


Appendix 1 - Recommended New Draft YJAAG Terms of Reference

	DEPARTMENT FOR FAMILIES AND COMMUNITIES YOUTH JUSTICE Families SA TERMS OF REFERENCE
Name of Group	Youth Justice Aboriginal Advisory Group
Purpose	Provide advice and recommendations to Families SA through Director, Youth Justice on Aboriginal youth justice matters.
Specific Objectives	Ensure actions of the Group are consistent with the values of DFC and consistent with the priorities and objectives of DFC Families SA and Youth Justice.
Processes Frequency meetings	To be scheduled - 6 weekly To be Chaired by Principal Advisor – Aboriginal Youth Justice Executive support: Business Support Officer – MAYFS
Membership	Manager, MAYFS Principal Advisor – Aboriginal Youth Justice Principal Aboriginal Consultant – Country 1 x Aboriginal Case Manager - CYJP 1 x Representative – Aboriginal Strategy Unit 1 x Representative Cavan Training Centre - Case Management Cultural Consultant 1 x Representative Magill Training Centre – Aboriginal staff representative 1 x Representative – Marni Wodli - Aboriginal staff representative 1x Representative – Aboriginal Community Constable - SAPOL 1 x Representative – ALRM 1 x Representative – Kumangka Aboriginal Justice Officer – Youth Court
Members' responsibilities	To contribute to discussion, provide advice and identify important topics (inviting guests) and through the Chair provide feedback to Director Youth Justice.
Accountability & reporting	The YJAAG is accountable to Julie Gunn - Director Youth Justice YJ Director to attend meeting at the end of YJAAG discussions to be provided with feedback and recommendations. Minutes and Actions from meeting to be recorded and circulated to Chairperson and C.C. minutes to Director Youth Justice for endorsement prior to circulation to membership.
Administrative/secretariat contact	Chairperson – Lesley Wanganeen – Principal Advisor – Aboriginal Youth Justice
Review Date	July 2010
Expected duration of Group	Ongoing
Endorsed by: YJ AAG Date: Original September 2005 Updated March 2009 Updated July 2009	

Briefing Paper

Topic: The Youth Justice Aboriginal Advisory Committee

Author: YJ Aboriginal Advisory Committee (YJAAC)

Date: 29/7/09

Issue

The current proposal is to recommend to the Director - Youth Justice

- (1) A quality advisory mechanism that supports the enhancement of Families SA capacity to deliver culturally competent services to Aboriginal children and young people involved in youth justice.
- (2) To identify strategies to enhance Aboriginal community participation.
- (3) To identify strategies to increase Aboriginal employment across youth justice.
- (4) To develop strategies that aim to reduce the incarceration rates of Aboriginal children and young people in youth justice.
- (5) To identify systemic barriers that contributes to gaps in service delivery to Aboriginal children and young people in youth justice.

Background and Corporate History

YJAAC was established in 2005 as an informal committee to provide advice to the Director, Youth Justice on Aboriginal issues and business impacting on staff and Aboriginal young people in a supportive and informal forum. This committee is chaired by the Director – Youth Justice.

This committee meets 6 weekly and current membership consists of:-

Cheryl Axleby	- Manager MAYFS
Wendy Arden	- Case Management Consultant
Stan Butler	- Principal Aboriginal Consultant – Country (Vacant)
Julie Gunn	- Director – Youth Justice
Catherine Morgan	- Principal Project Officer – Aboriginal Strategy Unit
Darren Nam	- Youth Support Worker - YARS
Valentine Walker	- Youth Support Worker - Magill
Jodus Madrid	- Cultural Case Management Consultant - Cavan
Samantha Gollan	- Youth Support Worker – Marni Wodli
Lesley Wanganeen	- Principal Advisor – Aboriginal Youth Justice

Broader Context

Current Legislative responsibilities endorse and support the use of strategies that specifically target initiatives to be aimed at reducing the over representation of Aboriginal families, children and young people.

Families SA Executive Director is currently undertaking major reforms across the agency in order to achieve better outcomes with a particular priority targeted at the over representation of Aboriginal families, children and young people.

Current National reforms including Social Justice Commissioners Tom Calma reports supports the specific targeting of agencies to be more culturally inclusive in its approach to planning, monitoring and delivery of its internal practices to enhance the quality of services for Aboriginal and Torres Strait Islander peoples.

Youth Justice has been undergoing major reform that specifically addresses the criminogenic and therapeutic needs of this client group. In addition The Breaking the Cycle Report tabled by Monsignor Cappo has provided the impetus for change, hence the current reform process.

A Culturally Inclusive Vision....

This proposal aims to provide to the Director – Youth Justice a Culturally inclusive vision aimed at reducing the over-representation of Aboriginal children and young people in the Justice system.

The collective Cultural experiences and skills of Aboriginal people identified in this proposal will ensure that the Cultural diversity of the Aboriginal client group is addressed.

In line with Families SA Executive Directors vision for creative practice and in line with DFC culture and values, this proposal will support the Director – Youth Justice to effectively meet the outcomes identified through 'The Breaking the Cycle Report'.

The complexities of youth justice clients demand a holistic and Culturally inclusive approach that fosters innovative service practice.

The inclusion of the recommended external representation from across the Justice system will capture the broader issues that drive Aboriginal young people into the system.

Conclusion and Recommendation

It is recommended that the YJAAC is preserved and strengthened and that multi-disciplinary membership be supported and endorsed along with the amended draft Terms of Reference.

CYWHS National Partnerships Proposal 2009

Pathways Home

Wodli Tappa Murrendi (home-path-walking/travelling)

Proposal

The proposal aims to:

- increase the mental health and well being of Aboriginal young offenders and their families
- empower young Aboriginal people to draw on their own resilience in order for them to promote their own well being and mental health and also to provide an opportunity to enrich their cultural identity, family connectivity and self confidence.
- work with Aboriginal young offenders and their families to improve connections between them and to strengthen connections with community and culture as a means of developing protective factors
- operate from an early intervention focus by working with young people who are new to the Juvenile Justice system

The proposal aims to expand the work currently undertaken by Aboriginal and mental health staff in secure care by:

1. Modifying the Journey Program to be inclusive of family work.
2. Implementing the Continuing Journey Program in both Magill and Cavan.
3. Developing models of engagement and support for the families and kinship groups connected to the young offenders.
4. Focussing on the ten to fourteen year old males in Magill, the young Aboriginal women in Magill and the fourteen to sixteen year old males in Cavan and their families.

The work with the families will begin as soon as the young person is identified and assessed within the secure care centres. Family work will focus on understanding issues of grief/loss, attachment to family and culture and anger management. Families and the young person will be supported and connected to the Journey Programs in the community.

Participation in camps is seen as an integral part of the program as a means of developing greater links for young people with their culture and with the land.

The involvement of Aboriginal community elders is a vital part of connecting these young people and their families with their culture.

Capacity Building

The proposal has a significant community capacity building / sustainability component.

Training in the Journey Program will be conducted each year for the agency and identified partner agencies. Aboriginal and non Aboriginal staff will be targeted to attend the training. Country sites will be prioritised for the training

to increase the capacity for ongoing work to occur in regional and remote areas.

Cultural awareness competency training will be offered as intensive workshops, three times a year to ensure that all staff associated with the Journey Program have undertaken Cultural awareness training. Mental health training will also be provided.

Tracy Westerman, an Aboriginal Psychologist from Western Australia, will be contracted to run training workshops in the first and third year of the project to build the skills and tools needed to engage with the Aboriginal families. This will also allow for staff to be accredited in Tracy Westerman's assessment tools to use as part of the evaluation.

Outcomes

The program will focus on engaging intensely with Aboriginal young people and their families early in their secure care experience, with the goal of improving their mental health, wellbeing, and connectedness to their community and their culture. This approach is anticipated to build increased resilience, optimism and self confidence in both the young person and their family, by encouraging different and more positive connections with peer groups, education, training, community and culture.

Elements of the program for young offenders and their families will include:

- Motivation
- A future focus
- Importance of family connections
- Cultural empowerment
- Promoting positive behaviours
- Self confidence and positive choice making
- Family mediation
- Conflict coaching
- The role of mentoring
- Resilience building

Partnerships to be developed further

Families SA – initial discussions have already occurred to in principle support the conducting of The Journey program for families within the secure care settings.

Life without Barriers

Links already exist with:

Iga Warta

Mary street program

Wiltanendi

The Second Story

SAPOL

MAYFS

DECS

Partnerships would need to developed with :
Shine
Homeless Youth support services



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YOUTH JUSTICE
Families SA
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Administrative/sec retariat contact	Chairperson – Lesley Wanganeen – Principal Advisor – Aboriginal Youth Justice Minutes MAYFS Support Business Officer PA Director Youth Justice to book meetings via calendar and book meeting room.
Review Date	August 2010
Expected duration of Group	Ongoing
Endorsed by: YJ AAG Date: Original September 2005 Updated March 2009 Updated August 2009	



Our goals

To work in partnership with young people and families to:-

- Provide a wide range of culturally based solutions and alternative pathways to divert young people from the Justice system.
- Provide a wide range of cultural pathways for families in child protection.
- Promote consultation, cultural knowledge and skills.
- Promote and advance social, cultural, economic and emotional well-being.
- Promote awareness within Department for Families and Communities the importance of prevention, early intervention and holistic approaches to service provision.
- Facilitate, foster and strengthen partnerships to reduce the length of time young people and children in secure care and alternative placements.
- Promote continuous learning and staff development to enable the provision of responsive, efficient and effective services.
- Ensure the inclusion of young people and their families in the development and review of our services/programs.

