
2007 AUSTRALIAN RURAL EDUCATION AWARD WINNER

The Boorowa Education Excursion Programme (BEEP) **St Joseph's School, Boorowa, New South Wales**

Boorowa is in the tablelands 2 hours north of Canberra, 321 km south-west of Sydney serving a (shire) population of 2,450. Long established producers of wool and wheat are the foundation of the local economy.

Students at St Joseph's Primary School were negative about their locality and were limiting their career aspirations, even in primary school. They believed that life would be more interesting elsewhere, without having knowledge of their own community. The students spent their school life predominantly within the classroom walls, gaining most of their knowledge via the formal curriculum and through media outlets. Students felt that they were somehow 'missing out' by living in this small rural community. They had a lack of exposure to peers from different areas and limited opportunities for communication. There were limited expectations about future careers: most students felt they would never find a career in agriculture as you had to 'own the property'. Educational links between school and community, whilst considered important, were limited to supervising homework and responding to invitations to participate in formal school occasions. There was no use of local knowledge and expertise in the school's curriculum. There was no obvious association between the school and local non-government organisations and government agencies.

The BEEP was designed to change that view.

Over the last 7 years our school has been running an excursion programme for visiting students from city schools. To be effective hosts for these excursions, Boorowa Yr 6 students must have a sound knowledge of local agricultural enterprises and town businesses. They must be aware of their environment and the implications for food and fibre production of that environment, in order to pass on this knowledge to the visiting students. Each year our students from Yr 6 travel throughout the community, visiting farms and businesses, interviewing and learning from community members. They then choose an area that appeals to them and research it further. They develop a presentation on the topic to support their teaching of that topic to peers from an urban school. Each year a city school is invited to send their students on a tour of our district. The visiting students can be of any age (Yr 4 to Yr 10). They learn about farming practices, land care issues, business issues and gain a general understanding of life in the country from their Boorowa

peers. Opportunities for social interaction are planned as well as a range of hands-on and classroom learning activities.

Beyond the Yr 6 students themselves, key people in the project are:

Community Members, who

- donate time, experiences, tours to help students understand broader viewpoints
- demonstrate shearing, mustering, machinery, salinity and soil testing, vegetation management, tree planting, etc
- provide maps, wool types, grain samples, grapes, wood samples, mohair, etc for broader examination

The Year 6 Teacher, who

- organises students assisting with research and presentations.
- develops literacy and communication skills
- assists with travel and tours

The Coordinator, who

- selects and invites schools from elsewhere
- organises accommodation and supplies
- organises local farmers, environmental workers, businesses and activities
- plans itineraries for Yr 6 information-gathering tours and visiting school tour
- works with Yr 6 foundation knowledge, links to curriculum
- consults with community members

BEEP has received support from NSW Country Areas Programme.





AUSTRALIAN RURAL EDUCATION AWARD



2008

Projects submitted for consideration in 2008 by schools, community groups and institutions are showcased in this document.

AUSTRALIAN RURAL EDUCATION AWARD APPLICANTS 2008

NAME OF GROUP / ORGANISATION	CONTACT PERSON	PROJECT TITLE
Gnowangerup District High School WA	Luke Clatworthy 08 9827 1277	Employment for the Future
Burdekin Christian College Ayr Qld	Allan Mullaly 07 4783 7574	Sustainability and School Gardens
Ingham State High School Ingham Qld	Judith Fenoglio 07 4776 2433	Futures
Newman Senior High School Newman WA	Sharon McCawley 08 9175 8100	Mining Academy Programme
Pittsworth State High School Pittsworth Qld	Jacqui Schiller 07 4619 8111	Pittsworth Cattle Team
Talbingo Public School Talbingo NSW	Sharon Rankmore 02 6949 5209	Talbingo Public School Clean Green Energy Park
Cairns School of Distance Education Cairns Qld	Susan Connell 07 4080 9102	Artist in Residence
Cairns School of Distance Education Cairns Qld	Susan Connell 07 4080 9102	Kick Starting Careers for Country Kids
Katherine School of the Air Katherine NT	Kate Dixon 08 8972 1833	Connecting with my Community
Nangiloc Colignan & DPS Nangiloc VIC	Eric Wright 03 5029 1483	Enterprise Learning

TALBINGO PUBLIC SCHOOL CLEAN ENERGY PARK TALBINGO PUBLIC SCHOOL LAMPE STREET, TALBINGO NSW 2720

Talbingo Public School is a small, isolated school located in the Snowy Mountains area. The school was established in 1965 along with the village of Talbingo as part of the Snowy Mountains Hydro-electric Scheme. Talbingo Public School continues to have a very close relationship with Snowy Hydro and prides itself on being a 'Snowy School'. Particular challenges are isolation, distances and a small school population.



Talbingo Public School Clean Green Energy Park

At Talbingo Public School we have developed a Clean, Green Energy Park.

