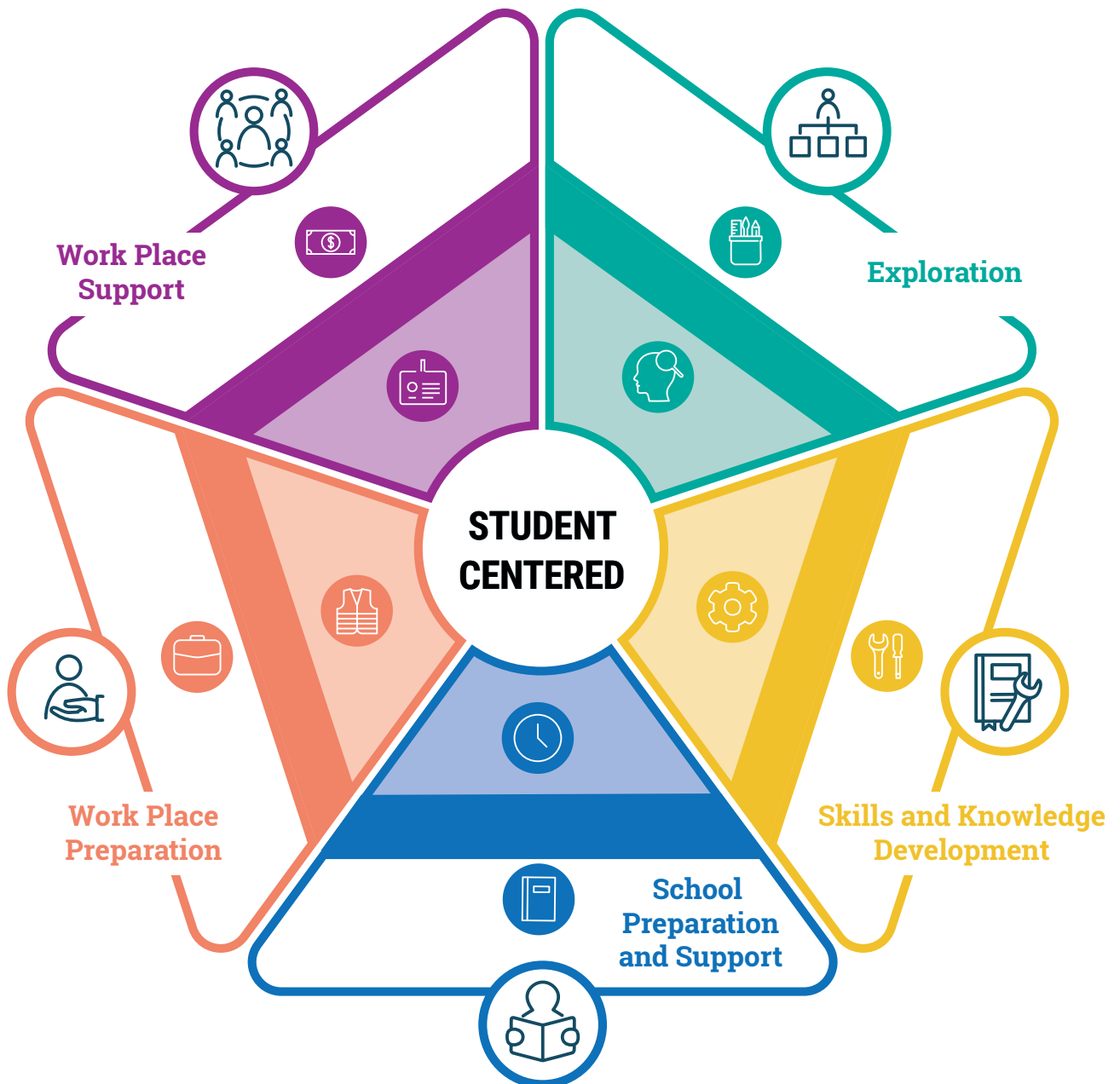


Transitions Framework



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Note: this document has dual purpose – the shaded sections are for Parkville College staff only

EDUCATION, TRAINING AND EMPLOYMENT TRANSITIONS FRAMEWORK

Document purpose

This document aims to explicitly state the Parkville College approach to supporting end-to-end student transitions. End-to-end transitions are defined as progression a student makes as they move through custody and out into education and employment in their community.