Metropolitan Aboriginal Youth
and Family Services

Parks Community Centre

Building 1, 2-46 Cowan Street

Angle Park, SA 5010

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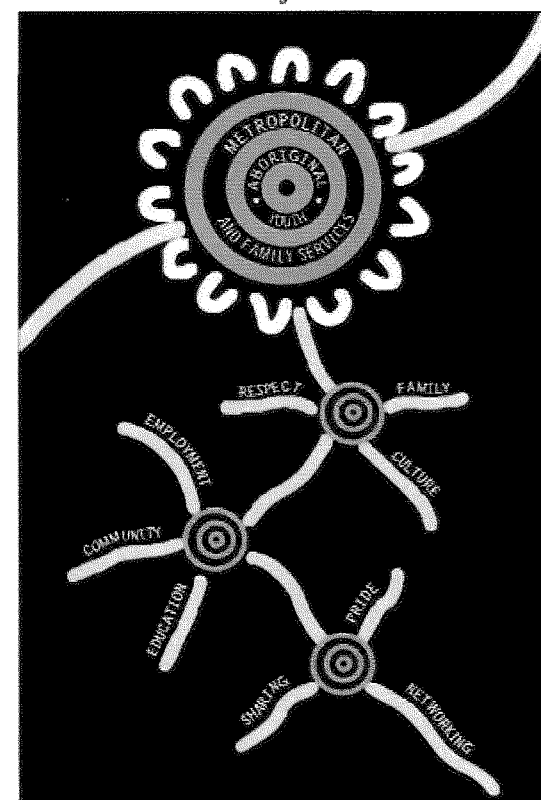
The information in this publication can be provided in an alternative format or another language on request. Contact (08) 8413 9069

MAYFS is a program of the Department for Families and Communities, Families SA.

FSA B077 Feb 2010

Contact MAYFS

Metropolitan Aboriginal Youth and Family Services



**A culturally accountable
youth work team**
Making a difference

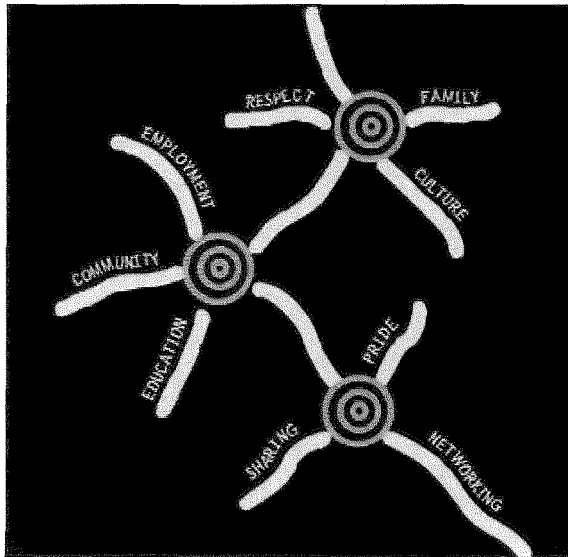
Metropolitan Aboriginal Youth and Family Services (MAYFS)

Our vision

To provide culturally sensitive, family centred programs for Aboriginal children, young people and their families promoting alternative pathways that lead to positive change.

Our values

We will provide a culturally safe and supportive environment that encourages openness, honesty and accountable service delivery to Aboriginal children, young people, families and communities.



Programs

MAYFS has several teams providing a range of programs and services for Aboriginal young people and families which focus on early intervention, prevention and reintegration.

Entry into the following programs is by referral only.

- **Warpulaiendi Youth Team:** Runs a number of programs targeted towards youth at risk and young Aboriginal people within the youth justice system. The team also provides support to young Aboriginal people at risk within the community.
- **Panyappi Program (Mentoring Team):** An Aboriginal youth mentoring service which focuses on crime prevention and early intervention for young people who experience problems that lead them to frequent inner city or other suburban hangouts, placing them at risk of being a victim of crime or engaging in offending behaviour.
- **Taikurtinna Maltorendi (Families Remaining Together):** An Aboriginal families program working to strengthen and support families where there is identified risk for children.
- **Tirkandi Program:** A school retention program supporting young people at Warriappendi School to stay engaged in the formal education system.
- **Kurlana Meyunna Karpandi (Supporting Youth):** A family placement program that recruits, trains and supports carers of young Aboriginal people aged between 10 and 18 years of age.

Would you like to make a difference in the life of an Aboriginal young person by becoming an Aboriginal foster carer?

To find out more about Kurlana Meyunna Karpandi
Telephone: 8243 5733 or
Free call 1800 007 959



Government of South Australia
Department for Families
and Communities

About Taikurtinna Maltorendi

Taikurtinna Maltorendi means "families to remain together" in the Kaurna language.

We are an Aboriginal team committed to families remaining together.

Taikurtinna Maltorendi is a unique team because we are Aboriginal people, and we provide support and access to services for Aboriginal families.

We are committed to supporting you and your family in all aspects of life.

All parents need support.

We support you and your family to make decisions.

Our team is located in the Metropolitan Aboriginal Youth and Family Services (MAYFS) at the Parks Community Centre. MAYFS is a program of Families SA.

For more information please contact:

Metropolitan Aboriginal Youth & Family Service (MAYFS) Taikurtinna Maltorendi (Families to remain together)

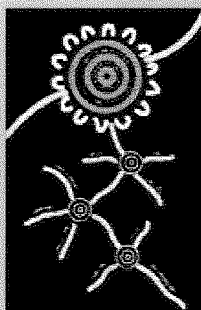
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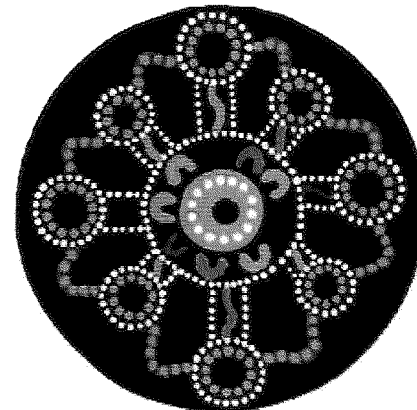
MAYFS is a program of the Department for Families and Communities, Families SA.

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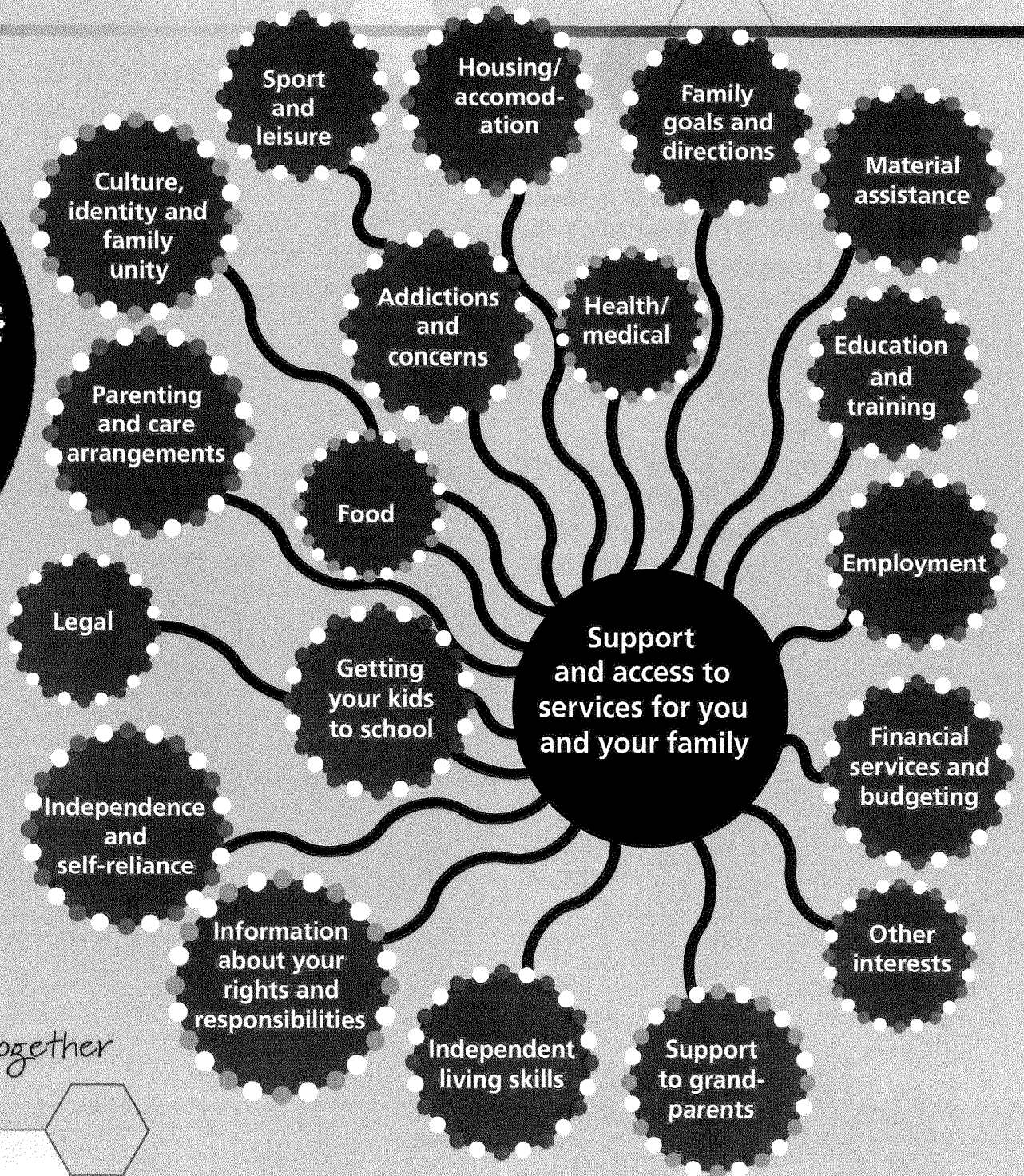
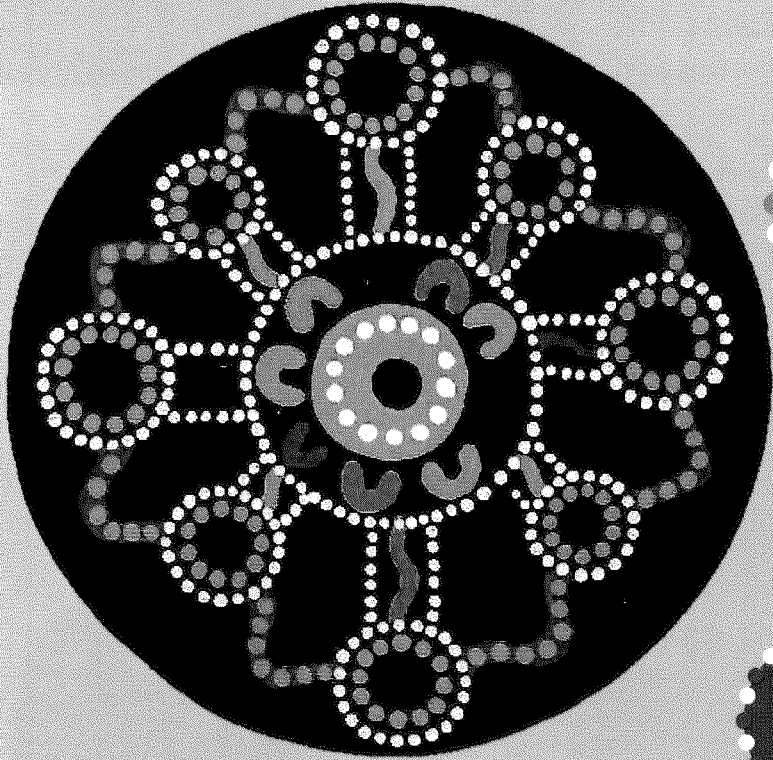
Taikurtinna
Maltorendi

Families to remain together



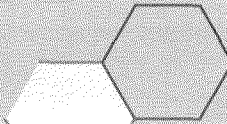
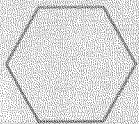
**Support services for
Aboriginal families**

Taikurtinna
Maltorendi



Families SA

Working with families to keep them together





Government of South Australia
Department for Families
and Communities

Is foster care right for you and your family?