During the two years of the Energy Park's development, with funding from DEEWR through the ASISTM Programme, many renewable energy workshops, camps and excursions occurred at several sites across the region. They were attended by the children and staff from the 7 small schools partners of Brungle, Bongongo, Cabramurra, Nangus Gundagai South, Humula and Talbingo, Riverina Environment Education Centre and Charles Sturt University, and representatives from industry partners Snowy Hydro and Country Energy, local government Tumut Shire Council and community group Talbingo Ratepayers and Progress Association.

An electric solar system has been installed with a digital readout meter in the classroom so we can see how much electricity has been sent back into the grid, what amount of carbon emissions have been saved, what power is being produced and graphs relating to totals and averages. This system will be expanded by the end of 2008 to ensure the school is energy neutral.

As a fantastic teaching aid, on the roof there is a wind turbine assisted by another solar panel which feeds energy into the transformer which then sends electricity to be stored in the deep cell batteries. All of this is able to be seen by students. The highlight is that there is a power point that can be used to demonstrate efficient and inefficient light sources used in our homes, or any other electrical item e.g., a computer.

The 4m x 1.5m wooden waterwheel created by Tumut High School students several years ago for SnowyHydro, combined with a portable solar panel, bucket pump demonstrates the immediate solar energy transfer through pumping water onto the water wheel to turn it to create hydro power.

Several solar kits are used to create model solar cars, fans, lights etc and a hydrogen car kit demonstrates the use of hydrogen to drive a model. Future models will demonstrate geothermal energy and biomass production.

As a lighthouse example of sustainability and renewable energy, Talbingo Public School will ensure the continuation of workshops at the Energy Park for visiting schools, individuals and organisations well into the future.



Talbingo Public School Clean Green Energy Park

What prompted development of your project?

In 2001 the small schools in the district worked with a consultant in “Learnscape” and a “dream” plan in consultation with community and industry was drawn up for the development of Talbingo Public School and its environment.

When the ASISTM Programme was made available, it complemented the plan and the ongoing small schools network in the area so well, that the tender was submitted for the creation of a Clean, Green Energy Park. The close association with Snowy Hydro since 1965 enhanced the connection to renewable energy.

Who did you get involved in its establishment?

The Commonwealth Department of Education, Employment and Workplace Relations was the funding body through the Australian Schools Innovations in Science, Technology and Maths Programme (ASISTM) The children and staff from the 7 small schools of Brungle, Bongongo, Cabramurra, Nangus Gundagai South, Humula and Talbingo, Riverina Environment Education Centre and Charles Sturt University students, and industry organisations Snowy Hydro and Country Energy, local government Tumut Shire Council and community group Talbingo Ratepayers and Progress Association were mall partners in the project.

What are the long term goals?

As a lighthouse example of sustainability and renewable energy, Talbingo Public School will ensure the continuation of workshops at the Energy Park for visiting schools, individuals and organisations well into the future. As funding becomes available the Energy Park will be expanded and developed and promoted through the webpage.

Who will benefit from your project?

All partners have benefited from the programme:

- The children of the 7 small schools through their involvement in the project
- The industry partners, local government and the community organisations have benefited in relating positively to supporting the schools in their region
- The development of the online units on the Country Areas Programme (CAP) website for all children in primary school and in all levels of literacy will benefit all children who access them - including children in Australia and overseas.
- Future visitors to the Clean Green Energy Park will also certainly benefit.



What effect has your project had in your area?

As a result of the intensive learning and teaching workshops, camps and excursions, namely the Energy Expo launch of the project at Riverina Environment Education Centre, Miles Franklin Energy, Brungle Science and Cultural, Bongongo Arts Camps, Energy Enrichment , Web Page Workshops, Crookwell Wind Farm, SnowyHydro Education Centre, Queanbeyan Solar Farm, Biomass Wagga Excursions and the Gala Opening Day, the 125 children from the partner schools have had exceptional exposure to the concepts of renewable energy, sustainability, and all manner of environmental issues. So much so that we believe that through their engagement in the hands on activities, they have taken onboard the importance of looking after their planet.

What are the distinctive rural features of your project?

The solid 7 small schools network in this area reflects how the schools have overcome the boundaries of isolation. The use of the funding to bus the children to all the sites e.g., Crookwell Wind Farm, Queanbeyan Solar Farm, Boman Recycling Centre as well as bringing city activities to the rural area, e.g., Questacon & environment children's writer Karen Trafford has removed some of the rural boundaries also. The children have been able to live in a rural area without being disadvantaged because of isolation, distance and population size.

