Transition Brokers.

- **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.

- **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 their hand held to their next destination so it's important to follow their steps.

The following **key selection criteria** are incorporated into the Transition Broker position description:

1 Relevant experience

- The ability to counsel individual early school leavers in years 9 to 12 to support their options for further education and training
- Current knowledge of the local training network and community services to facilitate student referrals

2 Communication skills

- Well developed interpersonal and written skills and ability to work with a broad cross section of a school community
- The ability to work as part of a team

3 Administrative skills

- Experience in a case management approach with students while ensuring the confidentiality of their records
- Experience in the maintenance, analysis and reporting of computerised data

THE BROKERAGE SUPERVISOR ROLE

One of the Transition Brokers is assigned a team leadership role to assist, support and manage the team and liaise with school principals, the WYC Management Committee, and the Whittlesea Pathways Development Officers.

The responsibilities of the Brokerage Supervisor are as follows:

Employment contracts

- Negotiate workload and work priorities, sorting workload issues, meet with principals on request about the Broker role and performance.
- Review current performance and record keeping with the recommendations for future of the program.
- Ensure that contracts between Principals and the Transition Brokers are current and signed by both parties.

Finance

- Approve equipment and material expenditure up to \$200 and negotiating orders and invoices with administration staff at Peter Lalor Secondary College.
 - Approve professional development activities for all Transition Brokers.
- Note:** Requests of larger equipment needs are put to all principals and/or the Whittlesea Youth Commitment Management Committee.

Role Development and Integration with Schools

- Liaise with Principal on progress of Transition Brokers and their work.
- Liaise with Principals on any issues concerning the Transition Brokers, their work or terms of conditions of their employment.
- Develop and pilot initiatives such as work preparation programs.
- Review the success of initiatives introduced by the Transition Brokers.

Data

- Ensure that reports are current and distributed to appropriate school and stakeholders.
- Identify issues arising from data.
- Monitor data keeping systems.

Meeting

- Facilitate and organise weekly meetings with the Transition Broker Team.

SCHOOLS INVOLVED

The six secondary schools participating in the Transition Broker Program are;

- Epping Secondary College
- Lalor Secondary College
- Lalor North Secondary College
- Mill Park Secondary College
- Peter Lalor Secondary College
- Thomastown Secondary College

The Transition Brokers are divided amongst the six schools according to each school's need and number of students. Each schools financial contribution reflects Transition Broker time allocated based on need.

TARGET GROUP

- Predominately 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 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.

- **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 (*See appendices 10 & 2*).

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 person's 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 (*See appendix 1*).

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 endeavours. Within this plan, areas are broken down that identify the individual's personal information, their level of secondary schooling, exit date if applicable, job interest and then their short and long term goal followed by an action plan and overall outcome. Short-term goals are realistic goals that the young person can meet which may lead 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 them to be actively involved in his/her future. In some instances the young person may not meet their short-term goals and may decide to remain in school. This simply means that they were re-directed and realised that they were 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.

Initial and follow up documentation for all students is recorded on TimePoint, Pathways a electronic database recording system, which stores and maintains details of all work conducted with individual students.

TRACKING

School holidays provide time to track every young person who has exited the six secondary schools during a term. Statistics are collected on a term-by-term basis from the 1st of March one year to the 28th of February the following year. 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 process for tracking is outlined below:

- **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 the Department of Education, and Early Training 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.

- **Contact all exited students**

All exited students are contacted at least twice post secondary school to record their current activity (*see appendices 3, 4, 5, 6*). The Transition Broker records destination information into table formats and reports to Principals and relevant interested parties. Individual school statistics are only revealed to the Principal of the school in question. Transition Brokers only report total figures across the six secondary schools when reporting publicly (*see appendices 8 & 9*).

Exited students are followed up at one month & six months post their exit date. Information about individual's progress and outcomes is recorded.

