

# South Australia's State Disability Transition Program





# **South Australia's State Disability Transition Program**



# Acknowledgements



**Australian Government**  
**Department of Education, Employment  
and Workplace Relations**



Production and distribution of this booklet and DVD have been funded by the Australian Government Department of Education, Employment and Workplace Relations through the National Disability Coordination Officer Program.

This resource was developed in a cooperative partnership between the National Disability Coordination Officer Program (Region 23), TAFE SA, YouthJET, Personnel Employment (a Division of Barkuma Inc) and the Department of Education and Children's Services.

South Australia's State Disability Transition Program is funded by the South Australian Government Department of Education and Children's Services and delivered by Personnel Employment.

Personnel Employment, as Coordinator of the State Disability Transition Program, and the partner organisations, are willing to provide extensive mentoring, resources, information and intellectual property to other regions wishing to adapt the model in their region. All documents and intellectual property contained in this DVD and booklet may be freely used or adapted for use by organisations wishing to establish a similar program in their region.



**Government of South Australia**

Department of Education and  
Children's Services

 **Personnel EMPLOYMENT**



## Disclaimer:

The content of this booklet and DVD is not owned or controlled by the Australian Government and the Australian Government has not authorised or approved the content or accuracy of the booklet and DVD. Users should not rely on the information contained in this booklet as an official Australian Government source. Information provided was correct at time of publication, however all listed partners accept no responsibility for the accuracy, completeness or currency of the information contained within the DVD or booklet.

[www.deewr.gov.au/ndco](http://www.deewr.gov.au/ndco)

This booklet can be downloaded from:  
[www.adcet.edu.au/ndco/sa](http://www.adcet.edu.au/ndco/sa)

# Contents

- 6 Foreword
- 7 Program Overview
- 10 The Program Implementation Model
- 16 Program Advisory Committee Members
  - Correspondence Samples
  - 18 Expression of Interest Letter
  - 19 Student Acceptance Letter
  - 20 Student Course Letter
  - 21 Teacher Course Letter
  - 22 Work Experience Letter
- Structured Workplace Learning
  - 26 Assessment Log Book
  - 34 Third Party Evidence Report
- 38 Questions to ask Disability Employment Service
- 40 Student Brochure
- 42 Teacher Brochure
- 45 Information for Teachers
- 46 Case Studies
- 50 Glossary

# Foreword



**The State Transition Program has been operating in South Australia for 10 years. It targets young people in their final year of secondary schooling who have intellectual disabilities and learning difficulties with the aim of supporting their transition to further education and training and employment. It currently operates across metropolitan Adelaide, but has been successfully trialled in regional South Australia.**

**As a result of the State Transition Program, hundreds of young people have achieved outcomes such as:**

- Focused re-engagement with formal schooling
- Transition to Vocational Education and Training (VET)
- Transition to employment
- Securing of Australian Apprenticeships

Delivered in a cooperative arrangement between the Government of South Australia and Disability Employment Network providers, training providers, schools and employers, the State Transition Program supports the young people who undertake the program in reaching their potential through fulfilling, relevant and sustainable employment that enables them to fully participate in the community and gain a measure of independence.

The State Transition Program is unusual in that it involves not only students enrolled in South Australian public schools, but also students from Independent Schools and Catholic Education SA schools. The success of the program owes much to the open cooperation of these three schooling sectors, but also to the enthusiasm of the partner organisations who work together to overcome barriers and promote the successful transition of these students. Much of this endeavour operates on goodwill and providers being willing to share resources openly.

Finally, the State Transition Program brings perhaps a unique view to a successful outcome. Some students may exit the program to employment; some to an apprenticeship, while others may undertake certificate training. Still others may return to school, newly engaged and with a renewed purpose. Most exit the program with quite different goals and pathways than when they entered, but all are considered a successful outcome as they all progress the young person on a pathway to sustainable employment.

It is hoped that this DVD and booklet will allow you to get a sense of how the program runs as well as how you might involve your students. It is also hoped that this package inspires you to celebrate the achievements of these young people while also providing all the documentation that you might need to develop a similar program in your region.

## **The Project Development Committee:**

- Monica Leahy, National Disability Coordination Officer
- Michael Yeo, Director, YouthJET
- Craig Harrison, General Manager, Personnel Employment
- Helen Edwards, Program Manager, Department of Education and Children's Services

# Program Overview

The State Disability Transition Program provides a case management service to young people with disability during their last year at school. The program coordinates access to accredited employability skills training, vocational education and training (VET), structured workplace learning (SWPL) and a seamless transition into open employment with ongoing support from a Disability Employment Network Service (DENs) and further training pathways.

## HISTORY

Personnel Employment has been a leading partner over the past ten years, in the design, implementation and sustainability of the State Disability Transition Program, initially contracted to manage a research and development project called the Lighthouse Disability Initiative in the Western Region of Adelaide.

This project ran for four years. It was funded by the Australian Government Department of Education, Science and Training (DEST, now DEEWR) to trial and develop best practice models of access to VET for young people with disability. The initiative was in response to the Australian National Training Authority (ANTA) focus on addressing the under-representation of people with disability accessing accredited training.

The trial commenced in the Western Region of Adelaide and expanded to the Southern in the third year and the North Eastern Regions of Adelaide in the fifth year.

In the fifth year a partnership was established with the Department of Education and Children's Services (DECS) via the Futures Connect Strategy Unit to implement the model across South Australia starting with metropolitan regions in 2005.

In 2005 the program was extended to the Limestone Coast region and had run successfully until the end of 2008. Funding of coordination was the only barrier to it continuing in 2009.

This project has achieved significant VET and employment outcomes through a collaborative model.

## PROGRAM MODEL

The Program model applied is underpinned by three critical success factors:

### 12 month transition plan

The program is a staged process over a twelve month period.

Students commence with employability skills training and career development via the Introduction to Vocational Education Certificate (IVEC) as a foundation for the next three steps. They then gain technical skills through an industry VET program followed by Structured Workplace Learning – SWPL, (supported by a Disability Employment Network Service), where they apply the skills and knowledge they have gained. As part of the process, students preparing to leave school and enter the work force register with a Disability Employment Network Service that will then assist them with finding and keeping a job.

The Program fosters a smooth transition model for students with a disability by:

- (1) Establishing a clear plan for the transition year. This also assists students who struggle with change (due to their disability) to prepare for this significant step in life,
- (2) Facilitating/brokering accredited training and workplace experience (via SWPL) that assist students in the job market. In 2008, fifteen courses were offered including Arts, Administration, Automotive, Animal Studies, Construction, Community Services, Hair & Beauty, Health, Hospitality – Kitchen Operations and Front of House, Horticulture, IT, Meat Processing, Retail, Screen Printing.
- (3) Establishing ongoing relationships between students, their parents and post school services early in the transition year. This reduces the pre-employment phase within employment services, as processes are completed during the last six months of the individual's schooling, resulting in efficient securing of employment for the individual.

(4) Leveraging human resources from DENs to support students in their structured workplace learning and transport training. Having been involved in the students' work preparation, DENs will be in a better position to be able to offer a post school option resulting in a seamless transition process from school to work.

## Case Management Model

A student focussed case management model is facilitated through the ongoing employment of 2 Transition Coordinators who project manage the program.

The program establish lines of communication that ensure Parents, Schools, Registered Training Organisations, Disability Employment Network Services, Transition Brokers and Local Community Partnerships all work together to support students through the process. For example identifying and addressing support needs, addressing transport training/ issues, negotiating access to structured work placements.

Students register with a Disability Employment Network Service whilst still at school, providing them with a seamless transition from school to employment. They receive individual case management and are provided with mentoring during their work placement. As school leavers they receive ongoing support to find and maintain employment.

## Partnerships and collaborations

Partnerships and collaborations have been and continue to be a critical component in the development and evolution of the State Disability Transition Program. One of the unique qualities of the program to date has been the strength of the informal arrangements between the partner organisations. The willingness and goodwill of partners to be involved contributes to the successful outcomes.

# Program Overview continued

The Transition Coordinators have established partnerships that continue to be built upon with the three Schooling Sectors, Futures Connect Strategy Unit and Transition Brokers, Local Community Partnerships, Registered Training Organisations (including TAFE SA), Disability Employment Network Services, Employers and other Post School Pathway Organisations. These complex partnerships are maintained through regular communication, seeking and acting on feedback and recognising the valuable input and contribution of all stakeholders. The commitment to a common goal has facilitated communication, resource sharing and thus significant outcomes for students with disability.