EMPLOYMENT FOR THE FUTURE
Gnowangerup District High School Yougenup Road,
Gnowangerup, WA 6335

Gnowangerup District High School is a Department of Education of Western Australia school serving the Great Southern community of Gnowangerup situated 375 kilometres south-east of Perth and 150 kilometres north of Albany. Gnowangerup has a current population of 1000 with another 500 living on farming properties and smaller communities within the Shire. Farming is the main industry with focus on fine wool production and cereal cropping. Our school has a total enrolment of 184 students from Kindergarten to Year 12. There is a mix of children from both farm and town locations. Challenges facing our community include fluctuations in agriculture, climate change and the drift away from the community to find full-time employment. Being a relatively small town, the career opportunities/ occupations available are quite limited.

Gnowangerup District High School runs an extremely successful Career Education Programme entitled, Employment for the Future. This includes VET and TAFEWA accredited courses and a unique Structured Workplace Learning component (Years 10 - 12) allowing our students to combine work experience and work training with Vocational-based school curriculum. The school also runs a comprehensive Changemakers Programme for Years 9 - 12 that is linked to Career Education and develops students' skills and competencies in leadership, self-esteem, time management, community involvement, citizenship, cooperation and conflict resolution skills, oral and written communication and budgeting skills. It also focuses on essential World of Work skills and competencies. This programme also sees our students create Individual Pathway Plans and Career Action Plans that focuses on identifying specific student interests, skills and competencies and matching them to the most suited careers/occupations. Our students then, when in Years 11 and 12, can have developed for them individual learning programmes that will lead towards further training and study, pre-apprenticeships, apprenticeships or employment once they complete their schooling at GDHS. Their work and curriculum components are comprised of WACE subjects such as Mathematics, English and Changemakers, Career and Enterprise studies, school-based TAFEWA Certificate 1 and 2 courses auspiced by us and in partnership with Great Southern College of TAFEWA and, introduced in 2008, selected Certificate 3 and 4 TAFEWA Courses delivered externally through two Perth-based TAFEWA Colleges. This allows our students a greater range of course selections that are not available through Great Southern College of TAFEWA. Students also undertake Structured Workplace Learning placements linked to their study/career pathway focus in Gnowangerup and, from 2008, in Katanning (60 kilometres north-west) and Albany. Using our two closest regional centres allows our students to work in specific placements and improves their chances of picking up pre-apprenticeships and apprenticeships.

Having such a small number of students allows us to tailor-make their learning programmes. We also work closely with our regional Senior High Schools as we focus on our non-TEE and students at risk. Students wishing a tertiary education enrol at a Senior High School allowing us to fully focus on a core group of students with individual and specific needs.

Our local community is fully supportive of our Employment for the Future and Changemakers Programmes and provide vital support through mentoring, work experience placements and assisting with job interview training and job-related skills and competencies. We are also looking at expanding this Programme to allow in the future, disadvantaged young people within the community and region aged between 18 and 24 the opportunity of

experiencing a wider range of different life skills, work competencies and work ethics. This project aims to provide invaluable and essential training opportunities for these students to enhance their future career prospects both locally and within the region and across the State.

The 'Employment for the Future Project' commenced in Semester 2, 2007 and will continue as an ongoing project at Gnowangerup District High School for all students (including students identified at risk, academically and behaviourally, and with particular emphasis on our Years 9 - 13 Aboriginal students). This programme will continue indefinitely and is an expansion of the initial learning programme designed and implemented by the school in 2004.

Our local community and valued stakeholders fully support our Employment for the Future Programme and provide vital support through mentoring, work experience placements and assisting with job interview training and job-related skills and competencies. We are also looking at expanding our Career Education Programme to allow our Years 10 - 13 students the opportunity of experiencing a wider range of different career paths and occupations by providing them with work placements within and away from the District with particular emphasis on the Great Southern Region, Eastern Goldfields Region, Pilbara Region, Murchison Region (and Perth Business District). Work placements and training opportunities in the agricultural, mining, exploration, processing, construction, maintenance, automotive, electrical, management and hospitality industries and in these regions and surrounds will allow our students to experience a wider range of occupations/careers unavailable in Gnowangerup. It also helps promote the importance of keeping our young people in our Region and within Western Australia and training for jobs/careers that are relevant to our local industries and developments. Training provided can be transferred to the employment requirements within our community. The school has encouraged a range of corporate stakeholders who are committed to being involved with our Employment for the Future Programme. This includes companies such as Stanley Sidchrome Australia who have just selected our school (with four large TAFE Colleges across Australia) to outfit our Automotive Workshop with all necessary tools for our Automotive course (up to Certificate 4 and Pre-Apprenticeship) as well as providing ongoing technical expertise and support. General Motors Holden have donated a Holden Commodore SV6 utility to the school to be used to train our Automotive students allowing them to work on an up to date vehicle with technical support and assistance from Edwards Motors Katanning, our local Holden Dealer. Toyota WA is also supporting our Programme through technical support and assistance through their dealer network, opportunities to visit and send selected students to their state of the art Training Centre in Perth and providing training for our Automotive teacher/training provider. The school is also in negotiations with some mining and exploration companies based in the Pilbara Region to allow our Construction, Automotive and Hospitality students undertake structured workplace learning and possible traineeships on site at their current and future mining sites/operations.

