

**Tweed Education and Industry Forum**

# **DRAFT Strategic Action Plan**

Friday 5<sup>th</sup> April 2013



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## **Foreword**

The Tweed Education and Industry Forum (TEIF) came into being in 2012. This is the first Strategic Action Plan for this newly established group.

This Strategic Action Plan was commissioned to identify the key strategic opportunities for the Tweed Education and Industry Forum (TEIF) for the next three years.

This Strategic Action Plan is the blue print for the TEIF to move the group from the discussion phase to action phase as quickly and strategically as possible. This will ensure ongoing commitment to, and participation in the Forum by members.

## **Background**

The TEIF was established following the success of the Clarence Valley Education and Industry Forum (CVEIF) established some years ago. The CVEIF is considered a leading forum bringing significant outcomes to the students of Clarence Valley.

For a period of twelve months, an ever-changing group of interested organisations have participated in the development of the potential scope and direction of the TEIF. However, attendance has been sporadic, and progress slow, despite the commitment and passion of participants.

Membership includes the university sector, the school sector, the VET sector, industry, Local State and Federal Government organisations.

In an attempt to identify and prioritise the focus of the TEIF, investigations were undertaken mid 2012 to identify an opportunity that could be fast tracked with the backing, support and commitment of the TEIF members.

Following a presentation regarding the economic situation of the Tweed-Richmond Priority Employment Area (PEA) by DEEWR representatives, the Forum made the decision to select the Health industry as it was showing sustained and projected employment demand for the Tweed.

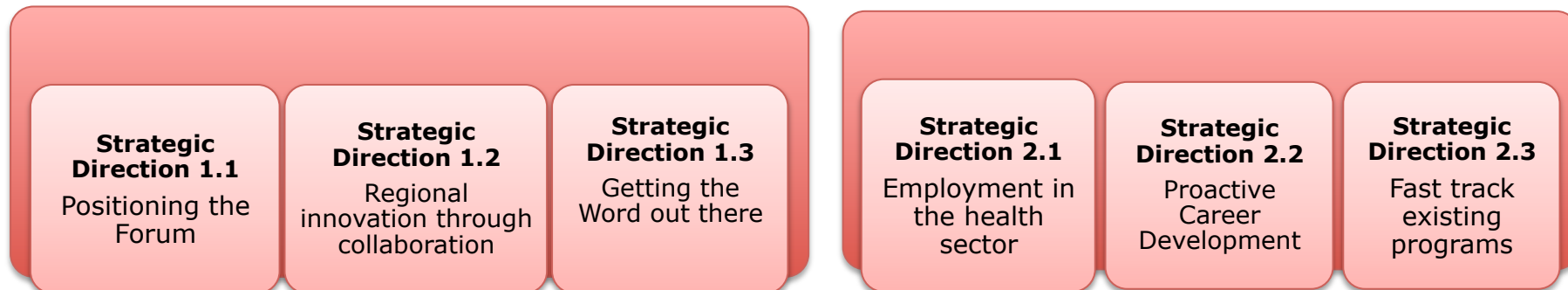
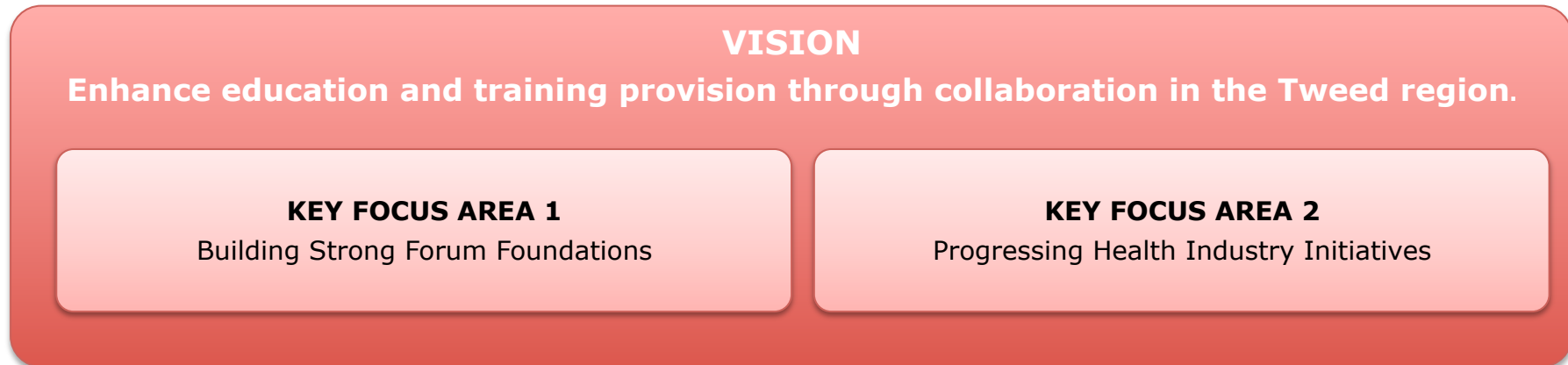
The Health Industry was selected due to the following:

1. Future predictions (locally, state, nationally and internationally) for growth in the demand for health services due to an ageing population,
2. An aging workforce across Australia, including in the health sector
3. The changing way of delivering health services into the future – allied health and health assistants (para-professional) allowing entrance into the health industry with VET qualifications such as Cert III and Cert IV

4. Health being an industry that is not subject to market volatility compared to other industries such as retail, tourism and manufacturing. This offers a longer and more stable lead-time for the Forum to achieve measurable outcomes

It was also agreed that whilst Health would be the initial area of focus, the Forum will remain open to other industry opportunities. Health is the starting point to focus and galvanize the group into action.

## Strategic Action Plan Framework



## **Strategic Direction 1.1: Positioning the Forum**

Objective 1.1.1: Establish strong partnerships and alliances with the objective of enhancing student's education, training and employment outcomes in the Tweed Region

## **Strategic Direction 1.2: Supporting Regional Innovation Through Collaboration**

Objective 1.2.1: Facilitate the development of Tweed regional projects that need the diversity of thinking of the Forum to achieve success.

## **Strategic Direction 1.3: Getting the Word Out There**

Objective 1.3.1: Position the Forum as a strategic educational and industry leadership team in the Tweed region



## **Strategic Direction 2.1: *Go Health, Employment in the Health Sector***

Objective 2.1.1: Increase the number of students participating in VEiS, TVET and SBATs in all areas of health in the Tweed region.

