

A Community Association of the Central Highlands

Wednesday 27th June

Resource Centre

Hamilton

6.30pm

MINUTES

1. Present:

Maree Krause (Secretary), Andrew Benson, Michael Parsons, Lana Benson (Senior Vice President), Mary Downie (President), Tracey Turale,

2. Apologies:

Anita Campbell, Greg Ramsey, Valdon Orr, Gaye Hills, Tim Parsons, Cheryll McIntosh

3. Amendment to previous minutes:

Minutes to be accepted with amendments of spelling errors .

Moved:

Seconded:

Minutes of meeting held 1-5.06 was dated incorrectly as 9-5-06, this to be amended

Moved: Tracy Turale

Seconded; Lana Benson

4. Business arising from minutes:

Insurance Package secured through Aradley Insurance Brokers for \$350.00

Revised Articles submitted and documentation given to Mary Downie

5. Correspondence:

Out

Articles of Go! Highlands Inc lodged

Letter to Ardaley Insurance

6. Treasurers Report:

Andrew Benson paid \$117.00 to Corporate Affairs for lodgement of Articles of Go!Highlands Inc.
Money to be reimbursed when financial.

7. General Business:

7.1. Draft Policies for Go! Highlands

- Authority to sign cheques
- Code of ethics
- Conflict of interest
- Committees Policy
- Management committee attendance Policy
- Management Committee Dispute Resolution
- Reimbursement of expenses
- Sponsorship Policy

- Fundraising Policy
- Budget Planning

In tabling the draft policies Andrew Benson made the comment that the policies and the associated frameworks, including the Strategic Plan, Articles of the Association and the agreed values statements underpin the open, honest and transparent operations of Go! Highlands Inc.. These draft policies are for consideration by the members of Go! Highlands Inc.. A copy of the draft policies would be provided with the minutes. Mary Downie thanked Andrew Benson for the work to put these draft policies together.

Communication Strategy

Mary Downie tabled the Communications strategy and worked the meeting through the various elements of the strategy. Considerable discussion emanated adding to the strength of this very positive document. Andrew Benson on behalf of the Members commended Mary Downie and Tim Parsons on the development of the strategy.

- Communication to be a permanent agenda item.
- Mary spoke of concern expressed by some that we are not communicating openly within the community

7.2. Communities For Children

Andrew Benson presented information on the strategies that have been developed following community consultation and they are :

- Inform Communities, 2 year project with 1 fte co-ordinator
- Connect Communities, 2 year project with 0.6fte co-ordinator
- Parent Together Satellite Hubs, 3 year project with 4x1fte facilitators
- Play Time Groups, 3 year with 3x1 fte facilitators
- Fun for all, 2.5 year project with 0.6fte co-ordinator

Great discussion on how Go! Highlands can be part of the Community for Childrens project.

- Michael Parsons and Mary Downie to be a sub committee to develop a portfolio for Communities for Children in the Central Highlands.

Moved: Andrew Benson Seconded: Lana Benson

7.3. Youth Career Project – report attached

7.4. Strategic Plan

Andrew Benson gave the meeting some information about developing a strategic plan. The meeting agreed that something along the lines of the Youth Careers Project would be great as part of our strategic direction.

7.5. Meetings

Meeting resolved that it was too early to hold Public meetings

8. Other Business

8.1. Inclusion of Youth on the committee – for further discussion

8.2. Community Audit – Andrew Benson and Mary Downie to develop a community audit for consideration at next meeting.

8.3. Media –

- Meeting resolved that one person would be nominated to be the media spokesperson for Go! Highlands.

- Jenny Crawley a reporter with the Gazette rang and expressed interest in doing an article on Go! Highlands.
- Highlands Digest cut off day for articles is the last Wednesday of the month

8.4. Grants

Tracey Turale to do draft application for Volunteer Small Equipment grant.
Report on Grants to be a standard agenda item.