The Project has also seen our Construction Students design, cost and build a 50 metre long wooden walkway between the front entrance to the school and the Kindergarten - Pre-Primary Area, enclose and paint our school undercover area and our Hospitality students undertake a number of school and community-based luncheons and presentations including a highly successful Community Morning Tea for Breast Cancer Awareness.

Another component of our Employment for the Future Programme allows our Years 10 -12 students to attend an annual eight day Work Experience/Careers Camp in Perth to allow them to select from a range of careers not offered in Gnowangerup, as well as investigate a number of training and educational institutes. The students will also develop essential work and life competencies by undertaking all shopping, budgeting, meal

preparation and household duties while they are away from home to improve their overall personal skills and self-esteem. This allows us to cater for both the students we keep in Years 11 and 12 as well as the students in Year 10 who leave our school to enrol in a regional or Perth-based Senior High School or College. The school, as part of this programme is also developing a student mentoring programme. Each student undertaking Years 11 and 12 will be assigned a personal mentor either locally based or from local or regional businesses to assist them in preparing for life in the workforce. This also allows the students to have a confidant not attached to home or family to assist them with any issues or queries regarding their learning and/or training.

In summary, our Employment for the Future Programme will assist our students long-term to gain specific skills and work competencies that can be utilised in a range of different career pathways and options. It will further enhance future employment prospects for our students and provide a greater variety of different career paths that are not as yet open to them within the Gnowangerup community. The Project will also allow them to work with personnel with key expertise and skills not available within our staff and general community and also provide added impetus for our Secondary teaching faculty by allowing them greater involvement and participation in the future training and learning opportunities of our students. It provides them with a method of achieving learning outcomes from across all learning areas and allows students at academic and social risk the best possible chance of success in the workplace. We look forward to the continuing development of, and further successes of this Programme.

SUSTAINABILITY AND SCHOOL GARDENS

Burdekin Christian College

2-12 Melbourne Street, Ayr Qld 4807

Application Form:

Name: Group/ Organisation	Burdekin Christian College
Address:	2-12 Melbourne Street Ayr Qld 4807
Contact Person:	Mr Allan Mullaly
Email:	allanm@burdekinchristiancollege.com.au
Telephone (W):	07 4783 7574
Telephone (A/H):	0439 788881
Project Title:	Sustainability and School Gardens
Rural Community:	Burdekin
<p><i>Describe the Context, e.g. information about the rural community, population, and particular challenges. (100 words or less)</i></p> <p>The Burdekin District is a rural community south of Townsville in North Queensland. It has a population of 16 000 and is in the dry tropics.</p> <p>It has a diverse range of agricultural crops. Best known for its sugar and mangoes other crops such as rock melon, tomatoes and water melon and more recently corn, grapes, navy beans and cotton are grown.</p> <p>The Burdekin Dam and underground water supplies water to the district after the short wet season. Chemical fertilizers are widely used.</p> <p>Particular challenges in the Burdekin are saving water, introducing new crops and reducing the use of chemical fertilizers because of the damage being done to the Great Barrier Reef.</p>	

FUTURES

Ingham State High School

PO Box 869 Ingham Qld 4850

- Ingham State High School services the Herbert Valley farming areas and Ingham township – Hinchinbrook Shire, population 12,500.
- Traditional family and religious values and associated festivals, customs and milestones are part of community life with a diversified cultural heritage predominantly drawn from Britain, Italy/Sicily, Spain and Finland. The cultural influence and heritage of Aboriginal and Islander people is significant. Residents of the area may have links with one or more different cultural backgrounds.
- The town's lifeline is the sugar industry with the development of tourism being pursued.
- The challenge is to broaden career horizons for students with a negative FUTURES perception.
- The focus is on the future direction of students, addressing careers and associated choices, and considering social issues, and how choices may affect future directions. Two 70-minute consecutive lessons are allocated each Wednesday morning. Sessions are built around small group mentoring, skilling for winning topics and preparation for the future. Group size and teacher/student ratio varies according to the nature of the topic. Extended sessions are negotiated as required. A team of 6 staff present the programme, including the Year 10 Coordinator. The Head of Department Senior Phase of Learning is the manager/coordinator of this Futures project. Internal support staff (e.g., Guidance Counsellor) and external agencies/personnel (Youth Coordinator) are used appropriately.
- The aim is to put together opportunities which will enable every Year 10 student to establish a positive attitude and appropriate goals and pathways for the senior phase of learning through:
 - World of Work: Introducing students to the world of work through participation and achievement of competencies leading to the attainment of Certificate I in Work Education.
 - Choices & Challenges: Student participation in a range of activities including a three day Survival Camp on Magnetic Island, a one day Dalrymple Track Walk Challenge and Kids on Display community service.
 - Pathways to the Future: Information sessions, utilising expert guest presenters, introduce students to school based apprenticeships, and a range of post school options including JCU, TAFE, Qld Apprenticeship Services, CHR, CSR, Australian Defence Forces, Corporate Woolworths and Aviation Australia. Opportunities to attend the Townsville Career Expo and Smart Futures 4 North Queensland are arranged. Students are also kept informed through personal copies of BURST – a lifestyle and career magazine for young people.
 - Choices Workshops/Learning Journeys: Over a series of Wednesday morning sessions & full day excursions, students are afforded the opportunity to elect to attend workshop sessions/work site visits of interest from a diverse range of areas. Enterprise Education Projects: Projects focus on identifying and developing opportunities, resources and personal talents in all aspects of young people's lives. Working with the community, the commitment is to connect students to the real world around them, providing a context for their