Objective 2.1.2: Inspire and encourage an understanding of the health sector (and all its roles and functions) and its effect on people's lives

## **Strategic Direction 2.2: *Make it Work, Proactive Career Development***

Objective 2.2.1: Strengthen teacher/staff understanding of Health sector career opportunities

Objective 2.2.2: Improve the student and parent/guardian journey through the career development decision-making process

## **Strategic Direction 2.3: *Fast Track Existing Programs***

Objective 2.3.1: Enhance existing health workforce development programs in the Tweed region

Objective 2.3.2: Strive to reduce systemic barriers (for the participation in VET, SBaaTs, TVEIS) in the Tweed region

Objective 2.3.3: Improve training and employment outcomes in the health sector for at risk students in the Tweed region

Objective 2.3.4: Improve training and employment outcomes in the health sector for Indigenous students in the Tweed region

## **Strategic Direction**

Over the next three years TEIF will strive to achieve its vision of

**'Enhance education and training provision through collaboration in the Tweed region'**

We hold as fundamental to achieving our vision that every young person has the right to the education, training and employment opportunities they need and want.

We will strive to achieve our vision by

- Understanding industry needs and align industry and education to improve education and employment outcomes
- Increasing awareness of the opportunities and pathways to further educations
- Inspiring and motivating participation in education and training
- Acting as a springboard for strategic collaboration
- Improving decision making through knowledge exchange
- Modelling and celebrating a 'whole-of-community' approach to education

All the TEIF members are committed to

- Collaboration
- Consensus
- Inclusivity
- Positivity
- Individual and organisational strengths
- Demand driven, evidence based actions

## Challenges and Opportunities

<p>Capacity of the TEIF</p>	<p>Much work has been done on the development of a governance structure for the TEIF, however there remains confusion amongst those involved regarding the roles, responsibilities and scope of the group.</p> <p>The TEIF is a collaborative network that focuses on being responsive and dynamic. It models a distributed leadership approach, where members are encouraged to take leadership on initiatives that are in their self-interest and are supported by other members in the network.</p> <p>Distributed leadership is focused on light governance. All activities, including hosting network meetings, are shared among members.</p> <p>This is both a challenge and an opportunity. This plan sets out clear strategies for strengthening the TEIF during the establishment phase and beyond.</p>
<p>Combating Systemic Barriers and Cynicism</p>	<p>A number of systemic and attitudinal barriers exist in the education sector, that at best inhibit; and at worst, prevent student involvement in Vocational Education and Training. Finding and facilitating solutions to both real and perceived barriers will be a significant challenge for the TEIF. Perhaps the greatest barrier to a paradigm shift, in some cases, is the inability or refusal to see beyond the current models of thinking. This plan outlines new ways of harnessing thinking from (the diversity of) members of the TEIF to collaboratively remove barriers that inhibit success.</p>

<p>Demand Driven Strategy</p>	<p>The labour force comprises people who are either employed or unemployed (actively looking for and available for work). The labour force participation rate for any group within the population is the labour force component of that group, expressed as a percentage of the total population in that group.</p> <p>Many factors contribute to the labour force participation rate – age, gender, marriage status and industry type. Often, it can be a combination of multiple factors.</p> <p>The task of addressing the low participation rate in Tweed, while not insurmountable, is unenviable. Many Government programs are in existence to address these challenges. In fact, increasing the Australian working-age population, lifting labour force participation rates, and raising productivity have been identified by the Australian Treasury as critical in addressing the economic challenges posed by an ageing population (Australian Treasury 2010).</p> <p>This plan sets out the strategy for the TEIF to support and fast-track existing workforce development initiatives that address the recruitment and retention of a skilled workforce in the health industry.</p>
<p>Points of Influence</p>	<p>Acknowledging the decision making process for students around their career selection is complicated and varied, there is no quick fix or one size fits all approach to the process. The TEIF, as set out in the plan, will be an active protagonist in promoting and broadening access to processes that support all students to make informed and inspired career selection decisions. In the first instance, these strategies focus on careers in the health sector.</p>

## **The Action Plan**

The TEIF Strategic Action Plan has an implementation phase of 2-3 years. The Plan comprises:

- 2 Key Focus Areas
- 6 strategic directions
- 12 objectives

The following tables connect the plan together, focusing on strategies and actions that are required to be undertaken, the outcomes to be measured and the recommended timeframe for implementation.

## KEY FOCUS AREA 1: Building Strong Forum Foundations

### ▪ Strategic Direction 1.1: Positioning the Forum

Objective	Strategy	Actions	Timeframe
1.1.1 Establish strong partnerships and alliances with the objective of enhancing student's education, training and employment outcomes in the Tweed Region	Establish an action team to review the TEIF charter	<ul style="list-style-type: none"> <li>Reduce the governance model to two tiers (Forum and Action teams). See appendix 2</li> </ul>	June 2013
	Formalise membership of the TEIF	<ul style="list-style-type: none"> <li>Establish membership form – detailing name of the organisation and the nominee.</li> <li>Seek 12 month commitment to Forum from all members</li> <li>Seek equivalent of \$1000 of in-kind support/member</li> <li>Establish process to invite new members</li> <li>Develop and execute an MOU (or Compact) for the TEIF and its members</li> </ul>	June 2103
	Review and broaden membership of the TEIF	<ul style="list-style-type: none"> <li>Renew membership based on attendance and contribution</li> <li>Invite health industry representative(s)</li> <li>Invite parent membership</li> <li>Invite Student Representative Council membership</li> </ul>	June – Dec 2013
	Establish an action team to monitor and evaluate progress of the TEIF	<ul style="list-style-type: none"> <li>Assess outcomes against the strategic action plan</li> </ul>	Annually
	Advocate for the region and its priority education needs	<ul style="list-style-type: none"> <li>Provide feedback to Government on the TEIF outcomes</li> <li>Respond to Government programs and initiatives with collaborative feedback</li> </ul>	Ongoing

## KEY FOCUS AREA 1: Building Strong Forum Foundations

### ▪ Strategic Direction 1.2: Supporting Regional Innovation Through Collaboration

Objective	Strategy	Actions	Timeframe
1.2.1 Facilitate the development of Tweed regional projects that need the diversity of thinking of the Forum to achieve success.	Establish and implement the TEIF "Pitch and Push" Program	<ul style="list-style-type: none"> <li>Develop protocols</li> <li>Promote the opportunity</li> <li>Call for concepts from members</li> <li>Invite members to "pitch" at the TEIF meeting (2/year)</li> </ul> <p>Process – 10 min pitch followed by 20mins questions from the members. Project is supported if any member nominates to establish an action team.</p>	Twice per year
	Establish an action team to develop protocols for gaining support from the TEIF for any project	<ul style="list-style-type: none"> <li>Develop the process to support short timeframe projects that fall outside of the Pitch and Push timelines.</li> <li>Develop the process for responding to "letter of support" requests (members and non-members)</li> </ul>	Year 1
	Seek and facilitate regional collaborative funding opportunities	<ul style="list-style-type: none"> <li>Leverage funding opportunities through collaborative processes</li> <li>Action teams apply for funding as available and as needed to support and implement projects</li> </ul>	Ongoing
	Increase collaboration as part of a commitment to continued improvement	<ul style="list-style-type: none"> <li>Host an annual Hothouse workshop to reflect progress, monitor trends, capture research, debate outcomes and priorities actions.</li> <li>Invite industry speakers from all sectors</li> <li>Maintain a strong relationship with DEEWR and seek their participation in the Hothouse workshop to update the Forum on workforce trends, challenges and opportunities</li> <li>Refine programs and processes in response to Hothouse outcomes and feedback.</li> </ul>	Annually