- **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 education, training or employment are offered assistance by the Transition Broker. If a young person accepts assistance from the Transition Broker they will receive vocational counselling and will be case managed to assist them in reaching their individual pathway plan; additional assistance is provided in order to engage a student in education/training or employment, they may be referred to another more appropriate service provider (*see appendices 3 – 9*).

ADMINISTRATION

CLIENT FILES

All data on clients is saved on the Timepoint Pathways database.

Transition Brokers have a responsibility to ensure that individual files are kept on all clients. When an initial assessment has occurred between a Transition Broker and a client it must be entered into their file under the database assistance notes. Communication with any person relevant to a young person's transition must also be entered. Information such as resumes, letters, educational details and various contacts to local providers/services are also collected as documentation of action that has been made with the young person.

As well as the recorded information on the Timepoint database, hard copy files are kept containing permission to release or seek confidential information forms and exit forms.

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.

ACTIVE AND ARCHIVED CLIENT

An active client is one who is actively receiving assistance from the Transition Brokers - up to 12 months once the last follow up has been done. Once a client has received a one month and six month follow up and is secure in education/training or employment, their records may be archived. Archiving usually takes place once a year (December).

GOOD PRACTICE

CONFIDENTIALITY

Confidentiality simply means that information about any individual is not disclosed to third parties without written permission. It is important that any discussion about a client (even without a name) ensures the client is not identifiable.

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 at the first point of contact that if they reveal 'harm to themselves or harm to others' it will be reported.

A Transition Broker must ensure that client information (even without the person's name) not be disclosed or discussed without the written permission of the client (*see appendix 12*).

MANDATORY REPORTING

Transition Brokers are not mandated to report; however, they have a duty of care to ensure that a young person is not in danger of harm, or of doing harm to others. If a Transition Broker is a teacher as well as a Broker, s/he is mandated to report.

SAFETY PLAN

If a Broker believes 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 broker 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 broker has consulted with another professional.

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 CAMHS (Austin Child and Adolescent Mental Health Service) – 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 CAMHS, they are placed the Mental Health Register.

2. **Kildonan UnitingCare – 8401 0100**

A duty worker will either undertake the secondary consultation or provide the name of another worker who can assist.

3. **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.

4. School Welfare Coordinator

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.

DEBRIEFING

Transition Brokers informally debrief on a weekly 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 find it valuable to share resources and update information from local providers and services that may be of use. When debriefing, Transition Brokers must consider the confidentiality rights of a young person.

Transition Brokers also have access to regular professional debriefing. This debriefing can be done in two forms - all Transition Brokers meeting together to discuss a common issue or individual debriefing sessions to discuss any issues that the Broker has. Professional debriefing takes the form of solution based counseling, discussing issues that arise or discussing a specific client and their needs that a broker may be struggling to deal with. At all times the clients confidentiality will be maintained.

COMMUNITY CASE CONFERENCING

The WYC Community Team meets twice a term and Transition Brokers must attend. The meetings give the opportunity for the Brokers to seek advice of professionals from local providers.

The Transition Brokers also undertake the duty of reporting back to the meeting at the end of each school term. The report consists of highlighting the work that the Brokers have been doing during the term and also reporting back the statistical information of the past term.

CODE OF CONDUCT

All Transition Brokers must sight 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.

LIST OF APPENDICES

One	Referral process for local providers (Assisting students when job vacancies come into school)
Two	Referral process for Youth Pathways Program
Three	School 'Tally' Sheet
Four	Transition Broker Initial Destinations Terms 1 - 4
Five	Transition Broker Follow up Terms 1 - 4
Six	School summary of Individual Destinations
Seven	School summary of Individual Destinations Follow up
Eight	Aggregated totals (schools destination)
Nine	Aggregated total – after follow-up
Ten	Transition Broker referral form
Eleven	Seek and release information
Twelve	References

WORKING WITH STUDENTS TO PREPARE FOR A JOB INTERVIEW

- 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 days, 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 them to the employer?
- Is there 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 employer/job network 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 employer, which will extend beyond this particular job advertisement. We might find that some agencies are more active recruiters than others. We have to avoid recommending particular agencies while encouraging students to think about what they are looking for from a job network. Then they should check out who is the best match for them.