Becoming a foster family is a big decision and should involve all members of your family. The following questions will help guide you in your foster care discussion with your family.

- Why do you want to become a foster carer?
- Is your family, extended family and your friends supportive of you becoming a foster carer?
- How will your children feel about sharing their home and parents with another young person?
- Are you able to provide the young person with safe accommodation with adequate space?
- How will you manage a young person's behaviour without the use of corporal punishment?
- Can you provide a young person with a smoke free environment?
- Are you willing to participate in training?
- What, if any, changes will you and your family need to make, and are you and your family willing to make those?
- Are you aged between 25 and 70 years?

Kurlana Meyunna
Karpandi

Have you ever thought about becoming a foster carer?

Do you want to make a difference and influence positive change to a young Aboriginal person's life?

Would you like to do something that is rewarding not only for yourself but for our Aboriginal community?

MAYFS are actively recruiting foster carers who are committed to providing safe short term care for young Aboriginal people at risk.

The young people are aged between 10 and 17 years.

For more information please contact:

Metropolitan Aboriginal Youth & Family Service (MAYFS).

Kurlana Meyunna Karpandi (Supporting Youth)

PH: 8243 5733 or Free call 1800 007 959

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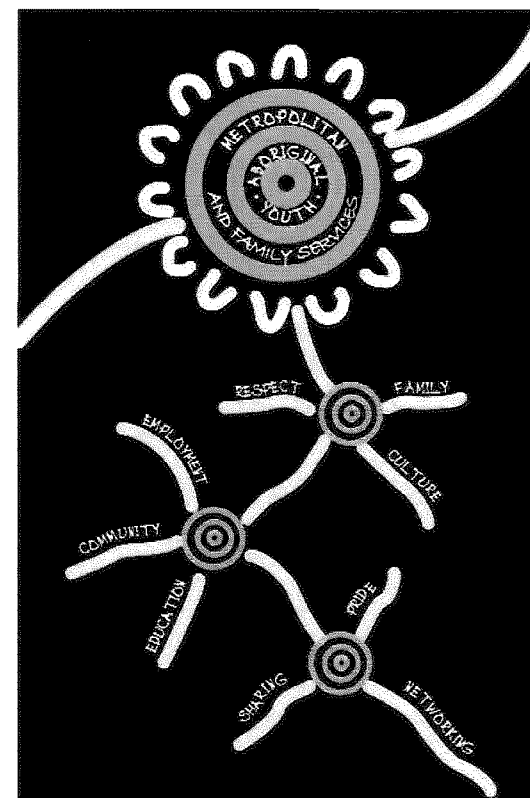


Government of South Australia
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and Communities

www.dfc.sa.gov.au

Kurlana Meyunna
Karpandi

Supporting youth




Have you ever thought about becoming a foster carer?



What the young people need

A young person placed in care needs a safe, stable and nurturing environment in which they can thrive and positive choices in their lives.



Young People in care have the right to be treated like other children and young people who do not live in care, to know about their culture, to be treated with respect, to eat nutritious food and have their own bed.

The role of a Kurlana Meyunna Karpandi foster carer

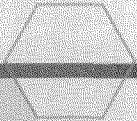
Kurlana Meyunna Karpandi foster carers provide short term care for Aboriginal young people as an option to being in secure care. Kurlana Meyunna Karpandi foster parents provide safe, stable, culturally appropriate care for the physical and emotional needs of young for Aboriginal young people in a positive environment. Foster Carers must promote the young person's self esteem, identity and help maintain links with the child's birth family.

Kurlana Meyunna Karpandi foster carers play a important role with the Aboriginal Community by helping the young people maintain strong links with their Aboriginal culture and heritage.

How to become a foster carer

The decision to become a foster carer with the Kurlana Meyunna Karpandi programme is a huge responsibility and for this reason there is a very detailed assessment process to help both yourself and us to decide whether our program is best for you and your family. The assessment process includes police, referee and medical checks. The assessment process also includes a few home visits to allow us to get to know you and your family. Some of the assessment may seem involved, however you can be assured of complete confidentiality. Before any potential carer will receive the final approval they must participate in an Orientation Training session as well as Senior First Aid Training.

Whilst MAYFS conduct the carer assessment process and make appropriate recommendations on potential carers, Families SA Registration & Licensing sections are ultimately responsible for the final approval and registration of all new carers.



The young people needing care are Aboriginal young people aged between 10 —17 yrs of age and have found themselves in the justice system.

Carers can be single, a couple with or without children.

"I hope the young people have learnt half as much from me as I have learnt from them, they are the true survivors. I learnt to not give up on dreams as they can come true and I thank those young people for making me see that. It has been an amazing journey and looking back, I wouldn't change a thing."

Quote from a MAYFS foster carer

MAYFS is committed to maintaining a professional, confidential support service to our valued and respected Aboriginal Carers and to the young Aboriginal people and their families.





Government of South Australia
Department for Families
and Communities

About Taikurtinna Maltorendi

Taikurtinna Maltorendi means "families to remain together" in the Kaurna language. It is a whole of family case management response to child protection matters raised in Families SA about Aboriginal families, and/or for Aboriginal families who are homeless or at risk of homelessness. The program provides a home visiting outreach service aimed at supporting families in a non-threatening, culturally accountable way.

Taikurtinna Maltorendi accepts Tier three and some Tier two referrals from Families SA Woodville and North East offices. Referrals are also accepted from other agencies for children and families in crisis who are identified as being at risk.

When cases are assessed by Families SA as Tier three, it indicates that there are some concerns but that the case is not critical. Low level Tier twos are slightly more serious, but some will respond best to supports rather than more intrusive intervention. Providing supports to these Tier three and Tier two cases can prevent a deterioration of the situation to a point where more extreme intervention is required.

For more information
please contact:

Metropolitan Aboriginal Youth & Family Service
(MAYFS) Taikurtinna Maltorendi (Families to remain together)

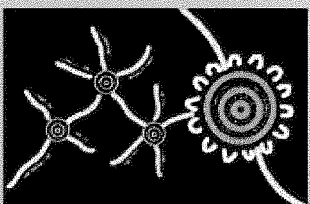
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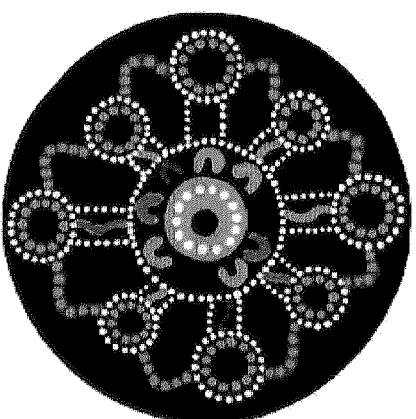
MAYFS is a program of the
Department for Families and
Communities, Families SA.

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Taikurtinna

Maltorendi

Families to remain together



Child protection response
and support services for
Aboriginal families
Information for
agency partners

Taikurtinna

Maltorendi

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Support for families in crisis

The Taikurtinna Maltorendi program is funded by the Department for Families and Communities Housing SA Homelessness Strategy.

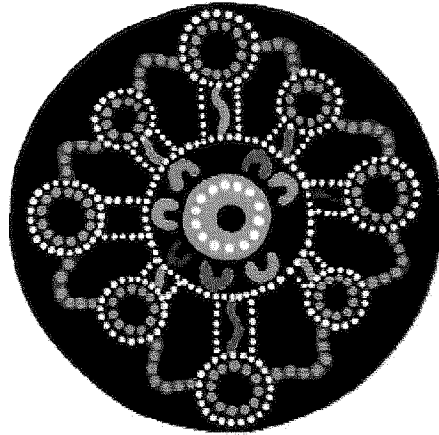
The program was originally initiated under the Homelessness Strategy of the Social Inclusion Board under the specific "Families in Crisis" initiative.

The aim is to intervene early and to support families in crisis, to reduce the risk of homelessness that leads to further issues of concern, for example child protection, health, finance and education.

The Taikurtinna Maltorendi team is located in the Metropolitan Aboriginal Youth and Family Services (MAYFS) at the Parks Community Centre. MAYFS is a program of Families SA.