## KEY FOCUS AREA 1: Building Strong Forum Foundations

### ▪ Strategic Direction 1.3: Getting the Word Out There

Objective	Strategy	Actions	Timeframe
1.3.1 Position the Forum as a strategic educational and industry leadership team in the Tweed region	Promote the TEIF internally to all member organisations	<ul style="list-style-type: none"> <li>▪ Members to distribute strategic action plan to key staff within their own organisation</li> <li>▪ Members to distribute outcomes of the annual review of the strategic plan to key staff within their own organisation</li> </ul>	Annually
	Establish a communications action team to create a communication snowball to improve stakeholder connections	<ul style="list-style-type: none"> <li>▪ Develop a communications strategy</li> <li>▪ Formalise style guide – use of logo and acknowledgements etc</li> <li>▪ Formalise media protocols for all members</li> <li>▪ Issue at least 2 media releases per year regarding key outcomes, successes</li> <li>▪ Seek opportunities to speak at regional functions/forums on the TEIF projects and successes</li> <li>▪ Establish an information portal to share project ideas. Create the TEIF <i>Dropbox</i> account (free) and invite all members to attend</li> <li>▪ Create a membership database (system to be self-managed)</li> <li>▪ Create a newsletter (system to be self-managed)</li> <li>▪ Create online calendar, chat room, database system with program such as <i>Zoho</i> (free) and upload to <i>Dropbox</i>.</li> <li>▪ Create newsletter template with content management system for members.</li> </ul>	Year 1

	Increase collaborative opportunities through information sharing	<ul style="list-style-type: none"> <li>▪ All members contribute information to newsletter regarding projects their organisations are working on in the Tweed region.</li> <li>▪ Action teams contribute information to the newsletter</li> <li>▪ All members contribute agenda items for meeting</li> <li>▪ All members contribute to the Pitch and Push program</li> <li>▪ All members find and make recommendations for suitable guest speakers to attend Hothouse workshop</li> <li>▪ All members update their own information on the contact database</li> </ul>	Year 1
	Promote the TEIF to the broader community	<ul style="list-style-type: none"> <li>▪ Newsletters are copied from <i>Dropbox</i> and all members distribute to their own contact lists.</li> <li>▪ Develop and deliver a media plan to promote the work of the Forum, and the student outcomes</li> </ul>	Year 2
	Expand the use of the portal	<ul style="list-style-type: none"> <li>▪ Members increase their use of the portal and find new ways to communicate with each other and the broader community</li> </ul>	Year 2
	Establish an action team to monitor and evaluate the progress the communication strategy	<ul style="list-style-type: none"> <li>▪ Evaluate outcomes against strategic directions 1, 2 and 3.</li> </ul>	Annually

## KEY FOCUS AREA 2: Progressing Health Industry Initiatives

### ▪ Strategic Direction 2.1: *Go Health, Employment in the Health Sector*

Objective	Strategy	Actions	Timeframe
2.1.1 Increase the number of students participating in VEiS, TVET and SBATs in all areas of health in the Tweed region.	Set aspiration targets for participating schools to attain Certificate 3 in any area of health	<ul style="list-style-type: none"> <li>Map all Certificate III courses that are available to students in Tweed region and actively promote these options</li> <li>Focus activity on areas of likely labour demand</li> </ul> <p>NOTE: Aged Care, Health Services Assistance, Allied Health Assistance, Community Services, Disability, Home and Community Care, Dental Assistant etc.</p> <ul style="list-style-type: none"> <li>All the TEIF members to utilise networks and partnerships with industry to ensure industry placements are available</li> <li>Work with ICTN Coordinator to stay informed of placement pressures</li> <li>Each school to report progress (actual numbers, risk factors, and successes) at the TEIF meetings. The TEIF members to work together to find ways to reduce risks and/or remove barriers to achieving targets.</li> </ul>	Year 1
	Facilitate student understanding of, and access to a diverse range of health training pathways whilst at school	<ul style="list-style-type: none"> <li>Support students gain equitable access to plain language information, in-class learning and positive work experience opportunities.</li> <li>Working with the Student Representative Council, find new ways to promote/communicate information to students.</li> </ul> <p>Develop a 'students get it' communication strategy, where students distribute information about jobs, careers, facts that inspire them, to each other</p>	Year 2

2.1.2 Inspire and encourage an understanding of the health sector (and all its roles and functions) and its effect on people’s lives	Raise the profile of careers across the diversity of the health sector	<ul style="list-style-type: none"> <li>▪ Establish an action team to drive promotional activities</li> <li>▪ Identify existing health promotional items (flyers, brochures) and distribute them through non-traditional outlets such as supermarkets, cafés, gyms, sports centres and community centres</li> <li>▪ Radio guest speakers targeting parents/guardians “spotlight on health” - job of the week/month. The TEIF action team will partner with the local station and newspaper.</li> <li>▪ Partner with North Coast NSW Medicare Local to leverage the implementation of their marketing strategies and investment.</li> <li>▪ Ensure the Health Sector are invited to participate in all Careers Expos and information days.</li> </ul>	Year 1
	Investigate Opportunities to expand the Health Career Academy Program	Partner with Broken Hill Department of Rural Health, to investigate their model of building career aspirations in health for Indigenous students. If appropriate, explore options for replicating the model within the Tweed region for at risk students and Indigenous students.	Year 2

## KEY FOCUS AREA 2: Progressing Health Industry Initiatives

### ▪ Strategic Direction 2.2: *Make It Work, Proactive Career Development*

Objective	Strategy	Actions	Timeframe
2.2.1 Strengthen teacher/staff understanding of Health sector career opportunities	Improve access to information for teachers about career opportunities in the health sector	<ul style="list-style-type: none"> <li>Deputy Principals to drive this program by providing opportunities (and release time) for staff and teachers to visit TAFE, Universities, and leading industry providers (Aged Care facilities, Sim Lab, Ausjendia Super Clinic).</li> <li>Participating teachers share key learning(s) with the Forum and to their own school meetings (staff meetings, head teacher meetings, executive meetings)</li> <li>Teachers mentor other teachers, and support each other to develop skills in new teaching approaches and resource development.</li> </ul>	Year 1
	Create access to learning and professional support for careers advisors	<ul style="list-style-type: none"> <li>Ensure Careers Advisors are invited to attend the annual Hothouse workshop to support their knowledge currency of economic trends and data.</li> <li>Ensure Careers Advisors are aware of and commit to meeting the strategic intent of the TEIF.</li> </ul>	Annually
	Developing "EQ" as a success vector	<ul style="list-style-type: none"> <li>Establish an action team to investigate opportunities for a pilot project for improving student Emotional Quotient (EQ) as a preparatory skill for working in the health sector and beyond.</li> </ul>	Year 3

