

ENGAGING YOUTH IN WORK OPPORTUNITIES IN THE REGION

Limestone Coast Leadership Program 2020

Community Action Project

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1.0 Executive Summary

As part of the 2020 Limestone Coast Leadership program, group members worked through it's Community Action Project (CAP). As a general directive, it is the goal of the CAP to investigate a potential issue, phenomenon or idea which affects the livelihood of local residents across the Limestone Coast Region. As per the curriculum, the authors of this report explored the concepts of 'Engaging Youth in Work Opportunities in the Region.'

Before commencing this project, it was and continues to be a widely accepted notion that local youth leave the region to more heavily populated, metropolitan areas. As a group, it was our mutual goal to explore the evidence behind this belief, the reasons why youth may choose to move away and what attracts young people to the region. Given individual subjectiveness and complexities around this issue, it was imperative to tackle this idea using adaptive leadership qualities.

Nine months ago, the CAP group commenced its research plan by outlining the key stakeholders. Using a 'Pizza Model', the members identified those parties that would have a keen / vested interest in this issue (See Appendix 9.1). Given the broad issue at hand, it was recognised early that there is not a singular party responsible for the issue, however it is in the best interest of all stakeholders to expose and encourage youth to live and work locally.) nor are there many local parties not affected by the notion of youth moving away.

Understanding that the project title is broad, the brief that further refined the research plan investigates the following questions: How do we better link regional career pathways, career development and training options available within the industries in our region? What opportunities are there for industry, education, community and government to engage youth in employment opportunities to create beneficial 'succession plans' for our region's towns and communities? Additionally CAP members focused on the issues identified in the brief.

1. How do we equip parents/teachers to inform our youth on the range of opportunities available in our region?
2. Is undertaking work experience valuable or are there better ways to engage and involve young people in our regional industries and career pathways?
3. What is the community's role in supporting our youth to understand the opportunities and the availability of meaningful work in our region?

Members of the CAP then embarked on an interactive, research venture by gathering data from individual members from stakeholder groups. Primary data was gathered from The Department of Education and Child Development, The Mount Gambier Youth Advisory Group, High School leavers, local Tertiary Institutions, Group Training Employment, the wider community, parents and Teachers/ Employees at schools throughout the Limestone Coast Region. Various mediums were used to gather data, including social media, face-to-face interviews, reports, emails, surveys and teleconferences. As outlined later in the report, secondary resources were used abundantly to gather facts and statistics about local study and career opportunities. To collate and discuss the gathered evidence, the CAP group would meet monthly to discuss

outcomes and formulate hypotheses around the issue. Minutes for meetings were distributed via a private social media platform.

As a group, key findings were used to drive the outcomes of this report and subsequent presentation (to be held in Naracoorte, 29th October 2020). Key findings include, but are not limited to the following:

1. Recent survey data suggests that High School Leavers primary reasons for leaving the region is to further explore study/tertiary options which are not offered locally. Data also revealed that parents and family members are the main influence on youth movements after High School.
2. There is a clear detachment between the delivery of post secondary education opportunities within the region, trade involvement and government incentives.
3. A strong cohort of youth staying in the region and excelling in trades is from the migrant community and likely to be the next influential community leaders.
4. People generally feel that the Limestone Coast is a great place to live with a good sense of community but that youth are disenfranchised by many factors.
5. It is agreed by numerous stakeholders that local industry pathways promotion, work skills, and targeted work experience needs to start at an earlier age.

Establishing a network of key stakeholders (including youth representatives) to take responsibility for youth retention is vital. It is recommended that this potential group of key stakeholders research beliefs of childrens and young teenagers. Discussions were also held regarding the importance of intrinsically motivating children/ adolescents to explore and discover for themselves the economic and lifestyle benefits of living within the limestone coast. Education and delivery of these messages should involve parental support. Traditional methods of 'career days' should be reviewed to ensure the delivery platform is modernly engaging and age appropriate. The use of success stories from people who have remained in the region would be helpful in influencing their movements after secondary education.

2.0 The Challenge

As the group commenced the planning and research phase, it was quickly understood that the topic was significantly more complex as opposed to technical. There were several obstacles and barriers that not only affected the group's working dynamic, but also had a profound effect on the overall results of the project.

Key stakeholder limitations:

As briefly outlined in the executive summary, it is clear that there is not one key responsible party/parties driving this issue. As per appendix 9.1, there are various stakeholders and interested parties, however, there is a clear lack of communication and cohesiveness, mainly caused by systematic and time constraints. As a result, Youth across the region (were are) delivered



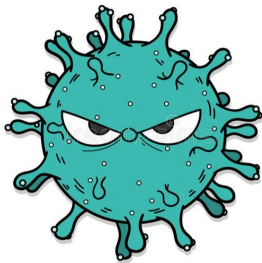
conflicting and inconsistent information regarding career pathways and future local opportunities. Furthermore, there is no clear marketing or advertising strategy to target the local youth workforce. Initial assumptions led the CAP group to believe that Youth were leaving the region for the metropolitan areas for lifestyle purposes. With this considered, why was there no campaign to highlight the region's youthful attractions and why it was a desirable place to live?

Access to accurate research data:

Prior to this project, the group found that there was very minimal secondary data and statistics outlining youth movement from the region. To date there is no available consensus outlining the percentage of Youth leaving the region or the triggers for this. Given the nature of today's fast paced workforce, it was also difficult to contact major stakeholders (teachers, principals, local government officials). This, in turn, meant our data was less saturated than first desired. Despite being given the contact name, email and number for the course/careers advisors at Mount Gambier High School, Grant High School, Tenison Woods College and St Martins Lutheran College, to date we have not had one returned phone call or email. Numerous attempts to contact relevant staff at TAFE Mount Gambier were unsuccessful.

Environmental and individual group member factors:

Unlike previous years, the Coronavirus (COVID-19) changed the lifestyle and working environments of individuals all across the world. Residents of the Limestone Coast were not excluded from this. COVID-19 saw an increase in physical distancing as well as financial and job stress. These factors are likely to have contributed to the difficulty in obtaining responses from key stakeholders. Furthermore, it was noted that some Youth decided to alter their gap year overseas travel plans, consequently meaning that Australian Tertiary Education became the pathway of choice.



COVID-19 also directly affected CAP group members. A pause in the program resulted in less frequent meetings and reduced work momentum. Aside from COVID-19, Olivia moved back to metropolitan Adelaide and Matthew moved interstate to follow job prospects and resigned from the program altogether. The environmental and individual factors affected a time efficient and thorough investigation.

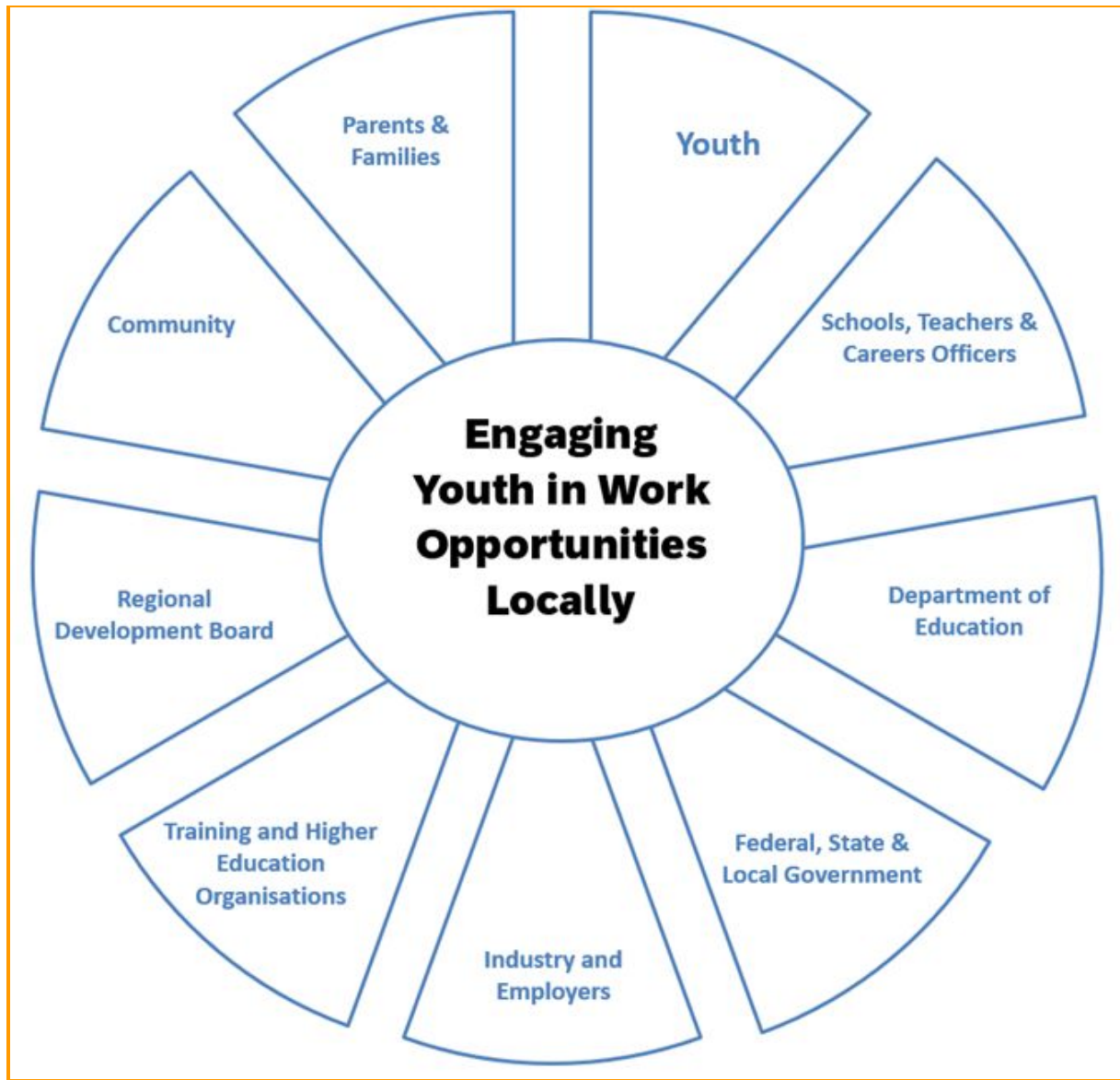
3.0 The Methodology

3.1 Establishing our vision:

In order to direct and dictate our research phase, the following vision was established:

Youth will be more knowledgeable in their choices of employment and training opportunities in the Limestone Coast region and will feel more connected with their community.