We also continue to develop existing partnerships with commonwealth, state and local government and industry employers to ensure the right 'climate' exists to support the achievement of outcomes and ongoing sustainability of the program.

## OUTCOMES

Over 619 students with disability have participated in the program over its evolution from pilot to metropolitan wide (2000 - 2008). The program has continued to grow over this time. In 2009 there are 118 students from 41 schools in metropolitan Adelaide from across the three school sectors participating in the program.

The program continues to average over 50% employment outcomes compared to the Disability Employment network average of 30%.

The average time to gain employment post training for participants was eight months. This is a significant reduction in placement time compared to twelve months for young people with no accredited training or structured workplace learning experience. Often, students gain employment as a result of their placement due to the DENs support available to them during this time.

The majority of students, who do not go onto employment or job seeking, either return to school or go on

to further study, including gaining support through the VET to Work project, funded by the South Australian Government Department of Further Education, Employment, Science and Technology (DFEEST), and jointly developed with Personnel Employment who also co-ordinate this project.

The State Disability Transition Program plays an important role in assisting the State Government to deliver on a number of disability related objectives set out in the SA Strategic Plan, in particular its goal to double the number of people with disabilities employed by 2014.

The program has received the attention and support of the South Australian Government Social Inclusion Unit and is an excellent example of a social inclusion initiative that utilises cross sector partnerships to achieve positive school to work transition outcomes for students with disability.

The program was showcased as an international best practice model at the International Forum on Disability Management Conference in Berlin 2008.

## BUDGET

### Current 2009 Funding Sources based on participation of 120 students in metropolitan Adelaide

| Component  | Source   | Funds                                 |
|--|--|---------------------------------------|
| <b>Project Coordination:</b><br>Personnel Employment, including case management role: case load 60 students per worker | Futures Connect (Department Education and Children Services)<br><br>Personnel Employment (Disability Employment Network Service) | \$65,000<br><br>\$65,000 (in kind)    |
| <b>IVEC competencies</b><br>approx \$450 per student   | Schools – Department of Education and Children Services (state public education), Independent, Catholic.                         | \$54,000                              |
| <b>VET competencies / courses</b><br>approx \$500 per student  | Schools – Department of Education and Children Services (state public education), Independent, Catholic                          | \$60,000                              |
| Total  |  | \$244,000<br>(≈ \$ 2,000 per student) |

For more detailed information on the implementation of the State Disability Transition Program, the document relating to the Program Model should be read.



# The Program Implementation Model

## HISTORY

Personnel Employment has been a leading partner over the past nine years in the design, implementation and sustainability of a best practice model of access to Vocational Education and Training and Structured Workplace Learning for young people with a disabilities leading to employment and further training pathways. This strategy is currently known as the State Disability Transition Program.

Personnel Employment managed a research and development project called the Lighthouse Disability Initiative in the Western Region of Adelaide. This project ran for four years. It was funded by the then Australian Government Department of Education, Science and Technology to trial and develop best practice models of access to Vocational Education and Training for young people with a disabilities.

The trial commenced in the Western Region of Adelaide and expanded to the Southern and North Eastern Regions of Adelaide.

A partnership was established with the Department of Education and Children's Services via the Futures Connect Strategy Unit to implement the model across South Australia starting with Metropolitan Regions in 2005.

This project has achieved significant Vocational Education and Training and employment outcomes through a collaborative model.

## Outcomes from State Disability Transition Program 2000 to 2008

Over 600 students with disabilities participated in the program over the first six years of the Program from its evolution from pilot to metropolitan wide. The program has continued to grow over this time. In excess of 100 students now participate annually.

The program continues to average over 50% employment outcomes compared to the Disability Employment network average of 30%.

The average time to gain employment post training for participants was eight months. This is a significant reduction in placement time compared to twelve months for young people with no accredited training or structured workplace learning experience. Often, students gain employment as a result of their placement due to the agency support available to them during this time.

## Approach and Methodology

### 1.1 Project management approach and methodology

The Program model applied is underpinned by three critical success factors.

#### 12 month transition plan

The program is a staged process over a twelve month period.

Students commence with employability skills training (via IVEC) as a foundation for the next three steps. They then gain technical skills through an industry VET program followed by completing a structured work placement (supported by a Disability Employment Network [DEN] service), where they apply the skills and knowledge they have gained. As part of the process, students preparing to leave school and enter the workforce register with a Disability Employment Network service that will then assist them with finding and keeping a job.

A smooth transition model for students with a disability is fostered by:

- (1) establishing a clear plan for the transition year. This also assists students who struggle with change (due to their disability) to prepare for this significant step in life,
- (2) facilitate/broker accredited training and workplace experience (via SWPL) that assists students in the job market,
- (3) establishing ongoing relationships between students, their parents and post school services early in the transition year. This reduces the pre-employment phase within employment services, as processes are completed during the last six months of the individual's schooling, resulting in efficient securing of employment for the individual.
- (4) leveraging human resources from a Disability Employment Network to support students in their structured workplace learning and transport training. Having been involved in the students' work preparation, Disability Employment Networks will be in a better position to be able to offer a post school option resulting in a seamless transition process from school to work.

## Case Management Model

The Program Provider facilitates a student focussed case management model.

Lines of communication are established that ensure Parents, Schools, Registered Training Organisations, Disability Employment Network services, Transition Brokers and Local Community Partnerships all work together to support students through the process. For example: identifying and addressing support needs, addressing transport training issues, negotiating access to Structured Work Placements.

These lines of communication are maintained through the ongoing employment of two Transition Coordinators who project manage the program.

## **Partnerships and Collaborations**

Partnerships and collaborations have been and continue to be a critical component to the development and evolution of the State Disability Transition Program. One of the unique qualities of the program to date has been the strength of the informal arrangements between the partner organisations. The willingness and goodwill of partners to be involved contributes to the successful outcomes.

Personnel Employment, as Program Coordinator and Deliverer, has established partnerships that continue to be built on with the three Schooling Sectors, Futures Connect Strategy Unit and Transition Brokers, Local Community Partnerships, Registered Training Organisations, Disability Employment Network services, Employers and other Post School Pathway Organisations. These complex partnerships are maintained through regular communication, seeking and acting on feedback and recognising the valuable input and contribution of all stakeholders. Experience to date teaches that commitment to a common goal facilitates communication, resource sharing and thus significant outcomes for students with disabilities.

Existing partnerships with Commonwealth, State and Local government and industry employers that ensure the right 'climate' exists to support the achievement of outcomes and ongoing sustainability of the program also continue to be developed.

## **THE PROCESS**

### **Term 4 (of year preceding Program)**

Expressions of interest are sought from all metropolitan schools across the three schooling sectors.

Partnerships with schools across the three sectors have been established and the Program Coordinator will continue to work with Department of Education and Children's Services (DECS), Transition Brokers and Local Community Partnerships LCPs to engage schools who have not referred students to the program. Strategies used include forums, attending network meetings and 1:1 meetings with individual schools. The underpinning principle is enabling access for all students with a disability.

Information packs have been developed and are reviewed and improved every year with feedback from stakeholders including Transition Brokers and LCPs.

### **Term 1**

- Selection interviews are conducted at students' schools with the students and their parents/primary supports present. This enables open communication regarding the students' strengths, support needs and aspirations and enables parents/primary supports to ask questions regarding the program. This is also the first step in building rapport and communication lines.
  - Selection interviews are coordinated with the key contact at each school.
  - Successful applicants are determined in partnership with the Futures Connect Strategy Unit and LCPs who work in partnership with the Provider to agree on selection criteria and available resources.
  - Unsuccessful applicants are given feedback and suggested strategies relating to their transition plan. Over the past nine years, there have been a very small number of unsuccessful applicants, with a number of them reapplying the following year.
- An individual case file is established for each successful applicant. A record of the selection interview and student details including their strengths, support needs and aspirations is established. This file is built on throughout the program and information is exchanged (with permission) with relevant stakeholders to ensure that needs of individual students are met.
  - Progress meetings are held with Transition Brokers and LCPs throughout the year and each stakeholder's role will be clarified for the coming year.
  - Negotiation of arrangements for the Certificate in Vocational Education (IVEC) occurs in partnership with Transition Brokers and LCPs. In 2008 an arrangement was established with TAFE SA enabling a number of programs to be delivered in local facilities accessible to students within their district. The Provider works with Registered Training Organisations to equip their staff with information and support strategies that ensure the training is practical, meets the individual needs of students and is relevant to the current labour market trends. Memoranda of Understanding are established with all Registered Training Organisations (RTOs). Information about Students' learning needs is subsequently forwarded to the RTOs.
  - Students, Parents/primary supports, Teachers, Transition Brokers and LCPs are informed in writing of arrangements for IVEC training
  - Progress report is submitted to the State Transition Advisory Board and Local District forums.
  - IVEC groups are established, with a maximum of twelve students per group. Students are allocated according to learning needs and location.