8.5. Ideas Treasure Chest – a place to put all the fantastic ideas generated by discussions in meetings.

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| Engage with men through sporting groups Highland Heroes School competition to develop website Volunteer Literacy Program |
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9. Next Meeting Tuesday 11th July, Hamilton Resource Centre

Meeting closed at 9.50pm

The Company Camelot – Lana Benson

ABN: 88 098 007 844

Youth Careers Project Report

Ouse District High School

April – June 2006

Funded by Department Health & Human Services / Central Highlands Regional Health Service

Background

This program originated through a consultation meeting with the Primary Health Care Coordinator of the Central Highlands Regional Health Service, a Youth Health Social Worker who was based at the Central Highlands Regional Health Service (also a member of the Youth Health Team), the Consultant (Project Leader) and the Ouse District High School Principal.

Ouse District High School is a small, isolated rural high school which also incorporates the Ouse Community College (a Registered Training Organisation). It was initially felt by the group that elements missing in the current set of educational and class room circumstances was a lack of information, knowledge, commitment and motivation by the students in the area of job seeking, resume writing, presentation skills, research skills, problem solving, decision making, and initiative in relation to their future endeavours.

As the Colony 47 Pathways Program already existed at the school and covers yrs 7 and 8 it was felt that an emphasis needed to be placed on year 9 and 10 students from the high school and year 11 and 12 students at the college, including the mature age students. Two of the mature age participants were parents of students in year 9 which provided an interesting dynamic throughout the site visit section of the program.

Objectives

The initial program was designed to:

- enhance the students level of self esteem, self confidence, self worth and to raise the level of individual efficacy to enable them to set personally attainable goals
- provide the students with an opportunity to experience different and diverse employment opportunities outside the class room environment

- assist them to explore the career opportunities that appealed to them and then provide the necessary information ie. pathways and resources, relating to the specific subjects and grades required to advance those opportunities
- improve their research skills to enable them to source this information for themselves via the internet, employment agencies, newspapers, school resources, personal approaches to friends, acquaintances etc.
- assist them to develop their resume
- enhance their presentation skills in relation to personal presentation for interviews
- improve their oral communication / presentation skills to enable them to feel more confident in an interview, job seeking environment
- assist them to design their future and provide the skills to enable them to progress positively in that direction
- improve their interviewee skills using role play for mock interviews
- provide information on career paths, traineeships, apprenticeships

The Program

It was agreed at the initial meeting that for the program to be as successful as we anticipated it would be essential to include the parents, relevant teachers, business leaders and the wider community along with the students.

It was determined that we should elicit from the students their perceptions about what their future held, but it was also strongly felt that we should seek this same information from the parents to see how the aspirations aligned and to consult with local business to assess the opportunities available in the area and the wider community to gauge their level of engagement and support for the young people.

The program was designed to offer different and diverse experiences including site visits as well as industry specific career speakers attending the school to address the students within the time frame and financial constructs of the program. We felt that it was important to also provide opportunities that would challenge the thinking of the students and help to re-shape their paradigms in relation to how they viewed the world and their place in it – provide opportunities that they hadn't even considered.

A 'Meet & Greet' session was held with parents, some students, the Youth Health Social Worker, the Principal of the Ouse District High School, some teachers, Primary Health Care Coordinator and the Project Leader on 20th March 2006. With this group we explored such questions as:

- What would you like your child to be doing in the future?
- What are the barriers that you see to prevent this happening?
- What are the advantages that you see in wanting this career / living in this area?
- How can the Project Team help you?

The initial session with the year 9 and 10 students followed in late March and there was a concentrated program conducted at the Community College on 10 – 13 April 2006 while the high school students were at camp. In these initial sessions we asked the same questions of the students as we had done at the “Meet & Greet” session. The response from both groups was almost identical which was heartening in some ways and challenging in others. Outcomes attached.