3.2 Identifying the Stakeholders



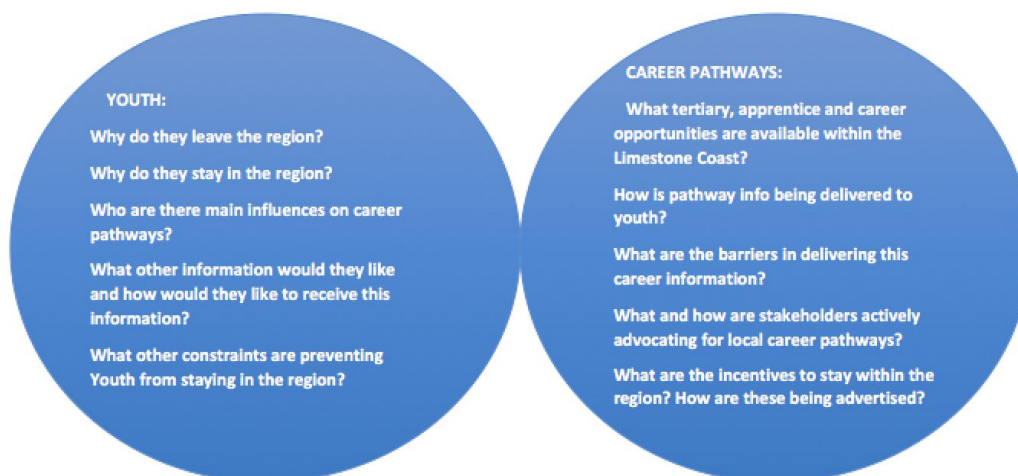
3.3 Implementation of adaptive leadership techniques

Given the depth, scope and broadness of our issue, the group decided to draw upon Quadrant Analysis to refine, depict and hypothesise on why Youth may be leaving the region.

<p>Upper Left Quadrant:</p> <p>Individual: Felt experience/ Reasons for relocation hypothesis</p> <p>Youth are choosing to leave the region for:</p> <ul style="list-style-type: none"> - More exciting environment - Because Limestone Coast is 'boring' - To live independently away from family - Explore other career paths / tertiary study not offered - Adult influence/ supporting move away from region 	<p>Upper Right Quadrant:</p> <p>Learning from behaviours of others & observation</p> <p>Youth are choosing not to stay in the region because:</p> <ul style="list-style-type: none"> - They have observed older friends/ siblings moving to metropolitan areas - High schools across the region appear to be delivering career pathway info. differently - No individual party driving the need for Youth to stay within the region?
<p>Lower Left Quadrant:</p> <p>Cultural drivers: "Show me others doing it"</p> <ul style="list-style-type: none"> - Who and what are the Limestone Coast's successes - Do Youth have access to hearing these success stories - Are Youth aware of the benefits of staying within the region? <p>-Society selling Tertiary study as being more successful than trade?</p>	<p>Lower Right Quadrant:</p> <p>Systematic influences:</p> <ul style="list-style-type: none"> -With peer pressure in mind, Youth may choose to follow their peers to metro areas? *considering the above statement, who are the main influences in movement after HS? - What incentives are there for Youth to stay within the region? -How are systems/ pathways working together to ensure accurate information delivery?

Whilst the quadrant exercise was purely based on assumptions before using research to accurately diagnose the issue, it allowed the group to narrow down on some key research concepts for two major stakeholders. In turn, this helped us create our own sub research questions. See figure 1 below.

Figure 1:



Using the quadrant in conjunction with the pizza model, the following stakeholders were contacted for primary data collection. See results in section 4.0 below:

Limestone Coast Pathways

Mount Gambier Youth Advisory Group

Community and Development Engagement

Department of Education and Childhood Development

Group Training Employment Mount Gambier

HIGH SCHOOL STUDENTS; YEARS 10, 11 AND 12, LIMESTONE COAST

Teachers and High School employees

Local Tertiary Education

Parents and Caregivers of Youth

Division and outline of data collection

The table below demonstrates the division of the project work.

Name of Co-Author	Research task	Method of obtaining data
Hamish Verco	Interview with Harry Leigh- Member of Tatiara Business Association and former convener of the Tatiara Employment Expo 2. Interview with Josie Hards- Tatiara Business Association and current convener of Tatiara Employment Expo 3. Discussions with Youth- Bordertown area	1. Information was obtained via face-to-face meetings. 2. Messages and Phone Calls to youth that couldn't be connected via face to face.
Kristi Brooks	1. Interview with Key Stakeholders - City of Mount Gambier Youth Advisory Committee. 2. Youth Engagement interviews at Chill @ The Track 3. Encouraging completion of youth survey. 4. School course/pathway/career advisors interviews MGHS, Grant High School, Tenison Woods College & St Martin's Lutheran College. 5. Creating local hero campaign - identifying heroes from across industries. Working with individuals to obtain relevant photos and quotes relating to why they enjoy what they do/why benefits of working in the Limestone Coast. 5. Statistics - LSC vs city living. 6. Communication with Heidi Gajic Community Development & Engagement Officer 7. Headspace - attend meeting. 8. Interview Jess Magarey - MGHS	Attended YAG Meeting. Additional email correspondence. Onsite face to face interviews. Emailed specifically to youth, YAG, school connections & Facebook. Individual names and email addresses obtained - no return correspondence. Email, social media & phone. Census report / Council websites / realestate.com Email/face to face. Headspace no longer mtg with youth onsite nor using Zoom - looking into another medium.

Olivia Martin	1. Creation of a survey that was distributed to High School Students across the region. 2. Review of data from the survey's 3. Contacted a member of the Limestone Coast Leadership Program for completion of survey 4.. Research of tertiary study options across the Limestone Coast region.	1. Electronically delivered via Survey Monkey. 2. Completed using electronic platforms. 3. Contacted via social media. 4. Failed to complete via teleconference. Some data found online through secondary resources.
Anne Bawden	1, Interview with Key Stakeholder Emma Handford - Department of Education 2. Research into current and historical initiatives such as Doorways to Construction, Forestry Learning Pathway, Limestone Coast Pathways, Job Training 3. Interview with youth attending Tertiary facilities Researching what courses on offer and age range of those who attend 4. Talking with migrant youth 5. Adult Social media engagement 6. Interview with Greg Megaw - Group Training Employment 7. Discussion and work with disabled youth/parents/teachers/service providers 8. Research local grants and industry scholarships	1. Face to face interview 2. Use of secondary resources from internet and newspaper articles 3. Face to face interview 4. Informal discussion via phone 5. Social media posts 6. Phone interview 7. Face to face/phone/email 8. Internet search

4.0 Stakeholder Engagement & Findings

4.1 Findings from Primary Stakeholders

Electronic survey:

The platform 'SurveyMonkey' was used to gather primary data from High School leavers. The 10 question survey used a range of multiple choice and short answer questions to understand rationale for movements following the cease of secondary education.

30 high school students ranging from Year Nine to 12 completed the survey. The key results are as follows:

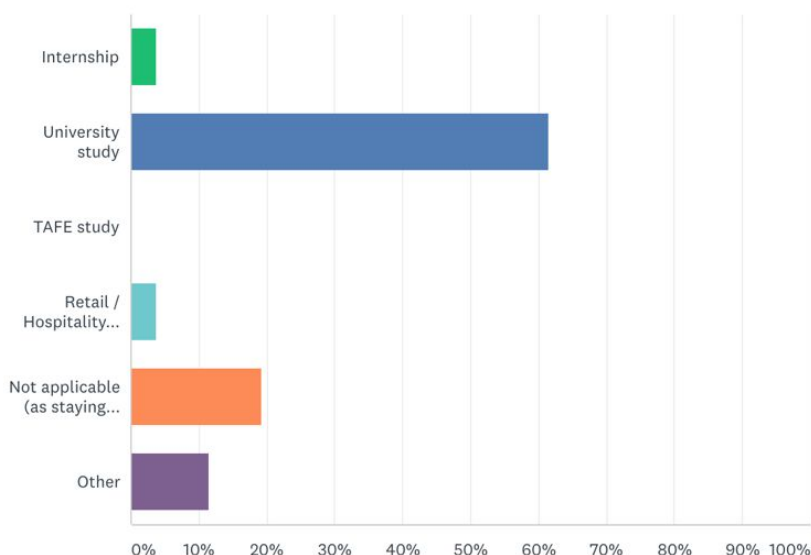
High School	Number of students
Grant High School, MOUNT GAMBIER	5
Mount Gambier High School, MOUNT GAMBIER	2
Bordertown High School, BORDERTOWN	16

Keith Area School, KEITH	3
Seymour College, ADELAIDE (Boarding)	2
Loreto College, ADELAIDE (Boarding)	1

35.71% of the survey cohort was Year 9 students, 32.14% were Year 10 students, 10.71% were year 11 with 21.43% Year 12 students.

Of this cohort, slightly over one third (37.93%) were planning to stay within the region.

For the 62.07% of moving away from the region, their reasons are represented in the following graph:



For the people staying within the region, their career pathway choice (in order of popularity) includes the following:

1. Attend a local University
2. Agriculture work
3. Retail work
4. Hospitality work
5. Attend local TAFE
6. Horticulture
7. Apprentice engineering

Several Youth also reported that they intend to stay within the region given the lower cost of living. These reports are substantiated using RealEstate.com, with Mount Gambier median rent being half the cost of Melbourne, and nearly \$200 cheaper than Adelaide. There are no car parking costs associated with the Mount Gambier CBD, whilst individuals can expect to pay

between \$15 and \$45 per day in Melbourne and Adelaide as confirmed by Government online resources.

For those students planning on leaving the region, the following table summarises the main reasons why against the number of students reporting this.

Main reason for leaving the Region	Number of school leavers with this reason
Increased study opportunities in the city	12
More to do in the city/ Boring in rural areas	4
For increased job opportunities	3
Better options	1

Similar themes to the above results were also drawn from the TRACK Youth discussion (see below). Note that high school students identified the main influencer on their movements following high school were their parents and caregivers. Data derived from social media regarding parents' perspective on Youth retention further corroborates and supports this theory. To view full survey data results, see appendix 9.3.

Survey data limitations:

- Noted that all school districts within the Limestone Coast were not covered (missing Naracoorte High, Kingston Community, Lucindale and Kangaroo Area schools).
- Whilst 30 participants is a large number, this is only a small percentage of current year 10-12 highschool students across the region.
- Delivery via online platforms would have had limitations to those students who do not have internet access. Noted Facebook was NOT an effective method to encourage Youth to complete the survey.
- If a consequent survey was to be administered, it would be recommended for there to be a heavier focus on the current career information being delivered, how successfully this is being received and Youth ideas of how they would want this information to be presented.