# The Program Implementation Model continued

## Term 2

- IVEC groups are monitored to ensure the individual needs of students are being met and training outcomes achieved.
- Communication with student, parent/primary support and teacher will occur to confirm students' VET program preference and ensure it is a suitable pathway with realistic employment opportunities within the local labour market. Career guidance is provided for students who are uncertain or whose choice does not link to realistic employment opportunities within the local labour market.
- Progress meeting is held with Transition Brokers and LCPs and identification of suitable Registered Training Organisations to deliver VET training is explored.
- Negotiation of arrangements for VET training occurs in partnership with Transition Brokers and LCPs. The Program Provider works with Registered Training Organisations to equip their staff with information and support strategies that ensure the training is practical, meets the individual needs of students and is relevant to the current labour market trends. Memoranda of Understanding are established with Registered Training Organisations.
- Students, Parents/primary supports, Teachers, Transition Brokers and LCPs are informed in writing of arrangements for VET training.
- Information sessions are held in partnership with Transition Brokers, Regional Structures and LCPs to facilitate students' and parents/ primary supports understanding of the Disability Employment Network and range of providers that will aid them in their selection of a service. A question sheet is supplied to empower students to ask questions of providers about their service that will aid their decision making.
- Evaluation is conducted with students and all other stakeholders regarding the program up until the end of term 2.

- Students, Parents/primary supports, Teachers, Transition Brokers and LCPs are informed in writing of results of IVEC training.
- Students' individual case files are updated.
- Progress report is submitted to the State Transition Advisory Board and Local District forums.

## Term 3

- VET groups are monitored to ensure individual needs of students are met and training outcomes achieved.
- Communication with student, parent/primary support and teacher occurs to confirm students' Structured Work Placement preference and requirements and ensure it is a suitable pathway with realistic employment opportunities within the local labour market. Career guidance is provided for students who are uncertain or whose preference does not link to realistic employment opportunities within the local labour market.
- Progress meeting is held with Transition Brokers and LCPs and identification of suitable employers to canvass for Structured Work Placements is explored. Also, arrangements for graduation ceremony are agreed.
- It is confirmed with Students, Parents/primary support and Teachers which Disability Employment Network service the Student has chosen.
- Negotiation of arrangements for Structured Work Placements occurs in partnership with Students, Parents/primary supports, Teachers and Disability Employment Networks. Work with Disability Employment Network providers occurs to equip their staff with information and support strategies that ensure Structured Work Placement learning goals and the individual needs of students are met. Disability Employment Network partners are requested to provide a minimum of full-support on the job for the first two days

of placement and that ongoing support for the remainder of the placement is negotiated with the Students, Parents/primary supports and employer.

- Students, Parents/primary supports, Teachers, Transition Brokers and LCPs are informed in writing of arrangements for Structured Work Placements.
- Evaluation is conducted with students and other stakeholders regarding the program up until the end of term 3.
- Students, Parents/primary supports, Teachers, Transition Brokers and LCPs are informed in writing of results of VET training.
- Students' individual case files are updated.
- Progress report is submitted to the State Transition Advisory Board and local Regional forums.

## Term 4

- Structured Work Placements are coordinated between employer, Disability Employment Network, student and school and monitored to ensure learning goals and the individual needs of students are met.
- Evaluation is conducted with students and other stakeholders regarding the program for the year.
- Students' individual case files are updated.
- A Graduation Ceremony is organised and held late in Term 4, with student speakers, guests of honour such as the Chief Executive of DECS and Members of Parliament etc and the presentation of certificates.
- Final report is submitted to the State Transition Advisory Board and DECS Regional forums.
- Destination tracking continues beyond completion of program. Consent is gained from students to gather destination information for at least one year after their program completion date.

## **1.2 Working collaboratively with Futures Connect Strategy Unit and Local Community Partnerships**

Partnerships have been established and developed over the past nine years with:

- Transition Brokers from DECS metropolitan Regions, and
- Local Community Partnerships: Western Futures, YouthJET, Pathways North East, Northern Futures, Quality Lincs, Southern Futures and FEVER.

A collaborative working relationship continues with them through:

- Facilitating progress meetings held at least once a term
- Open and honest lines of communication in person, by phone and by email
- Consulting them in decision making
- Seeking their input, advice and feedback throughout the program
- Being responsive to requests, queries and information provision
- Ensuring roles and responsibilities in relation to the program are established at the beginning of the program.

## **1.3 Facilitating communication between all stakeholders**

Partnerships and lines of communication have been established with the three Schooling Sectors, the DECS Futures Connect Strategy Unit and Transition Brokers, Local Community Partnerships, Registered Training Organisations, Disability Employment Network services, employers and other post school pathway organisations. These complex partnerships are maintained through regular communication, seeking and acting on feedback and recognising the valuable input and contribution of all stakeholders.

The Provider chosen to deliver the State Transition Program has demonstrated, through the past nine years of the program thus far, and through their employment service over the past twenty-one years, the capability to build rapport and maintain open lines of communication with students and their parents/primary supports.

The Program actively empowers students in decision making and choice. It is recognised that parents/primary supports are a very important partner in the process and they are engaged in the process from the application phase so they can support their sons and daughters to participate in the Program.

Communication is facilitated between all stakeholders by:

- applying the Case Management approach described in 1.1, including establishing rapport and open lines of communication from the beginning of the program.
- active participation in relevant forums such as State Disability Transition Advisory Group, State Pathways to Employment Working Party, DECS Regional forums, Local Community Partnership forums and so on.
- maintaining open and honest lines of communication in person, by phone and by email.
- consulting all stakeholders in decision making
- seeking all stakeholders' input, advice and feedback at relevant stages throughout the program. Operating in a culture of continuous learning and improvement is essential.
- being responsive to requests, queries and information provision.
- ensuring roles and responsibilities in relation to the program are established at the beginning of the program.
- being available.

Two Transition Coordinators are currently employed to deliver upon this program including facilitating communication between all stakeholders.

## **1.4 Professional development of stakeholders**

The State Transition Program is committed to fostering the professional development of staff in the sectors of Secondary Education, Vocational Education and Training and Disability Employment to continually build the infrastructure necessary to ensure the sustainability of the transition model. This is achieved in the following ways:

### **Teachers**

Teacher learning is facilitated in the area of reasonable adjustment strategies in VET, the labour market and the Disability Employment Sector through information sessions, forums, bulletins/fact sheets, advice and mentoring and informing of relevant forums, networks and training events offered by these sectors.

A Training and Development session has been designed and delivered for Special Education Teachers and Vocational Education and Training Coordinators on participation in Vocational Education and Training and transition for students with disabilities. In 2007 the Registered Training Organisation attached to the STP Provider delivered a customised program from the Australian Career Development Studies initiative covering Analyse and Apply Labour Market Information; Provide Careers Guidance; and Utilise Specialist Communication Skills to Build Strong Relationships for over sixty DECS staff involved with the education and transition of students with disability.

### **Disability Employment Network**

Staff learning is facilitated for Disability Employment Network in the areas of SACE, Structured Workplace Learning, Australian Apprenticeships and the Vocational Education and Training Sector through information sessions, forums, bulletins/fact sheets, advice and mentoring and informing of relevant forums, networks and training events offered by these sectors.

# The Program Implementation Model continued

## Employers

Employer awareness regarding employing people with disabilities is increased through reverse marketing strategies, presentations at business forums, active participation in business networks, marketing/promoting successful case studies, provision of on-job support via the Disability Employment Network.

## Registered Training Organisations

Registered Training Organisation staff learning is facilitated in the area of disability awareness, reasonable adjustment strategies and the Disability Employment Sector through 1:1 mentoring and knowledge sharing including briefing and debriefing sessions, sharing resources, advice on strategies to cater for different disability needs, and informing of relevant forums, networks and training events.

There is also a strong commitment to the empowerment of students and parents as stakeholders in the program and the Provider continues to work with DECS Futures Connect Transition Brokers and DECS District structures to deliver Parents as Career Partners workshops.