What can we do?

The student should review the experience with 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 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.

YOUTH PATHWAYS

Phone: 9269 1300

REFERRAL FORM

PLEASE FAX THROUGH TO YOUTH PATHWAYS OFFICE Fax: 9269 1313

NAME OF STUDENT: DOB.....
YEAR LEVEL SCHOOL:
STUDENT CONTACT NUMBER..... DATE IF EXITED SCHOOL
NAME OF AGENCY REFERRED.....
CONTACT REFERRAL NAME:..... PHONE NUMBER:.....

Has student been advised of YP and agreed to assistance? Y/N

STUDENTS BEING REFERRED TO THE YOUTH PATHWAYS PROGRAMME MUST FIT IN A CATEGORY BELOW

Please CIRCLE Relevant category

A. At risk of leaving school before completing year 12 and at risk of not making a successful transition through school and from school to further education, training or employment.

Or

B. Have left school in the preceding 12 months without completing year 12 and are at risk of not making a successful transition to further education, training or employment

Please TICK any of the following services that you feel would assist this young person:

- Assistance to over come barriers: motivation, problem solving, counseling, mediation
- Assistance to access Alternative Education Programs
- Links to Community Agencies – Youth services, housing, finance and family services
- Pre-employment Assistance – Resumes, application letters, links to employment agencies

Please TICK any of the following characteristics that this student fits into:

- | | |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Low Level Literacy and or numeracy skills | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Low School Achievement | <input type="checkbox"/> Boys who live in fatherless households |
| <input type="checkbox"/> History of truancy, suspension or exclusion from school | <input type="checkbox"/> Indigenous Australian |
| <input type="checkbox"/> History of dissatisfying experiences at school | <input type="checkbox"/> Behavioural issues |
| <input type="checkbox"/> Caring responsibilities | <input type="checkbox"/> Disconnected from family |
| <input type="checkbox"/> Drug, alcohol or substance abuse issues | <input type="checkbox"/> Homelessness |
| <input type="checkbox"/> Under juvenile justice order / history of criminal behaviour | <input type="checkbox"/> Self esteem issues |
| | <input type="checkbox"/> Mental health issues |

Are there any further comments that may assist Youth Pathways in working with this young person?

.....
.....

SCHOOL 'TALLY' SHEET

School: _____

Term: _____

School Destinations: _____

Destination	Year 9	Year 10	Year 11	Year 12
Unknown				
Seeking employment				
Seeking employment Independent				
Employment Full time				
Employment Part time				
Casual				
Traineeship				
Apprenticeship				
Interstate				
Overseas				
TAFE pre-vocational				
TAFE vocational				
TAFE secondary school				
Literacy/Numeracy				
School same LGA				
School not same LGA				
Having a baby				
Illness/family death				
Other				

WYC SCHOOL LEAVERS' DESTINATION
Transition Broker Initial Destinations
 Terms 1-4 Year

DESTINATION	TERM 1					TERM 2					TERM 3					TERM 4					TOTAL
	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total	
Un-contactable via phone or mail																					
Returned to same school																					
School same LGA																					
School not same LGA																					
Alternative schooling																					
Seeking employment																					
Seeking employment Independently																					

DESTINATION	TERM 1					TERM 2					TERM 3					TERM 4					TOTAL				
	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total					
TAFE VCAL Literacy/Numeracy Certificate 1 Certificate 11 Certificate 111 & above TAFE VCE																									
VCE Other Provider																									
Apprenticeship																									
Traineeships																									
F/T																									
Other Employed																									
Other Circumstances																									
TOTAL																									