YAG meeting notes:

Meeting with City of Mount Gambier Youth Advisory Group (youth aged between 15-18 years)
4.03.2020



Theme	Take home messages
Delivery of information	Depending on what Highs School you go to - different career advice given.
Work Experience	Students don't tend to take work experience seriously - it isn't what they really want to do. WHY? Various reasons: Actual availability of work placement options low. Some businesses won't take work experience students due to past bad experiences.
Career expos	Their peers see it as a day away from school and a chance to get freebies and not an opportunity to engage with industry providers.
Reasons for moving	Strong emphasis on the reason why youth move away isn't necessarily due to study/work prospects but the overall desirability of Mount Gambier. Lacks in things for youth to do.
What would help/reasons for staying in Mount Gambier	Local stories - local heroes as opposed to stock images and flyers relating to the city. More youth focussed, accessible things to do in Mount Gambier.

Youth Engagement Opportunity:

Chill @ Track

02.10.2020

Mount Gambier Library

Hastings Cunningham Reserve

In speaking face to face with a small cohort of young people - year 11. Many were planning on moving after finishing their schooling in the Limestone Coast.

Theme	Take home messages
Reasons for leaving Limestone Coast	<ul style="list-style-type: none"> - Going away to attend university. - Specific courses not available in Mount Gambier. - Job prospects for specific careers not available in Mount Gambier (examples of unique career paths given such as paleontology, acting). - More options available in the city - more recreational activities, city life seems appealing. - Mount Gambier perceived as 'boring'.

Callena Rawlings

eNvision Limestone Coast

19.10.2020

Mount Gambier High School is one of five Entrepreneurial Specialist Schools (ESS) in South Australia, delivering learning programs that will promote and encourage entrepreneurial mindsets in students. Opportunities are created for students to take up specific entrepreneurial experiences with programs and resources developed to help students pilot social and business ventures and form mentoring relationships with successful entrepreneurs and businesses, locally, nationally and globally.

Flinders University eNVision is now co-located on site, servicing business and industry entrepreneurs from the shared Collaborative Learning Centre.

Theme	Take home messages
Student Pathway Advice	<p>Students referred to the Flinders University Student Pathway team in Adelaide. Team also come to the Limestone Coast 2 to 3 times per year to all schools to engage with students and promote study options.</p> <p>Access to the Mentoring Program: between students, business founders, researchers, teachers and participants in Flinders University programs.</p>
Focus - New for 2021	<p>Focus - Entrepreneurial Specialist Program - embedding lifelong learning skills and helping students to become work ready for the workforce. Focusing on resilience, mindset & encouraging creativity. Getting students to think differently after school.</p> <p>Crating more entrepreneurs and embedding lifelong learning skills. Connecting learning with their future.</p> <p>This is a pilot course for MGHS and if successful would roll out to other local schools.</p>

Key messages from stakeholder interviews:

Emma Handford; Career officer, Department of Education and Child Development
19.02.2020
Social media Administrative Officer for Limestone Coast Pathways



Theme	Take home messages
Local Industry Training programs	<ul style="list-style-type: none"> -Forestry Learning program - Logging Investigation & Training Association
Delivery of local career options	<ul style="list-style-type: none"> -Observed that students from previous years are not engaged with the career days. -Industry has had limited involvement in career option days. -Parents and teachers unable to give accurate trade knowledge. -School based VET courses are not relevant to industry trade. -Work experience not suitable for students or trade.
Target audience	<ul style="list-style-type: none"> -Students (mainly males) in Senior School actively disengage with local trade.

	<ul style="list-style-type: none"> -Students want independence by studying in the city. -Often difficult to target year 10 students with local opportunities as they have already chosen their subjects (which are likely to drive their career movements).
Courses aimed at local trade	<ul style="list-style-type: none"> -New VET initiative of DECD targets younger students (year 9s in 2020 and eventually year 7s who will be incorporated into high school in 2022). -VET for Secondary Students (VSS) includes school based traineeship and apprenticeship to gain SACE and trade qualifications. -Parents and community parties will often devalue VET courses, leading more students to study at university.
Specific limitations in retaining Youth in region	<ul style="list-style-type: none"> -TAFE courses needing a minimum number of 15 students per class to run subsequent to an organisational restructure. This is difficult to ascertain in rural areas. -Group Training Employment (GTE) is the only source of local training for some industry. - Region lacking teachers in science, maths, technology and languages.

Harry Leigh

Member of Tatiara Business Association and former Convener of Tatiara Employment Expo
Employee at Wise Farm Equipment

Theme	Take home messages
Current Youth Employment	Lots of Jobs available in trades businesses; these are being taken up by young locals and youth from western Victoria
Training and Skill Levels	Motor Trade Association and Tafe NSW are flexible with theory delivery of Trades- increasing training success
Reasons for staying	Climate, proximity to Adelaide, Melbourne, Riverland, the coast; lower cost of living, ease of entry into the property market, laidback community lifestyle
Reasons for leaving	Money on offer working in the mines and elsewhere, 'excitement' of capital cities, peers and role models have left so that influence is contagious. The perception of more job opportunities elsewhere, however this is not always the case.
Gender gap locally	Every year following the expo there has been feedback re a lack of opportunities for females. More 'female strong' positions are often university based eg. health, teaching, finance. Lack of female opportunities influences culture and is detrimental to males staying long term also.

Josie Hards

Member of Tatiara Business Association and Convener of Tatiara Employment Expo

Accountant at Murray Nankivell

Theme	Take home messages
Expo onto Social Media	Josie live streamed the expo on Facebook and Instagram, showing the employees that were there. This was a great success
Health Panel	They also held a short, health focused panel for the first time. These professions can't usually attend because of work
Reasons for leaving	The attraction of more things to do in the city. Shopping, venues, beaches, walking trails
Gender Gap	The lack of childcare opportunities in Bordertown hinders young mother's opportunity for employment. The long waiting list for childcare places points to the opportunity of the existing facility expanding or new facilities opening.
Community Hub and Social Group	An organisation similar to the young professional's group that runs in Mt Gambier for young people locally. Social outings and events for people to meet people, enjoy themselves. Could also organise skills-based events eg. cooking classes & gardening.
Opportunities for schools	Students could receive more education at school regarding excel, writing a good resume, touch typing, social skills, conflict resolution, financial management.
Employee promotion	Local employee businesses are posting photos of local, young employees to their social media pages to promote this employment success.

Friday 16 October 2020

Phone interview with stakeholder

Theme	Take home messages
Loss of youth to city	Increasing with fewer job ready candidates staying Increased resources to sift through for suitable candidates
Certain cohorts tend to be more suitable candidates as job ready	Youth who have worked casually while at school in retail or fast food or other jobs as 15 year old's as they are more responsible, turn up on time, wear uniforms, bring lunches, have team skills Migrant youth stand out as putting into their apprenticeships, good work ethic, respectful, buy own tools, pride in what they do, make the best of their time as apprentices and will be the next group of influential

	community members
Regarding job pathways FB advertising	Made trade jobs look more appetising Have not yet impacted on amount or quality of applicants
Work experience	Needs to start when younger, be targeted to strengths and interests, be more of it No insurance for school leavers to do work experience
VET qualifications	VET courses were useful when they were originally set up when students were treated as workers not students but have changed with the Training Guarantee program which pays TAFE for the number of modules studied. Employers have preference for job ready apprentices over those with only studied qualifications
In school trade learning programs relaxing selection criteria	Programs such as Doorways to Construction begin well but gradually become pathways for those not succeeding in the class leaving those with genuine interest in trades to not want to become involved. The programs attract troublemakers and those that want to slack off resulting in parents reluctant to have their children associated with the program or waste their time as not much is accomplished due to behaviour management issues.
Jobs requiring higher skilled labour	Increased jobs that require higher skills but many students don't realise. For example the timber industry has less hands on unskilled labour and more jobs for those skilled in diagnostics and analytical positions
New traineeship stimulation grants	New stimulation package of 100,000 traineeships has a loophole and captures both existing apprentices (not new jobs) and businesses who can sack their workforce and rehire them as trainees (i.e. retail trainees) to gain 50% subsidies for them. Very few of the allocated number of traineeships will be trades which is especially disappointing due to the increased requirement for building trades associated with the housing grants.
Flexible curriculum	Suit student needs but don't develop work ethic
Career expo	Took tremendous effort on part of organisers and industry Treated as fun outing and collecting trinkets Few serious questions asked of industry reps
Work ethic	Youth need to learn work ethic while still at school because it's too late once they turn up for the apprenticeship as they are behind the ball and employers want to have apprentices that are job ready
Employers	Some effort made to educate employers to relax their standards to fill positions
Youth expectation vs reality	Too many youth want to go into a job at the top level not realising that experience and the hard yards will lead them there if they are keen to learn
Working with other stakeholders	Feel that there is a good grasp of the perspective of industry stakeholders but lack of coordination between all stakeholders Government have some responsibility to affect change but in reality, it is the local community that bears responsibility to turn the situation around VET coordinators predominately uni qualified teachers with uni qualifications often point students towards university rather than encouraging them into apprenticeships leading to reduced candidate

	pool. A trade coordinator would be better, but the argument is that they are not teacher qualified, Decreased loyalty from both host employers and employees with experiences from both sides being “burnt” leading to reluctance to re-engage in the process
Innovative idea	Interviews for apprenticeships could be a week working onsite to assist both the candidate and employer to see if there is a good fit Putting 15 year old’s into the casual workforce increases their job ready skills and could be encouraged for greater employability

Entrepreneurial Education Teacher

Jess Magarey, Mount Gambier High School

17.10.2020

Theme	Take home messages
How are students advised about career progressions?	<p>Job prospects and vacancies: students who are getting close to this age will be notified of these through the senior school management team. Notices are displayed on pin up boards in the senior school area or the FLO area and are usually posted on Daymap which is the central message board for all students.</p> <p>All students in year 10 undertake a compulsory subject called Personal Learning Plan (PLP). Students participate in work experience in a chosen field and begin to think about their future pathways. PLP allows students to identify their strengths and what kind of pathway these may be aligned to. PLP has the opportunity for guests for the students to ask questions and find out more about career options in the region.</p> <p>Workplace practices in stage 1 & 2 are subjects that allow students to investigate industry. Stage 1 helps students to investigate a range of industries, using local businesses to engage students in career options.</p>
New for 2021	<p>Through the introduction of our Entrepreneurial Specialist subjects students will again have the opportunity to identify what their strengths are and how this could align to a future pathway. In our year 8 subject ‘Innov8’ starting in 2021, all students will be introduced to a ‘lifelong learning journey’ and identify where some of these may take them. Instead of asking students ‘What do you want to be’ we ask them ‘Who do you want to be, and what do you need to do to get there’.</p> <p>In our year 9 subject students again can investigate future pathways. We encourage students to find a problem within the region and work with business and industry to find a solution. Students that find a pathway of interest in year 9 can then access the same industry for work experience at year 10 if they wish.</p>
Pathways	The majority of these will come through to our Vocational Education and Training (VET) coordinator or Senior School Assistant Principal. This will usually be posted