Presentations at school, district and local community partnership based forums and expos for students with disabilities and their parents/advocates are an ongoing activity.

## 2. Working Relationships and Structures

### 2.1 Working knowledge of DECS Future Connect Strategy Unit and Regional Structures

Personnel Employment, as deliverer of the STP, has worked extensively with the DECS Future Connect Strategy Unit and previous to its introduction, the Enterprise and Vocational Education Strategy throughout the evolution of the State Disability Transition Program.

The input of Transition Brokers from each Region and the Program Manager Futures Connect have been integral to the ongoing development, design and evaluation of the model including establishing sustainable funding of the IVEC and VET training

programs. The STP Coordinators currently meet with Transition Brokers from each district and the Program Manager Futures Connect face to face once a term and maintain updates via phone and email.

The DECS Futures Connect Strategy Unit has a key role in implementing the SA Youth Engagement Strategy which is a strategic response to the 'learning or earning' commitment made by Premier Rann in 2005. The State Disability Transition Program achieves the key principles that underpin this strategy – learning plans that take into account individual interests, abilities, career goals and aspirations and are achieved through partnerships and activities beyond the school grounds.

The State Transition Program Provider continues to participate in Regional forums for Special Education Teachers and Career and Transition Services. Partnerships have been established with Schools, Regional Disability Coordinators and Transition Brokers in the metropolitan and near metropolitan Regions served by the State Transition Program. There are twelve DECS Regions and the Provider continues to be committed to assisting DECS to extend the State Disability Transition Program model to the rural districts not currently covered by the initiative. An understanding of the structure of the DECS Regional Offices is essential to coordination and support of the Program.

The State Transition Program provider understands the role of the Support and Intervention Services and more specifically the State Disability Transition Centres (Daws Road and Prospect Centres). Service Agreements have been established with both Centres and strong relationships with their personnel including the Manager, Disability Curriculum Policy and Research, Disability and Statewide Programs.

### 2.2 Engaging employers.

A number of employers have been engaged in the State Disability Transition Program over the last nine years via Structured Work Placements, many of which have employed people with disabilities.

Participants in the State Disability Transition Program are promoted to potential employers by the following methods:

- Structured Workplace Learning (this method is very powerful, as on job training and support ensures a positive experience for employer and job seeker) towards the end of placement strategies in order to seek employment opportunities or tap into employers' networks to identify other employment opportunities. Structured Workplace Learning placements are arranged by Disability Employment Network staff and are funded by the Australian Government Department of Education, Employment and Workplace Relations.
- Personnel Employment Job Search Team. A team of skilled personnel whose role is to identify and secure job opportunities for individual jobseekers.
- Interviews with Disability Works Australia, an organisation that brokers job opportunities for people with disabilities across Australia. This organisation's roots are in South Australia and it targets employment opportunities with large corporate organisations such as Coles and Westpac.
- Registration (via Aptitude Testing with support) with Maxima and Statewide Group Training Organisations. Both Group Training Organisations have participated in project trials to improve access to employment opportunities for people with disabilities. Both organisations have since developed processes and minimum outcome targets to enable access for people with disabilities.
- Current and New Industry Partnerships. Personnel Employment, as State Transition Program provider, and Western Futures LCP established an ongoing partnership with Woolworths in 2002 as part of Retail Vocational Education and Training opportunities.

### **2.3 Knowledge and understanding of following contexts**

#### **Australian Government eligibility process through welfare to work reform.**

In 2006 the Job Capacity Assessment was introduced creating a new system of eligibility testing for people with disabilities seeking employment support. The State Transition Program provider has worked with this system extensively in Adelaide and has direct contacts with each of the providers of this service. Clients are supported through this process, which can be complex and daunting.

Students receiving special education support who require ongoing support can enter the Disability Employment Network service without this eligibility test via the 'Special School Leaver' clause.

This reform has also involved changes to eligibility criteria for the Disability Support Pension. The Job Capacity Assessment process also informs Centrelink determinations for income support type granted.

#### **Changed role of Job Services Australia in working with clients with a disability**

20% of the Australian population has a disability; there are over 700,000 people on the Disability Support pension. Job Services Australia has increased the number of people with disabilities they service. The main group within the area of disability that they service are those with initial entry barriers due to their disability who do not require assistance post placement in employment. The Disability Employment Network is designed for those with short and long term support requirements post placement in employment.

#### **Three Schooling Sectors**

The State Transition Program has been working with the three schooling sectors (Public Education DECS, Catholic Education and Association of Independent Schools) throughout the life of the program. Networks exist that include the head office coordinators and individual staff based in schools that service students with a disability.

#### **Australian Government Career Advice Australia Strategy**

The Career Advice Australia Strategy is an Australia Government initiative working with existing career and transition programs to provide a national career development and transition support system for all young Australians aged 13 to 19 years.

In practical terms it is important to understand the role of Local Community Partnerships and the network of Regional Industry Career Advisers in implementing this strategy.

The Program has and will continue to work with the Local Community Partnerships' Structured Workplace Learning and Adopt A School programs in relation to the State Disability transition program.

Networks with the Regional Industry Career Advisers (RICAs) are important as the RICAs maintain relationships with businesses, employers and industry bodies - contacts that are useful resources to the State Disability Transition Program. Their currency of knowledge of industry developments, local career opportunities and regional skills needs helps inform the career advice, training and Structured Work Placement components of the program

Involvement in the Parents as Career Partners and Australian Career Development Studies programs help underpin this strategy.

#### **Other sector stakeholders**

The Provider must be prepared to engage with and draw on the expertise of other sector stakeholders who may have expertise or be able to facilitate connections to opportunities. These include TAFE and the National Disability Coordination Officer Program.

#### **2.4 Demonstrated capacity to track and monitor young people involved in the program**

The capacity to track and monitor young people throughout and beyond the program is very important in order to promote continuous improvement, relevance and success. Comprehensive systems that comply with legislative requirements have been established.

This has been achieved by applying a Case Management Model where the staff employed to coordinate the program and:

- Develop rapport and communication lines with individual students, their parents/primary support, their teacher and other stakeholders including trainers and Disability Employment Network staff.
- Maintain accurate, up-to-date and confidential records such as individual student profiles, contact lists, training records, placement details and destination profiles. Consents are obtained in order to exchange information (in accordance with National Privacy Principles) for the purpose of tracking and monitoring young people involved in the program.
- Maintain regular, open and honest communication.
- Build and maintain partnerships.
- Be available.

### **2.5 Demonstrated evaluation and report writing skills**

The capacity to evaluate the program and write reports for various stakeholders is essential.

Methodologies applied have included:

- Feedback from participants and their support networks and other stakeholders. Feedback was sought about the process, what they are gaining from the program and anything they felt could be done better. All feedback was considered by the Project Coordination Group to shape the specific methodologies/approaches of subsequent programs and review progress against the expected outcomes.
- Data collection on participation rates, training outcomes and destination outcomes. This information is considered to review specific methodologies/approaches and to review progress against the expected outcomes.
- Reports were presented verbally and in writing at all stakeholder meetings and forums

## Advisory Committee Membership

| Name              | Title & Organisation  |
|-------------------|---|
| Brian Silkstone   | CENTRELINK  |
| Craig Harrison    | General Manager Personnel Employment  |
| Michael Yeo       | Director YouthJET (LCP East Adelaide)   |
| Suzette Griffiths | Manager Daws Road Centre, DECS  |
| Terry Dickeson    | Student Support & Disability Manager DECS   |
| Modris Bekeris    | DEEWR   |
| Olivia Sorre      | DESA (Disability Employment SA – formerly ACE)<br>representing Disability Employment Network services                               |
| Stephanie Grant   | Senior Education Advisor Catholic Education SA  |
| Monica Leahy      | National Disability Coordination Officer<br>(Region 23: Adelaide plus eastern, western<br>and southern suburbs – hosted by TAFE SA) |
| Margaret Lynch    | Manager Disability, Curriculum, Policy & Research DECS  |
| Mary Spathis      | Programs Manager Transitions Branch – DEEWR   |
| Mark Waters       | Manager Employment Access (UnitingCare Wesley<br>Port Adelaide – DEN provider)  |



## Correspondence Samples Expression of Interest



# **Personnel** EMPLOYMENT



**CONNECT TO  
YOUR FUTURE**  
Career Advice Australia



Government of South Australia

---

Department of Education and  
Children's Services

## State Transition Program

## **EXPRESSION OF INTEREST**

Please complete the tables below and return fax marked attention

**Transition Team to: 8414 7199 by Week 7 of Term 4**

|                |  |
|----------------|--|
| School         |  |
| Contact Person |  |

If you are unsure if this program is suitable for your student/s, please nominate them and this will be explored through the selection interview.