WYC SCHOOL LEAVERS' DESTINATION
Transition Broker Follow ups
Terms 1-4 Year

DESTINATION	TERM 1					TERM 2					TERM 3					TERM 4					TOTAL
	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total	
Un-contactable via phone or mail																					
Returned to same school																					
School same LGA																					
School not same LGA																					
Alternative schooling																					
Seeking employment																					
Seeking employment Independently																					

DESTINATION	TERM 1					TERM 2					TERM 3					TERM 4					TOTAL				
	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total					
TAFE VCAL Literacy/Numeracy Certificate 1 Certificate 11 Certificate 111 & above TAFE VCE																									
VCE Other Provider																									
Apprenticeship																									
Traineeships																									
F/T																									
Other Employed																									
Other Circum stances																									
TOTAL																									

WYC SCHOOL LEAVERS' DESTINATIONS
School Summary of Individual Destinations
(Initial Destination)

DESTINATION	EPPING				LALOR				LALOR NORTH				MILL PARK				PETER LALOR				THOMASTOWN				TOTAL
	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																									
Seeking employment																									
Seeking employment independently																									
School same LGA																									
School not same LGA																									
Interstate																									
Overseas																									
TAFE pre-voc																									
TAFE voc																									
TAFE sec school																									
Traineeships																									
Apprenticeship																									
Full time																									
Part time																									

DESTINATION	EPPING				LALOR				LALOR NORTH				MILL PARK				PETER LALOR				THOMASTOWN				TOTAL				
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12					
Casual																													
Literacy/Numeracy																													
Having a baby																													
Illness/Family death																													
Other																													
TOTAL																													

WYC School Leavers' Destinations
School Summary of Individual Destinations
(Follow Up)

DESTINATION	EPPING				LALOR				LALOR NORTH				MILL PARK				PETER LALOR				THOMASTOWN				TOTAL
	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 employment																									
Seek employment independently																									
School same LGA																									
School not same LGA																									
Interstate																									
Overseas																									
TAFE pre-voc																									
TAFE voc																									
TAFE sec school																									
Traineeships																									
Apprenticeship																									
Full time																									
Part time																									

DESTINATION	EPPING				LALOR				LALOR NORTH				MILL PARK				PETER LALOR				THOMASTOWN				TOTAL				
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12					
Casual																													
Literacy/Numeracy																													
Having a baby																													
Illness/Family death																													
Other																													
TOTAL																													

AGGREGATED TOTALS (School Destinations)

Name of School:

Term:

Year:

DESTINATIONS	YR9	YR10	YR11	YR12	TOTALS
Unknown					
School same LGA					
School not same LGA					
Seeking Employment					
Seeking Employment Independently					
TAFE pre vocational					
TAFE vocational					
TAFE secondary schools					
Lit/Num					
Apprenticeship					
Traineeship					
Employment F/T					
Employment P/T					
Casual					
Interstate					
Overseas					
Illness/Family death					
Having a baby					
Other					
Total					

AGGREGATED TOTALS (Transition Brokers Destinations – Follow up)

Name of School:

Term:

Year:

DESTINATIONS	YR9	YR10	YR11	YR12	TOTALS
Unknown					
School same LGA					
School not same LGA					
Seeking Employment					
Seeking Employment Independently					
TAFE pre vocational					
TAFE vocational					
TAFE secondary schools					
Lit/Num					
Apprenticeship					
Traineeship					
Employment F/T					
Employment P/T					
Casual					
Interstate					
Overseas					
Illness/Family death					
Having a baby					
Other					
Total					

TRANSITION BROKER REFERRAL FORM

Date:

Name of student: Age:

Year Level: Home Group

School:

Name of Teacher or Staff referring:

Has the student been advised of Transition Broker Assistance Y / N

Reason you are Referring Student:

.....
.....
.....
.....