	<p>on our electronic message board or on Senior School message boards (as these are the students that are most likely to apply)</p> <p>Some of these initiatives will also come directly from our Vocational Pathways Consultant, Emma Handford who is a Department of Education employee and works with the schools in the South East Secondary School Alliance (SESSA) to engage students in vocational opportunities and programs. One program that is currently running is the Forestry learning pathways program which allows students who have an interest in forestry to have industry experience in different aspects of forestry and learn some of the theory behind it. There are currently a range of programs like this in the works for the future.</p> <p>eNVision Limestone Coast is a separate business to MGHS although they are located on site. eNVision Limestone Coast and Mount Gambier High School have an MOU which outlines the Shared understanding of the partnership we have. eNVision works with businesses and entrepreneurs within the region.</p>
What could be done better?	<p>We are so lucky to live in a region with so many different industry and business opportunities. Currently through our work as an Entrepreneurial Specialist School we are aiming to bridge the gap between industry and education. Through our specialist subjects we look for ways that we can link with industry and give our students real world experience and learning opportunities.</p> <p>The more opportunities young people have to be involved in local businesses and industry the more likely they are to stay in our region.</p> <p>Through engaging with Emma Handford and her involvement in the alliance we hope to share our work and subjects and how we are bridging the gaps in education. This way it is more than just MGHS doing this work.</p> <p>Students don't always know what local industries have to offer. It can often seem overwhelming to students as there are a huge amount of options. One idea that may solve this is to bring back the career expo at TAFE. This would see local major industry and universities within the state all in the one place. Organisers could use local people to run sessions that students could go along to e.g. 'do you want to be a teacher' and have a local teacher present it. This would be another way to successfully bridge the gap between education and industry.</p>

Disabled youth: Supporting and expanding their horizons
February - October 2020

Theme	Take home messages
New programs	<p>NDIS funding SLES (School Leavers)</p> <p>LGA Disability Access and Inclusion Plans</p> <p>Limestone Coast Inclusion Reference Group</p> <p>"Let's talk about (Dis)Ability" Disability Awareness Project by local disabled youth sparking interest around Australia</p> <p>Community Living Project Microenterprises</p>

Supporting youth	Local organisations Mentors Community groups Local government Employers
Leadership opportunities	Heywire LGA Youth Leadership program supporting disabled youth to attend Limestone Coast Inclusion Reference Group Wellness & Wellbeing festival started/run by disabled youth
Engaging in the community	Youth advisory groups are inclusive Stand Like Stone/ Rural Arts Increasing access and inclusion Mentoring Industry innovative programs
Encouraging Success	7 News SA Young Achiever Awards featuring multi finalist and semi finalist winners from Limestone Coast Local disabled Youth in media features for sporting, entrepreneur, arts, work, volunteer and business successes locally, regionally, state, nationally, internationally IDPWD Awards Young Australian of the year awards
Promotion of skills	Limestone Coast Inclusion Reference Group Media stories

Upon group reflection, it was identified that the CAP group had initially overlooked disabled Youth as a key stakeholder. In the disability community there is a saying “Nothing about us, without us”. This is equally true of our youth who, if they are to be engaged in local work opportunities, first need to be engaged in their communities.

Migrant youth

September to October 2020

Theme	Take home messages
Migrant Youth who stay and are employed	Tend to be employed in family businesses, childcare, aged care, horticulture, agriculture or trades having completed apprenticeships or certificates Some in retail/ food casual jobs while still at high school May also be married and have children at an early age
Migrant Youth who stay and are in further study	Studying certificates May have multiple certificate qualifications

	Plan to stay in the region, living with family
Migrant Youth who stay and are in traineeships or apprenticeships	Highly regarded by employers and trainers Work hard, purchase own tools and vehicles Plan to have own family and settle in the region Participate in church, sporting clubs, music bands, choir
Migrant Youth who stay and not employed	Very few and usually those who are not employed have little English because they arrived in Australia recently or may have young children
Migrant Youth that leave for job opportunities	Often left for study and remained in the city Tend to be nursing/medical or other professions requiring university study Left family Renting
Migrant Youth who leave for further study	Same courses may be available locally Some study courses or sporting opportunities only available in the city Joining friends or siblings Like the freedom of living independently or city life

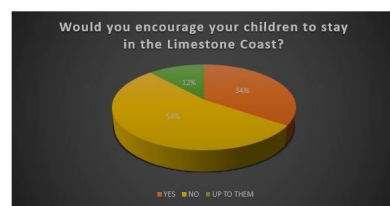
Social Media Posts in local Community Chat pages September/October 2020

Why do/did you choose to live and work in the Mount*? Would you encourage your children to do so?

*town name changed relevant to the community chat page

There were over 200 responses from the Limestone Coast community. The breakdown of the locality responses are;

- Millicent – 70 replies
- Naracoorte – 21 replies
- Mount Gambier – 126 replies
- Other – 23 replies



Theme	Take home messages
Why do you work/live locally?	32 reasons identified with the most popular being community, jobs, born locally, natural attractions and being a great place to bring up kids
Why would you move?	19 reasons identified with the most popular being work, travel, weather, educational opportunities and not being considered a "local"
Would you encourage your children to stay?	Majority of respondents said they would encourage their children to leave the region
Reasons to encourage them to stay	10 reasons identified with the most popular being the local area, a great place to bring up children, jobs, cost of living, family and friends.

Reasons to encourage them to leave	11 reasons identified with the most popular being for them to “spread their wings” or seek better opportunities elsewhere
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Tertiary Institutions

Current students: May - September 2020

Theme	Take home messages
Uni SA	Doesn't have facilities or atmosphere of city universities Students tend to be older Limited courses available No live-in accommodation Limited transport
TAFESA	Up to Advanced Diploma Good on campus atmosphere and facilities Some courses online Mixture of ages in courses Limited transport Own accommodation
Flinders University Rural Health SA	video-conference and lecture facilities, consulting rooms, a large clinical practice workshop suite, student common facilities including a kitchen and library, 24/7 Student learning centre Nursing, allied health and 4th year medical students
Online uni courses	Can study flexibly while working or family commitments Sometimes courses have practical component face to face Little local support
Other courses	Certificate or personal interest courses Through various training organisations Small business courses tend to have mixed ages Some courses run by employment agencies to fill job shortages

4.4 Findings from Relevant Secondary Resources

Theme	Take home messages
Fighting the rural brain drain - LGA Focus newspaper	Promotion of “young guns” traineeships in Mt Gambier library and Council Works Depot
JobTrainer initiative forges regional jobs - TBW article	Federal Govt program supports engineering firm with new apprenticeship funding
Forest Career growth - TBW article	Promotion of the new Forestry pathway program providing highschool students with vital industry skills

Forest Learning Pathway - Limestone Coast Pathways FB	Promotional material explaining the new forestry program including program overview
SA Youth Action Plan https://www.youthactionplan.sa.gov.au/	266,000 youth living in SA, Youth Action Plan 2020-22 delivering projects & forming partnerships between Govt and other stakeholders to benefit youth
Australia faces youth unemployment crisis in wake of COVID 19 - ABC News	Govt program SYC "Sticking together" program supports businesses to engage youth workers
Incentives for youth allowance jobseekers to fill rural jobs - news.com.au	Incentives for youth to work in rural jobs amidst foreign worker shortages
Limestone Coast Pathways FB - https://www.facebook.com/LCPathway/	Set up to inform teachers, parents and youth on traineeships, apprenticeships, job vacancies and career pathways for youth, over 1100 followers
Engineering scholarships	Support youth into engineering degrees in SA
Women in Business and Rural Development Scholarships	Available to women (including youth) to support entrepreneur and business booster scholarships
Wattle Range Youth Recognition Awards	\$200 prize and community recognition for local youth in numerous categories
Stand Like Stone Scholarships	People with a connection to the Limestone Coast or a desire to live and work in the Limestone Coast now or in the future.
Foundation for Rural and Regional Renewal (FRRR)	ABC FRRR Heywire Youth Innovation grants for developing innovative ideas

4.5 Issue Diagnosis

4.5.1 How do we equip parents/teachers to inform our youth on the range of opportunities available in our region?

Current:

- Parents often encourage students to leave for city-based options or further study (anecdotal feedback from social media questions posed).
- Only career advisor teachers have career training and have a possible bias towards University study over trades due to their own experience (Key stakeholder interviews).
- VET coordinators who are not industry experienced but advising on these pathways may not be the best experienced to coordinate VET pathways (key stakeholder interviews).

Possible ideas to test approach:

1. Targeted local career and scholarship promotion campaigns to parents
2. All teachers should receive training in employment pathways not just career advisors

3. VET coordinator that is trade qualified
4. Strengthen youth ownership of discovering available opportunities (this has been started with an initiative by DECD but possibly not using social media platforms preferred by youth)

4.5.2 Is undertaking work experience valuable or are there better ways to engage and involve young people in our regional industries and career pathways?

Current (as per stakeholder data):

- Bad experiences leave both participants and employers burnt
- A lot of time is spent by employers designing programs but participant may be disinterested in the field
- A need to target student inherent strengths/skills better
- Youth disengaged, particularly boys, by highschool age
- Often youth remaining in the region have additional barriers and are not suitable candidates for jobs/traineeships.
- Students having casual jobs in retail or fast food chains have increased job ready skills and make better trades candidates

Possible ideas to test approach

1. Target younger students and broader job skill experiences with assistance of industry.
2. Diverse communities are provided with appropriate support.
3. A weeklong onsite job interview to assist both candidate and employer to test for job suitability.
4. Work experience insurance for school leavers so they can trial trades too.
5. A compulsory job ready skills training for 15 year old's to measure where more input may be required. (TWC have business week for students to experience working conditions)

4.5.3 What is the community's role in supporting our youth to understand the opportunities and the availability of meaningful work in our region?