Parkville College approaches student transition as a process rather than an event. A successful transition requires a coordinated set of activities designed for a student, within a strength based, culturally safe, outcome-oriented framework that promotes successful movement from custody into appropriate student identified education, training, and employment environments.

This document seeks to outline our practice approach and identifies the link with the broader [Parkville College Model](#).

Context

Our School

Parkville College is a proud Victorian Government School, supporting students from across Victoria. We share the Department of Education and Training's commitment to an education that aims to prepare all students to become active and informed citizens, successful learners, and confident and creative individuals capable of making successful transitions to further study, training, and ultimately secure employment.

Parkville College is a registered Victorian Government Specialist School supporting students aged between eight and twenty-two across five campuses. Four of these campuses operate within a custodial setting made up of students who are remanded or sentenced in a Youth Justice Centre or placed in Secure Care from the Family Division of the Children's Court.

The five Parkville College campuses include:

- ▶ **Secure Care Ascot Vale**
Supporting boys and gender diverse young people under 18
- ▶ **Secure Care Maribyrnong**
Supporting girls and gender diverse young people under 18.
- ▶ **Parkville Youth Justice Precinct**
Detaining 12 - 14 year old boys, 18 to 24 year old young men and 12 - 24 year old girls and young women..
- ▶ **Cherry Creek Youth Justice Precinct**
Detaining 15 - 18 year old young men.
- ▶ **O Street**
Providing community support to young people leaving custody.

SECURE CARE SERVICES – Ascot Vale and Maribyrnong

The two Secure Care Services (SCS) campuses provide education and support to up to 20 (at any one time) vulnerable and at-risk youth who are subject to a Child Protection Order. DFFH (Department of Families,

Fairness and Housing) manage both sites. SCS form part of a continuum of strengthened care and protection services for child protection clients, who are at a substantial and immediate risk of harm. The aim of Secure Care is to keep children safe whilst a suitable case plan is established; to reduce the risk of harm, and return them to the community as soon as possible, in a safe and planned way.

YOUTH JUSTICE - Parkville and Cherry Creek Campuses.

The Parkville Campus is located within the Parkville Youth Justice Precinct accommodates up to 162 children and young people. It is a maximum-security facility, housing both males and females, run by DJCS (Department of Justice and Community Safety). The young women are aged between 10 and 24 and the young men between 10-- 24 years of age. The great majority of young people at Parkville are on Remand.

The Cherry Creek Campus is based approximately 46 kilometres west of Melbourne. Cherry Creek Youth Justice Precinct is a maximum-security facility located near Werribee. The precinct is run by DJCS (Department of Justice and Community Safety) and accommodates sentenced young men aged between 15 and 18.

FLEXIBLE LEARNING - O STREET

Originally the FLC (Flexible Learning Centre), O Street is a transitional campus located in the heart of Fitzroy, designed for young people who have been involved with the youth justice system, or Secure Care Services, in a co-educational setting.

O Street supports the delivery and development of a Transition plan developed in custody upon a student's release.

At O Street short to long term programs are provided to support young people to transition from custody to employment and education in their local communities. Support includes mentoring, work readiness, health and wellbeing support and advocacy and referral.

Parkville College Students

Parkville College students experience significant challenges whilst in custody and have ongoing experiences of disadvantage, exposure to trauma, poverty, and social dislocation. This context is important to acknowledge and understand. It is also important to acknowledge that Parkville College students continuously demonstrate leadership, resilience, strength, intelligence, and creativity. We also acknowledge that our students have an unlimited potential that deserves to be supported and fostered by the adults around them.

Youth recidivism is unacceptably high and time in custody can become a strong indicator of a return to custody. Involvement in custodial settings, especially within a youth justice facility, should not be seen as a discreet episode - for many children it is an enduring part of their childhood involving multiple contacts with child protection, police, the courts, community and custodial youth justice and exclusion from many opportunities. Education offers an evidence informed pathway for students to leave custody and never return. Supporting students to connect their education in custody with their home community can be life changing.

Within the custodial system in Victoria, a range of interventions seek to coexist in physical environments that are dominated by security and containment features. Some of these features include primary, psychiatric, and psychological health providers, criminogenic program providers and custodial staff to name a few. How these services are understood, supported, and prioritised along with school is complex. The legislative and community expectations of a government school's purpose seem clear – to deliver teaching and learning. This can be made exceedingly difficult with the challenges faced by the custodial precincts staff to support school attendance and student access to appropriate learning environments and learning resources and equipment.