The program conducted at the Community College during April included sessions on:

- Self Esteem / Self Worth / Self Confidence
- Beliefs / Habits / Attitudes
- Self Talk
- How the Mind Works – Conscious, Sub-conscious, Creative sub-conscious
- Goal Setting
- Motivation / Enthusiasm / Maintaining the Momentum
- Career Choices – accessing relevant websites to research subjects required, grade levels required, opportunities in this area - in this state - interstate

These sessions were carried out on an informal basis with information and activities being provided lecture style and then a significant amount of time devoted to questions and answers surrounding the topic and many divergences from the topic. In almost every session this resulted in interesting and lively debate between the Project Leader and the students / the teacher and the students / the teacher and the Project Leader / as well as between the students themselves. It was an incredibly interesting, challenging and thought provoking process for all concerned.

As a side note to the Community College experience, one of the interesting, and very relevant, side topics / conversations that arose was the transference of the information from a school and personal setting into a home and parenting session. Two of the mature age students are parents of year 9 students and one of the year 12 students has a young infant. It was very clear that information, support and assistance in this area is required and, more importantly, actively being sought.

An initial activity carried out by the year 9 & 10 students was the design of a Preferred Behaviour Contract, authored by them, with each student, and the Project Leader, then taking ownership and signing their form individually. Copy attached.

Final Program

| <i>Date</i> | <i>Who</i> | <i>Time</i> | <i>Activity</i> |
|-------------|---------------------|-------------------|---|
| 08/05/06 | Yr 9/10 Yr 11/12 | 10.00am – 12.00pm | TAFE – Melissa Barrett @ the School |
| 10/05/06 | Yr 9/10 Yr 11/12 | 10.00am – 11.00am | ROD WALSH – General Manager Central Highlands Council Careers in Local Government @ the School |
| 11/05/06 | Danielle / Lana | 9.00am – 2.30pm | HOBART DOGS HOME |
| 15/05/06 | Yr 9/10 Yr 11/12 | 9.30am – 2.30pm | NORSKE SKOG – Boyer |
| 18/05/06 | Yr 9/10 Yr 11/12 | 9.30am – 2.30pm | LOVELY BANKS _ Oatlands 'Stockman Stud' |

| | | | |
|-----------|--|-------------------|---|
| 24/05/066 | Yr 9/10 Females Yr 11/12 Females | 10.30am – 12.30pm | ODETTE WALKER – Retail / Hairdressing / Childcare / Travel @ the School |
| 25/05/06 | Yr 9/10 Emma / Elaine / Amanda | 9.00am – 2.30pm | POLICE ACADEMY |
| 26/05/06 | Andrew / Lana | 9.00am – 2.30pm | ROTORLIFT HELICOPTERS |
| 29/05/06 | Yr 9/10 | 9.00am – 2.30pm | HOBART FIRE STATION |
| 26/06/06 | Yr 9/10 Yr 11/12 | 9.00am – 2.30pm | LAKE ST CLAIR |
| 27/06/06 | Yr 9/10 Yr 11/12 Parents Teachers Project Team Business Program Participants | 11.30am – 1.00pm | SUCCESS CELEBRATION Student Presentations Ouse Country Club |

An Orientation Day at Claremont College has been organised for 28 July 2006 and when the Great South Land Minerals organisation returns to the Central Highlands in September students will be involved with some on-site seismic experiences with this organisation. Another activity organised is through the Manufacturing Industry Council and the Department of Economic Development where the students will be transported to various manufacturing businesses around Hobart to experience these diverse businesses first hand. This activity will be conducted in October on a date to be set by the MIC. These activities could not be scheduled within the time frame allotted due to time constraints on the organisations concerned. The Principal at the Ouse District High School has undertaken to include these activities within the school calendar and the Project Leader is willing to attend and assist on a voluntary basis.

Participation

Ouse is a small school with 12 year 9 and 10 students and 11 college / mature age students. Various activities were geared to different groups at different times and in some instances one-on-one, student and project leader, site visits were arranged (refer Program) One session was designed for the female students only – the male students expressed a total lack of interest in hairdressing and childcare! It is anticipated that participation in the Great South Land Minerals project will attract more male interest than female. Active participation (and interest levels) during the April sessions at the College was very high, particularly within the female component. The year 9 and 10 students participated in all site visits and overall we had in excess of 95% participation rate throughout the program.