learning and the development of knowledge, skills and values to underpin their life journey. Challenges undertaken include 'One Life One Ocean Our Future' Conference, Careers Captured DVD, Digital Scrapbooking, Event Management and Railway and Park Restoration project. Work Placement: Students sample an area of work interest, participating for a one week block. SAT Support: Signing of school based trainees is encouraged after a trial experience.

- Community Mentoring Programme: Mentoring is one of the most significant ways to impact in the life of a young person, and it is used as a key strategy to foster resilience and a strong sense of self to help a young person make positive choices and overcome life's hurdles. The initiative aims to help students make a smoother transition through the Senior Phase of Learning, and complement the learning by linking them with role models who are available to offer non-judgmental support and encouragement for their goals.

PITTSWORTH CATTLE TEAM

Pittsworth State School

PO Box 18, Pittsworth Qld 4356

Pittsworth is located 40km southwest of Toowoomba on the Darling Downs, Queensland. In our region agriculture is the largest industry in terms of business numbers (41%) and employment (29%) with a wide range of dry land and irrigated crops produced and intensive animal industries; piggeries, cattle feedlots and chicken farms. Pittsworth State High School is the only Yr 8 – 12 school in our region servicing the towns of Pittsworth and Millmerran and the villages of Southbrook, Brookstead, and Mount Tyson. Over the past 5 years our student population has increased from 361 in 2004 to 422 in 2008. Our students come from both urban and rural backgrounds and as such their experiences of agriculture range from very limited, eating and wearing products of agriculture to first-hand experience in raising animals and/or growing and harvesting crops. The challenges we face are to engage students in all aspects of agriculture; production, marketing and research and to ensure an understanding of how any production system is driven by the specific requirement of their market. The region has been declared drought affected since 2005.

Part 1: Project Description:

The cattle team is an extra curricular activity for students in Years 8 -12 studying Agriculture and has been running since 1997. The team has a membership of 32 students in 2008 and will participate in eight to ten shows this year including local Darling Down shows, the Toowoomba Royal Show, and the Ekka (Brisbane Royal Show). Next year will see us travel to Rockhampton for Beef 2009.

The aims of our project are to give students:

- The opportunity to be involved in the cattle industry and other related industries;
- An understanding of how beef is produced and marketed;
- The chance to work within a supportive environment and participate in peer mentoring;
- An understanding of the animal welfare requirements of beef production.

To achieve these aims students are involved in:

1. Buying, breaking in and preparing led steers/heifers for competition. They need to research the cattle breeds which best suit the requirements of the domestic market and source an appropriate animal. Most of our steers are sourced from local producers, who are always interested in how their animals fair in competitions and “on the hook”.
2. Preparing and presenting the school’s Australian Lowlines (stud cattle) as well as stud cattle for breeders in our local region. Students liaise with owners to ensure that animals are presented as per their specific breed requirements and to keep them up to date with show results.
3. Cattle judging competitions; led steers, stud cattle and prime cattle. This improves skills in assessing cattle for market suitability and reproductive and structural soundness.
4. Working as a team member. Older or more experienced students are actively involved in peer mentoring of younger team members helping with all aspects of preparation and showing. Ex students are also willing helpers at local shows.

Our project has had many successes over the years. The highlights of 2007 and 2008 so far are:

2007

- A student being selected to represent the Australian Lowline Cattle Association in Denver, USA at the National Western Stock Show, preparing and showing cattle.
- Darling Downs representative, cattle parading at the State competition held at the Royal Brisbane Show.
- Past student, now Agricultural Assistant of the school, won a judging competition and became an associate cattle judge at the Royal New Zealand Show held in Christchurch.

2008

- Prepared and presented the Champion Lowline Bull for Lik Lik Lowlines of Cambooya and the Calf Champion Limousin Bull for Greenslopes Limousins of Pittsworth at the Toowoomba Royal Show.
- Five students qualified for the Darling Downs Sub Chamber Finals in cattle parading and judging.
- Lincoln won the under 15 Years Parader competition.
- Awarded Champion School of the Darling Downs by the Darling Downs Sub-Chamber of Agricultural Shows.