Current (as per stakeholder data):

- Parents provide this according to their experience, bias & knowledge
- Children experiencing homes where intergenerational unemployment is the norm are more inclined to live within the region but not engage in local work opportunities.
- Teacher career advisors generally provide education on local opportunities however, this system and approach differs between schools.

Possible ideas to test approach:

1. All community members have the ability to influence local youth through daily interactions (ie; schools and clubs with youth members are sharing Limestone Coast Pathways FB posts for local traineeships and youth jobs).
2. Programs to intervene early on with children experiencing homes where intergenerational unemployment is the norm.
3. A coordinated response with all stakeholders input to create diverse, inclusive and accessible local programs.
4. Listening to youth and following up on their suggestions.
5. Recognition that engaging youth in local employment opportunities goes hand in hand with them feeling a sense of belonging and pride in their community through supporting youth to have a voice on community networks and developing youth community leaders.
6. A publicised hero campaign (learning from Youth direct input, and experiences of other campaigns e.g. our survey posted on Facebook failed to reach youth but personal invite and in person helped).

7. Engaging and encouraging cohorts of youth who choose to stay but don't tend to have job ready skills in new programs and support models (disadvantaged or disabled youth)
8. Mentoring individual young people
9. Educating young locals on the advantages that reduced cost of living and property purchase has in setting them up for financial success.
10. Making young people aware of the wide range of advantages of the Limestone Coast. School trips to local beaches, lakes, state and national parks.

5.0 Community / Social Impact

5.1 Perceived vs. Actual Impact on the Limestone Coast Community

The iterative adaptive leadership process

5.1.1 Research across key stakeholders indicate parents are encouraging children to leave the region to improve career choices based on incomplete facts

We learnt about a new initiative from a key stakeholder - Limestone Coast Pathways FB group to inform youth, schools and parents of youth oriented local jobs, traineeships, apprenticeships and career pathways.

The initiative is still in its early days and has engaged other stakeholders but has yet to produce a noticeable difference in the amount or quality of applicants to programs.

Some possible reasons that we uncovered with our research include

- COVID 19 situation affecting decisions and changes in lives caused by financial insecurity and unstable jobs for parents.
- A relatively small uptake in people following the page
- Youth may have already made important education and career choices prior to finding the group
- Youth no longer typically use FB as their first choice social media platform to find information preferring snapchat, instagram and tiktok
- Parental lack of knowledge of technology or existence of the group

Some useful learnings include

- Favourable opinions of information quality and layout across stakeholders
- Increasing follower numbers
- Community clubs and local employment pages sharing through their pages
- Parents tagging youth in posts on employment pages
- Uptake of sharing by some schools

Further findings:

Research across key stakeholders indicate that there are certain cohorts of youth who tend to stay in the region. They appear to be an underestimated and untapped resource for engaging youth in work opportunities in the region.

We learnt that not all stakeholders understand or appreciate the unique skills and strengths that these groups possess. This may lead to them being excluded from career or educational pathways available locally.

A community is defined by how it treats its most vulnerable members and there are steps underway to address access and inclusion issues.

Some new initiatives that we uncovered with our research include

- A mandatory development of Disability Access & Inclusion Plans by all councils
- LC Inclusion Reference group started by Mission Australia
- School leaver pathway funding from NDIS
- Parents, teachers and organisations behind bringing educational and entrepreneurial programs to the region
- Inclusion in mainstream programs such as LGA Youth leadership program with tailored supports
- Youth Engagement Strategy and Forum
- CLP microenterprise training for people with disabilities

Some direct initiatives this CAP team have been involved in include

- Engaging multiple stakeholders in the conversation
- Increasing networks for previously excluded youth
- Mentoring youth
- Promoting youth successes to the broader community through media, award nominations and conversation
- Linking youth with useful resources and community connections
- Bringing outside programs to the region
- Working with youth and groups to overcome barriers and obstacles to participation
- Encouraging youth to utilise their unique strengths
- Recognising youth leaders in these cohorts

Some useful learnings include

- Youth are happy to engage when supported in the way they need
- We need all members of our community to be aware of and support all youth
- Everyone in the community is a stakeholder and thus should be invested in educating youth on career choices and benefits of the limestone coast.
- Altering what is thought of as success in work opportunities would create positive change
- All youth have incredible strength and ideas that can be utilised
- Local youth we have encouraged are making waves across Australia with their innovative ideas and developing inclusive programs
- Some current beliefs and attitudes around certain groups of youth are unhelpful and consolidate false ideas that only youth who are 'unsuccessful' stay in the region
- The narrative of work opportunities available locally needs to change and be accessible to parents, children, teachers and young people.

5.2 Current Social action

City of Mount Gambier's 2020-2024 Strategic Report (released at time of writing this report)

With an emphasis on the 4 Goals to reconcile the need for sustained population and economic growth and development, it is the perfect time for stakeholders of our CAP to work with the City of Mount Gambier to ensure that the messages are delivered and youth are included in the following planning.

GOAL 1

Our people (relative initiatives to support 'our song - promoting our stories')

1.2 Community growth: We foster a sense of community by encouraging and supporting participation in community life.

1.3 Sense of community: The community grows in real terms at a rate that helps sustain and grow the services available within the City and for the region.

1.4 Care for the community: We will develop our service offerings to the community to ensure all members have access to required levels of support.

1.5 Becoming an 'earning and learning' community: We are driving the development of local career, education and entrepreneurship pathways that build skills to grow the economy, facilitate new businesses and provide exciting and relevant employment opportunities for all our people as we transition into an 'earning and learning' city.

What we will do: We will work with TAFE and our universities to create tertiary pathways that do not currently exist.

GOAL 2

Our location

2.2 Regional collaboration: Significant planning work has been done by the City of Mount Gambier, Limestone Coast Councils and Regional Development Australia (Limestone Coast). Councils within the region are keen to collaborate on a number of initiatives including land use planning, infrastructure, waste management, recycling and tourism.

2.2.3 Encouraging growth and diversity in the forestry, food, wine production and value adding industries, as well as our service sector.

2.5 Focusing on activation, revitalisation and placement in our CBD: We will look to create opportunity in our CBD for all year round activation through effective placemaking and place shaping, making it a vibrant, cohesive and safe place.

2.5.3 Working with the community and developers to capitalise on the opportunities as the CBD evolves.

2.5.4 Establish a collaborative activation strategy with CBD traders that delivers a mix of hospitality, cultural and boutique offerings/

GOAL 3

Our Diverse Economy

3.1 identity, gateways and support for local businesses: Establish a strong, positive, aspirational identity that includes the message that the City of Mount Gambier is 'Open for Business'.

3.1.3 Engaging our community leaders in strategies to address current barriers and shaping the future.

6.0 Proposed Recommendations

Youth need to be at the forefront of any decisions made about them so a reinstatement of the Youth Engagement strategy or other methods of hearing their voices should be adopted.

All members of our community are seen as valuable contributing members and are encouraged to be included in society to the best of their ability.

It would be of value to hold a forum facilitated by someone experienced in polarities to bring multiple stakeholders into the one space to assist them to engage more in the issue and move between polarities.

Local youth need to be exposed to local career opportunities at a younger age. Programs such as George the Farmer demonstrate that even engaging children in what our unique regional workers do is beneficial for later career decisions. The 2016 Census revealed that the largest age group for Mount Gambier was 5 to 9 year olds (now would be 9 to 13 year olds) so the perfect opportunity to start spreading the message. Career discussions and job ready skills could be implemented by early high school (years 8 & 9) as youth that plan to leave the region for career or study opportunities have often decided on this by ~Year 10.

Continued refreshment of current and new careers expos for school aged youth is vital. Josie Hards success at the Tatiara Careers Expo with using social media platforms to her advantage was hugely beneficial. Josie live streamed the event on Facebook and Instagram, showing each of the organisations that had stalls at the expo. This was well received and valuable in showing the variety of organisations present. GTE and industry see current youth are disconnected from regional careers so do not ask questions at expos or take up work experience at an early enough age or for long enough to experience what the industry has to offer or develop job ready skills for taking up apprenticeships/traineeships, limited school based traineeships have been more successful with youth earning while they learn, what can we learn from the relatively successful cohort of migrant youth taking up local jobs/pathways?

The promotion of local success stories works to engage youth based upon what youth have expressed. We do have several experiments that can inform us as to whether this is likely to be successful - LC Pathways is also a slick marketing campaign with follow up success stories in newspapers, social media, tv but not attracting broader interest with youth because formats used are not hitting target markets, or we need more time to see the full effect of such changes. Social media utilisation at the Tatiara Careers Expo exposes the expo and the industries present to an even wider range of cohorts and individuals than would have been reached otherwise. Could this be replicated in other areas and will the increased exposure help to retain youth?

The campaign to 'sing our song - tell our stories' including the benefits of living in the Limestone Coast together with 'local hero' stories is something we are proud of. Showcasing real people within our region and across industries who have either stayed/returned after study/travel etc or relocated here to the region. Their image along with a powerful yet short statement stating either why they are passionate about their chosen career, connection to community or the benefits for living and working in the Limestone Coast. These will hopefully appeal to the youth; exposing them to what it looks like to forge a career locally while being a strong and active member of one's local community. This could be further developed to include podcasts, interviews and online Q&A sessions.

Feedback from parents on the 'local heroes;' is that there needs to be more industries represented. They want more information on pathways and relevant contact information because they weren't aware of many of the careers and industries showcased. Feedback from youth has been regarding the person whom they really connected with and wanting to be like them. We found this really encouraging; that we had triggered an emotional response through a simple picture and quote was encouraging.

The new DECD VET initiative targets younger students; Year 9's in 2020 and eventually Year 7's (incorporated into high school in 2022). Further discussion around VET educators and their suitability to teach transferable trade skills (to be career ready) should also be reviewed.

7.0 Conclusion

Children in our region grow up in diverse households and communities, influenced by a range of different people and consequently enter their teenage years with highly varying ideas and dreams of what their future should look like. Currently there is a cyclic, contagious attitude within our youth in favour of University studies or other opportunities which our major cities present to our youth. Some of these paths

pursued are well thought out, justified and in many cases essential to gain the specific education that can't currently be offered locally. Youth also hold this view because many aren't aware of the broad range of careers and opportunities that can be pursued locally. Providing them with role models of locally successful employees and community members has the potential to open their minds to the idea of building fulfilling careers and lives within the Limestone Coast. It is also important that stakeholders and the broader community are truly invested in educating all of our children from an early age about the diverse and worthwhile career opportunities that present themselves locally and the advantages in which living and working locally can have. Similarly, we have a major opportunity to attract local youth who are currently living away back with open arms; portraying to them (as we should our school leavers) the treasures which the Limestone Coast has to offer. We undoubtedly live in the best location, in the best country on Earth; with a concerted group effort, our children can start to see how they can be employed locally and enjoy the freedom of the region we all know and love so well.