Families SA

Working with families to keep them together

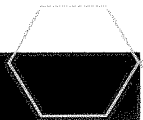
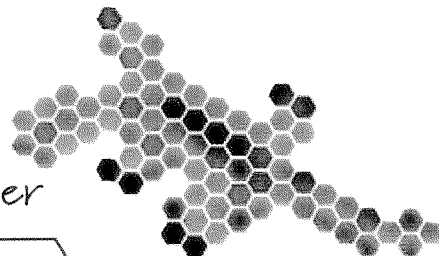


A family inclusive case management service

Support and access to services for Aboriginal children, youth and families

Culturally accountable and appropriate child protection response

- Independent living skills
- Family goals and directions
- Family and parenting support and care arrangements
- Housing or accommodation
- Addictions and concerns
- Food and material assistance
- Health and medical
- Legal
- Education, training and employment
- Sport, leisure and other interests
- Culture, identity and family unification
- Information about rights and responsibilities

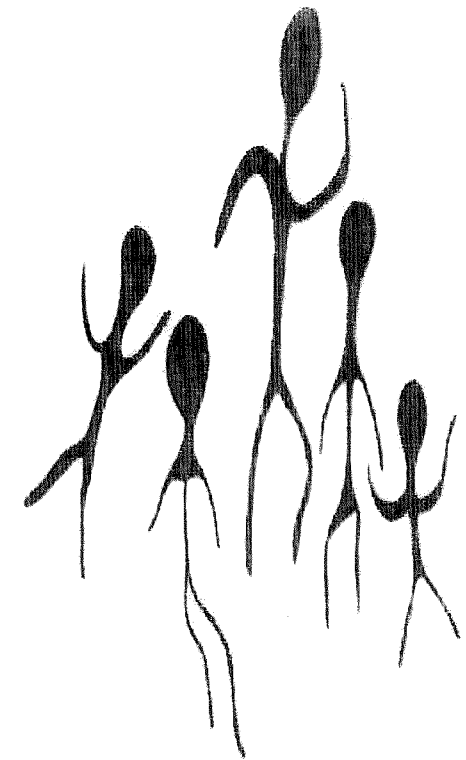




Government of South Australia
Department for Families
and Communities

Panyappi

Younger brother or sister



**Mentoring at risk young
Aboriginal people**

Contact Panyappi at MAYFS

Metropolitan Aboriginal Youth
and Family Services (MAYFS)

Parks Community Centre

Building 1, 2-46 Cowan Street

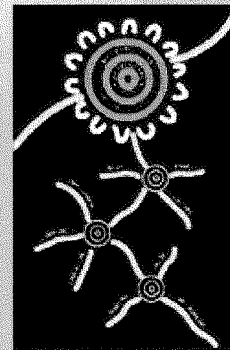
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Communities,
Families SA.

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About Panyappi

Panyappi means "younger brother or sister"
in Kurna language.

Panyappi makes a long-term commitment
to intensively working with young people
and their families in order to intervene
in pathways of offending or "at risk"
behaviour.

Panyappi provides a culturally appropriate
intensive mentoring service for young
people and their families and community.

Panyappi strives for high quality, to be
respected and to have success with the
young people and families with whom we
work.

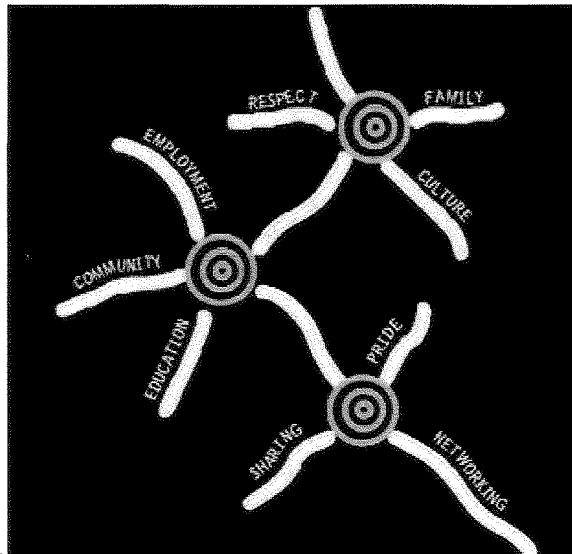
We also aim to empower young people
and their families to develop stronger
relationships, build resilience and take
responsibility for achieving a positive shift in
their lives.



How to be involved

Participation in Panyappi is by referral.
Participants must be:

- 10 to 18 years old
- Aboriginal
- Frequent the inner city



Objectives

- To intervene in pathways of offending behaviour and bring about a positive shift in each young person's attitude towards offending and in their behaviour.
- Decrease each young participant's contact with the juvenile justice system and/or agencies associated with the juvenile justice system
- Promote self-discovery and self-determination by young people participating in the project, their family and the wider community.
- Work collaboratively with all agencies that have mutual responsibility for resolving the young person's difficulties.

Mentor roles

- Modelling appropriate behaviours
- Provides for intensive one on one engagement with a young person building a trusting relationship
- Assisting young people to access educational, training and recreational services to facilitate young people's transition into the community
- Promoting, encouraging and ensuring positive relationships with parents, family members, significant others and the community.
- Providing opportunities for young people to experience success and to realise their full potential.

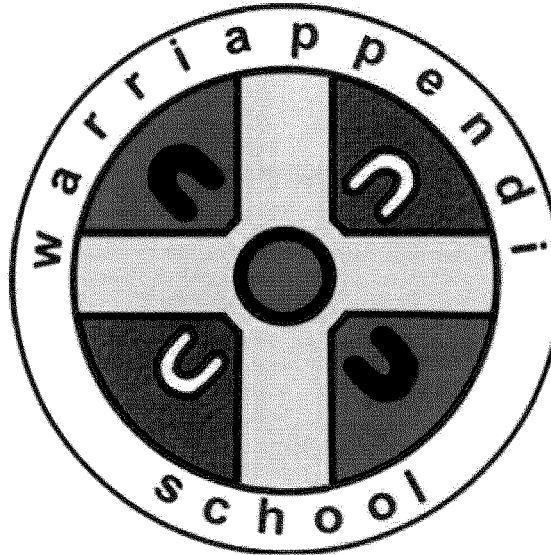
Mentors will not:

- Undertake youth work or agency responsibilities
- Provide tutoring, respite or crisis intervention services
- Provide a transport service only
- Infringe on education, training or employment.

"Tirkandi's mission is to provide simple solutions to complex problems"

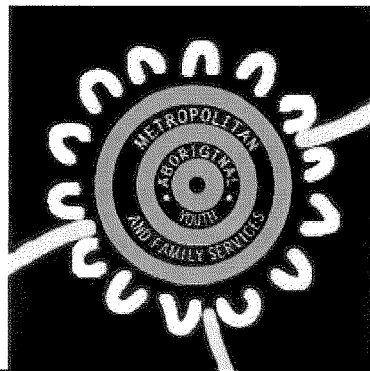
We aim to

- provide a culturally appropriate approach to service provision and program delivery
- achieve individual case management to achieve school retention
- provide "hands on" direct client service, including home visits and transport assistance to appointments such as helath, dental, court)
- re-connect families with the school system, providing information and ongoing support
- promote a positive sense of cultural identity and well being
- link clients with future pathways
- refer clients to appropriate agency service providers.



Warriappendi and Tirkandi Working together

- **Responsibility** - being in charge of our own actions
- **Honesty** - being true to yourself and others
- **Caring** - looking out for others and their feelings
- **Optimism** - Being postive and seeing the best in everything
- **Respect** - treating people with fairness and equity
- **Persistence** - always trying and never give up



Warriappendi

Seeking friendship and knowledge

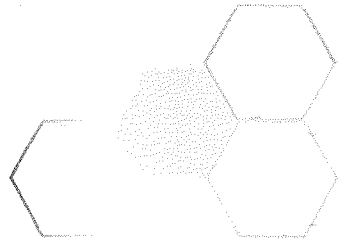
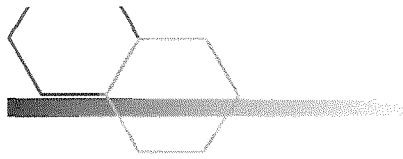
Warriappendi school is a small secondary school whose main purpose is to support young people, mainly Aboriginal students, to re-engage in the formal education process.

Warriappendi works to provide a safe and challenging learning environment for young people who have previously had difficulties in traditional secondary schools.

The school strives to re-engage young people by offering an environment which promotes a strong sense of identity, belonging and achievement.

Students, parents and/or agencies can make an appointment to visit the school for a tour and/or interview by contacting the school.

Warriappendi School
1 John Street
Marleston SA 5033
Phone 08 8293 3137
Fax 08 8297 1931
www.warriappendi.sa.edu.au



Government of South Australia
Department for Families
and Communities

Tirkandi

A partnership with

Wariappendi School

Tirkandi school retention program works with Aboriginal students of Wariappendi School who are at risk of disengaging with education.

An allocated Tirkandi case worker works with the young person, providing counselling, mentoring and guidance with the aim of keeping the young person at school.

Participants in the Tirkandi program need to be enrolled at Warriappendi School and must be referred by the principle coordinator.

Contact MAYFS and Tirkandi

Metropolitan Aboriginal Youth
and Family Services

Parks Community Centre

Building 1, 2-46 Cowan Street

Angle Park, SA 5010

Phone: 8243 5733

Freecall: 1800 007 959

Fax: 8243 5744

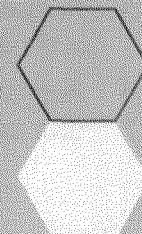
DLDFCFamiliesMAYFS@sa.gov.au

Ask for the Tirkandi coordinator.

The information in this publication can be provided in an alternative format or another language on request. Contact (08) 8413 9069

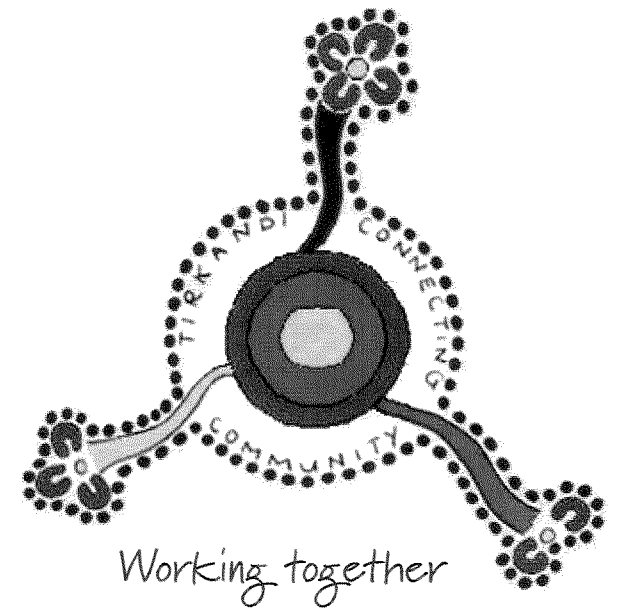
MAYFS is a program of the Department for Families and Communities, Families SA.

