## Wider Workforce Field Trial

**Case Study**

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<tr>
<th>CHARLTON COLLEGE</th>
<th>Secondary Loddon Mallee</th>
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<td><strong>Objectives</strong></td>
<td>▪ Access paraprofessionals in the community to provide certified training and mentoring to students to enhance their transition from school to work and establish wider employability skills.</td>
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| **Classification / Rating** | ▪ Expanding workforce: paraprofessionals  
  - Nature: Incremental  
  - Stage: Testing  
  - Scope: Like schools |
| **Actions**      | ▪ Build human capital through a wider workforce involving the local community.  
  ▪ Document individual Work Readiness Portfolios which all Year 10 students can build on over the next two years (e.g. referencing community based training including First Aid training, Barista Certificate, Leadership training, team building, Safe Food Handling Certificate, Work Readiness training).  
  ▪ Document a Mentoring Program for Year 10 students matched with a local community/business member identified and matched by the school (matching based on vocational interests, community involvement, hobbies/interests).  
  ▪ Develop a transition plan demonstrating how this project will be embedded into the wider school curriculum in the future. |
| **Impact**       | ▪ Students now have a portfolio of certificates from Registered Training Organisation accredited training courses undertaken throughout the Year 10 curriculum to support their transitions and pathways and to assist them in making more informed decisions about their future. Students used their portfolios in mock job interviews with the Local Learning and Employment Network, and in Student/Teacher/Parent interviews to demonstrate progress over the year. Students felt their learning was more supported and felt better equipped to move on to work experience. Some students felt that the Work Readiness Portfolio assisted them with part-time job applications and in their current employment.  
  ▪ Students have begun to develop positive relationships with mentors who will continue to have a role in engagement and transition over the next 12 months, and hopefully continue to have a positive role in each student’s schooling.  
  ▪ Students’ understanding of the Managed Individual Pathways coordinator’s role became clearer and they were able to develop resumes with feedback from professionals within the community, giving them a better understanding of their schooling options for Year 11 and 12. Students felt more valued and supported in their mentoring program and felt that staff genuinely cared about them to organise this program.  
  ▪ Staff and student opinion surveys show improved outcomes in terms of student perception of learning. Students reported increased connectedness to school and student morale (Student Attitudes To School survey).  
  ▪ Community mentors enjoyed the opportunity to work with the school to support student learning (notably mentors who did not have students of their own or had not had students through the school in a long time).  
  ▪ Partnerships were developed with a range of training organisations/providers in offering students short courses to aid their transitions and career planning. |
| **Future**       | ▪ The sustainability of the Mentoring Program will rely on having staff who are familiar with the program and have been involved in its development being appointed as coordinators. With the duties being continuous and to allow the school to be seen as proactive, coordinators will require time release. |