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9.0 Appendices

9.1 Student survey results: full

Limestone Coast School Leavers Survey Results

As of 16.10.2020

Question 1 results:

High School	Number of students
Grant High School, MOUNT GAMBIER	5

Mount Gambier High School, MOUNT GAMBIER	2
Boardertown High School, BOARDERTOWN	16
Keith Area School, KEITH	3
Seymour College, ADELAIDE (Boarding)	2
Loreto College, ADELAIDE (Boarding)	1

Students from the following schools participated in the following survey:

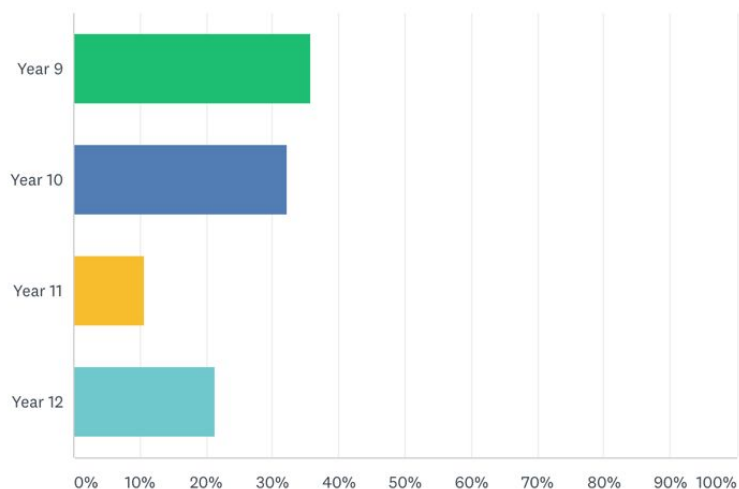
**1 survey participant did not answer this question

Q2



What year of high school will you complete in 2020?

Answered: 28 Skipped: 2

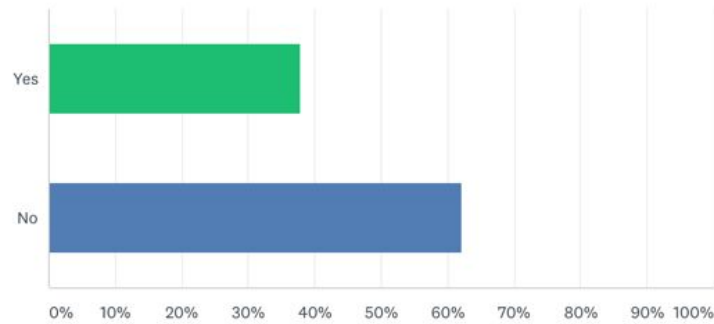


Q3



Are you planning to stay within the Limestone Coast region after you finish high school?

Answered: 29 Skipped: 1

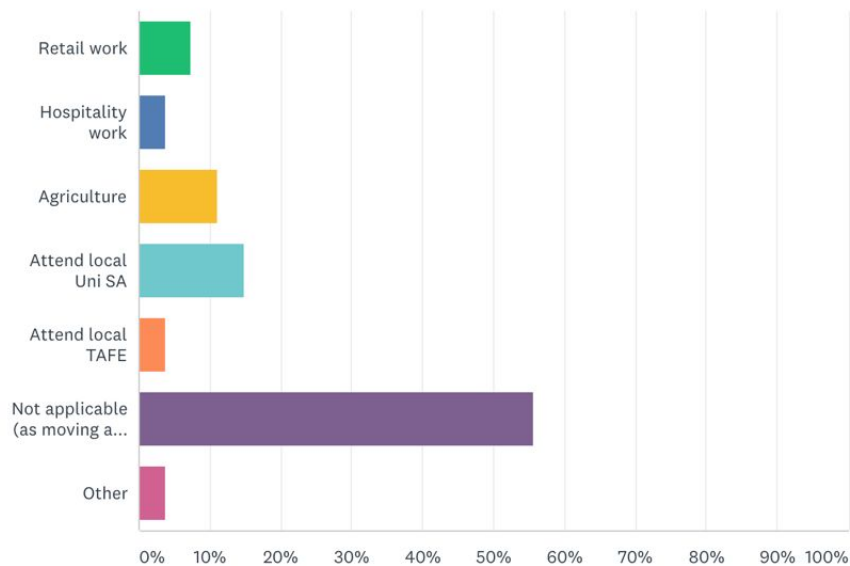


ANSWER CHOICES	RESPONSES	
Yes	37.93%	11
No	62.07%	18
TOTAL		29

Q4

If you are planning to stay within the region, what are you planning to do?

Answered: 27 Skipped: 3



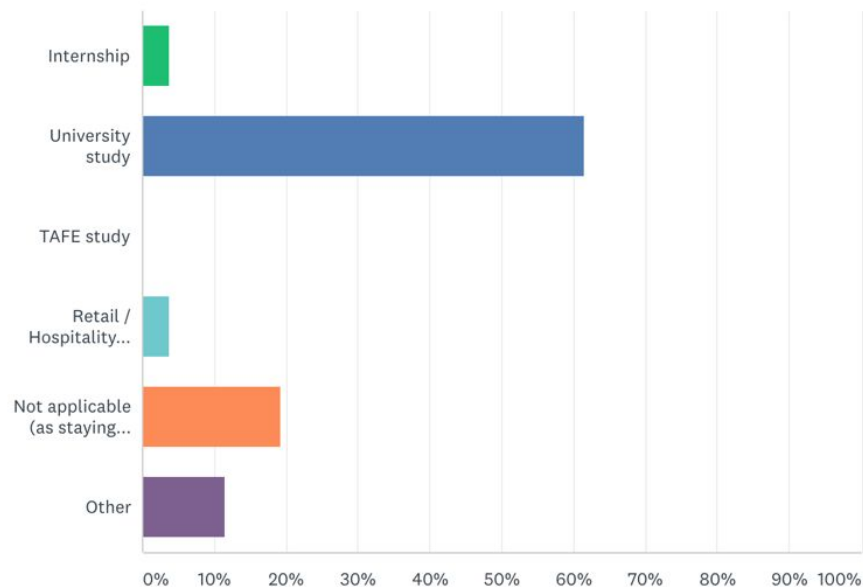
Q5: If other, please specify what you will be doing after high school within the region:

Career Path	Number of students
Apprentice engineer	1
Travel and work	1
Horticulture	1

Q6

If you are planning to leave the region, what are you planning to do?

Answered: 26 Skipped: 4



Q7: If other, please specify what you will be doing after high school outside of the region:

Career Path	Number of students
Travel- backpack for a year and then live somewhere else	1
Join the Airforce	1
Going to Uni to study marine biology	1

Q8: If you have decided to leave the region, briefly outline your reasons why:

****10 students did not answer this question. Note some school leavers would have chosen to miss answering this question as they may be staying in the region.**

Main reason for leaving the reason	Number of school leavers with this reason
Increased study opportunities in the city	12
More to do in the city/ Boring in rural areas	4
For increased job opportunities	3
Better options	1

Q9: If you have decided to stay within the region, briefly outline your reasons why:

****19 students did not answer this question. Note some school leavers would have chosen to miss answering this question as they may be moving away from the region.**

Main reason for leaving the reason	Number of school leavers with this reason

Be close to friends and family	1
For economical benefits	2
Liking where they are	2
Taking over family business	1
Study/ traineeship available locally	4

9.2 YAG meeting notes: full

Wednesday 4 March 2020

Meeting with City of Mount Gambier Youth Advisory Group

- Depending on what High School you go to - different career advice given
- Students don't tend to take work experience seriously - isn't what they really want to do.
 - Why? Various reasons - actual availability of work placement low
 - Some businesses won't take work experience students due to past bad experiences
- Career expos - students see it as a day away from school and a chance to get freebies. Not to really engage with participants.
- People moving away - isn't necessarily due to study/work prospects but the overall desirability of Mount Gambier. Lacks in things for youth to do.
- What would help?
 - Local stories - local heroes as opposed to stock images and flyers relating to the city.

9.3 Youth Engagement opportunity: full notes

Friday 2 October 2020

Youth Engagement opportunity - Mount Gambier Library - Chill @ The Track (School Holidays)

- In speaking with a small cohort of young people - year 11 - many were planning on moving after finishing their schooling in the Limestone Coast. Reasons being
 - Going to university
 - Specific courses not available in Mount Gambier
 - Job prospects of specialised careers not available in Mount Gambier
 - Felt there was 'more opportunities' in the city
 - Not necessarily study/job - more recreational opportunities
 - Mount Gambier seen as boring

It was identified by Youth that having young role models in the workforce would allow them to identify with local opportunities. Here's some examples from local media and industry roundups.

9.5 Harry Leigh full interview: notes

Who is invited and attends with the expo?

Open to everyone because there were opportunities in the region for low expertise/unskilled labour positions; but there hasn't been a lot of attendance from older members of the community to date. School involvement- Years 10,11,12 from Bordertown, Kaniva, Keith, Tintinara regular attendance. Coomandook and Karoonda have attended sporadically. They also send invitations to Nhill, Naracoorte and Lucindale Schools but haven't attended to date.

How do you view youth employment opportunities in Bordertown/ The Tatiara currently?

There are lots of positions available, labour supply is the issue. Many apprentices and other jobs for young people are taken up locally by younger people from other districts; namely Kaniva and Nhill. Quality of applications was maybe not always high. Probably because the "higher achievers/driven" students see university as a more favourable/better career path; they explore and pursue these pathways and those from the 'middle of the pack/tail' applying for jobs locally. (Generalisation, there are obviously exceptions to the rule). The Motor Trade Association and Tafe NSW (training providers for apprentices) are very flexible which is great. Students that struggle with the theoretical side of apprentice training are accommodated for via a flexible program. This is a recent approach from these training organisations and great for employers and trainees. Some students may have got low grades at school but be really switched on practically. This flexibility accommodates trainees Wise Farm Equipment communicates directly with Bordertown High School when looking at hiring and re applicants when positions are advertised.

What influences young people to take up job opportunities locally after school or encourages them to move home to work after they've lived away?