<p>2.2.2 Improve the student and parent/guardian journey through the career development decision-making process</p>	<p>Strengthen understanding of the pathways available in Health sector</p>	<ul style="list-style-type: none"> <li>▪ Implement a peer-learning approach for sharing career information using role models (recent TAFE graduates, those who got jobs, those who went on to Uni).</li> <li>▪ Build on existing processes around work experience, careers expos, work placement, TVET, VEiS. Formalise the collection and evaluation of the data of all activities. Analysis this on a regional scale to find ways to enhance successes, or remove barriers.</li> <li>▪ Review and refine the plethora of career information – decoding it in a way that parents can understand. Ensure parents have regular, easy access to information using existing and new distribution channels such as newsletters, Council rates notices, newspapers.</li> <li>▪ Explain and promote the TVET Industry Curriculum Framework courses that contribute to ATAR, at all parent career information sessions.</li> <li>▪ Introduce 3-5 min high-energy interactive sessions for school students, delivered around topics of TVET, VET and SBaTs, and employment opportunities with the goal to access career information easily and in a format that is meaningful. Invite respected, inspiring and engaging industry professionals to deliver these sessions.</li> <li>▪ Post all job opportunities and career information in school newsletters and on notice boards. Find ways to ensure students, parents and teachers can do this, as well continuing the role for Career Advisors.</li> <li>▪ Invite parents to come to schools to talk about their careers with the initial focus being on health careers.</li> <li>▪ Establish and promote listening and learning career sessions for parents and students, hosted and run by health facilities. (20 min session in key facilities on a regular basis).</li> </ul>	<p>Year 2</p>
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## KEY FOCUS AREA 2: Progressing Health Industry Initiatives

### ▪ Strategic Direction 2.3: Fast Track Existing Programs

Objective	Strategy	Actions	Timeframe
2.3.1 Enhance existing health workforce development programs in the Tweed region	Building on, and fast-tracking existing health workforce development programs in the region through collaboration, resource and knowledge sharing	<ul style="list-style-type: none"> <li>▪ Evaluate the trial ICTN project at Banora Point High School, and find ways to broaden the opportunity to other Tweed schools.</li> <li>▪ Support HETI Speech Pathology project at Murwillumbah Primary School, and evaluate the outcomes and potential for future expansion to other schools in the Tweed region.</li> <li>▪ Participate, promote, monitor and evaluate outcomes for existing and new programs including (but limited to):                             <ul style="list-style-type: none"> <li>▪ Griffith’s Go Health, Go Griffith Ambulance Program; and Launch into Life program;</li> <li>▪ Connect to your Child Future Expos</li> <li>▪ ASPIRE events such as Career Market days.</li> <li>▪ Pharmacy Career Link Program for Indigenous students</li> </ul> </li> <li>▪ Identify and review new and emerging projects at Forum Pitch and Push, Hothouse Workshop that need the support/participation of the TEIF members.</li> <li>▪ Seek funding to support new and emerging projects.</li> </ul>	Ongoing

<p>2.3.2 Strive to reduce systemic barriers (for the participation in VEiS, TVET and SBATs) in the Tweed region</p>	<p>Tackling systemic success barriers at a regional level – buses, timetables, school hours, subject selection processes</p>	<ul style="list-style-type: none"> <li>▪ Support students gain equitable access to plain language information, in-class learning and positive work experience opportunities.</li> <li>▪ Establish an action team to review and address bus timetable challenges for the Tweed region</li> <li>▪ Establish an action team to review the timetable and school hours</li> <li>▪ Advocate for changes to any barriers that are in place at a state or national level</li> </ul>	<p>Year 1</p>
<p>2.3.3 Improve training and employment outcomes in the health sector for 'at risk' students in the Tweed region</p>	<p>Develop links and networks with agencies delivering programs in the Tweed Region</p>	<ul style="list-style-type: none"> <li>▪ Support Tweed Shire Council implement the findings of the Tweed Youth Strategy</li> <li>▪ Schools and agencies continue to support programs and activities for at risk students</li> <li>▪ Actively promote health SBaTs, TVET and VEiS options, and set aspirational targets for this cohort in terms of participation and completion rates for these programs.</li> </ul>	<p>Ongoing</p>
<p>2.3.4 Improve training and employment outcomes in the health sector for Indigenous students in the Tweed region</p>	<p>Develop links and networks with agencies delivering programs in the Tweed Region</p>	<ul style="list-style-type: none"> <li>▪ Schools and agencies continue to support key learning events and link these activities and learnings to Personal Learning Plans.</li> <li>▪ Report outcomes to the TEIF, and consider ways that PLP outcomes can be incorporated into the TEIF annual reporting and planning processes</li> <li>▪ Seek regular updates on AECG projects, and invite participation in the Pitch and Push program and annual Hothouse workshop.</li> <li>▪ Actively promote health SBaTs, TVET and VEiS options, and set aspirational targets for this cohort in terms of participation and completion rates for these programs.</li> </ul>	<p>Ongoing</p>



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## **Author**

R&S Muller Enterprise Pty Ltd provides non-profit organisations and businesses with more than 20 years of experience in consultation, stakeholder facilitation and results driven strategy development. The business provides project management, strategic planning, business planning, marketing and media support, feasibility studies and corporate business skills training.

## Appendix 1

### Summary of Current Activity in the Tweed Region

<b>Project Name</b>	Go Health, Go Griffith – Ambulance program
<b>Run By</b>	Griffith University
<b>Synopsis</b>	<p>To develop initiatives within designated high schools to promote health related studies and pathways to Griffith Health undergraduate programs to senior students.</p> <p>Facilitate the Go Health, Go Griffith into LESE schools in NNSW. Also include a health focus on the launch into life NNSW project (on campus event Gold Coast Campus)</p> <p>26 Schools, 5 teachers and parents.</p>

<b>Project Name</b>	Griffith Connect School Partnership Program - Launch into Life
<b>Run By</b>	Griffith University
<b>Synopsis</b>	<p>Griffith university engages student mentors to work with year 6 students at GC on-campus event and/or within schools before and after this event.</p> <p>Year 6 students from partner primary schools participate in a year long careers program comprising of an art competition, school based lessons, Griffith student mentors as role models, an on-campus event at Logan.</p> <p>Griffith University have expanded careers strategy to include NNSW schools in partnership with DET. 26 NNSW schools are currently involved.</p> <p>Unireach partnership with Ballina State High school and Woodburn state High School</p> <p>Parental engagement is embedded in this program</p>

<b>Project Name</b>	Connect to your Child’s Future Expo
<b>Run By</b>	Connect NR
<b>Synopsis</b>	Free Annual information evening for parents to get Career pathway and education advice to help their child in year 9/10 with decisions about their future. Meet with career experts, advisers and representatives from TAFE, Universities and Registered Training Organisations. Guest speakers are Centrelink and School Based Apprenticeships

<b>Project Name</b>	ASPIRE – Aspirational Students Performing in Relevant Education
<b>Run By</b>	
<b>Synopsis</b>	<p>Raise the aspirations of young people in all Far North Coast Government Primary schools by incorporating career education in key learning areas.</p> <p>Increase the ability of parents to support young people educational experiences by raising awareness of career pathways.</p> <p>This is delivered through careers Information and market days, newsletters, units of work, assembly and careers advisor training</p>

<b>Project Name</b>	Career Matters
<b>Run By</b>	
<b>Synopsis</b>	Career matters offer a range of services that assist in finding positions, matching your skills and experience to a position, expanding professional networks and planning a career. A few courses Career Matters offer are school to work planning, careers markets, expos, experience days – University, work experience, parent evenings, TAFE days, ATSI TAFE days and special education TAFE days.