Within the experience it was a delight to see the movement from disinterest and apathy to one of interest, enthusiasm, concern, compassion, motivation and a desire to continue to learn expressed in the request for the program to continue over a longer period of time. With many of the activities in the classroom the students were initially totally disinterested, seen it all before, don't care, what difference does it make, it's boring to - can we do more of these activities, can't we take more time and do some more of this in the classroom, what else do you have that we can do, this is interesting, this is fun, I enjoy this.

The students have been exposed to a lack of consistency and continuity in the past, workers coming and going, and they expressed a strong desire to keep the program running which translated as much to maintaining the newly developed, meaningful relationships, as much as anything else. It was also a clear message that being involved and developing a love of learning is not too difficult when approached deliberately, in a creative and different manner than they have been exposed to during their school career. It was also heartening to see the interest in their future raised to a level where at least they began to think more constructively about it rather than just allowing it to happen.

Project Leader Comments

The Project Team initially designed the program with high expectations of the students and their capabilities. It became evident during our first session that our original aims and objectives would have to be revised to be more realistic and in line with the social and educational levels of the students involved.

After our first session a much greater emphasis was placed on basic issues such as gaining eye contact, encouraging verbal dialogue, asking questions, seeking information, sharing ideas and thoughts – just allowing the students to see that the Project Team was interested in them as people and that they were valued and cared about. The plan became more about rewarding and encouraging positive behaviour and discouraging, ignoring and not accepting less than positive behaviour. The less than positive behaviour included issues such as bullying, verbal and physical assault, disrespect, swearing, harassment, discrimination. Many of the students are involved in complex family situations, sometimes involving unemployment, extreme poverty, domestic violence and assault, alcohol and drug abuse, mental health issues, unhealthy relationships and parental low education and expectation levels. A great deal of the Project Team's time was spent looking for positive behaviours, characteristics, personality traits and attitudes within the students and reinforcing these in a caring, accepting, non-judgemental way to ensure that they received the positive message.

It should be noted that throughout the whole program no member of the Project Team was personally subjected to any of this behaviour even though it appeared that we were initially just tolerated and treated with suspicion and scepticism. It is pleasing to say that by the end of the program many supportive and meaningful relationships had developed with an extremely high level of respect and trust between the parties. Within the school environment, on the bus and at the various sites we practiced positive behaviours and focussed on raising self esteem, self confidence, self worth and helping the students to believe in themselves and their capabilities rather than their limitations. It was pleasing to

note that at each venue we visited this message was picked up by the relevant staff and they went out of the way to ensure that they reinforced the message in any way they could.

In reflection I believe that the program could have been enhanced by greater teacher and parental involvement from the outset and although in the initial program we had structured in some time with the relevant teachers not enough time was allotted and some confusion arose throughout the program as to roles and responsibilities, timetabling etc. Also a greater time frame would have allowed more meaningful relationships to have developed between the parents and the Project Team which could have assisted the students greatly during the rest of their school career.

On the issue of timeframes, compounded by the funding / reporting and end of financial year constraints, it should be noted that during the timeframe of April – June the school conducted two school camps, school was vacant from Easter until after Anzac Day, various student free days and then there were two weeks of school holidays in early June. This however is the nature of these projects within a school environment and these variables need to be taken into account during the timetabling and program development phase. When these factors are then combined with business, organisational and transport timing constraints the whole process can become quite interesting and challenging.