Local Climate is good, location proximity is great eg. Adelaide, Melbourne, Mt Gambier, Riverland, the coast. Confidence in climatic conditions, knowing that they will have a job at the end of the apprenticeship is a massive factor helping young people to take up positions locally. A lower cost of living compared to Capital and regional cities. Quick, easy and cheap to get to and from work because of light traffic, short distances and free parking. Opportunity to purchase your own home at a younger age and pay it off sooner is a drawcard and could be better communicated to young people. It is the 'Australian Dream' that is quickly escaping young people living in capital cities but can be more easily achieved in the Limestone Coast. The Lifestyle is also attractive. More laidback community approach, strong sense of community through sporting clubs and other organisations. Proximity and ease of access to state and national parks for camping and 4WDing, the coast for fishing, surfing, relaxing and inland bodies of water for skiing, fishing etc.

Despite all the attractions, why do so many young people still leave the region?

Can't compete with the money on offer working in the mines. We just hope that if that's what young people want to do, then they do it for a few years to make big money and then move back home because of all of the attractions mentioned above. Many still leave because of the excitement of Adelaide; they've seen a lot of people in the year levels above them move to Adelaide and a lot in the year level; can understand this thinking from an 18 year olds

perspective There is also the perception that there are more employment opportunities in Adelaide, when that is not always the case for many industries. Many local businesses pay above award wages, staff discounts, incentives, bonuses and just 'look after them' to encourage them to stay in current positions. Harry is quietly confident that it is improving and very interested to see the results of the next census.

Do you think there is a job opportunity gender gap for young people locally?

Every year there has been feedback following the expo regarding the lack of opportunities for 'females.' More 'female' focussed positions are often university based eg. Allied health, finance, teaching. It is hard/impossible to study these courses externally and thus young people move to the city to study. Can we look to change the stereotypes around male/female occupations as both genders can study and work in any position. Lack of opportunities (perceived or actual) for young females locally is also detrimental to young males staying long term. Often young males work and train locally because of all of the reasons mentioned above but then they leave at some point in their 20's because of the lack of social interaction/new people to meet etc.

9.6 Josie Hards full interview: notes

How supported was the 2020 Careers Expo? Schools, Exhibitors, general public?

Live streamed and promoted on Facebook and Instagram, Radio broadcasts. Bordertown and Keith attended. Hard to get the schools to attend . 17 organisations were there on the day this year. Health Panel during the day, Q & A for a short amount of time to allow those to come along and contribute that couldn't put aside a whole day. Schools unwilling to come along, too busy? Careers teachers also didn't respond to Josie, similarly to what we have encountered trying to contact other stakeholders

What influences young people to take up job opportunities locally after school or encourages them to move home to work after they've lived away?

Family, good wages, Facilities, more housing developments, Job opportunities. Leadership opportunities within business. Living in the country saves you costs; you can then go to cities on the weekends. A business spending money on itself reflects well on the town and helps to keep employees happy. Keeping facilities up to date and modern is advantageous. Ex-locals who have moved away need job opportunities available to attract people back to the local area

Despite all the attractions, why do so many young people still leave the region?

City attractions- Shopping, Beaches, National park walking trails, parks. Lack of things to do locally. It would be good to have more social activities organised for young people within the town. Massive opportunity during and after Covid while the cities have such a downturn in employment

Do you think there is a job opportunity gender gap for young people locally?

Childcare opportunity. It's at capacity so should be expanded or there should be another childcare opened to allow more young mothers to return to work sooner. Beauty, Retail, tourism, Allied Health are opportunities that could be expanded.

Is undertaking work experience valuable or are there better ways to engage and involve young people in our regional industries and career pathways?

Not if students aren't applying themselves and thinking seriously about what they would like to try and do. Ability to write a good resume is a more important skill schools could be teaching, likewise with job application practice. Work experience could be made optional so that students want to do it and they then apply themselves more. People skills are lacking in schools, especially in the cities because of how sheltered children are these days.

Post school dual educational/work pathways. Who is doing this well and are their gaps still?

Trades (Mechanical, electrical, plumbers), Hospital, Beauty, Agriculture, Nursing.

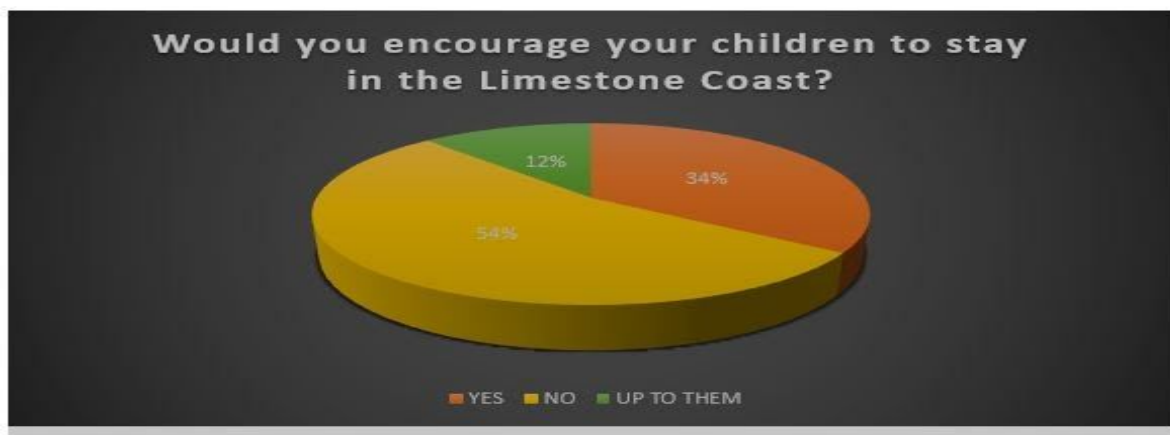
9.7 Social Media, Adult feedback: Full results

Social media posts on 10 different employment or community chat group FB pages asking the questions;

Why did/do you choose to live and work in the Mount*?

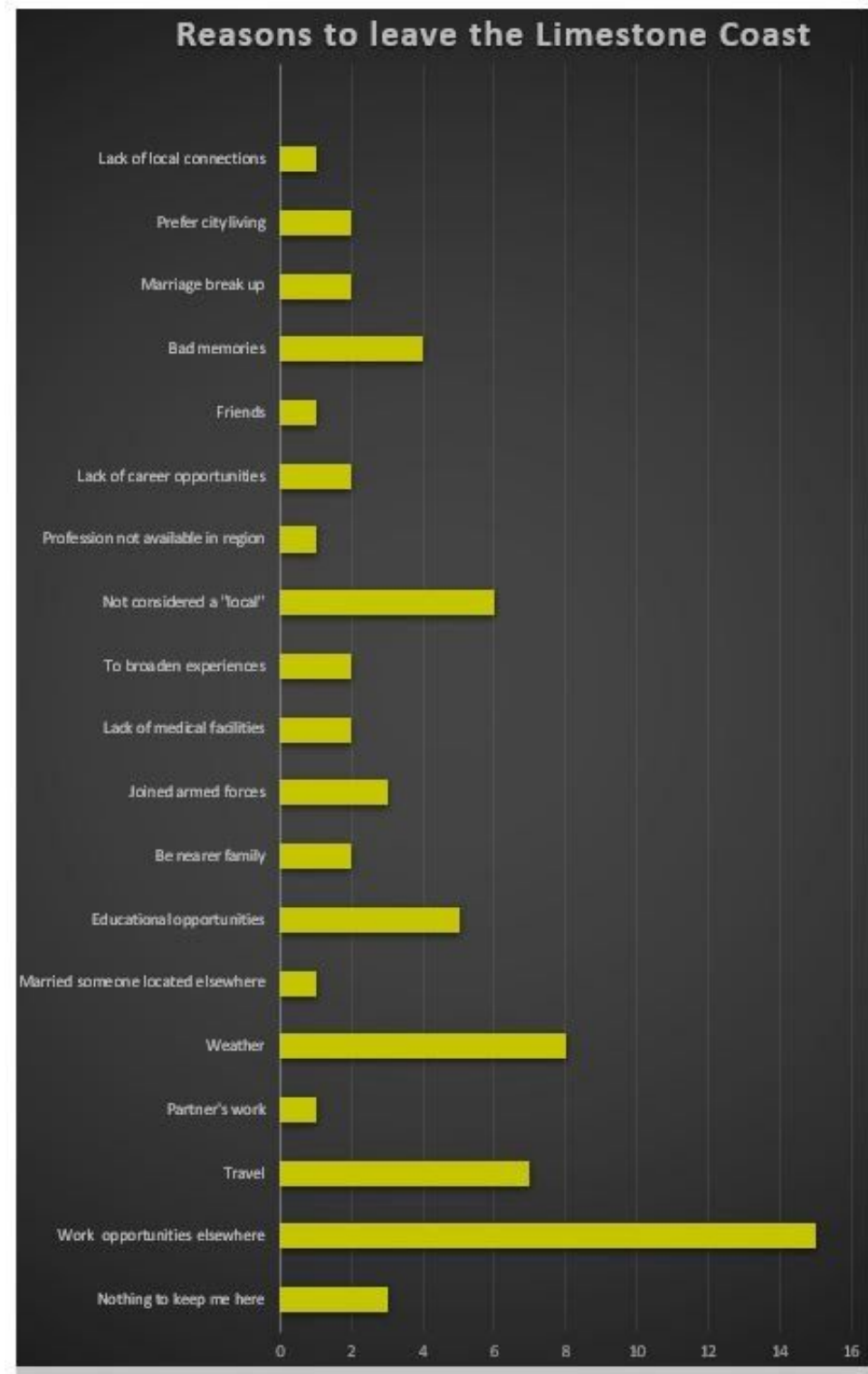
Would you encourage your children to do so?