If you have any questions, please contact us on 8414 7000.

Thank you  
Transition Team

# Student Acceptance Letter



**Personnel  
EMPLOYMENT**



*CONNECT TO  
YOUR FUTURE*  
Career Advice Australia



**Government of South Australia**

Department of Education and  
Children's Services

## State Transition Program

(Insert Date)

### Congratulations!

Dear (insert student's name)

Congratulations on being accepted into the **State Transition Program** for 2009. This program will commence in Term 2 and run for the duration of the school Term. The program is designed to assist young people to prepare for the workforce. We look forward to an exciting year ahead getting to know you.

Details for Term 2 training are as follows:

|                          |  |
|--------------------------|--|
| <b>Venue:</b>            |  |
| <b>Dates:</b>            | The course will begin in the first week of term and will be held every <b>Monday</b> during term 2, on the following dates:  |
| <b>Time:</b>             | XXam – XXpm  |
| <b>What to bring:</b>    | Bring your own pens/pencil case; all other materials will be provided.   |
| <b>What to wear:</b>     | Students will be required to wear clothes that are appropriate for an interview i.e. shirt, trousers and enclosed shoes for boys and shirt with a skirt or trousers for the girls, also with enclosed shoes. |
| <b>Lunch:</b>            | You can either buy your lunch or bring your own from home  |
| <b>On the First Day:</b> | Vanessa, Maria or Ben will meet you (insert location) on the first morning.  |

If you have any questions regarding the course, are not sure how to get to the above venue or will have trouble buying suitable clothes to wear for the course, please call us on:

**8414 7000**

Kind Regards

# Correspondence Samples

## Student Course Letter



**Personnel  
EMPLOYMENT**



Government of South Australia

Department of Education and  
Children's Services

### State Transition Program

(Insert Date)

Dear (Insert Student Name) and parent/s

You have almost completed the Employment Skills Training course offered in term 2 and will be continuing in terms 3 & 4 with the Industry Training component. The (Insert Course Name) course will begin in the second week of next term, when you will be participating in units from the Certificate II in (Insert Course Name).

Training details are as follows:

|                   |  |                          |
|-------------------|--|--------------------------|
| Venue:            |  |                          |
| Dates:            | The course will be held every (Insert Day) during terms 3 & 4, on the following dates for 2009:  |                          |
|                   | Term 3<br>(Insert Dates)   | Term 4<br>(Insert Dates) |
| Time:             |  |                          |
| What to bring:    | Bring your own pens/pencil case; all other materials will be provided. (for example)   |                          |
| What to wear:     |  |                          |
| Lunch:            | You can either buy your lunch or bring your own from home.   |                          |
| Transport         | (for example) A bus/taxi will be supplied to transport you to and from Port Adelaide TAFE each week. You will need to meet at 8.45am on King William Rd, outside the front of Festival Theatre, bus stop Z3. Maria, Vanessa or Ben will meet you there on the first week. <b>Please contact us if you will be requiring this service prior to course commencing.</b> |                          |
| On the First Day: | Vanessa, Maria or Ben will Meet you outside the cafeteria on the first morning   |                          |

If you have any questions regarding the course, are not sure how to get to the above venue or will have trouble buying suitable clothes to wear, please call Maria, Vanessa or Ben on:

**8414 7000**

Kind Regards

Maria Gerzelis  
0414 484 620

Vanessa Pece-Gordon  
0400 363 565

Ben Lewis  
0417 454 611

# Teacher Course Letter



**Personnel  
EMPLOYMENT**



**Government of South Australia**

Department of Education and  
Children's Services

## State Transition Program

(Insert Date)

Dear (Insert School Contact's Name)

Students have almost completed the Employment Skills Training course offered in term 2. They will be continuing in terms 3 and 4 with the Industry Training component. The following student/s will be participating in Certificate II in (Insert Course Name).

- (Insert Name)

**The details for the program are as follows:**

| (Insert Course Name) |   |
|----------------------|---|
| Day                  |   |
| Times                |   |
| Venue                |   |
| Facilitators         |   |
| Start Date           |   |
| Finish Date          |   |
| Dress Code           |   |
| Other                | Students will be required to bring their own notebook and pen                       |
| Transport            |   |
| On the First Day     | Vanessa, Maria or Ben will meet the students at (insert location) at (insert time). |

Correspondence of all details will be sent to students' home address.

If you have any queries please call Maria, Vanessa or Ben on 8414 7000.

Kind Regards  
Transition Co-ordinators

# Correspondence Samples

## Work Experience



**Personnel  
EMPLOYMENT**



*CONNECT TO  
YOUR FUTURE*  
Career Advice Australia



**Government of South Australia**

Department of Education and  
Children's Services

### State Transition Program

---

(Insert Date)

Name of contact  
Name of business  
Street address  
SUBURB SA 5XXX

Dear (Insert Name)

Thank you for agreeing to assist with our work experience program. Work experience is an important aspect of work preparation for our students.

The information below confirms details of the placement for (insert student name).

Dates  
Times

A trainer will be with (insert student name) during the placement to guide his progress through the experience. The trainer's role is to assess (insert student name)'s general work skills and suitability for this type of work and will remain with the student until he/she is familiar with the tasks required.

If you would like further information about our service, or have any queries, please feel free to contact me on 8414 7000.

Thank you once again.

Kind Regards

#### SIGNATURE

Ben Lewis  
Transition Coordinator



**Personnel  
EMPLOYMENT**



*CONNECT TO  
YOUR FUTURE*  
Career Advice Australia



**Government of South Australia**

Department of Education and  
Children's Services

## State Transition Program

---

(insert date)

(insert student's name)

(insert street address)

SUBURB SA 5XXX

Dear (insert student name)

This letter is to confirm arrangements made for a work experience placement. The details are as follows.

Dates

Times            9am to 1pm

Company name

and address

Dress

Transport        (example) Transport for the placement will be negotiated with Ben Lewis  
from State Transition Program.

Support

I will be with you as long you require during your placement to assist  
with your tasks.

Please feel free to ring me on (08) 8414 7000 if you have any questions.

Kind Regards

### **SIGNATURE**

Ben Lewis  
Transition Coordinator

# Correspondence Samples

## Work Experience continued



**Personnel  
EMPLOYMENT**



*CONNECT TO  
YOUR FUTURE*  
Career Advice Australia



**Government of South Australia**

Department of Education and  
Children's Services

### State Transition Program

---

(insert date)

Support Worker

#### **Work Experience Placement Details**

Student  
Student address  
Student telephone number  
Transition Co-ordinator  
Dates  
Times  
Company  
Duties  
Site Contact  
Telephone  
Dress  
Transport  
Support

Transport for the placement will be negotiated between yourself and Ben prior to the placement beginning.

|

Kind Regards

#### **SIGNATURE**

Ben Lewis  
Transition Coordinator



**Personnel  
EMPLOYMENT**



*CONNECT TO  
YOUR FUTURE*  
Career Advice Australia



**Government of South Australia**

Department of Education and  
Children's Services

## State Transition Program

---

(insert school contact's name)

(insert school name)

(school's street address)

SUBURB SA 5XXX

Dear (insert school contact's name)

I am writing to confirm arrangements for (insert student's name) work experience as part of the State Transition Program.

The information below details the placement.

Dates

Times

Company and

location

Support

If you would like further information or have any queries, please feel free to contact me on 8414 7000.

Kind Regards

### **SIGNATURE**

Ben Lewis  
Transition Coordinator

# **Structured Workplace Learning Assessment Log Book**

Name: \_\_\_\_\_

Workplace: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

## **Personnel Employment Group**

## **Employment Skills Training**

## **Structured Workplace Learning**

## **Assessment Log Book**

This is your attendance record – You should complete it each day and have your supervisor sign it.

**Total Hours Spent in the workplace:** \_\_\_\_\_

# Structured Workplace Learning Assessment Log Book continued

## My Structured Work Placement

This is your Work Placement Assessment Book for you to complete during your Work Placement. If you do not know the answers to the questions ask your supervisor or support worker.

- 1) What do I want to achieve on my work placement?

**My goals**



I will achieve this by:

---

---

- 2) Fill in the following information about your work placement.