ARTIST IN RESIDENCE

Cairns School of Distance Education

PO Box 7092, Cairns Qld

Submission Overview:

Geographically Isolated Students from Far North Queensland exchanged school papers and computers for spray cans, graffiti stencils, wax and collage materials to attend the Public Art Workshops over the past three years.

- The programme engaged the expertise of nine local artists to conduct skill based workshops using different art media and develop a public art concept with student and school community input.
- The aim of this innovative project was to provide the opportunity for geographically isolated students to develop unique art skills, whilst engaging in a studio environment with professional artists (painting, drawing, installations, sculpture, mixed media work, graphic design and digital art).
- Students have produced individual and collaborative art works that enhance the school environment and support the Quality and Equality framework of Education Queensland.
- Students need access to such learning experiences no matter what their circumstances or where they live.
- The project supports the ETRF agenda, providing students with exposure to industry and the world of work. This also aligns to Smart State Agenda giving students a full range of authentic opportunities and access to art expertise and resources.

Key Outcomes and Timeframes:

- Students have developed and gained hands-on practical experience which is a vital and integral part of the middle and senior school visual art programme.
- These learning experiences have broadened students' skill base.
- The Artist in Residence programme has provided over the past three years a unique opportunity to work on Public Art projects with professional artists.
- This initiative has exposed our students to a wide range of career opportunities in art related fields.
- Students have been involved in the public display, marketing and sale of their art work.

Evidence:

- This programme has been highly successful over the past three years and was showcased at the recent AADES conference in Brisbane.
- The school and the local community have demonstrated their commitment to the continuation of this creative project through annual budget allocations.
- Cairns School of Distance Education has extended this initiative by including this programme as part of the annual school calendar.
- This year no marketing was necessary as students pre-booked to be a part of this exciting initiative.
- As a result of our CSDE Artist in Residence programme, students have engaged in authentic learning experiences with professional artists in a range of fields gaining knowledge and skills relevant to the visual arts as well as public art processes, planning and execution.

KICK-STARTING CAREERS FOR COUNTRY KIDS

Cairns School of Distance Education

PO Box 7092, Cairns Qld

Submission Overview:

- As Vocational Educational Manager at Cairns School of Distance Education there was an identified need to develop a specialised career programme for our geographically isolated students in far north Queensland.
- Students needed to take part in a Quality Career Education that was inclusive. Quality and Equality was the framework.
- Kick Starting Careers for Country Kids has provided students with access to expertise and Career Personnel that have competencies to deliver quality Careers Education.
- A ten week online programme “Absolutely Fabulous Futures” in combination with a tailor made work experience programme at Tropical North Institute of TAFE has developed skills across a broad range of career related areas.
- The Kick Starting Careers for Country Kids initiative reflects the ETRF agenda of engaging students in education and training to improve outcomes for all senior school students.

Key Outcomes and Timeframes:

- Students have developed skills in building a positive attitude to work, making the most of Work Experience, job research skills, interview techniques, networking, managing money, researching the career market, career guidance, technology, employability skills, preparing a senior education and training plan (SET Plan).
- Cairns School of Distance Education initiatives “Absolutely Fabulous Futures” & “Kick Starting Careers for Country Kids” has improved the outcomes for all our students through our strategic plan for careers education which sets out aims objectives, student outcomes and indicators of success.
- Geographically isolated students through CSDE initiatives now have access to a broad range of work experience opportunities, industry access, career experts, James Cook University, TAFE, employment networks within their local communities. Kick Starting Careers for Country Kids provides students with authentic opportunities to develop the skills and knowledge required to determine their career pathways.

Evidence:

- In August 2007, 25 Cairns School of Distance Education students kick-started their career options after spending a week at the Cairns TAFE campus. The students, aged between 14 and 17, spent the week managing the TAFE Coffee Shop and learning the ins and outs of Tropical North Queensland’s exciting hospitality industry. As part of the Kick-Starting Careers for Country Kids programme, the students spent four days at the Cairns TAFE campus learning first-hand a range of roles including cookery, cashiering, customer service and food handling and studied health and hygiene.
- Cairns School of Distance Education has extended this initiative by including this programme as part of the annual school calendar. This year fifteen senior school students will be engaged in an intensive two-week programme with the National Retail Association to complete a Certificate 1 in retail.
- Seventy per cent of students who engaged in last year’s programme have enrolled in the Certificate 1 in Retail in 2008.

- As a result of our CSDE Career Initiatives, 62.5 percent of our senior year cohort are now engaged in a certificate course, school-based apprenticeship or traineeship...an outstanding result for our country kids!