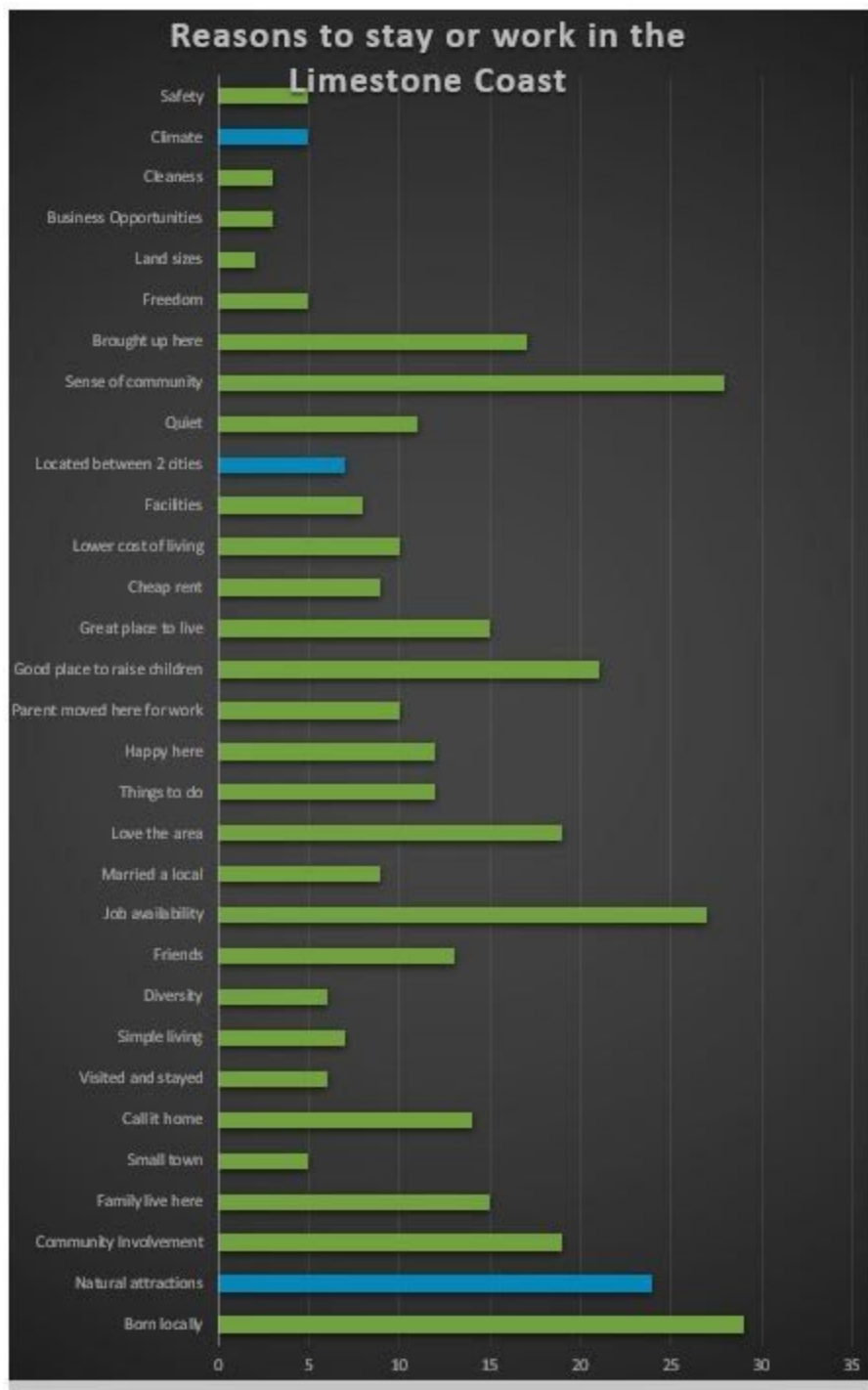
*town name changed relevant to the community chat page

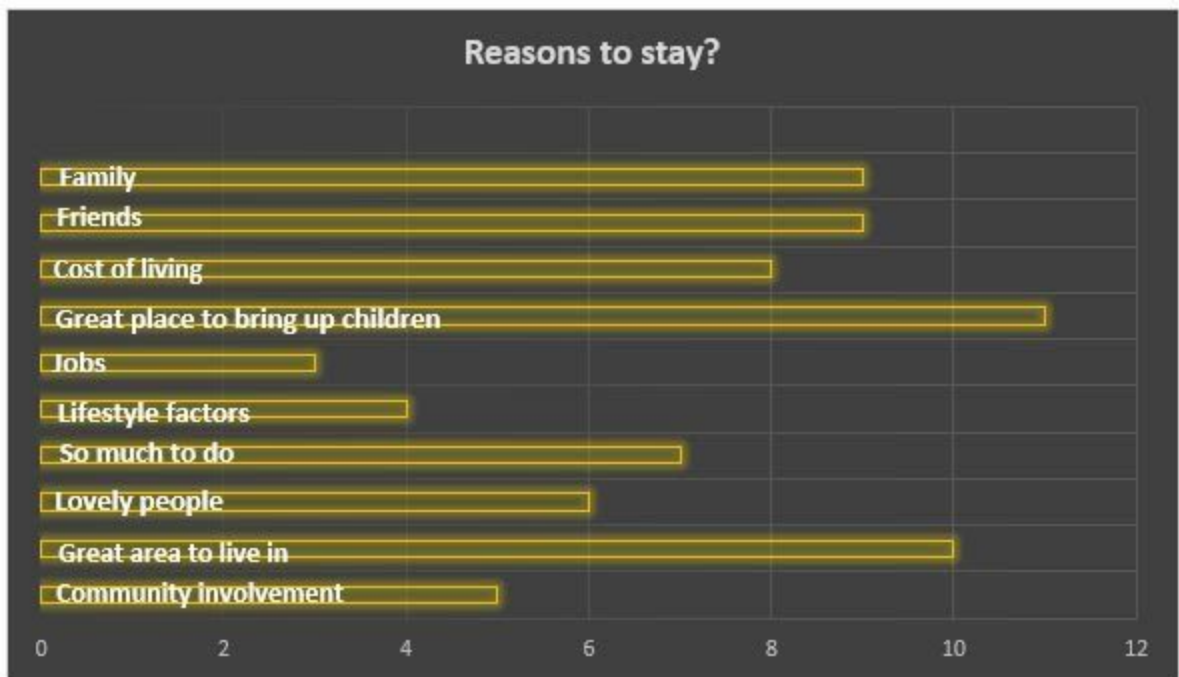


There were over 200 responses from the Limestone Coast community. The breakdown of the locality responses are;

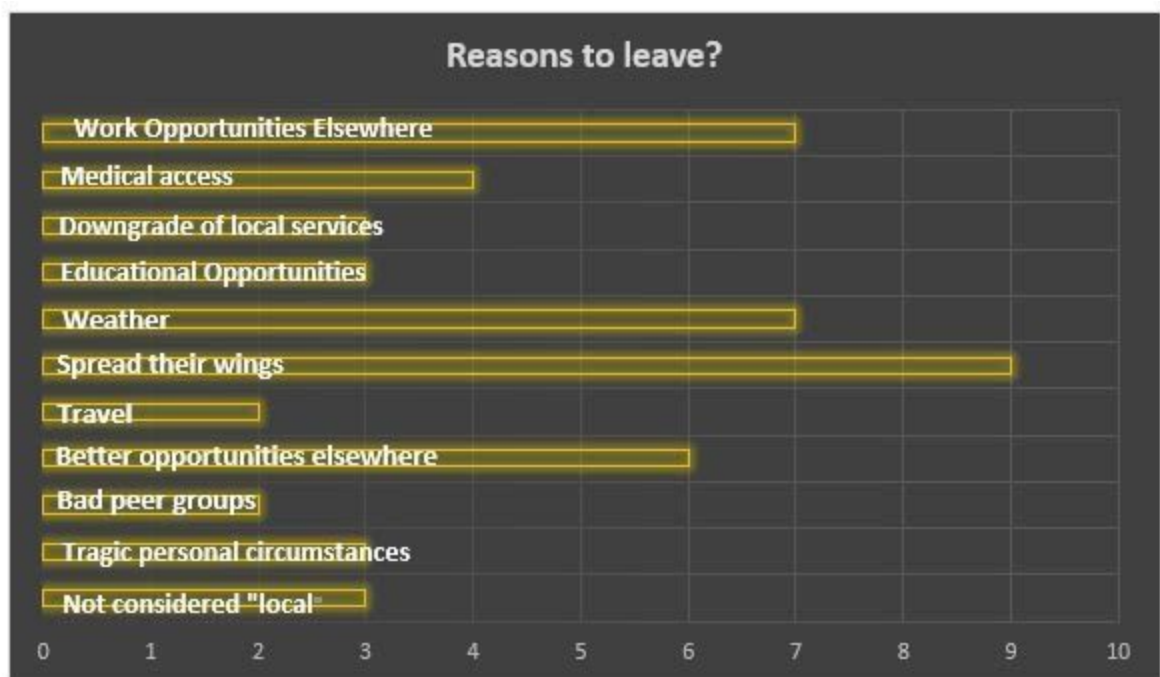
- Millicent – 70 replies
- Naracoorte – 21 replies
- Mount Gambier – 126 replies
- Other – 23 replies







Reasons given by parents encouraging children to stay locally



Reasons given by parents encouraging children to leave the region

9.8 Local Heroes: Success story posters

“

Changing the perception of forestry through education at an early age and promoting our renewable forests.

COURTNEY PINK
Regional Forester
SFM FOREST PRODUCTS




#LIMESTONECOAST - BE THE DIFFERENCE

“

Students are the future of our region; being able to engage them and identify future pathways they are passionate about gives me a sense of pride and purpose.

JESS MAGAREY
Entrepreneurial Education Teacher
MOUNT GAMBIER HIGH SCHOOL



#LIMESTONECOAST - BE THE DIFFERENCE

“

I love my job; the people and our community. Living in the Limestone Coasts means balancing a successful career and happy family is actually achievable.

ZOE POHLNER
Property Manager
SAL REAL ESTATE



#LIMESTONECOAST - BE THE DIFFERENCE

“

Turning a dream into a successful career span of 23 years, supporting and helping transform local businesses, organisations and groups.

DAVID FOX
Owner - Director
HYLAND FOX SIGNS




#LIMESTONECOAST - BE THE DIFFERENCE

“

Bringing the latest beauty trends to our region and inspiring my team to be the best.

MEL VON STANKE
Owner - Director
VANITY MAKE UP BAR & BODY LOUNGE



#LIMESTONECOAST - BE THE DIFFERENCE

“

Helping and watching our employees grow, develop new skills and keep on top of current trends in an industry that is rewarding and ever evolving.

NICK KATRIS
Executive Chef & Owner
THYME AT THE LAKES



#LIMESTONECOAST - BE THE DIFFERENCE

“

I am fortunate to **work** with and **employ** so many **skilled** locals in creating beautiful homes for our **community**.

CHRIS ANDERSON
Site Manager
GJ GARDNER HOMES



#LIMESTONECOAST - BE THE DIFFERENCE

“

Ensuring our **team** are **trained** to the **highest** standards to provide our diners with the **ultimate experience** in eating out.

KYLEE KATRIS
Service Manager & Owner
THYME AT THE LAKES



#LIMESTONECOAST - BE THE DIFFERENCE

“

We love really **knowing** our **customers** and styling them for every occasion; birthdays, debbs, weddings and social events – for the past **30 years**.

WENDY RICHARDSON
Owner
REDGUM COUNTRY



#LIMESTONECOAST - BE THE DIFFERENCE