Please tick any of the following services that you feel would assist the student:

- Assistance to overcome barriers: Motivation, Problem solving, Counselling
- Assistance to access alternative education programmes
- Links to community agencies/Youth Services
- Pre employment assistance / Resume, application letters, links to employment agencies

Please make further comments that may assist the Transition Broker working with student

.....
.....
.....
.....

PERMISSION TO RELEASE OR SEEK CONFIDENTIAL INFORMATION

In order to assist you in staying at school or your transition to further education or employment, it may be helpful to communicate with the people that have already worked with and referred you to a Transition Broker. You may also want the Transition Broker to pass on information to people like teachers, parents, employers and/or Centrelink, in order to assist you more effectively.

I understand the above information and give permission to the Transition Broker to release and/or seek the following information:

- Personal details
- School report/update
- Resume
- Other _____

This information can be gained or distributed to the following persons or agencies:

- | | |
|--------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Parent or Guardian | <input type="checkbox"/> TAFE or Training Providers |
| <input type="checkbox"/> Teachers or Welfare Staff in school | <input type="checkbox"/> Centrelink |
| <input type="checkbox"/> Youth Pathways Program | <input type="checkbox"/> Group Training Companies |
| <input type="checkbox"/> MIPS Officers | <input type="checkbox"/> Job Network agencies |
| <input type="checkbox"/> Careers Teacher/Transition Team | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Whittlesea Youth Commitment (WYC) | |

The above information is collected and released to the agreed parties for the purpose of assisting me in remaining at school or for my transition from school to work or further education and no other purposes. I have been advised of the reasons for this request and of the possible consequences of releasing or seeking this information.

Young Person

Signature: _____ **Today's Date:** _____

Transition Broker

Signature: _____ **Today's Date:** _____

REFERENCES

Whittlesea Youth Commitment (WYC)

c/- RMIT University
PO Box 71
Bundoora VIC 3083
Ph: 9925 7774

Dusseldorp Skill Forum

www.dsf.org.au

Transition Broker Manual

Epping Secondary College

McDonalds Road
Epping, 3076
Ph: 9401 2599

Lalor Secondary College

Cnr David / Dalton Roads
Lalor, 3075
Ph: 9465 2066

Lalor North Secondary College

114 Childs Road
Epping, 3076
Ph: 9401 3888

Mill Park Secondary College (Snr Campus)

Civic Drive
Epping, 3076
Ph: 9409 8222

Peter Lalor Secondary College

Duncan Road
Lalor, 3075
Ph: 9464 0122

Thomastown Secondary College

PO Box 110
Thomastown, 3074
Ph: 9465 0844

CONTACT

Pathways Development Officer
WYC/HWLLLEN
c/- RMIT University
Bundoora West Campus
PO Box 71
Bundoora Vic 3083
Phone: (03) 9925 7774
Fax: (03) 9467 8583

The information in this leaflet is
current as of September 2008.



SUPPORTED BY



LIST OF MEMBERS

Apprenticeships Plus
Centrelink
Chocolate Lily Hair and Beauty
City of Whittlesea
Epping Secondary College
Epping Police
Graphics Unlimited
HWLLLEN
Ivanhoe Grammar School
JPET
Youth Pathways
Kangan Batman TAFE
Kildonan UnitingCare
Lalor Living & Learning Centre
Lalor North Secondary College
Lalor Secondary College
Melbourne City Mission
Mill Park Police
Mill Park Secondary College
Mushroom Exchange
NACC
Youth & Community Partnerships Group
NMIT
Northern Metropolitan Region – Department
of Education Early Childhood Development
NEPS
Northern Workplace Education Network Inc.
Northstar Specialist Employment Services
Peter Lalor College
RMIT University
Sarina Russo Job Access
School Focused Youth Services
St Monica's College, Epping
The Salvation Army Employment Plus
Thomastown Secondary College
Transition Brokers
VicUrban
Whittlesea Secondary College
Yarra Plenty Regional Library