CONNECTING WITH MY COMMUNITY

Katherine School of the Air
PO Box 531, Katherine NT 0850

Katherine is a town situated 320 km southeast of Darwin in the "Top End" of the Northern Territory. The Katherine Region stretches from Dunmarra in the South, to the Daly River Region in the North. From East to West we embrace both the Queensland and West Australian borders and in total cover 480,000sq Kilometres. Katherine has a population of about 10,000 people and our main economic contributors include the RAAF Base Tindal about 17 km southeast of town as well as our increasing tourism industry with some 280,000 tourists visiting the Katherine Region in 2007. Our challenges particularly for KSA are distance and severe isolation given the remoteness of our students and their families limiting community involvement and student opportunities

Imagine you haven't seen another kid in three months. The mail plane arrives only every three weeks as you anxiously wait for it just to connect with the rest of the world. You have been flooded in for 12 weeks with nothing to do and know where to go just water for kilometres and your imagination. Our students face challenges like these every day. It is hard to envision a future when your living is severe isolation and finding it hard to connect with the world. At KSA we have set up a programme to provide our students with opportunities to experience the world and connect with others. We are giving students the opportunity to be active members of our community in Katherine through our Residential Programme. We have developed a highly resourceful programme that embraces the Darwin Universities Rural College Campus, Katherine to give our students exposure to the 'world of work'.

By accessing the Rural College each year we have given students the opportunity to experience and work on a range of skills including horse handling, car maintenance and CPR. These are important skills, particularly for our community, as many of the positions available are involved with mustering, station work and the vehicle maintenance of machines on properties in remote NT. Students also have the opportunity to gain skills in envisioning and planning self-paced SMART goals, embracing future planning with Career education programmes and Personal Learning Plans to take steps in working towards their own futures.

Students are given the opportunity to explore what is on offer at the Rural College through a lecture about the campus as well as express interest in further courses and studies they may wish to pursue. We are endeavouring to provide opportunities for students to complete certificate modules at the Rural College by creating Partnerships and educating on what is available.

Students work collaboratively on developing relationships with each other as well as KSA teachers and Campus lecturers. We embed in this programme our Five R's of Middle Years. Respect - for each other, property and ourselves. Relationships - building positive relationships with each other, and our community. Reflection - Setting goals and planning by reflecting on where we are going, where we have come from and where we are now. Resilience - having a go, taking risks and challenging ourselves. Rigour - Providing rigorous school based work to get students working hard towards where they want to go. These R's underpin our programme; they tie together our philosophies and help us to provide students with a strong base to learn, grow and create futures for themselves.

ENTERPRISE LEARNING
Nangiloc/Colignan & District Primary School
Kulkyne Way, Nangiloc, VIC 3494

Enterprise Learning Project
Nangiloc/Colignan Primary School
A Juicy Tale about the Citrus Industry

The Nangiloc/Colignan Primary School is located 45kms south of Mildura, has an enrolment of 80 pupils and is surrounded by citrus blocks (farms) 90% of our pupils reside on citrus farms and it is the major industry in the area. The school is classed as rural and remote and our nearest neighbouring school is 45km away. Total population of Nangiloc is 900 and the settlement consist of a shop, hardware store a hall and a recreation reserve as so the school is a major focus of the community.



The school has always been proactive in developing life skills, and engaging the children in the operation of the school. Pupils in grade 4, 5 & 6 have run the canteen for the past 20 years. Recently this process became more formal and a company (Fundz Inc) was established. Fundz Inc has a company meeting every Friday. Each of the 8 sub committees prepare a report related to their assigned task. This was once completed on a small pin board but we now have slide shows and

videos projected onto an interactive white board. The whole process is geared at a real life financial learning experience.

A visit from the Country Education Project revealed the opportunity for our school to become involved in a Nation Wide Project entitled "Enterprize Learning." Our school was to identify a project and to then develop wide links with the community and industry. As we are surrounded by citrus, oranges became our focus. We wanted the children to gain a greater appreciation of citrus industry and to also examine what can be created from the many oranges, which are discarded waste.



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The purchase of a commercial juicing machine was achievable thanks to funding from the Country Education Programme. The children could now produce fresh orange juice to sell at the canteen and to their families. The machine was also advertised for hire. The children were beginning to generate income from, what once was, waste. They were also exploring health/hygiene, packaging, advertising and storage issues. Our production of juice was greater than demand. What else can we do? The school canteen sold icy poles, so why not replace these with 100% frozen citrus juice. This was the birth of a new product "Slurpeez." A commercial sink was installed and a weekly production line established. The children launched their special product on Oct. 26th 2006. Guests included Eddie Warhurst (Mayor of Mildura), Robert Mansell (Chairman of Citrus Board) and local media.

The project was now becoming self funding. We could now start our plans to examine the journey of the orange from tree to supermarket shelf. To achieve such an ambitious plan would involve making contacts with a variety of organisations and industry groups. Thus far, the project has the total support and praise of the Murray Valley Citrus

Board, SOS citrus, Mildura Co-Op, Coles Supermarket, Melbourne Citrus Committee, Mildura Rural City Council, Melbourne Market Authority, Addamo Packers and local growers.