Beyond the physical impact of the custodial environment, the very fact that a young person is in custody consumes considerable reflective time that they could use for growth, learning and development. Young people in custody are very often tired, stressed, distressed, lonely, hyper vigilant and scared. Custody can be unpredictable for our students who are constantly moving through the system. This constant movement is not conducive to general wellbeing, good learning, planning or a positive mindset. Furthermore, it is imperative to acknowledge that transition may not occur only once for our students; rather it is an ongoing process that can involve multiple transitions. Moving from community to custody – then back to community, students also

frequently move to different units within a facility or from one facility to another.

This context is important to understand and must be carefully and skilfully navigated and mitigated by Parkville College staff when working with students.

Our Pedagogy – The Parkville College Model

An important mitigation to the impacts of custodial settings is for Parkville College staff to adhere to an evidence-based model, namely the Parkville College Model. This provides a culturally responsive, strength-based pedagogy that supports predictable, reliable, and consistent approaches across the entire school. The Parkville College Model is designed to afford the College with a unifying and informed approach to engaging and working with its students and broader school community.

The Parkville College Model describes how the college approaches its work and links to a range of theoretical, policy and practice documents and publications. This Transitions Framework exists within and as a part of the Parkville College Model. The Model seeks to support students to become Critically Conscious Independent Learners. The co creation of a transition plan with a student requires staff to develop authentic, engaging relationships with the student.

For some students, a transition destination may be mandated or predetermined, for example, immigration detention or adult incarceration. These destinations are outside of the mandate of this Transitions Framework; however, we will provide transition planning and supports to mitigate the impacts of these pre-determined destinations and attempt to link education into the planning, in order to ensure all students are supported by our Transitions Framework.

Rather than overwhelming this Framework with continuous references to the impacts and harm that the custodial system imposes on the young people within, this document needs to be read and interpreted in context and with the understanding that the Transitions Framework exists as a component of the Parkville College Model. We believe in a strength-based approach to supporting our young people and their futures.

All students who spend two weeks or more at the Parkville or Cherry Creek campuses will be formally supported by practice outlined in this Transitions Framework. Work directed by the framework will begin for students who are in custody for less than two weeks, but a transition plan may not be able to be completed in this time. Students at O Street who have been referred from the Parkville or Cherry Creek campus will have a transition plan supported by this Framework.

At Secure Care Parkville College teachers develop transition plans for every student. Parkville College has a formal process with DET LOOKOUT Centres whereby a student report is sent to LOOKOUT, DET Area Team and the students home school, every time a student is exited from Secure Care. LOOKOUT Education Support Centres are designed to boost the capability of early childhood services, schools, carers, child protection practitioners and out-of-home care services to improve educational outcomes for children and young people living in out-of-home care.

Young people spend short periods of time at Secure Care, usually around ten days. Because of the short stays and the DET dedicated support focus of LOOKOUT for students in out of home care Parkville College's Secure Care work sits alongside this framework.

Activities completed by Parkville College Secure Care that support students' Transition

- › Welcome students to our school.
- › Build relationships with students and learn about their strengths, interests, needs preferences and goals.

- › Obtain current school enrolments.
- › Connect with current schools and establish key contacts.
- › Pre-emptively notify LOOKOUT if a student is placed at Secure for the first time.
- › Connect with care teams via '48hr' meetings to receive education updates.
- › Establish educational goals for time in Secure and back in the community.
- › Conduct literacy and numeracy assessments if appropriate to do so.
- › Attend care team review and exit meetings as needed in certain cases.
- › Promote engagement and participation in classes.
- › Document successful educational and regulation strategies.
- › Share any relevant or significant student work examples with enrolled home school and Child Protection workers.
- › Communicate with and support care teams to facilitate new school enrolments as needed in certain cases.

EDUCATION, TRAINING AND EMPLOYMENT PATHWAYS

Overview

The student is the fundamental stakeholder throughout the transition process. They must be given every opportunity to be actively involved in planning and implementing their own transition from custody. This should include, wherever possible and with a student's active involvement, connecting with the family, close supports, and community of the student. To ensure that each transition pathway connects with the individual student's identity, our approach and Framework incorporates flexibility that allows staff to work responsively to meet student needs. It is important to respect and acknowledge each student's culture, values, and experiences, utilising these to understand a student's intrinsic motivations and inform their goals and pathways. This practice also helps ensure plans are student-driven and are supported by the important people in a student's life.