<b>Project Name</b>	Youth Transitions Initiatives Officer
<b>Run By</b>	TAFE
<b>Synopsis</b>	TAFE have a dedicated staff to assist youth and young people with disabilities in creating self-directed pathways to employment. The Transition officers manage transition from school to TAFE or other educational institute.

<b>Project Name</b>	Broken Hill University Department of Rural Health (UDRH)
<b>Run By</b>	The University of Sydney
<b>Synopsis</b>	The Broken Hill University Department of Rural Health (BH UDRH) is committed to supporting there local regional schools in developing the capacity of their students in building career aspirations and attainment with a specific focus on supporting Indigenous students, families and communities. The impact of career attainment on health and wellbeing is acknowledged as a key social determinant.

<b>Project Name</b>	Careers Expos (Lismore - May) (Goonellabah – May)
<b>Run by</b>	
<b>Synopsis</b>	<p>A Careers Expo is an annual event developed to help young people engage in further education, apprenticeships and employment.</p> <p>An expo is a community event and provides opportunity for all attendees to engage with leading training providers, employment agencies, apprenticeship companies, service providers and community organisations all on the one-day.</p>

<b>Project Name</b>	Super Clinic – Tweed Heads
<b>Run By</b>	Ausjendia Pty Ltd
<b>Synopsis</b>	<p>The “Super Clinic” is bettering the resident’s chance and access to GP’s and allied health professionals. It will deliver better access to health services for locals in a convenient location.</p> <p>The clinic will provide general practice and service including psychology, physiotherapy, diabetes education, dietetics and podiatry, mental health care nursing, exercise physiology, occupational therapy, asthma education, dental, pathology, social worker, aboriginal health worker and chronic disease care.</p> <p>The clinic will train future health workforce by focusing on education and training “boosting” the primary healthcare workforce in Tweed.</p>
<b>Project Name</b>	Northern Rivers University Department of Rural Health (NRUDRH)
<b>Run By</b>	As above
<b>Synopsis</b>	<p>NRUDRH has made a major contribution and expansion to opportunities for medical education in the north coast of NSW. A number of students from a varieties of disciplines and universities are now placed in an active education unit,</p> <p>The NRUDRH has recently changed their focus to possible long-term medical students although short-term medical students are given placement opportunities when permit.</p> <p>Experience in programs for medical, nursing, postgraduate public health and allied health are offered.</p>
<b>Project Name</b>	Pharmacy Careerlink program
<b>Run By</b>	Connect NR/IEP
<b>Synopsis</b>	<p>Guiding Indigenous student to access career paths in the Pharmacy industry. Direct emphasis on the Pharmacy technician vocation.</p> <p>Encouraging students into school based traineeships with added incentives to employers to take on indigenous students.</p> <p>Ensuring Indigenous students complete schooling, enhance opportunities, and a foundation for addressing access to health services.</p>

<b>Project Name</b>	NSW ICTN Local Project Fund
<b>Run By</b>	Health Education & Training Institute (HETI)
<b>Synopsis</b>	<p>HETI will fund innovative projects that are designed to increase the quality and quantity of clinical placements in NSW. Project must demonstrate capacity to increase clinical placements, collaboration across disciplines.</p> <p>Potential to support innovative approached to training and supervision to respond to the increase in demand for clinical placements, capacity building initiatives in non-public non-acute expanded health setting for clinical placement.</p> <p>Currently working with Banora Point High school and Centaur Primary school special needs units to host health industry placements in allied health sector.</p>

<b>Project Name</b>	"Real Game" – NR Connect
<b>Run By</b>	Curriculum Press
<b>Synopsis</b>	<p>The Real Game is a careers and life skills program for students. With five games for different age groups, the Real Game series engages students in the big questions about their future through role-play and scenarios relevant to their age group.</p> <p>The Real Game series shows students how their school courses, social life, work and community experience contribute to the opportunities available to them. Students determine their own interests and are able to test real-world decisions in a safe environment</p>

<b>Project Name</b>	Sim Lab (new direction)
<b>Run By</b>	Department of Innovation Industry, Science and Research
<b>Synopsis</b>	<p>The Simulation Skills Centre at the Australian School of Advanced Medicine is a fully functional clinical simulation unit. This caters to a wide range of healthcare disciplines.</p> <p>The Lab was developed to promote clinical excellence and advance medical education through application of high medical simulation, health professionals have agreed to provide one of the highest qualities in health care in real situations. This helps them practice critical processes on life-like manikins.</p>

<b>Project Name</b>	Cross-border Health
<b>Run By</b>	NSW Government Health Northern NSW Local Health District
<b>Synopsis</b>	<p>The Tweed Byron Network of Northern NSW (NNSW) Local Health District (LHD) faces a number of cross border administrative and planning issues with Queensland Health. In 2007 a planning process was established by the NSW and Queensland Governments to promote an integrated approach to services planning and delivery for the residents of the far north coast of NSW and the southern region of the Gold Coast.</p> <p>The NNSW LHD Strategic Plan 2012-2017 is informed by key goals of the NSW public sector health system, which are to help people stay healthy and to provide access to timely, high quality, patient- centred health care underpinned by the core values of collaboration, openness, respect, empowerment, and working towards providing a more equitable access to health services in the region.</p>

## Additional Project (International)

<b>Project Name</b>	Take Our Daughters and Sons To Work Day
<b>Run By</b>	Take Our Daughters and Sons To Work Day Incorporation (American Organisation)
<b>Synopsis</b>	<p>Take Our Daughters and Sons To Work Day is an opportunity to create educational experience for your daughter and/or son. Held on the 25<sup>th</sup> April 2013.</p> <p>“More then a career day” The Take Our Daughters and Sons To Work Day program is great to exposing younger generations to what a parents role is got the work day.</p> <p>Showing then a value of education and helping discover future possibilities. It is for all organisations. (build a team and you can apply on the website  <a href="http://www.daughtersandsonstowork.org/wmspage.cfm?parm1=936">http://www.daughtersandsonstowork.org/wmspage.cfm?parm1=936</a>) . There are booklets/activities you can download or complete activities/booklets online  <a href="http://www.daughtersandsonstowork.org/wmspage.cfm?parm1=493">http://www.daughtersandsonstowork.org/wmspage.cfm?parm1=493</a>). You can also partner with a school around your area to take on students for the day)</p>



## Appendix 2

### The TEIF Charter Amendments

The TEIF identifies two distinct groupings of members

- Forum
- Action Team (s)

#### Forum

The *Forum* represents the network of organisations and individuals champions and influencers in the region who will identify opportunities for future collaboration.