The response has been overwhelming, with many of the above providing financial and other support in kind. The doors have been opened for us to further develop this incredible learning experience. The children have now actually visited a local farm and physically pick a bin of oranges. They will have tracked that bin to a local packing house (SOS Citrus). There, have observed the fruit being graded and packed for shipment direct to Coles or the Footscray Market. The children have travelled into Mildura to visit the Mildura Co-Op. Here, the fruit is packed for export, while in Mildura they will also visit a local juice company and Sandalwood Packers, who also pre-pack for Coles Supermarkets.



Melbourne was our next stop. While in Melbourne we experienced the Footscray Wholesale Market, visit a Coles Warehouse, and Addamo Packers who pre-pack fruit and vegies for Coles and Woolworths. The journey was completed when the children finally saw the fruit as it is picked up and taken

to the register by the consumer. The children actually gave away fruit and told their story to consumers in a major supermarket in Melbourne.

During this entire programme the children carried with them their Orange Buddy. This was an actual orange given to them on very first day (picking day). The orange was given a full medical to check its condition, size, grading etc on day one and again periodically during the proceeding weeks. The orange actually generated many questions to be answered by children. The children reflected on the process from the orange's perspective. For example:

- What is happening to me?
- Where are they taking me?



In 2007 we were invited by the Mildura Citrus Board to display and sell our SlurpeeZ on their stand at the Mildura Show. We were awarded the Best Exhibit in the Pavilion and Best Agricultural Display at the Show.



In conclusion, this is a very unique and exciting project. It is possibly the first enterprise learning project, which has a focus on the citrus industry, conducted by primary school age pupils. The programme has been documented and used as a model for other schools. It has received recognition from national and local TV, radio, newspapers and magazines. The children have presented their work at the CEP state conference. Its potential to teach our young students “life skills” is extremely powerful. It has enriched their understanding in so many ways. The enthusiasm and support that it has already generated is amazing.



It has become an embedded part of our schools curriculum and culture. We are often referred to as “The Orange School” a tag we are proud of.



PARTNERSHIPS FOR AUTHENTIC LEARNING – DELIVERING BREADTH & DEPTH

Dover District High School TAS

Community Context:

- SCUBA, Real Estate, Multi-media, Automotive and Outdoor Education programmes provide authentic, community based learning demonstrating innovation and community involvement in the delivery of educational opportunity.
- These opportunities enrich a school programme placing emphasis on literacy, numeracy, science and transition planning into further education, training or employment.
- This provides breadth and depth in the opportunities available.
- This is reflected in the fact that the school currently has 17 adult students engaged in courses in wood design and information technology.
- This is good for the local community, but flow on effects on other students who see adults from the community re-engaging with education.

Dover District High School – Context:

- Dover is a small seaside community of approximately 700 people located 100 km south of Hobart. It is the centre for the Far South community at the bottom of Tasmania which backs onto the South West World Heritage area. The main industries are fishing (including aquaculture), forestry, farming and tourism.
- Dover DHS is a K – 12 school with a current enrolment of approximately 139 FTE.
- The class structure at present comprises a Kindergarten supplemented by a Birth to 4 early years programme, a Grade Prep/1, 2/3, 4/5, 6/7, 8/9/10 and a year 11/12 class of adult students.
- Teaching staff is 10.5 full and part time teachers. Three of these currently travel from Hobart daily, a 200 km round trip, with the remainder sourced from the Huon Valley or the local area. Teaching staff travel daily from Hobart, with the remainder sourced from local area as far as Huonville.
- The strengths of the school are its small size that allows more individual attention for students, its rural values and links with the local community. In order to meet the variety of educational needs, teachers must be multi-skilled and prepared to be flexible.
- The school has a history of delivering quality VET programmes that has covered Seafood Industry Programmes, Information Technology, Environmental Tourism, Hospitality Industry Programmes, and Hospitality. The Myola VET facility has been recently redeveloped as to renew VET programmes and promote adult learning.
- School programmes such as aquaculture, outdoor education and SCUBA demonstrate strong partnership links with the local community and provide a sound basis for community based learning initiatives.
- Particular difficulties that affect the delivery of educational programmes include staffing (quality and recruitment in terms of attraction, maintenance and replacement of teachers with specific skills) and the availability of relief staff. Access to professional learning opportunities in terms of time, cost and effort is an issue, particularly in regard to the up-skilling of teachers in particular skill areas and their replacement. Small numbers in each grade can be a significant issue for the sustainability of programmes over time as there is a conflict between resource

scarcity and the need to provide a wide range of programmes. The availability of support staff such as social workers, guidance officers and support teachers is a major issue. There is a significant demand for such services because of isolation and the fact that Dover suffers from the 'end of the road syndrome'. As a result, school staff take on a huge extra load, particularly where families have significant needs.