Education, training, and employment pathways are supported at Parkville College with the creation of a student transition plan. The Parkville College Transition Plan is a discrete and separate document to the Individual Education Plan (IEP). The IEP importantly focuses on the short-term goals and adjustments needed of the learning program a student undertakes whilst in custody. The Transition Plan seeks to focus additional effort on supporting planning to improve positive outcomes for students upon exit from custody. An important component of the Transitions Plans is identifying post custody supports.

Parkville College staff and external stakeholders can use a student's Transition Plan to help understand their overarching education, training, and employment goals and key milestones. Parkville College staff can use this to inform the IEP that they build with the student. This will assist teachers to establish learning intentions when selecting and delivering curriculum and lesson content, ensuring that it is relevant to the individual

goals of each student in their classroom. Transitions staff also use these educational goals and progress to determine appropriate and relevant transition pathways from custody with each student. Parkville College staff also endeavour to support destination schools, support services, and employers to understand the student's progress, and support needed to continue to achieve their goals after returning to community.

TRANSITION DESTINATIONS FROM CUSTODY

Parkville College students have diverse interests, strengths, qualities, experiences, and aspirations and the range of pathways available to them should reflect this diversity. Whilst planning for transitions from custody we must consider a wide range of factors in a student's life including housing, health and wellbeing. These factors must be considered but are not the focus of the schools' Transition Plan. This Framework is intentionally focussed on supporting education, training and employment outcomes for students. The pathways within this Framework are:

Primary and Secondary School – For mandatory school age students and students aged under 18 (and students up to 21 who have missed significant time at school), who have identified that they are focussed on continued education goals. These could include transitioning back to a mainstream or community school directly or via a Flexible Learning Option/Centre to work towards completing their Senior Secondary Certificate. We can provide extensive support for students with an interest in particular industries and are ready to start actively working towards them. These students will be supported to incorporate industry specific development within their schooling through opportunities such as VETiS, School Based Apprenticeships and/or the Head Start program. Students that have a connection to a school will be supported to transition back to that school upon release from custody or Secure Care.

Tertiary Education or Vocational Training – For students who have completed secondary school or are aged over 17 or have identified that an adult learning environment is most suitable to achieve their goals. These students will have identified that education and training is important to achieving their career goals and will transition into tertiary and vocational education courses.

Employment – Students who have identified career goals that do not require them to undertake any additional formal education or training and are legally old enough to gain relevant employment, including apprenticeship and traineeship opportunities. This would also include students who have identified that they want to secure suitable employment (part time, full time, casual) while also working towards other goals through education and training pathways.

PHASES OF STUDENT TRANSITION

Parkville College uses a structured approach to support students to identify, set, prepare for, and achieve their education, training, and employment goals. The phases that students are supported to access and progress through should be dictated by the students' goals and the pace that best suits them. It is important to acknowledge that students may move in and out of one or all these phases more than once. Parkville College strives to ensure that all students receive support and opportunities throughout these phases. Students are supported to drive their own goals; it is important to note that each student's transitions journey and destination is unique. Students can move back and forth between phases if changes to their goals or circumstances require them to. The phases are not simply a linear progression and will often require the support worker to deliver fluid practice that is flexible to the students' needs and desires. The phases of this framework are:

- › **Exploration**
- › **Skills and Knowledge Development**
- › **School Preparation and Support**
- › **Workplace Preparation**
- › **Workplace Support**

Everyone who successfully pursues career pathways in their lives has engaged in and progressed through each of these five phases in different ways. While these phases provide structure and guidance, the intent is that their delivery be adaptive, flexible and tailored to the needs of each student. For example, students will enter and exit our school at different phases, often multiple times. Some students will also need to spend more time on some phases than others. Progression through the phases need not be linear and may be appropriate to revisit a phase if a student's aspirations and goals change.

Each of these phases have been explored further below, with details of what each phase looks like in custody and in the community.

Exploration Phase



The primary aim of this phase is to:

- › Recognise the formal and informal skills and experience that each student has when they enter our school.
- › Provide information about industry and career pathways that are available and relevant to each student.
- › Gather useful information such as previous school reports
- › Provide support to set personal goals.
- › Support students to determine the most appropriate pathway to achieve their goals.