FSA B078 Feb 2010



Tirkandi

'.... To know, understand,
perceive, conceive with the
mind and learn'



**A school retention program
of Metropolitan Aboriginal
Youth and Family Services**

Kumangka Aboriginal Youth Service

6 Mary St Hindmarsh SA 5007 6 Mary St, Hindmarsh SA 5007

Phone 8340 4499, 0417 866 624. After hours contact Crisis Care, tel. 13 1611

Fax 8340 1544

Email kumangka@senet.com.au

Postal PO Box 382 Hindmarsh SA 5007 PO Box 382, Hindmarsh SA 5007

Hours Mon - Fri 9am - 5pm. Streetwork: Fri, Sat 9pm - 4am People 12-25 years of Aboriginal or Torres Strait Islander background. Appointment required for computer training

Access For wheelchairs, including toilets

Comments Kumangka hosts a Bean Bag Net Centre, part of a network of centres around Australia, established by the Inspire Foundation to provide free internet access and computer training and to develop local websites for young people

Services

- Advocacy for young people with police, family and legal services
- Case management for young people at risk
- Crisis intervention
- Information and referral - health, counselling, accommodation, education and training services
- Internet access and computer training
- Kumangka-Reconnect - early intervention for young indigenous people at risk of homelessness
- Streetwork program - youth workers are available on Friday and Saturday nights in the inner city area
- Recreation - 8 ball, gym, music equipment, discos, camps



The Workabout Centre.

Pathways to training,
employment and
higher education



Government
of South Australia

Department of Education
and Children's Services

Aboriginal Education and
Employment Services

Welcome to the WORKABOUT Centre

WORKABOUT is an innovative, integrated model for connecting Aboriginal youths with pathways that lead to sustainable employment. These include pathways to post-secondary training, higher education and others that lead Aboriginal youths to successful employment.

Developed by the Department of Education and Children's Services (DECS), the WORKABOUT Centre model works by engaging Aboriginal youths in these educational and employment pathways and by building relationships between education providers, industry, Aboriginal communities and other organisations.

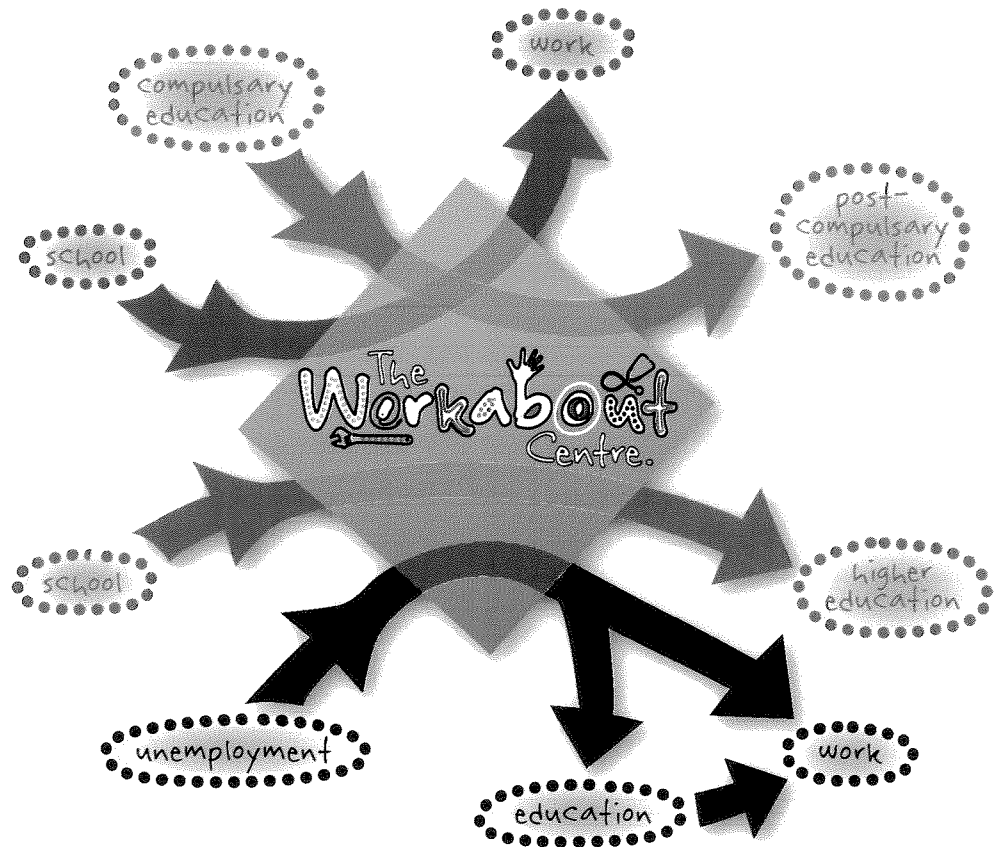
Our objectives

- To support the development of holistic schooling approaches that target Aboriginal student participation and early engagement with paid work, while they are still attending secondary schooling.
- To provide school-based employment opportunities to increase the likelihood of participating students continuing their education to year 12 and completing their South Australian Certificate in Education (SACE).
- To expose students to the employment arena to equip them with the skills they need to enter the labour market after they complete their schooling.
- To identify and assist Aboriginal youths with their individual career aspirations and deliver career guidance for Aboriginal youths who are entering the workforce in the next three-to-four years.



What goes on in the WORKABOUT Centre?

The WORKABOUT Centre model supports Aboriginal youths to navigate the complex pathways between study and employment.



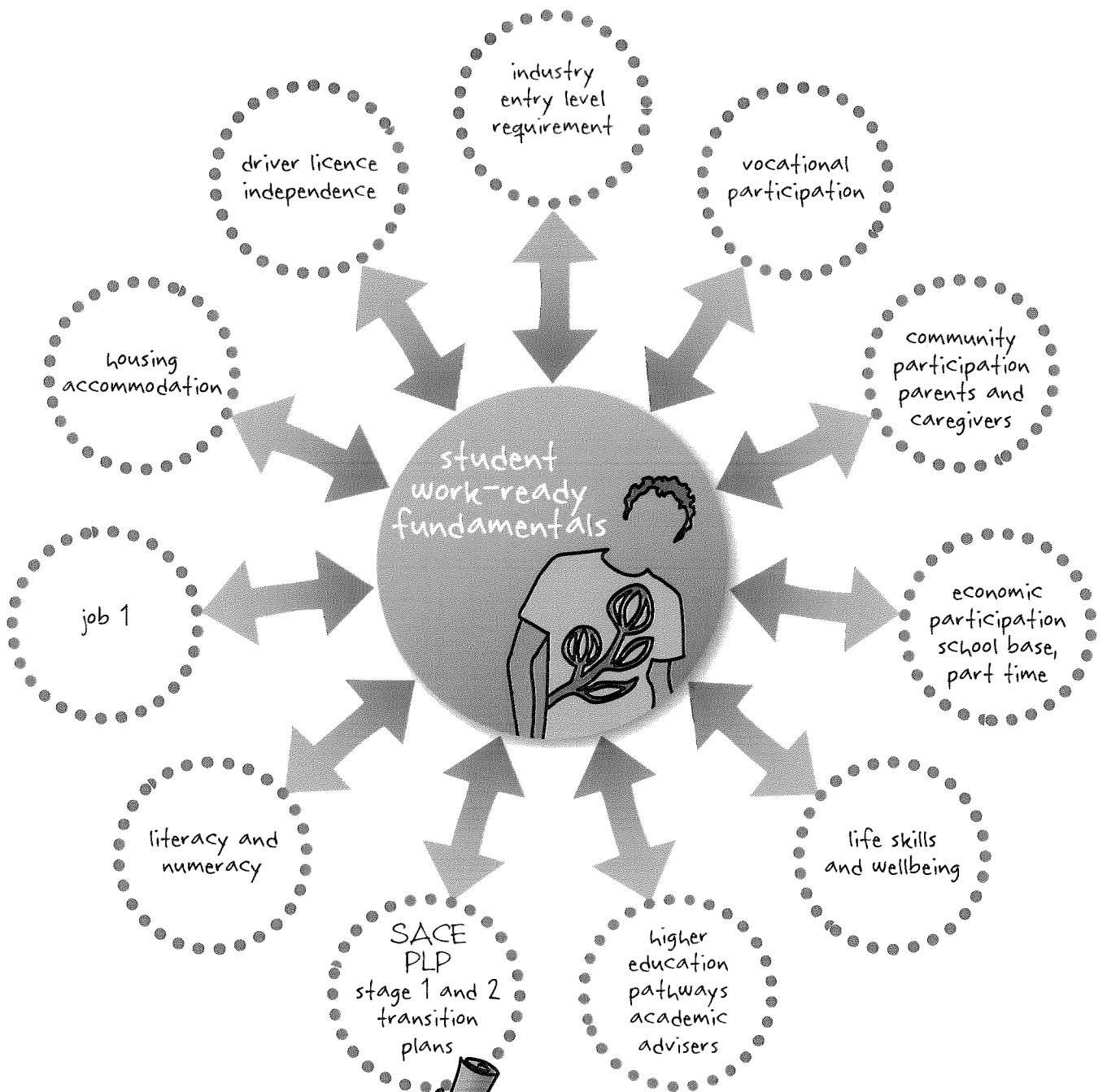
There is no simple, one-size-fits-all solution to addressing Aboriginal youth education and employment. Each individual has specific and often complex needs that must be addressed on a case-by-case basis, with a range of services/solutions working together.

The WORKABOUT Centre model is designed to provide this integrated, individualised support. Think of it as a place where all the services can work together to find the best way to meet an individual youth's needs and then assist them with that solution.