The TEIF Forum will review appropriateness of strategy, identify new opportunities and channel strategy issues to the steering committee.

The TEIF Forum:

- Includes all interested stakeholders in the mission of the TEIF
- This will included all participants from the Steering Committee and Collaborating Network
- Meets 2 year for Pitch and Push
- Meets 1 year for Hothouse workshop

## **Action Teams**

The *action teams* will be responsible for implementing identified projects.

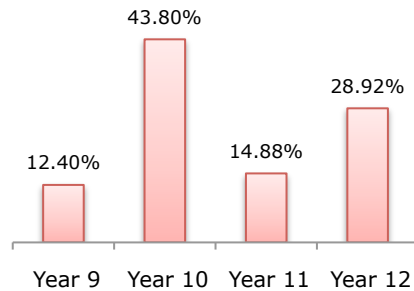
The action teams will be drawn from Forum member organisations. However, other organisations will be invited to participate based on the projects need for expertise and additional resources.

The collaboration network:

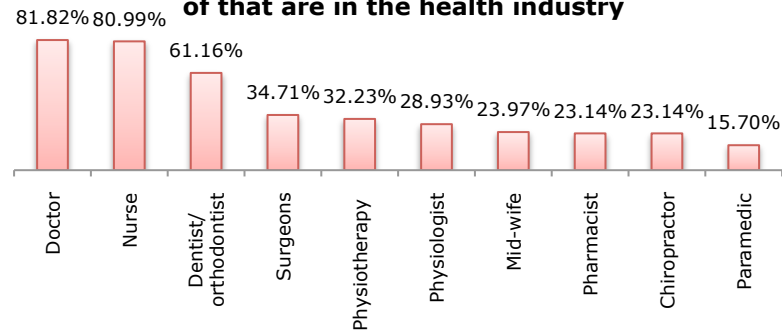
- Consists of Forum members that are established around specific projects
- Each action team must be convened by a TEIF member organisation but may involve external organisations willing to collaborate around the project outcome
- All activity will be reported back to each Forum, and agenda/minutes/workplan will be available for all the TEIF members through the TEIF portal.

## Appendix 3 Student Data from Survey (Collated from Banora Point High School, Murwillumbah and Tweed River High)

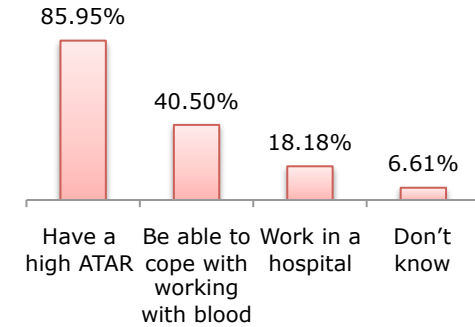
**Question 1.**  
What year are you in?



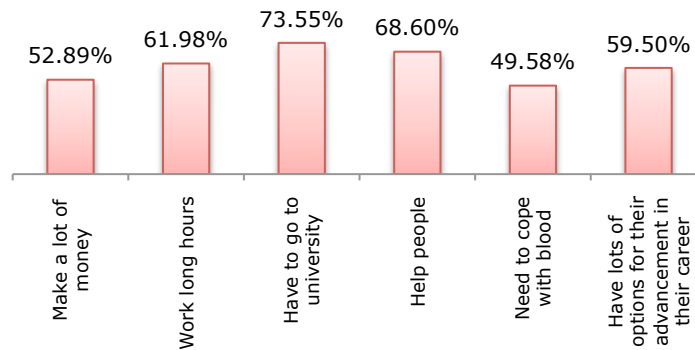
**Question 2. Please list 10 jobs you can think of that are in the health industry**



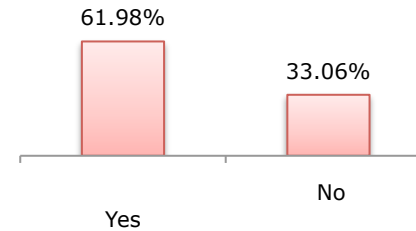
**Question 3. To work in the health industry you need to?**



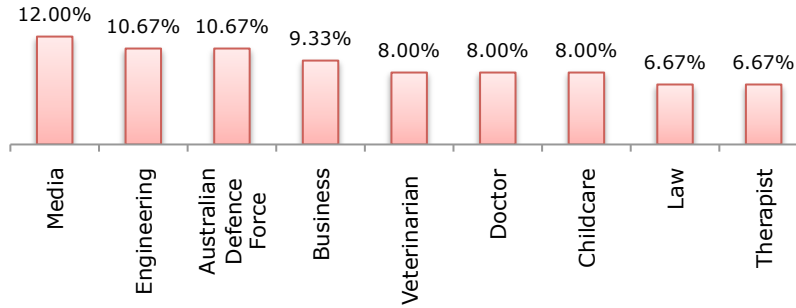
**Question 4.**  
People in the health industry:



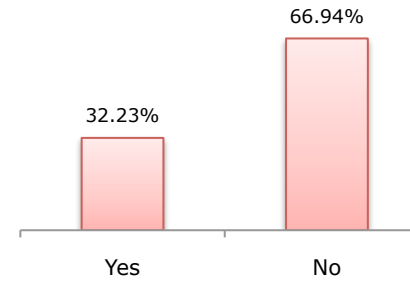
**Question 5.**  
Have you already made a decision about your career



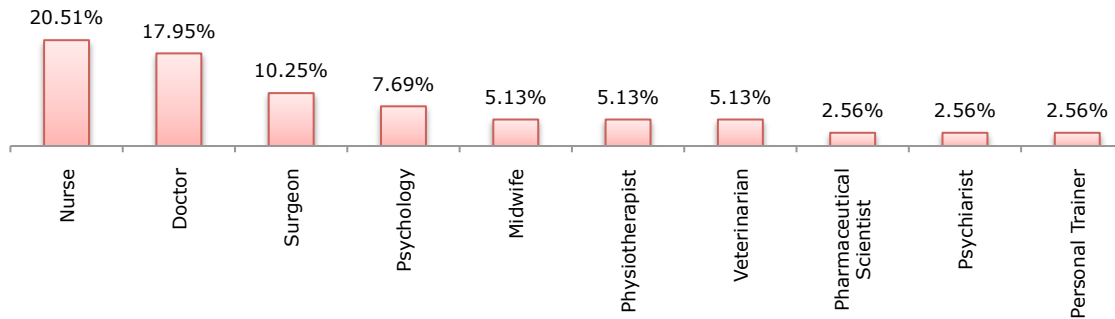
**Question 6.**  
If you answered yes to question 5, please list the career path you are thinking of taking



**Question 7.**  
Have you considered a career in the health industry?



**Question 8.**  
If you answered yes to question 7, please indicate the health career path you are thinking of taking



## **Appendix 4**

### **Feedback from TVET Students – Kingscliff TAFE, Assistant Nursing**

8 students interviewed, all year 11 from 6 different schools (Govt and non Govt)

Why they decided to go into nursing?