This phase is critical. The authenticity and strength of a student's engagement with Parkville College is crucial. It is important to build a strong and secure relationship with the student to enhance planning and exploration. Through this engagement and relationship building, students will be provided with an opportunity to identify goals and pathways that are of most value to them. Students leading the co creation of their own plans with Parkville College is critical. The Practice Principles of the Parkville College Model have been developed to guide staff towards the creation of robust, safe and trusting engagement.

Exploring student readiness and their dreams and aspirations, supports the creation of a program that is responsive to the skills and knowledge development required for a student to achieve the goals they have set themselves.

Our school aims to recognise the formal and informal skills, experiences, and strengths that each of our students enter our school with. This information is then used to correctly understand which phase of this Framework they are in and how we can support them to continue that journey while they are with our school and beyond.

As a Victorian Government School, it is important that we create opportunities that ensure that all students are exposed to applied learning and a range of vocational pathways that can inform their senior secondary schooling and offer exposure to curriculum that can ignite a student's passion and possible career goal.

Students at Parkville College are supported to develop an IEP which outlines their education plan while they are in custody and when re-entering education in the community. This is an informative document that will guide their progress through the Exploration and Skills and Knowledge Development phases of this Framework.

Activities completed by Parkville College that Supports exploration.

In Custody:

- Transitions and/or Admissions Teams communicate with the student's Youth Justice Care Team and current school and or DET area team/regional staff, TAFE, and/or employer (where appropriate) during student's enrolment. This is done to better understand a student's education and employment experiences and ensure they remain connected to their school and/or employer if possible.
- Recognition of Student's Informal Learning. These are skills and knowledge that have been developed through identifying personal strengths, and life experiences. This could include caring for a sibling, cultural practices, living skills, playing sport, community involvement, family responsibilities, etc.
- Understanding a student's language, literacy and numeracy skills at enrolment using assessment tools including:
 - York Assessment of Reading Comprehension (YARC)
 - Wechsler Individual Achievement Test (WIAT)
 - Clinical Evaluation of Language Fundamentals (CELF-5)
 - Australian Core Skills Framework (ACSF) aligned literacy and numeracy assessments
 - Access any other valuable/up to date information/assessments previously undertaken by a school or DET
- Career Exploration - explore available education, training and employment pathways with the students using pathways materials, information sessions, and career exploration assessments such as Morrisby - My Career Insights.
- Determine career pathway options available to student. This will be influenced by various factors including:
 - age
 - language, literacy and numeracy skills
 - location
 - family, cultural and community expectations
 - previous school enrolments and experiences
 - child protection involvement
 - disability and/or medical conditions
 - youth justice status
 - bail/parole conditions
 - access to transport
 - alcohol or drug use
- Involve family, carers or trusted adult (with student consent) to gain input and insight into student's interests, skills, knowledge, experience, strengths, and supports.
- Student identifies their career education, training, and employment goals. Developing an Individual Education Plan with Parkville College staff to guide their progress towards these goals.

- › Understand and prepare for environmental and situational factors that may influence a student's ability to successfully pursue the goals that they've set. Whilst these factors are not the focus of a Parkville College Transitions Plan they must be understood as critical context.

In Community:

- › Student's returning to a school or Flexible Learning Option (FLO) in their home community should have access to all the same supports and opportunities available at Parkville College in this phase. Schools can support students through learning mentors, wellbeing roles and other specialised supports.
- › Student engages with an appropriate Department of Education and Training support program such as:
 - › Navigator
 - › Lookout
 - › Reconnect
 - › Youth Justice Education Pathway Coordinators
 - › Skills and Jobs Centres
 - › Youth Learning Pathways
- › Student engages with an appropriate Jobs Victoria and/or Commonwealth Department of Social Services support program such as:
 - › Jobs Victoria Work and Learning Centres
 - › Jobs Victoria Advocates, Mentors and/or Career Counsellors
 - › Disability Employment Services
 - › School Leaver Employment Support (SLES)

Skills and Knowledge Development Phase



The primary aim of this phase is to:

- › Connect the learning program within Parkville College to the interest areas, goals and planning coming from the exploration phase.
- › Establish if the primary goal for a student is to return to school, vocation, or work (or a combination).
- › Strengthening student skills and knowledge so a student is better placed to achieve their goals.
- › Capitalise on the existing formal and informal skills and knowledge that students already have.