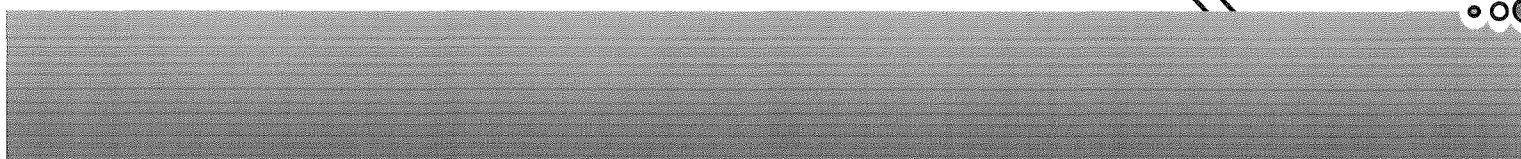
Specifically, the WORKABOUT Centre coordinates the industry-based training programs available to young Aboriginal people and integrates existing career transition and employment services. By doing this, it assists both the student and their school to access a broad range of industry-based learning with the aim of improving school retention and ultimately, completion rates of the South Australian Certificate of Education (SACE).

It starts with understanding each individual's training, employment and higher education aspirations. From this, service providers and Aboriginal youths negotiate a training plan, which outlines their individual pathway.

Once the young person is engaged in a program, the Centre provides support to ensure they continue to participate and then assists with their transition into further training or employment.



ABC
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Student-centred learning: How can we help you?

Student-centred learning empowers students to make positive choices, set high expectations for themselves and plan achievable training and employment goals.

This approach drives the individual training plans, which focus on how the student is going to 'play the job game' (see p6-9), access training opportunities and, ultimately, achieve their aspirations.

It's all about how we can help them develop and achieve their aspiration – the outcome rather than the teaching – placing the student at the centre of their own development.

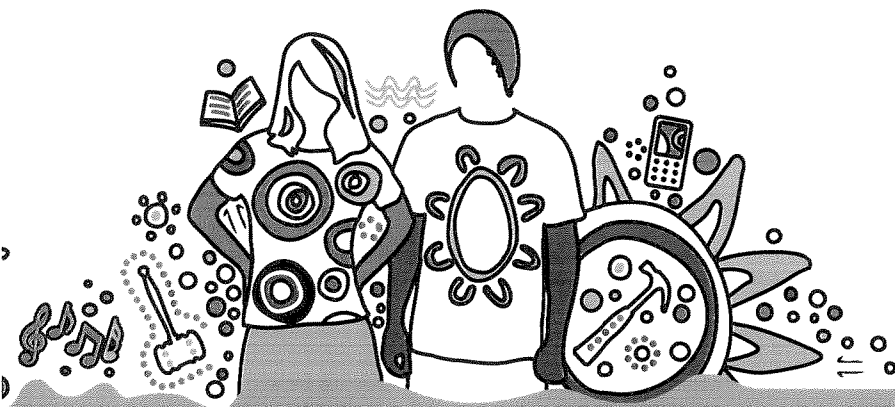
In turn, as the student moves through the training plan, they gain more empowerment and higher expectations for themselves.

Training plans

The training plan is an individually designed plan that features a personalised pathway to education and employment, negotiated with the student. The pathway links the student's strengths to vocational courses and industry requirements.

The plan is designed to provide clear and achievable targets for developing a student's ability to apply for training and/or employment. It outlines who will deliver the training, when, and where the student must go for the structured training component.

It is designed to be a working document, so as the student moves along the pathway, it can be updated to align with their revised goals.



Are you ready to play the job game?

For many Aboriginal youths, the job game isn't easy or straight forward, even once they have attained the skills and qualifications they need for their chosen career.

That's why the WORKABOUT Centre offers the Playing the Job Game program. The program empowers Aboriginal students by helping them develop employability skills and knowledge so they are equipped to play the jobs game in the jobs market.

Delivery

WHERE The WORKABOUT Centre has access to a range of training facilities that local communities can use, complete with modern training equipment to help students get the most out of their training.

WHEN Training session times vary and are often scheduled to suit industry recruitment and school timetables, making it as easy as possible for students to attend.

HOW Playing the Job Game can be delivered:

- in a structured classroom environment in various learning sites, such as a community organisation
- in a multi-function classroom with student-centred learning supporting each student's progress through the five steps
- off site, with students collating documentation for their competencies and/or RPL before the class.

Delivery methods include evidence-based learning: promoting and encouraging delivery using alternative teaching methodologies, providing on and off-site delivery and industry mentoring support.

Accreditation

While Playing the Job Game, students could potentially receive accreditation for the Introduction Vocational Education Certificate. This is transparent to a student's personal learning plans and the South Australian Education Certificate (SACE).

Accreditation can be achieved through a combination of these methods:

- Reflective conversation about previous studies and employment roles and responsibilities, and how these match the specific learning outcomes.
- Letters of verification from past employers, teachers and/or community representatives.
- Completing an assessment task.
- Participating in a contextual community project where students demonstrate competency in required learning outcomes.

How to play

The jobs game is played in five steps. Each step prepares students for a first experience in the workplace and/or training environment and helps them to navigate training and employment opportunities.

The Job Game program is for everyone, with each step's 'learning descriptors' designed to help participants gain generic training and employability skills that industry and training providers require at entry level.

Note, Playing the Job Game can be customised for industries' specific training requirements. For example, if the hospitality industry needed junior staff with good communication skills and a barista qualification, these could be included.





START
HERE 1

Step 1: Resume

Resumés promote students and their skills to employers/trainers.

Students learn how to:

- document their knowledge, skills and experience

- document references and work descriptions

- maintain and update their resume

- customise their resume for specific jobs and courses.

3

Step 3: Portfolio

Portfolio's present certificates, references and work samples to employers/trainers. This step teaches students how to:

- maintain and update their portfolio

- customise it to specific jobs and courses.

The Centre stores copies of students' portfolios so students can access them easily when needed.

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Step 4: Training plan

The training plan provides the student and service providers with a clear path to education and employment. The training plan details:

- competencies to be obtained,

when training is to be undertaken and how it will be delivered

- the time allocated outside school routine (when, how and how much)
- who is responsible for the delivery and/or assessment of each competency

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Step 5: Jobs and training pursuit

Navigating pathways to the right training program or job can be complex. This step involves a case management approach to playing the job game. This aims to:

- support Aboriginal students who are seeking employment and/or training programs
- connect them to opportunities
- provide culturally inclusive support services that help ensure their continued participation and successful completion.

Goal
achieved!
You're a
winner!

- assessments and arrangements
- any recognised prior learning (RPL) for qualifications and cross-credit hours (RPL involves the assessment of any existing relevant skills and/or qualifications)
- the formal qualification to be achieved.

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Step 2: Personal ID

Students often need to provide personal information, either verbally or in writing.

This step teaches them:

- how to collate and provide basic personal information, eg, in formal situations and when filling in forms
- why they may need to give information about themselves and their families
- what sort of information is commonly asked for on forms, eg, applications for work, benefits, school enrolment etc
- how to apply correct names and addresses.

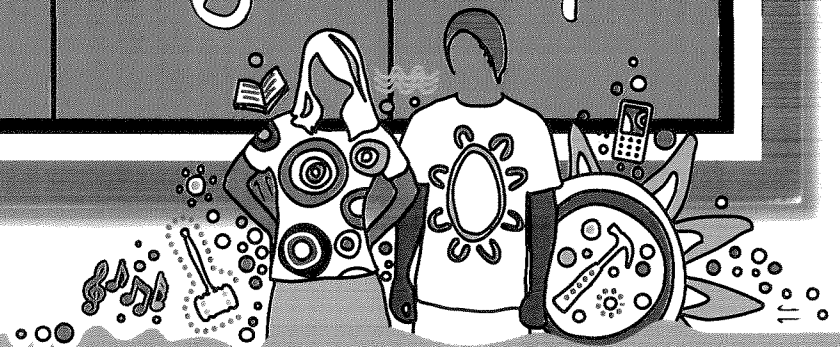
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Our scaffold

The scaffold is what underpins the WORKABOUT Centre and its work. It is made up of the people who work at or for the Centre, those whose roles support it and committees who operate within it.

Our operational division

State Coordinator

Aboriginal Education Coordinator

Regional Steering Group

Aboriginal Inclusion Officer

Aboriginal Training Transition and Employment Officer

Aboriginal Secondary Education Transition Officer

Aboriginal Community Education Manager

Aboriginal Education Teacher

Community participation, parents and caregivers

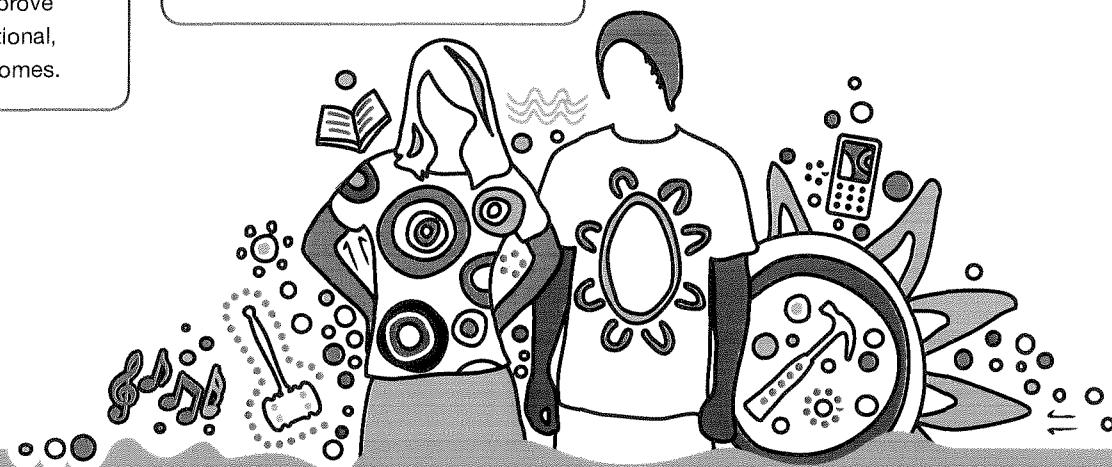
We are also supported by state, regional and site-based committees that make up the Aboriginal parenting and community consultation framework. This framework is a requirement of the DECS Aboriginal Education Strategy 2005-2010.

The Aboriginal Education and Training Consultative Body SA (AETCB) plays a large role in ensuring Aboriginal parents, caregivers and communities' are engaged in, and have their voices included in, decision-making for education, training and further education, and that they gain feedback on the effect their comments have.