- 6 students decided because family were in nursing
- 1 student has been unwell in the past – her turn to help others
- 1 student cared for someone

Are they aware of the pay and working conditions?

- 4 said yes, but don't care. 4 don't know but also don't care

How did they find out about the course?

- Careers expo and/or careers advisors

How helpful were careers advisors in the process? (Rating 1-5 with 5 being the best)

- 4 rated them 5/5 and 4 rated them 3/5
- All commented whilst the support was very good, the Careers Advisors had not influenced their decision to do the course or become a nurse, but had assisted them through the process

Light bulb moments were:

- ATAR awareness, 4/8 did not know that they were ATAR eligible until after the decision was made

## Appendix 5

### Health Industry Data

#### REGISTERED HEALTH PROFESSIONALS IN NSW

PROFESSION	NO. OF REGISTRANTS AS AT 30 JUNE 2011
Chiropractor	1511
Dental Practitioner	5,989
Medical Practitioner	28,972
Registered Nurse	81,927
Registered Nurse and Midwife	13,491
Registered Midwife	418
Optometrist	1,553
Osteopath	510
Pharmacist	8,274
Physiotherapist	6,888
Podiatrist	946
Psychologist	10,066

Number of Full Time Equivalent Staff (FTE) Employed in the NSW Public Health System June, 2009-2012

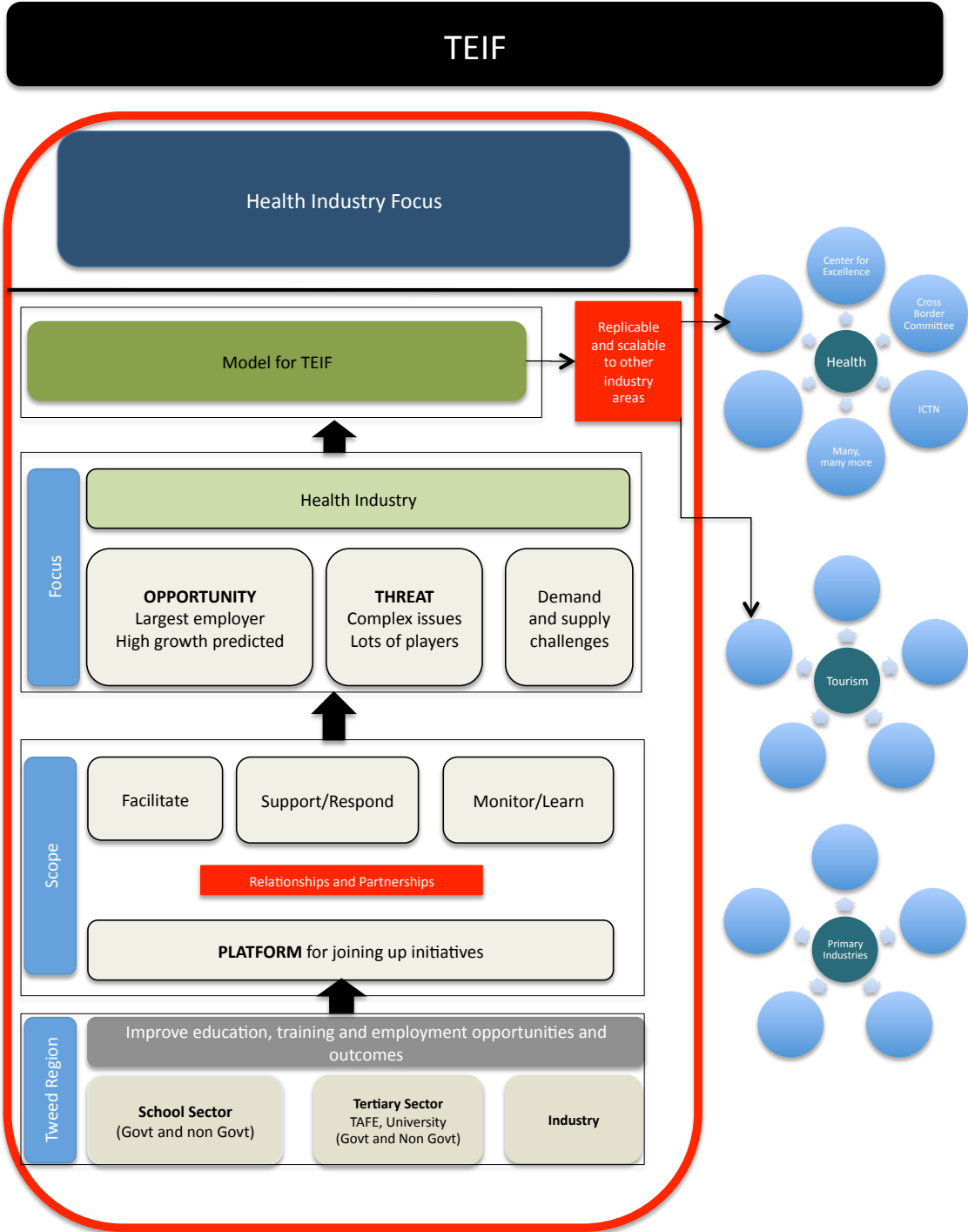
	June 2009	June 2010	June 2011	June 2012
Medical	8,134	8,517	8,933	9,614
Nursing and Midwifery	39,137	39,347	40,300	42,195
Allied Health	7,932	8,084	8,672	9,019
Other Prof. and Para Professionals	3,227	3,042	3,054	3,097
Scientific and Technical Clinical Support Staff	5,618	5,618	5,738	5,820
Oral Health Practitioners and Therapists	1,133	1,106	1,083	1,170
Ambulance Clinicians	3,587	3,663	3,804	3,913
<b>Sub-Total Clinical Staff</b>	<b>68,769</b>	<b>69,377</b>	<b>71,584</b>	<b>74,829</b>
Corporate Services	3,792	3,678	3,793	3,960
IT Project Implementation Staff	70	143	181	247
Hospital Support Workers	12,211	12,411	12,645	13,129
Hotel Services	8,284	8,210	8,326	8,293
Maintenance and Trades	1,123	1,073	1,032	1,011
Other	368	357	364	410
<b>Sub-Total Other Staff</b>	<b>25,848</b>	<b>25,870</b>	<b>26,340</b>	<b>27,049</b>
<b>Total</b>	<b>94,617</b>	<b>95,247</b>	<b>97,924</b>	<b>101,879</b>