The learning and teaching program at Parkville College is aimed at strengthening the skills and knowledge of all students, with a focus on delivering vocational education. Designing responsive and differentiated classroom resources, that are created in line with the Victorian Curriculum to meet student needs and interests, sits at the heart of the school mission. Developing skills and knowledge that connects a student to their own goals (undertaking an apprenticeship, going to university, completing VCE, finding a job) increases the likelihood of student success.

To ensure students have access to the full range of higher education and training pathways, and subsequent employment opportunities, this phase has a strong foundational focus on skills and knowledge development

of the young person. This is always delivered in response and support of the education, training, and employment goals the student has set.

Furthermore, this phase aims to support students to develop the soft skills, hard skills and qualifications required to access and engage sustainably in their chosen schools, courses and/or employment pathway. The education and training each student receive includes a mixture of general and specific skills and should be based on their individual needs and interests identified in the Exploration Phase. The student's IEP should outline and guide the work done by all Parkville College staff. It is crucial that there is consistency across the student's IEP and Transition Plan.

Activities completed by PC Transition Supports during this phase.

In Custody:

- Parkville College teachers support students to work towards completing the Victorian curriculum, the Victorian Pathway Certificate, Senior Secondary Certificates and relevant Vocational Education and Training (VET) using the Parkville Model. Learning and teaching should be guided by the student's individual goals and the qualifications and language, literacy, and numeracy skills required for a student to access and succeed in the pathway/s they've identified.
- Student completes relevant short course qualifications such as:
 - White Card
 - Safe Food Handling
 - Barista Course
 - First Aid
 - Traffic Management
 - Learner's Permit
- Custodial In-Reach Support:
 - Parkville College encourages and supports teachers from community and relevant support services to visit the student whilst in custody to support their ongoing engagement with community base education and training. This also creates an opportunity to transfer and strengthen rapport and trust and gives these external/ongoing support people an important insight into the environment that the student will be transitioning from.
- DJCS Pre-Release Program:
 - Eligible students can be granted community-leaves to attend and engage in education and training at a TAFE, connecting to a school, RTO, or university in the community. This is an extremely valuable option and should always be explored.
- Students can access and complete vocational and tertiary education courses that are available online in custody.
- Ensure students are supported to develop cultural skills and knowledge through culturally relevant education and mentorship. Supporting students to be confident in their culture and identity and strengthening their preparation for transition.
- Regular communication with family, carers or trusted adult (with student consent) keeping them informed of student's progress including participation, improved academic levels, course completions and skills development.

In Community:

- Student returns to or enrolls in a different school in their home community.
- Student returns to or enrolls in relevant vocation training with a TAFE or RTO in their home community.
- Student returns to or enrolls in relevant tertiary education with a university.
- Student engages with an appropriate Department of Education and Training support program such as:
 - Navigator
 - Lookout
 - Reconnect
 - Youth Justice Education Pathway Coordinators
 - Skills and Jobs Centres
 - Youth Learning Pathways
 - Raising Expectations, The Centre for Excellence in Child and Family Welfare
 - In school supports such as learning mentors.

School Preparation and Support Phase

For students who are already engaged with a school or through the Exploration phase have identified that their goal is to return to a school setting, Parkville College will focus on delivering school wide supports that support this pathway.



The purpose of this phase is to focus transition planning and supports to connecting students with an identified school setting. The primary aim of this phase is to:

- Identify the school setting that best supports the students' goals.

Parkville College understand that keeping a student connected to their substantive school is a powerful transition tool. All efforts will be made to ensure this connection point is maintained. Before a student is referred to a school that is not their substantive school, the Transitions worker is to speak with the Executive Principal.

- Connect with the wide array of DET supports, policy and procedures designed to support students to access a successful school enrolment
- Activate the appropriate school based, Area team, Regional and Central DET supports.
- Explore how DET and Parkville College can support a student's school return to a Catholic or Independent school setting.

Activities completed by Parkville College Transition Supports during this phase focus on seeing DET policies realised. This means linking as much as possible with the identified school setting.