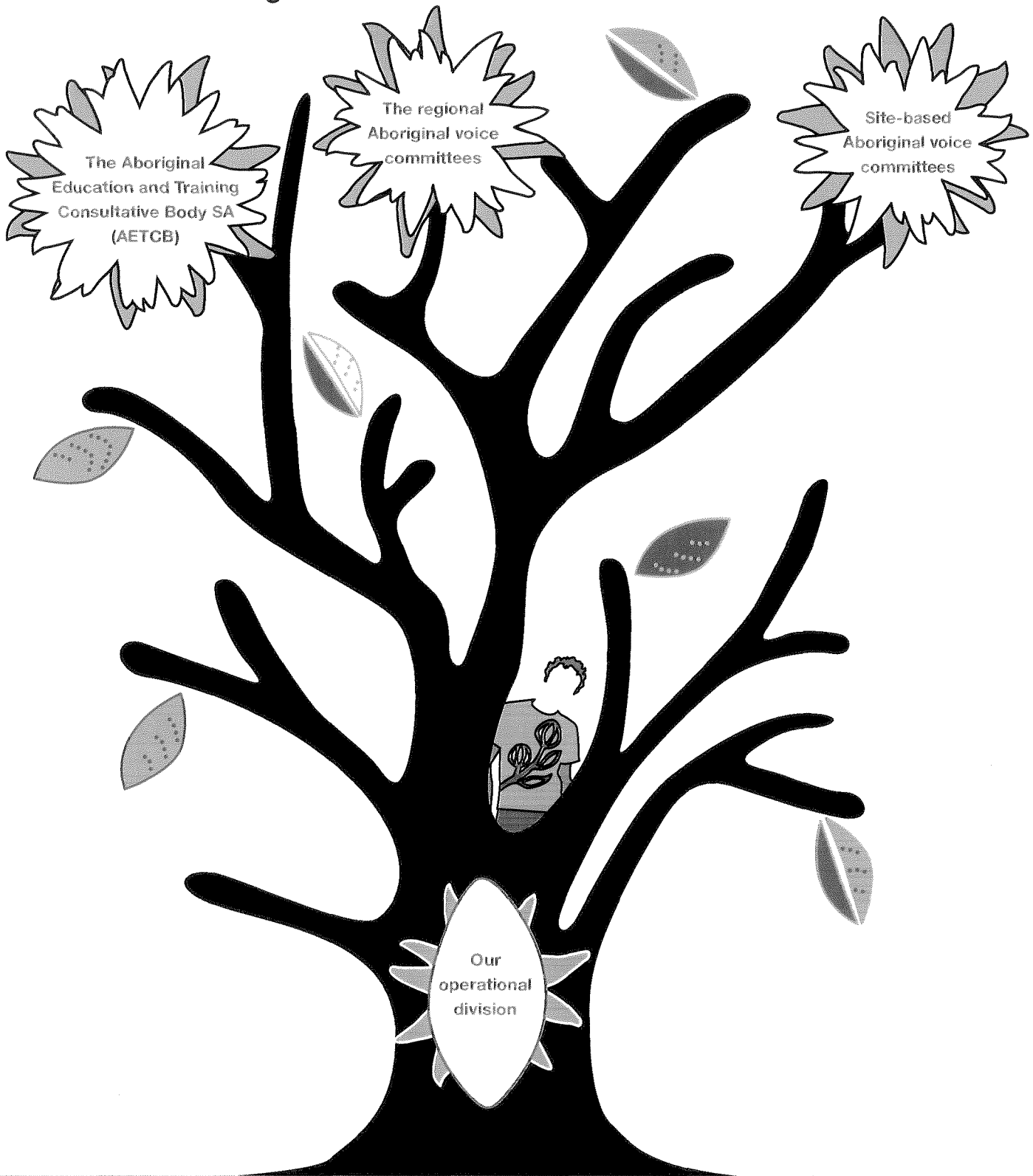
It also provides advice on all education and training matters that impact on Aboriginal students, parents/caregivers and communities and is involved in regional planning to improve Aboriginal student educational, social and wellbeing outcomes.

The regional Aboriginal voice committees represent the collective Aboriginal voice in their district. Their role is to ensure community involvement in the education and care of Aboriginal children in their district by developing partnerships between their district and local community and getting them involved in developing and monitoring district priorities relating to these areas. They also help community members to develop and implement Aboriginal studies so local cultural perspectives are included.

Site-based Aboriginal voice committees build partnerships to help principals and teachers engage with, and empower, Aboriginal parents/caregivers to support children enrolled at their site. This increases the value and success of their children's education.



Community participation, parents and caregivers



The Aboriginal
Education and Training
Consultative Body SA
(AETCB)

The regional
Aboriginal voice
committees

Site-based
Aboriginal voice
committees

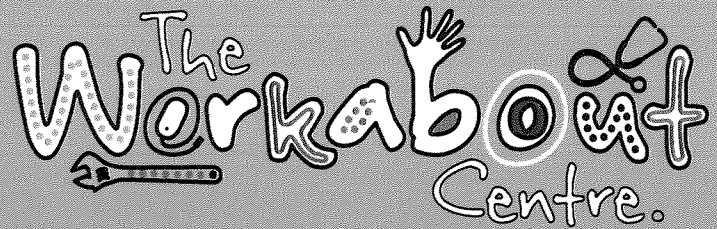
Our
operational
division

Contact

Aboriginal Education and Employment Services

Phone: (08) 8226 9427

Website: www.aboriginaleducation.sa.edu.au



The Workabout Centre.

The WORKABOUT Centre model is an example of DECS' initiatives that support the Australian Government's commitment to addressing Aboriginal educational disadvantage, the SA *Strategic Plan* and the DECS *Statement of Directions*. It aims to achieve successful learning outcomes for Aboriginal students and children by providing a smooth transition from school to work, training and/or higher education.



Government
of South Australia

Department of Education
and Children's Services

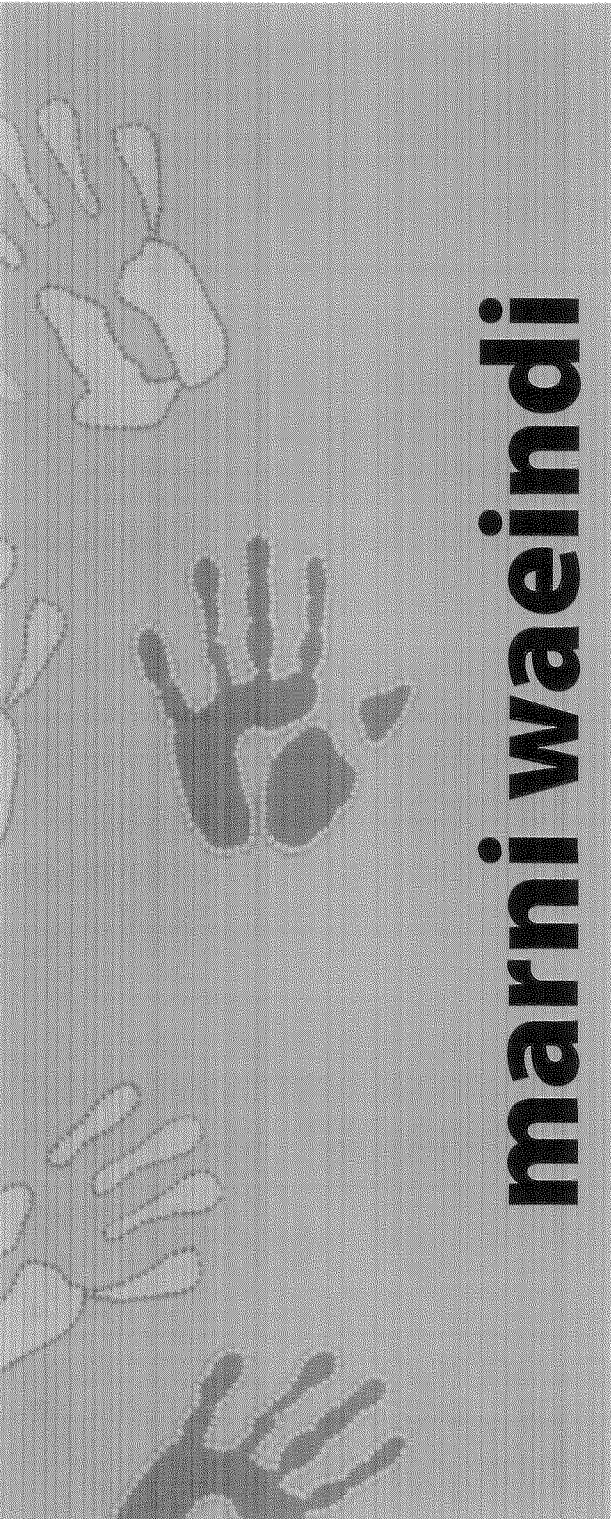
Aboriginal Education and
Employment Services

Dear Bernie / Andrew and the lawyers of the Criminal
Division,

GAREN AND ELIANA ARE PLEASED TO INVITE YOU
TO THE BAPTISM OF
GABRIEL MICHAEL TRUSCOTT

The ceremony will be held on SATURDAY THE 29TH
OF MAY AT 11.30AM in the CHURCH OF STS
RAPHAEL, NICHOLAS AND IRENE (232 Gorge Road,
Athelstone). Please join us afterwards for a
traditional Greek feast in the Church hall.

Kindly RSVP to Eliana Truscott by Monday the 17th of May 2010 on
8365 9901. We ask those wishing to bring a gift to instead consider a
small donation to Gabriel's education fund.



marni waeindi

DoTARS Local Government Leading Practice Awards

SUMMARY

Marni Waeindi - Towards a Future

For the first time, young Aboriginal people who live in the north of Adelaide have a real opportunity to participate fully in the social and economic fabric of the Australian community and at the same time fully embrace their cultural heritage.

Marni Waeindi, Towards a Future is the name given by the Kurna Plains Indigenous Elders in recognition of their support for the Playford Indigenous Transition Pathways Centre.

This Centre is best described as a learning node connecting a network of other agencies and local industry to provide a comprehensive range of education, training and other support services to engage Indigenous young people in seamless, aspirational action-based learning pathways leading to employment, social inclusion and cultural participation.