**My workplace is called:**

---

**What does your workplace do?**

---

**My supervisor's name is:**

---

**If you are unsure about what you need to do while on your work placement who do you ask for help?**

**The days of the week i work are?**

---

**My start time each day is:**

---

**My finish time each day is:**

---

**How many breaks are you allowed to have during a shift and how long are your Breaks?**

---

- 3) In all workplaces there are rules and responsibilities to follow. Circle **A** or **B** next to the sentence below that describes a responsible employee.
- A)** My personal presentation needs to be clean and tidy at all times and wear appropriate clothing  
**B)** I can wear whatever I think looks cool
- A)** It is important to be polite to other workers and supervisors and greet them when I arrive at work  
**B)** I don't say hello in the morning if I am tired
- A)** I need to arrive on time each day and be back from my breaks on time  
**B)** I can arrive late if I stayed up watching TV the night before
- A)** If I am not well, I can go home without letting my supervisor know  
**B)** If I am not well, I need to let my supervisor know immediately
- A)** If I am unsure about how to do something , I should ask my supervisor  
**B)** If I am unsure I can guess and hope that it is right
- A)** If I notice a hazard at work , I should ignore it and wait for someone else to report it  
**B)** If I notice a hazard at work, I need to let my supervisor know immediately
- A)** I need to wear protective clothing if required  
**B)** I don't have to wear protective clothing if it is uncomfortable

Occupational Health and Safety is extremely important in the workplace to keep everyone safe. There may be many safety signs your workplace.



- 4) Draw a safety sign found in your workplace in the square below and describe what it means.

An empty square box intended for a student to draw a safety sign they have seen in their workplace.

---

---

# Structured Workplace Learning Assessment Log Book continued

- 5) Find out from your supervisor 3 conditions of the job for a full time employee. i.e leave entitlements:

---

---

---

- 6) Where is the fire exit located in your workplace?

---

---

- 7) Find out from your supervisor where you would find the following things in your workplace.

| <b>Item</b>          | <b>Where is it stored</b> |
|----------------------|---------------------------|
| <b>First Aid Kit</b> |                           |
| <b>Safety Manual</b> |                           |
| <b>Stationery</b>    |                           |

- 8) Name 3 pieces of machinery or equipment found in your workplace and what it is used for

| <b>Item</b>                 | <b>What it is used for</b>              |
|-----------------------------|---|
| <b>Example: photocopier</b> | <b>photocopying, scanning documents</b> |
|                             |   |
|                             |   |
|                             |   |

- 9) Some workplaces have forms to be completed if you get hurt or find a hazard. Ask your supervisor if your workplace has a form to complete and write the name of the form or attach a blank one at the back of this booklet.

What are some things that need to be reported?

---

---

- 10) It is important that you communicate with customers and the people you work with in the right way. Circle the phrases below that show good communication.



|  |                  |                           |
|--|------------------|---------------------------|
| <b>Eye Contact</b>                       | <b>smiling</b>   | <b>good body language</b> |
| <b>Greeting others in a friendly way</b> |                  | <b>looking bored</b>      |
| <b>frowning</b>                          | <b>slouching</b> | <b>shaking hands</b>      |

- 11) Our personal presentation is another way that we communicate with people. Fill in the gaps below to complete the words that show good presentation.



|                              |  |
|------------------------------|--|
| I need to B_ _ SH my hair    | I need to wear DEOD_ _ _ NT                |
| I need to T_ _ K my shirt in | My clothes need to be CL_ _ _ and IRO_ _ D |

Does your work place have a dress code or any specific requirements, if so, what are they?

---

---

---

- 12) Things I have enjoyed most about my Structured Work Placement?



---

---

---

---

# Structured Workplace Learning

## Assessment Log Book continued

Use this page to record the new things you have learnt each week (include new skills and any equipment or machinery you have learnt to use) Keep a list of any questions that you want to ask your supervisor or support worker.



| WEEK       | THINGS I HAVE LEARNT | QUESTIONS TO ASK |
|------------|----------------------|------------------|
| WEEK ONE   |                      |                  |
| WEEK TWO   |                      |                  |
| WEEK THREE |                      |                  |
| WEEK FOUR  |                      |                  |
| WEEK FIVE  |                      |                  |
| WEEK SIX   |                      |                  |
| WEEK SEVEN |                      |                  |
| WEEK EIGHT |                      |                  |
| WEEK NINE  |                      |                  |
| WEEK TEN   |                      |                  |

**General Comment:**

Please ask your supervisor to write a general comment about your performance during your work placement.

---

---

---

---

---

---

---

---

---

---

# **Structured Workplace Learning**

## **Third Party Evidence Report**

Trainee Name: \_\_\_\_\_

Workplace: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

### **Personnel Employment Group**

### **Employment Skills Training**

### **Structured Workplace Learning**

### **Third Party Evidence Report**

As a Supervisor or Workplace Coach who is supervising this trainee throughout their Structured Workplace Learning you will have many opportunities to observe them in the workplace. This will allow you to monitor their progress and see them develop in their confidence and ability along the way. On the following pages is a Third Party Evidence report for your validation and comments as to whether or not the Trainee has met the required standards in your workplace.

A Support Worker will also visit the trainee throughout their workplace learning at various intervals in order to assess their ability to meet the competencies and requirements of the Certificate that they are undertaking. The Support Worker will make observations, view their logbook and have discussions with the trainee during these visits. These visits are conducted to assess the trainee's performance for the Certificate they are undertaking and your evaluations as a supervisor support this.

# Structured Workplace Learning

## Third Party Evidence Report continued

|                          |   |                              |                             |
|--------------------------|---|------------------------------|-----------------------------|
| <b>Does the trainee:</b> | Attend work on time each day?   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Adhere to break times?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Dress appropriately and present well for the workplace?                           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Communicate with colleagues and customers?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Ask appropriate questions?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Work well with others?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Follow instructions?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Have an awareness of safety in the workplace?                                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Perform and complete a task as requested?   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Understand what is required of them each day?                                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Successfully pass on a message if required?                                       | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|                          | Understand what needs to be reported in the workplace eg: safety hazard/incident? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

**General Comments:**

Please comment on the Trainee's motivation and attitude throughout the Workplace Learning. We value your opinion on how they have performed in your work environment during this time.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Signed.....

Date: .....

# Questions to ask the Disability Employment Services



Government of South Australia  
Department of Education and  
Children's Services

## State Transition Program

---

### Examples of Questions to ask the Disability Employment Service (DES)

- Once registered, how long will I be a client of your service?
- What type of support do you provide? E.g. do you support all day in a job if needed?
- Do you offer any programs to assist with work preparation?
- Do you provide transport support?
- What type of transport support do you offer? E.g. will the trainer get on a bus with the client until they are familiar with the bus route?
- How long can someone remain a client if they do not have a job?
- What other services does your organisation offer? e.g. assisting with personal issues, social club, counselling and advocacy
- Do you assist with any Centrelink issues?
- What kind of jobs do you find for your clients?
- Do you assist with preparing resumes?
- Do you assist with further studies or training?
- Does your organisation offer re-training for a new job or new position? E.g. training a new task in the same workplace



# Student Brochure



## What will you get from it?

By taking part in the State Transition Program you will be better prepared for life after high school. You will increase your confidence and self esteem and gain the skills you need to enter the workforce. You will improve your understanding of what your job and further study options are, and learn how to get and keep a job.

Most students will have gained a nationally recognised vocational qualification or units towards one.

Some students will have a job by the time they complete the Program and some of these jobs will be traineeships and apprenticeships. Other students will choose to undertake further studies.

## What happens at the end?

At the end of the year there is a Graduation held to celebrate your completion of the Program and to present certificates and awards you have achieved during the year.

You will stay linked with your chosen Disability Employment Network (DEN) provider who will help you continue to search for work or support you in a job if you have already found one.

## Want to know more?

If you have any questions talk to your teacher or contact the State Transition Program team on [08] 8447 7000 or email [transition@psa.org.au](mailto:transition@psa.org.au)



CONNECT TO  
YOUR FUTURE

[www.statepathways.sa.gov.au](http://www.statepathways.sa.gov.au)

## What is the State Transition Program?

The State Transition Program helps you prepare for life after high school. During your final year of school it teaches you about your work or further study options, how to find a job and what an employer will expect of you. You will take part in job skills training in your chosen industry and spend some time with an employer getting real world experience. Throughout this process you will be provided with individual guidance and support.

## Who is it for?

The State Transition Program assists students in their last year of high school who have a disability or learning difficulty.