In Custody

- › Student engages in education with Parkville College and builds skills for their return to a school in community
- › Student is supported to maintain connection to existing school
- › Custodial In-Reach Support – connecting students to teaching and support staff from school in community
- › Student is supported to identify the school in community that best suits their goals and support needs
- › Connect with and activate relevant DET supports including school-based staff, Area teams and Regional and Central supports
- › Explore how DET and Parkville College can support a student's return to a catholic or independent school

In Community

- › Student returns to a school or Flexible Learning Option (FLO)
- › Student engages with appropriate education support services

Workplace Preparation Phase



The primary aim of this phase is to:

- › Establish what actions are required to support a successful transition to work
- › Identify how targeted activities, such as creating a resume, can be supported
- › Identify any mandatory requirements for the work pathway chosen
- › Identify supports that exist in a student's home community that support successful transition to work

The purpose of this phase is to provide students with knowledge and cultural capital that will enable their pursuit of career goals and equip them to gain and retain employment and a fulfilling career. This is particularly important for many students who have not had opportunities to gain this knowledge through school, household and/or social environments.

If the young person's current path (training or job) does not succeed at the first attempt, the development in this phase should ensure they have the knowledge and networks to identify and move on to the next opportunity. This knowledge is critical so young people not only have the skills to enter work, but also to remain in work, and to adapt to the changing work and workplaces they will encounter across careers with multiple disruptions and continuous change.

Activities completed by PC Transition Supports during this phase.

In Custody:

- Student is supported to develop work-readiness skills. These may include but not limited to:
 - resume writing
 - applying for jobs
 - interview skills
 - effective workplace communication
 - workplace OH+S
 - awareness of social media presence
 - transport skills
 - financial literacy
 - interpersonal skills
- Preparation Sessions:
 - Parkville College staff support student to develop student knowledge and understanding of the workplace environment they will transition to, familiarising the student with workplace functions and expectations.
 - Student supported by industry experts and/or prospective employers to develop required knowledge and skills in preparation for supporting a student's transition into their environment.
- Custodial In-Reach Support:
 - Parkville College encourages and supports employers from community and relevant support services to visit the student whilst in custody to support their ongoing engagement with community base education and training. This also creates an opportunity to transfer and strengthen rapport and trust and gives these external/ongoing support people an important insight into the environment that the student will be transitioning from.
- DJCS Pre-Release Program:
 - Eligible students leave custody to familiarise themselves with the employment environments that they intend to engage with post release. This could include work experience opportunities particularly for younger students.
- Support students to apply for and prepare required identification and documentation.
- Strong collaboration with the following supports will be important for supporting a student through this transition: - students family and/or carer
 - youth Justice support workers
 - employment support services in community
 - cultural and community supports

In Community:

- Ongoing support from relevant Parkville College staff. This can include:
 - Head Start initiative inside Parkville College
 - Jobs Victoria initiative inside Parkville College

- › Engaging with O Streat for support with transition planning
- › Apprenticeships Victoria initiative inside Parkville College
- › Industry Engagement for Priority Cohorts initiative inside Parkville College
- › Student engages with an appropriate Department of Education and Training support program such as:
 - › Reconnect
 - › Head Start
 - › Apprenticeships Victoria
 - › Skills and Jobs Centres
 - › Local Learning and Employment Networks
 - › Structured Workplace Learning
 - › Youth Learning Pathways
- › Student engages with an appropriate Jobs Victoria and/or Commonwealth Department of Social Services support program such as:
 - › Jobs Victoria Work and Learning Centres
 - › Jobs Victoria Advocates, Mentors and/or Career Counsellors
 - › Disability Employment Services
 - › School Leaver Employment Support (SLES)

Enhancing Workplace Support Phase



The primary aim of this phase is to:

- › Build the capacity of identified employers to understand and build confidence to support Parkville College students
- › Identify possible supports from a student's home community
- › Identify if college post placement supports are available and confirmed
- › Connect a student with workplace and post custody supports as early as possible

In the same way Parkville College highly values and promotes the intentional use of supports for students transitioning to school, TAFE or higher education, Parkville College recognises the importance of strong workplace support to ensure the sustainability of student transitions into their chosen career pathways. Best practice is to ensure regular workplace support with students, family or carers (with student's consent), and employers as challenges, great or small, are inevitable for any young person entering new employment environments. Parkville College has unique experience and access to supporting students in custodial environments. This puts us in a privileged position to offer support and training to our industry partners as they endeavour to create workplaces that are safe and respectful environments for our students that enable positive and meaningful employment experiences for the student and employer alike.