The north of Adelaide has fifty percent (5,500) of the metropolitan indigenous population. Within this area Elizabeth has the highest level of disadvantage of any Indigenous community in the country.

Marni Waeindi promises transformation. To date an unprecedented 170 young people have been engaged in learning pathways. The local Kurna Plains School has been re-invigorated and schools across the region are participating. The Centre has gained the support and involvement of the Indigenous leadership and community. An Indigenous based governing committee has been established to manage the work of the Centre and to advocate to all levels of government.

As a learning node, reflecting its cost effective, sustainability and transferability nature, the Centre has already connected many education, government, training, not for profit agencies and industry. While providing minimal in-house learning, the Centre facilitates the provision of learning and training for Indigenous young people by a range of other agencies who are already resourced to do this.

Any problems along the way. Yes many. How did we deal with them. Briefly, we worked with persistent people who knew how to deal with bureaucracy, we engaged Indigenous young people to work with disengaged youth, we built credibility, worked other good organisations and importantly gained the support of the Indigenous community.

Marni Waeindi has progressed to become the cornerstone to a wider lifelong learning strategy for the Indigenous community in the region integrating health, justice, education, training, employment, housing and culture lead by current and future Indigenous leaders.

Special thanks to the Australian Government Department of Education, Science and Training for their support.





marni waeindi

Marni Waeindi - Towards a Future

The Playford Indigenous Transition Pathways Centre (*Marni Waeindi*) was planned and established in conjunction with the local Aboriginal community and local agencies including Aboriginal Education, training bodies, industry and governments as a whole of government model for achieving sustained well-being, learning and employment outcomes for Aboriginal young people, thereby halting intergenerational poverty. *Marni Waeindi*, 'Towards a Future' is the name given by the Aboriginal community in recognition of their support for the Centre.

This centre is the cornerstone to a comprehensive Aboriginal Lifelong Learning Strategy, integrating culture, health, housing, learning, employment and governance by and for the local Aboriginal community. The 'wholeness' of this approach has been identified as critical by our local community.

Marni Waeindi is best described as a learning node connecting a network of stakeholders (broadly identified on the back of this page) to provide a comprehensive range of education, training and other support services (including established case management and mentoring approaches) to engage Indigenous young people in seamless, aspirational action-based learning pathways leading to **employment, social inclusion and cultural participation**.

We achieve these pathways by participants undertaking a combination of courses underpinned, firstly, by **engagement** through an activity such as a literacy and numeracy program, then linking to more specific vocational courses in combination with supporting activity such as Driver Education and a Structured Work Placement to give participants an understanding of the work place. This is something quite foreign to young people who come from intergenerational employment and gives them an aspiration for employment.

Marni Waeindi engages Aboriginal young people through a range of activities tailored to meaningful learning experiences while developing linkages to employment in the future. A flavour of these activities, provided via Marni Waeindi's key partners, include:

Yurrekaityarendi Parents Group • **VET in Schools**: courses in Basic Construction, Hospitality, Information Technology, and Hair and Beauty • **'Engagement Programs'** in Woodworking, Tyre Fitting, Forklift Licence, Literacy and Numeracy, Basic First Aid, Front-of-House Hospitality, Driver Education, and Financial Management • **School-Based New Apprenticeships** • **Cultural Camps** • **Recreation Courses** (Certificate I Recreation - Flat Water Skills) • *Work for the Dole* projects linked to Early Childhood Care • **Certificate I Employment Skills** • **Young Mum's and Young Men's courses**

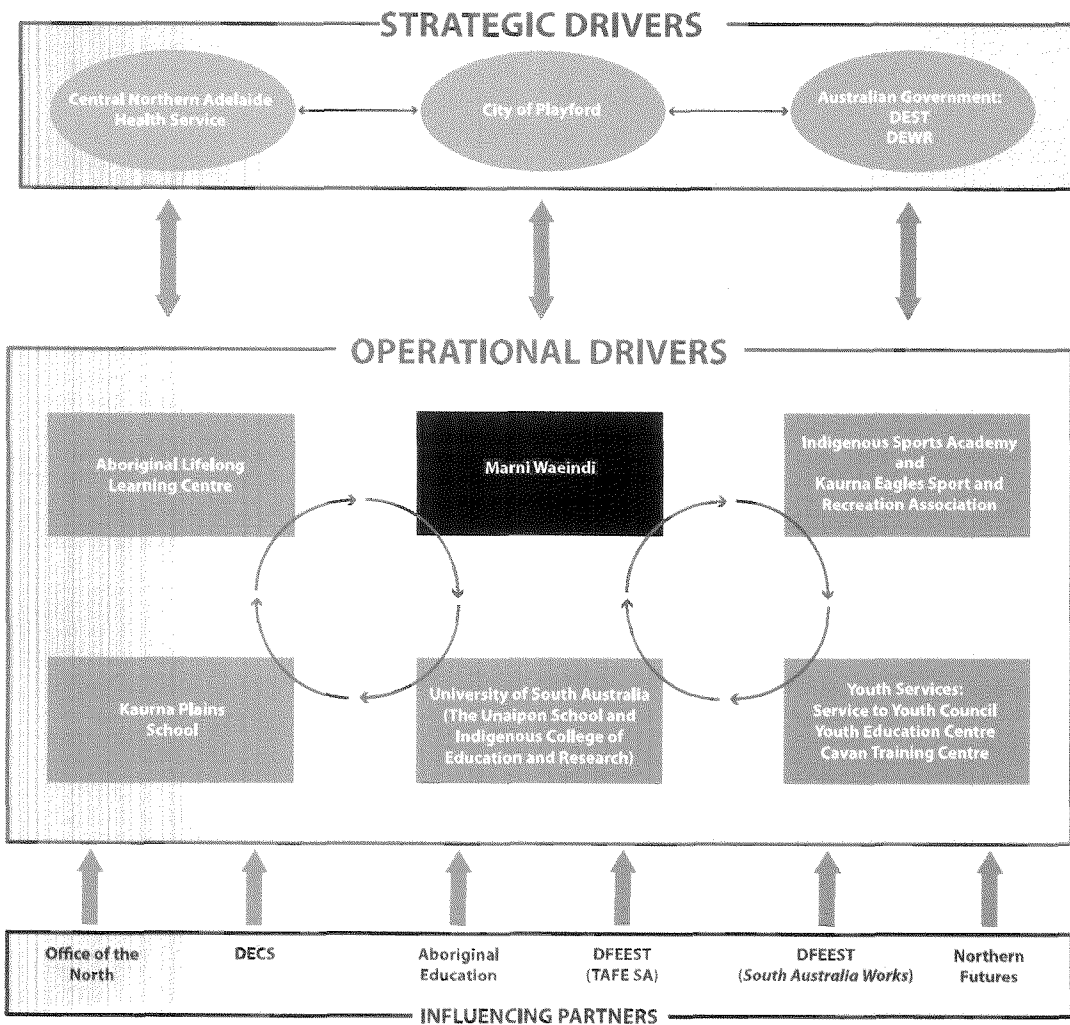
Our key partners in delivering the spectrum of these activities and providing support (including employment opportunities) to our participants include:

Kurna Plains School and Early Childhood Centre • **Aboriginal Education Elizabeth and Salisbury** (SA Department of Education and Children's Services) • **TAFESA** • **Indigenous Sports Academy**, Para West Adult Campus • **Anglicare SA** • **Local Schools**: Salisbury, Smithfield Plains, Elizabeth/Fremont, and Gawler High Schools • **Boys Town** • **Youth Education Centre** • **Service to Youth Council** • **Muna Paiendi** • **Aboriginal Sobriety Group** • **Kurna Eagles Recreation and Sporting Association** • **Unaipon School, University of South Australia** • **Centrelink** • **AWS** • **Coles Myer** • **Transfield** • **Priority Engineering** • **Employment Plus** • **Complete Personnel** • **Para Work Links**

Marni Waeindi promises transformation. To date an unprecedented **170** young people have been engaged in learning pathways. The local Kurna Plains School has been re-invigorated and schools across the region are participating. The Centre has gained the support and involvement of the local Aboriginal leadership and community. An Aboriginal-based governing council has been established to manage the work of the Centre and to advocate to all levels of government.

For the first time, young Aboriginal people who live in the north of Adelaide have a real opportunity to participate fully in the social and economic fabric of the Australian community and at the same time fully embrace their cultural heritage.

Marni Waeindi: a model for learning to employment (Playford Indigenous Transition Pathways Centre)



Vision

Employment pathways from learning to work for Aboriginal young people through direct engagement.

Building on our partnerships to strengthen the City of Playford and northern Adelaide's economic growth by ensuring all young people can participate in the workforce.

An Aboriginal community with a strong cultural identity engaging with the wider community holistically, in all aspects of community life.

Principles

Governance: driven for and by our local community.

Support: Marni Waeindi is supported by a dedicated project management team from across community.

Relationships: building new and expanding current partnerships, formally and informally.

Making it work: acknowledging the needs of all partners, young people, enterprises and educators, and seeking common solutions.

Part of the whole: acknowledging existing efforts and linking them for the broadest benefit possible for all.

Sustainability: growing an approach which is self-perpetuating and sustainable in its own right.

Partnerships

Marni Waeindi is the cornerstone for creating the environment for partnerships to succeed.

Strategic: broad-level partnerships with our community, enterprise, local education and training providers, and governments. These link the work of Marni Waeindi across our region and also to broader direction-setting efforts beyond the City of Playford.

On-the-ground: active partnerships with the local Aboriginal community, families, students, teachers, and people providing community services and programs. Marni Waeindi is the catalyst for other agencies to optimise their outcomes for Aboriginal people.

Community

Marni Waeindi is built on closeness to the Aboriginal community. Community engagement is critical, and:

- provides leadership
- expresses self-determination and empowerment through active decision-making
- its people and culture are valued in our wider community.

Marni Waeindi brings about action that will:

- Create an *Employment Precinct* that supports pathways from learning to work.
- Establish a centre that supports *alternative forms of engagement in learning* for Aboriginal young people and transitions them back to education, training and/or employment.
- Source *ongoing support and resources* from industry and enterprise.
- Links to and influences *new and existing government activity* to bring maximum benefit to our Aboriginal young people.

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