## How can it help you?

Deciding what to do when you leave school is difficult for most people. Getting a job once you've decided what you want to do can be even harder. The State Transition Program will support you through this difficult stage of life and make sure you have the best possible chance of finding and keeping a job that suits you.

## How does it work?

In term 1 of your last year at school you will learn about the State Transition Program and take part in a selection interview. If you are chosen to take part, you will spend one day a week on the Program in terms 2 and 3. In term 4 you will get some real world experience via a structured work placement.

Term 1 - Selection Interviews with students and parents at your school.

Term 2 - Learn about the workforce, your job choices, how to get a job and what employers will expect from you. This will include:

- How to prepare a resume
- What to do and say in a job interview
- How to communicate at work
- How to work effectively in a team

You will also visit some workplaces and gain an understanding of what jobs exist and what type of work you might be suited to.

Units from this term can go towards a Certificate I in IVEC (Introductory Vocational Education).



Team 3 - Learn specific job skills through Vocational Education Training (VET).  
You can choose from many different courses including:

- Hair & beauty
- Screen printing
- Hospitality
- Performing arts production
- Retail
- Meat processing
- Construction
- Business administration
- IT
- Horticulture
- Automotive
- Health
- Community services

Most students will gain a nationally recognised qualification or units towards one.

Term 4 - Get some real world experience in your chosen industry.

With the support of a Disability Employment Network (DEN) provider (that we will help you link up with) you will do 2 weeks of work experience with an employer.

A DEN provider is a government funded employment agency specialising in assisting people with disabilities to gain and maintain employment in the mainstream workforce.

Your DEN provider will work with you after you've completed the State Transition Program to continue your job search, or help you stay in a job if you have already found one.

Term 1

Learn about the State Transition Program and take part in a selection interview.



Term 2

IVEC Studies. Learn about the work force and how to get and keep a job.

Term 3

VET Course. Job skills training in your chosen industry.

Term 4

Structured work placement. Get some real world experience with an employer in your chosen industry.

# Teacher Brochure



## Cost

The cost for each student varies according to whether they are in the public or private school system and which VET program they choose to undertake. On average it ranges between \$400 and \$800 in total.

Costs associated with IVEC training in Term 2 may be covered by the Transition Broker for public school students.

Please contact the State Transition Program team on [08] 8414 7000 or email [transition@pe.org.au](mailto:transition@pe.org.au) for information.

## Application Process

Students must be referred to the Program by their school or teacher. An Expression of Interest form is sent to schools towards the end of the preceding year for schools to nominate students.

An Expression of Interest Form from can be downloaded from  
[www.pe.org.au/high\\_schools\\_and\\_students/state\\_transition\\_program](http://www.pe.org.au/high_schools_and_students/state_transition_program)

Alternatively, send the following information to the State Transition Program at  
Level 1, 260 Currie Street, Adelaide, SA 5000 or fax to [08] 8414 7199 or email [transition@pe.org.au](mailto:transition@pe.org.au)

- \* School
- \* Contact person and telephone
- \* Student name
- \* Date of birth
- \* School year level
- \* Primary disability type
- \* Other programs for which the student has been referred

## Questions?

If you have any questions please contact the State Transition Program team on [08] 8414 7000 or email [transition@pe.org.au](mailto:transition@pe.org.au)



## About the State Transition Program

The State Transition Program is a 12 month program designed to help final year students with disabilities and learning difficulties make a smooth transition from school to the workforce. It provides structured learning, skill development and work placement opportunities, and links students to services that provide ongoing training and support to gain and maintain employment.

The aim of the Program is to prepare students to move into full or part-time open employment with the support of a Disability Employment Network (DEN) provider, or to go on to further study

## Outcomes

Through a combination of accredited training, career guidance and one-to-one support, students gain the skills and confidence needed to enter the workforce.

Students will study towards a nationally recognised vocational qualification.

Some students will have a job by the time they complete the Program and a percentage of these jobs will be traineeships and apprenticeships. Other students will choose to undertake further studies.

Where appropriate students will be linked with a Disability Employment Network (DEN) provider who will help them continue their search for work or support them in employment if they have obtained a job prior to the end of the Program.

The State Transition Program supports students with disabilities through a challenging life phase and ensures that they have the best possible chance of finding and keeping a job that suits them.

## Program Structure

### Term 1 - Application and Selection Process

Applications are received during term 4 of the preceding year and term 1 of the current year. Interviews are conducted with students and their parents or carers. Group information sessions can be held on request.

### Term 2 - IVEC Units

1 day per week (80 nominal hours) students undertake key elements of the Certificate I in IVEC (Introductory Vocational Education Certificate).

- \* To be eligible for the Program students must:
  - \* Have a permanent disability [evidence will be sought as part of the application process]
  - \* Be 16 years or older
  - \* Have the capacity and desire to work in open employment for a minimum of 8 hours per week
  - \* Be able to access transport independently



### Term 3 - Vocational Education Training (VET).

1 day per week students undertake accredited industry training delivered through TAFE SA and private RTOs. Students can choose from a wide range of accredited training courses including:

- \* Hair & beauty      \* Screen printing      \* Hospitality      \* Performing arts production
- \* Retail                  \* Meat processing      \* Construction      \* Business administration
- \* IT                        \* Horticulture              \* Automotive      \* Community services
- \* Health

Nominal hours vary according to the course selected.

### Term 4 - Structured Work Placement

With the support of a Disability Employment Network (DEN) provider students will complete 2 weeks of work experience with an employer. This is usually undertaken in a 2 week block, but is flexible according to the student's capacity, school timetable and employer's needs.

The DEN provider will continue to work with students after they complete the State Transition Program to find or maintain employment.

## Eligibility

To be eligible for the Program students must:

- \* Have a permanent disability [evidence will be sought as part of the application process]
- \* Be 16 years or older
- \* Have the capacity and desire to work in open employment for a minimum of 8 hours per week
- \* Be able to access transport independently





# Information for Teachers

## 1. Outcomes of program

Each young person can expect:

- To participate in a case managed transition planning process
- To have opportunities to develop and practice employment related skills
- Individual support where required, including brokerage into appropriate training or life skills courses
- Access to career education
- Access to timely and accurate career guidance and information
- Access to VET, Structured Workplace Learning, school based New Apprenticeships and vocation learning opportunities
- Monitoring and tracking of progress
- Provision of follow up support
- Effective and seamless service provision through local partnerships between schools, agencies, business and community, supported through the Futures Connect cluster structure.

## 2. Target Group

Young people need to meet the following criteria:

- Generally 16 years or older
- ready to begin the process of transitioning out of the school environment
- have the capacity to work in open employment, either full or part time
- meet Australian Government eligibility for Disability Employment Network services
- behaviour needs to be socially acceptable so they can manage participation in out of school activities and Structured Workplace Learning in an appropriate manner
- have an intellectual or physical disability

## 3. Delivery Model

The elements of the program include:

- Identification of students with a disability who are preparing for their transitions from school
- Students are linked with a Disability Employment Network
- Students across the cluster participate in Certificate 1 in Employment Skills Training, generally delivered by TAFE SA
- Students undertake a two week industry work placement
- Students are mentored during work placement by agency personnel
- Students undertake accredited industry training, provided by TAFE or other RTO in a range of industry areas
- Students are case managed by agencies to facilitate transitions
- Back to school
- Into school based Apprenticeships
- Into further education / training
- Into work (generally Open Employment)

Contact Helen Edwards State Program Manager Transition Services Futures Connect telephone 8226 1691 email helen.edwards@sa.gov.au

# Case Studies

## Case Study 1: Blake's Story

**A Year 10 student was referred to the State Transition Program in the hope that it could assist him with his dream of becoming a chef as the school felt they could not provide him with the support he required due to his physical and learning disability (Dyslexia).**

When he was referred to The State Transition Program, he had been diagnosed with Severe Conversion Disorder (...defined as a condition that presents as an alteration or loss of a physical function suggestive of a physical disorder. Conversion disorder is presumed to be the expression of an underlying psychological conflict or need). "Symptoms most commonly reported are weakness, paralysis, sensory disturbances, pseudo seizures, and involuntary movements such as tremors".

In Blake's case, symptoms presented themselves as paralysis, where he had been confined to a wheelchair for almost 12 months prior to being referred to the program.

Upon meeting Blake, the thing that was most apparent was his keenness to become a chef. It had always been his dream to work in this industry and he was not going to let a barrier like being confined to a wheelchair stand in the way! However, without the confidence, basic skills and support provided through the State Transition Program, there might not have been an easy pathway.