Outcomes

- **Two college students completed applications and attended an interview for a Greencorp position. One student was successful and is now gainfully employed on this program, in the local area, for the next 6 months.**
- **Two of the male college students are now actively engaged in obtaining a drivers licence – totally disinterested before even though it is crucial for them in gaining employment due to the isolated, rural location**
- **The students have been invited back to the Police Academy to view a Graduation Ceremony, and to drop into the Hobart Fire Station when they are in town. Both organisations commented on the positive behaviour of the students, to the students**
- **The female student who attended the Dogs Home has been invited to come back as a volunteer**
- **The male student who attended Rotorlift has been invited back to operate their simulator sometime in September / October**
- **Rod Walsh, General Manager, Central Highlands Council has offered work experience to the grade 11 and 12 students doing Business Studies**
- **Staff at the ice cream venue at Granton commented on the good behaviour of the students from Ouse School to a work colleague. The students comment, with a great deal of pride, was: ‘I couldn’t believe it – saying that about us’. Project Leaders comment – ‘Believe it. That’s what you are capable of when you put your mind to it. Well done!’**

- Another major outcome, as a consequence of this program, has been the coming together of various stakeholders, teachers, government departments including Health, Police, Education, community members, local government, politicians, business leaders, students, parents, to hold a Community Solutions Forum. The main aim of this forum is to address some of the issues that became clearly identified through the Project Teams involvement with the students, parents and teachers at the Ouse District High School in the Youth Careers Project

Final Comment

‘If human beings (students) are perceived as potentials rather than problems, as possessing strengths instead of weaknesses, as unlimited rather than dull and unresponsive, then they thrive and grow to their capabilities’

Bob Conklin

We survived the journey - we enjoyed the experience – we delighted in the growth & development

Footnote

The observations and conclusion of the Project Team throughout this program have been highlighted and reinforced in the paper titled – *Poverty and Disadvantage among Australian Children: a Spatial Perspective* – by Ann Harding, Justine McNamara, Robert Tanton, Anne Daly and Mandy Yap from the University of Canberra, National Centre for Social and Economic Modelling. This paper is for presentation at the 29th General Conference of the International Association for Research in Income and Wealth, Joensuu, Finland, 20-26 August, 2006

CENTRAL HIGHLANDS REGIONAL HEALTH SERVICE

YOUTH CAREERS PROJECT PROGRAMME

April – June 2006

PREFERRED BEHAVIOUR CONTRACT

I WOULD LIKE TO BE :

TREATED WITH RESPECT

LISTENED TO

TALKED TO LIKE A PERSON

IN A PEACEFUL AND CARING ENVIRONMENT

I WOULD LIKE TO HAVE:

MY QUESTIONS ANSWERED

FUN

I agree with and accept this Contract.

I will treat other people this way.

I expect to be treated by other people in this way.

Name

Youth Careers Project
Workshop Outcomes
April 2006

What job would you like to do / would you like your children to do ?

| <i>Students</i> | <i>Parents</i> |
|------------------------------------|-------------------------------------|
| Policeman / woman | Police force |
| Computer Technician | Work on a farm |
| Construction / Builder / Carpenter | RSPCA – animal carer, wildlife park |
| Retail | Mechanic |
| Hairdresser | Brick layer |
| Dole Bludger | Pilot – little plane, helicopter |
| Child Care | Army, mum, nanny, writer |
| Firefighter | Build or fix computers |
| Farm Work | Actor |
| Diesel Mechanic | Forensic Scientist |
| Panel Beater | Defence Lawyer |
| Working with Wool | |
| Bricklayer | |

What do you see as the barriers to this happening ?

| <i>Students</i> | <i>Parents</i> |
|----------------------------|---------------------------------|
| University entrance levels | Lack of transport |
| Shift work | Distance |
| | Lack of numbers (critical mass) |
| | Poor grades |
| | Lack of motivation |
| | Lack of willingness to listen |

What are the advantages of this career / living in this area ?

| <i>Students</i> | <i>Parents</i> |
|------------------------------|-----------------------------|
| Don't have to leave the area | Kids have useful attributes |
| Pays good | Physically fit |
| | Better attitude about work |

How can the Project Team help ?

| <i>Students</i> | <i>Parents</i> |
|------------------------------------|---|
| Explain subjects / grades required | Teach them to be more motivated |
| Information about traineeships | Help them understand that grades matter |
| Explain our options | Tell them that it's up to them – they have to work it out |
| Organise orientation to College | |