Understanding and responding to challenges early and supporting the student and the employer to work through them constructively will greatly improve the sustainability of a student's career pathway. This will also provide valuable insight into how we can continue to improve this Framework and our practice.

Parkville College has limited capacity to provide this support to all our students as they transition back to communities across the state and does not aim to replace the work done by important support services in these communities. Instead, we endeavour to work closely with stakeholders and other partners to connect them with our students and build their confidence and capacity to provide the best possible support for our students to pursue their goals.

Activities completed by PC Transition Supports during this phase.

In Custody:

- › DJCS Pre-Release Program:
 - › Eligible students leave custody to return to or start engaging in employment that they intend to engage with post release. This is an extremely valuable option and should always be explored.
- › Parkville College works in partnership with several important stakeholders to provide targeted support to student in custody including:
 - › Jobs Victoria initiative
 - › Apprenticeships Victoria initiative
 - › Industry Engagement for Priority Cohorts initiative
- › Scheduled development reviews facilitated with students and their employer where a student is employed by a Parkville College industry partner.
- › Pathway information is clearly outlined in the student's Transition Plan:
 - › Location/s of workplace and transport information.
 - › Key dates, times and locations (interviews, inductions, medical assessments, start date, etc.).
 - › Key support people (teacher, employer, YJ, transitions support, etc.) and their specific role, responsibilities, actions, and contact details.
 - › Any key tasks and deadlines that the student is responsible for completing and instructions for completing these tasks.
- › The Parkville College Transition Plan provides a structure for identifying the roles and responsibilities for all relevant support staff, family and community members and most importantly the responsibilities of the student in supporting them to achieve their goals. This work sits alongside the Youth Justice Care team whose remit extends to parole planning and other mandated actions connected to the justice system.
- › Family/carers/trusted person can contact support staff to raise any concerns and seek support and guidance.

In Community:

- › Ongoing support from relevant Parkville College staff including:
 - › Jobs Victoria initiative
 - › Apprenticeships Victoria
 - › Industry Engagement for Priority Cohorts
 - › Students supported by O Street receive ongoing mentoring as they enter the workforce. O Street staff can provide support through the ups and downs of finding sustainable work.

- Pathway information is clearly outlined in the student's Transition Plan:
 - Location/s of workplace and transport information.
 - Key dates, times and locations (interviews, inductions, medical assessments, start date, etc.).
 - Key support people (teacher, employer, YJ, transitions support, etc.) and their specific role, responsibilities, actions, and contact details.
 - Any key tasks and deadlines that the student is responsible for completing and instructions for completing these tasks.
- The Parkville College Transition Plan provides a structure for identifying the roles and responsibilities for all relevant support staff, family and community members and most importantly the responsibilities of the student in supporting them to achieve their goals.
- Family/carers/trusted person can contact support staff to raise any concerns and seek support and guidance.
- Scheduled development reviews facilitated with students and their employer where a student is employed by a Parkville College industry partner.
- Student engages with an appropriate Department of Education and Training support program such as:
 - Head Start
 - Apprenticeships Victoria
 - Skills and Jobs Centres
 - Youth Learning Pathways
- Student engages with an appropriate Jobs Victoria and/or Commonwealth Department of Social Services support program such as:
 - Jobs Victoria Work and Learning Centres
 - Jobs Victoria Advocates, Mentors and/or Career Counsellors
 - Disability Employment Services
 - School Leaver Employment Support (SLES)

LITERATURE INCLUDED IN FRAMEWORK REVIEW AND DEVELOPMENT: (ACTIVE LINKS)

Review into Vocational and applied learning pathways in senior secondary school – John Firth

Transitions Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System – NDTAC

Educational Transitions from Custody – Victoria University, University of Tasmania & Deakin University

Findling That Spark : What works to achieve effective employment services for young people? – Brotherhood of St Laurence Research & Policy Centre

Transforming Career Education in Victorian Government Schools – Victorian Department of Education and Training

Marrung - Aboriginal Education Plan 2016-2026 – Victorian Department of Education and Training

Submission to the Senate Select Committee on the Future of Work and Workers – Australian Chamber of Commerce and Industry

Youth Justice Strategic Plan 2020-2030: Working together to reduce youth offending and meet the needs of children and young people – Victorian Department of Justice and Community Safety

The Parkville College Model: A culturally responsive evidence-based pedagogy – Parkville College