### Blake's Profile

Year 10 student

Blackwood High School

Dyslexia and Severe Conversion Disorder

Learning difficulty and wheelchair user

Ambition to become a chef

Completed the State Transition Program, chose Certificate I in Kitchen Operations to give him the basic skills and knowledge to move forward. The course was modified to ensure he could participate in all activities.

Linked to Disability Employment Network (DEN) provider

Ongoing support from the DEN until he was work ready

Gradual introduction to workforce – one day per week work experience over a long period of time. This started off as only a few hours until he was strong enough to stand independently

DEN provided him with assistance to participate in "dare to dream" (disadvantaged youths given an opportunity to prove themselves in the kitchen) sponsored by the Hyatt Hotel. From this they recognised his talent and he was offered an apprenticeship

Apprenticeship as Chef at Hyatt Adelaide

**He says "dreams do come true"**

## Case Study 2: Giving that ‘boost up’

**A Year 12 student with learning difficulties was referred to the program by her school, St Mary’s College. The school believed that this student could be successful, but felt she required some additional support to ensure it was a smooth and successful transition to life after school.**

Her dream was to work as a School Services Officer (SSO), but knew this was difficult and that she would need to go on to further study

### **Her process**

Completed the State Transition Program – She chose Certificate II in Community Services as her VET course

Linked to a Disability Employment Network (DEN) Provider at the end of Year 12

Completed her Certificate II in Community Services the following year

Received assistance from DEN for her study and securing a part-time job

Currently participating in Certificate III in Education to fulfill her dream

DEN continues to monitor her study and are also looking at securing her a full time job at a school once she completes her study

**Below is a speech given by the student at a transitions for students with disabilities seminar and expo (in front of 260 guests) in 2008:**

Hello my name is \_\_\_\_\_ and I used to go to St Mary’s College in the city.

How I came about this program was that one of my teachers came to me and asked if I would be interested in doing this transition program. She said I should take the pamphlet home and talk about it with my parents.

My parents said it would be a GREAT idea for me to join but I was a little nervous about what to expect and what I would be doing. We got in contact with Vanessa and she set up an interview time with my mum and I. I was a bit nervous when meeting Vanessa because I wasn’t sure what she was looking for. Mum said to me all I can do is just BE MYSELF!! SO that’s what I did and I was lucky enough to be accepted.

On the first day of the transition program I was quite nervous and not sure who I was going to meet or what we would be doing! But as the weeks got on I got to know some really nice people. We did lots of different activities while in the program. We went on excursions, did group work and had group discussions. The teachers were very nice and supportive while in this program.

I thought that the program gave me more confidence in talking in front of people that I didn’t really know too well. It gave me a better feel of what TAFE would be like when I leave school and it gave me a different atmosphere feel so when I did go to TAFE the year after I would know roughly what to expect.

This program has helped me to have a better understanding of what people would expect when getting a job in the work force and what are the best strategies for going into an interview.

Overall I found this program very helpful and useful. I am more confident in myself and I don’t worry as much as I use to do. I can walk into a new environment feeling really confident with who I am and I can go up to different people and talk to them without feeling so afraid.

*continues>*

## Case Studies

### Case Study 2: Giving that ‘boost up’ continued

Last year one of my teachers came to me while I was in a lesson and she asked me would I be interested in working in the Out of School Hours Care (OSHC) at St Mary's College. I was very pleased because at this stage in my schooling life I wasn't thinking about getting a job nor did I have one. I was OVER the MOON when they asked me because I couldn't believe that there were so many girls at my school and they picked me to work there. In other words they basically head hunted me!

I have from such a young age loved and have a great passion for younger children and I couldn't believe that something that I loved doing I got paid for.

This year I am still working at my old school's OSHC program and LOVING IT! Earlier in the year I was working two times a week at St Mary's College and studying part time at Port Adelaide TAFE doing Community Services. That's because I didn't get into my other course which was an SSO course.

As the year got on I picked up a few other jobs. I am working at a little art studio called "Little Picassos" which is for young artists and I am working there once a week. I dance as well on top of all my jobs and my dance teacher asked me if I would be interested in teaching a junior tap class and a pre primary ballet class for children aged 2-5. Another dream came true and I get paid too!

I also do on call work at one of my old primary school OSHC. At the moment I am currently doing all of the above jobs and doing a voluntary work placement once a week at St Ignatius Junior School. That has been really enjoyable to do because not only am I doing something I love but I have learnt so much more than I did. So if anyone out there knows of a co-ed junior school that is looking for a Teacher's Aid or something like me for next year, I'm available! And my agency can make it a traineeship too!

Later this year my other TAFE course finished so I needed to do some other study to give me qualifications for the future. I have just started up Cert III in Education which will give me the qualifications to become a Teachers Aid. This course is external which means in between all my 'different' part time jobs I am studying at home through phone and email communication and with support of my Agency.

You're probably thinking HOW do I fit this all in a week. I do and I am very exhausted by each day and especially by the end of the week. But when you think about it, it is all good because you are getting money for what you do and you are gaining extra jobs and different skills to put on your resume.

**Well, that's what I am doing at the moment but I probably wouldn't have got as far as I have without my families support and the Transition Program's booster to the world outside school.**

## Case Study 3: High Support Needs to Employment

### **Year 12 student from St Mary's (Special Education) Unit at Cabra Dominican College**

Intellectual Disability, high support needs

Parents and school unsure if she could be successful

Referred to the program to see if the State Transition Program could assist with supporting her into Open Employment

Student very keen to work in a Retail environment

Student completed the State Transition Program, selecting Retail as her VET course

Selected Disability Employment Network (DEN) Provider

DEN supported her with a two week work experience placement, providing almost full support including transport training

DEN commenced job searching for the student in a Retail environment whilst continuing to work with her to keep her motivated, gain independence and maturity

DEN secured her position at a supermarket and provided full support to the client until she was familiar with the job role. Support staff also assisted with the transport training to ensure she got to and from work independently.

Client now working 5 days a week, 3 hours a day, support is no longer required full-time.

# Glossary

**DECS**

Department of Education and Children's Services  
[www.decs.sa.gov.au/](http://www.decs.sa.gov.au/)

**DEN**

Disability Employment Network  
[www.workplace.gov.au/workplace/Programmes/DEN/](http://www.workplace.gov.au/workplace/Programmes/DEN/)

**DES**

Disability Employment Service

**DEEWR**

Department of Education, Employment and Workplace Relations  
[www.deewr.gov.au](http://www.deewr.gov.au)

**DFEEST**

Department of Further Education, Employment, Science and Technology  
[www.dfeest.sa.gov.au/](http://www.dfeest.sa.gov.au/)

**IVEC**

Introduction to Vocational Education Certificate  
[www.courses.tafesa.edu.au/xml/course/aw/aw\\_NRX.aspx](http://www.courses.tafesa.edu.au/xml/course/aw/aw_NRX.aspx)

**LCP**

Local Community Partnership  
[www.dest.gov.au/sectors/career\\_development/programmes\\_funding/programme\\_categories/key\\_career\\_priorities/lcp/](http://www.dest.gov.au/sectors/career_development/programmes_funding/programme_categories/key_career_priorities/lcp/)

**RTO**

Registered Training Organisation  
[www.ntis.gov.au/](http://www.ntis.gov.au/) or  
[www.training.com.au/](http://www.training.com.au/)

**SACE**

South Australian Certificate of Education  
[www.ssabsa.sa.edu.au/](http://www.ssabsa.sa.edu.au/)

**STP**

State (Disability) Transition Program  
[www.barkuma.com.au/employment\\_services/state\\_transition\\_program](http://www.barkuma.com.au/employment_services/state_transition_program)

**SWP**

Structured Work Placement

**SWPL**

Structured Workplace Learning  
[www.dest.gov.au/sectors/career\\_development/programmes\\_funding/programme\\_categories/key\\_career\\_priorities/Structured\\_Workplace\\_Learning/](http://www.dest.gov.au/sectors/career_development/programmes_funding/programme_categories/key_career_priorities/Structured_Workplace_Learning/)

**TB**

Transition Broker  
[www.decs.sa.gov.au/learningandwork/default.asp?id=32057&NAVGRP=3082](http://www.decs.sa.gov.au/learningandwork/default.asp?id=32057&NAVGRP=3082)

**DEST**

Department of Education, Science and Technology (now DEEWR)

**DEWR**

Department of Employment and Workplace Relations (now DEEWR)