NSW Public Health System Clinical Staff Ratio June, 2009-2012

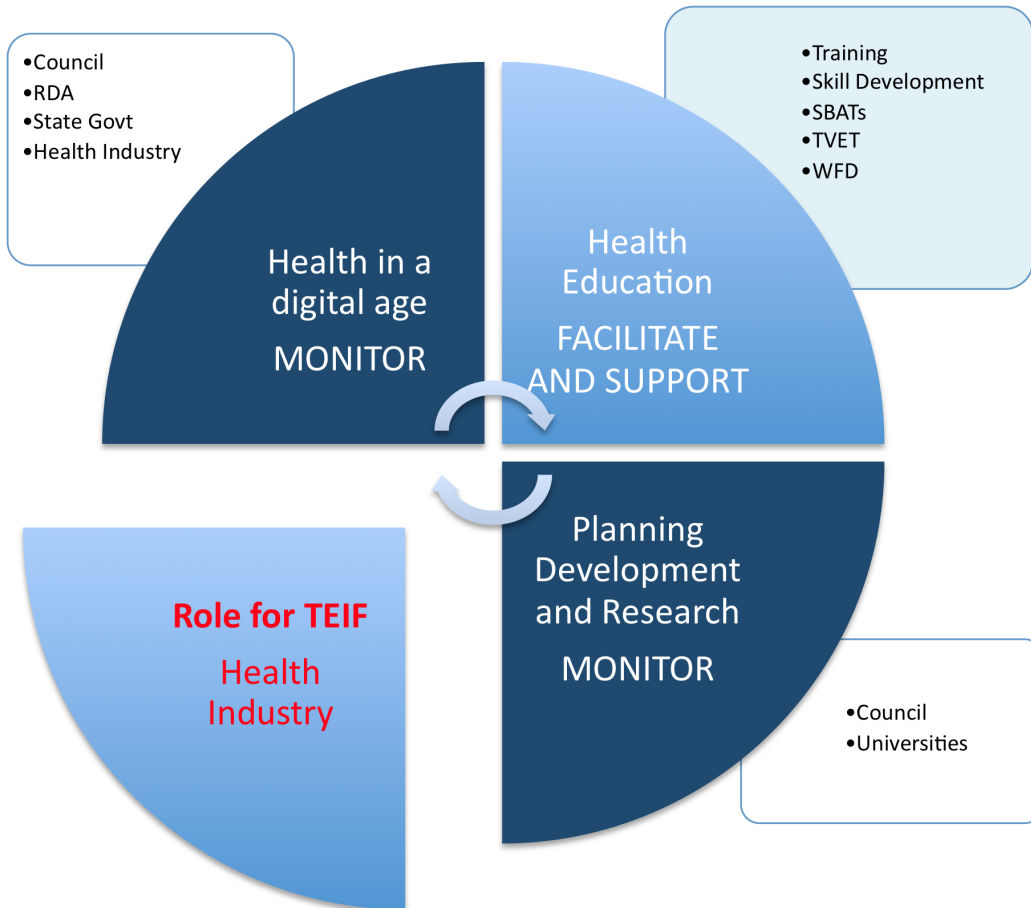
	June 2009	June 2010	June 2011	June 2012
Medical, Nursing, Allied Health, Other Health Professionals, Scientific and Technical Officers, Oral Health Practitioners and Ambulance Clinicians as a proportion of all staff %	72.7%	72.8%	73.1%	73.4%

# Appendix 6

## Presentation data made to TEIF during development of the Strategic Action plan



# Health Education

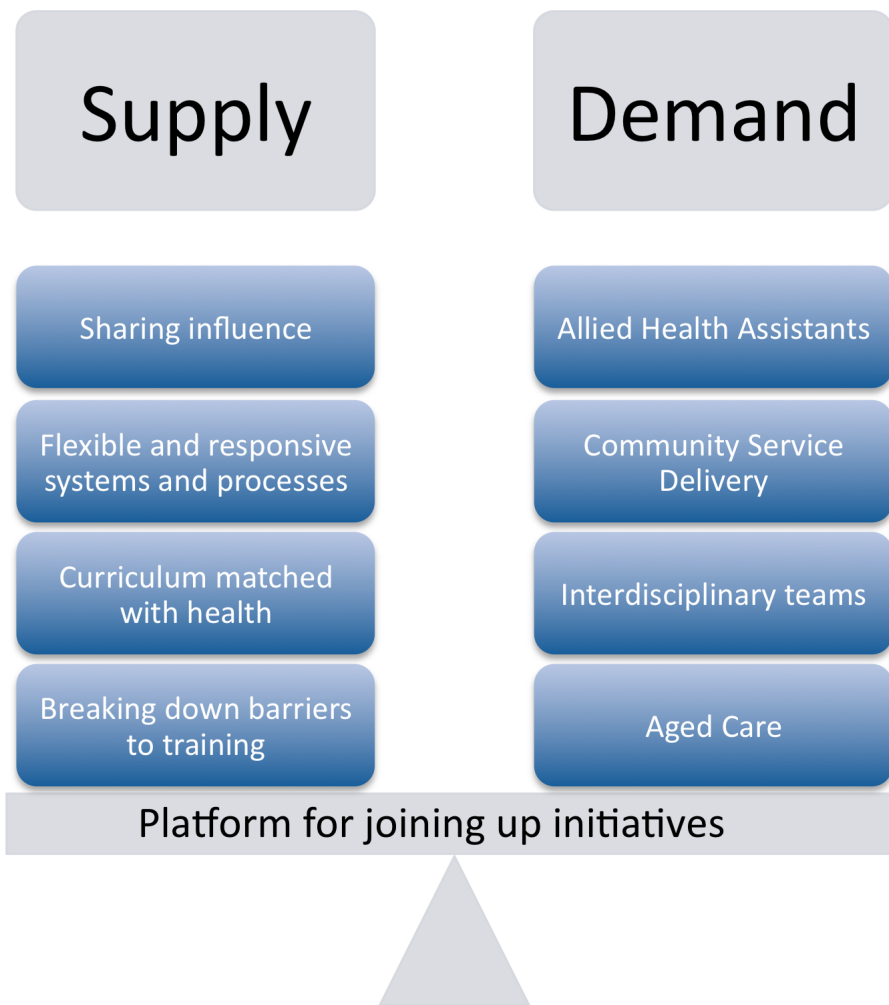


The consultation phase identified many initiatives already underway in the health sector including:

1. Emerging health service opportunities responding to the digital age
2. Systemic national and state health education, training and skill development priorities and funding
3. Planning development and research
  - Town planning
  - Health data collection, analysis and synthesis



# Themes



# Themes

Breaking down barriers  
to training

Experiences  
Information

Curriculum matched  
with health

IT  
Science  
PE

Flexible and responsive  
systems and processes

Timetable structure  
Board of Studies  
ATAR  
Pathways

Sharing influence

Teachers  
Career Advisors  
Family

**Prepared By:**

**R&S Muller Enterprise Pty Ltd**

**Samantha Muller**

**(02) 6681 4772**

**sam@mullerenterprise.com.au**

