



IMPACT REPORT 2024

Acknowledgements

This report has been prepared for the members of the Australian Centre for Career Education (ACCE) and reflects the activities of the association and its respective divisions from January 2024 to December 2024.

We, the writers of this report, wish to thank the ACCE Committee of Management and all the ACCE staff for their contribution to the development of this report and the outstanding work completed on behalf of ACCE members and the wider community.

We acknowledge their dedication and commitment to improving the lives of young people and socially disadvantaged adults to help them build meaningful and sustainable career journeys.

Acknowledgement of Country

ACCE would like to acknowledge the traditional owners of the lands on which we are based. We acknowledge the traditional owners of country throughout Australia and recognise their continuing connection to land, waters, and culture. We pay our respects to elders, past, present, and future, and to any Aboriginal people who are with us today. We thank our First Nations People of Victoria for the opportunity to conduct our business on their lands. We work towards reconciliation with all Aboriginal and Torres Strait people.

Career Industry Council of Australia

ACCE acknowledges its association membership of the Career Industry Council of Australia (CICA) and the valuable work undertaken by the national peak industry body to advocate for career development and the profession.

ACCE supports the National Career Institute's Australian Register of Professional Career Development Practitioners (The Register) and the Department of Education's Australian Blueprint for Career Development.

ACCE maps career products, tools, resources, and training to the CICA Australian Professional Standards for Career Practitioners and the Australian Professional Standards for Teachers. Links to national and international career associations and organisations are made available to members to increase their knowledge of international career developments and programs.

ACCE remains a staunch advocate for all Australians to have access to high quality career education and development across their lifespan.

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Our Mission

Our mission is the advancement of career development and education for the public benefit of all Australians.



Our Purpose

ACCE is a national subject expert, membership association, and thought leader in career education and development. We advocate for advancements in career education and development, and undertake projects that demonstrate the value of career development for Australians.

ACCE embeds quality standards, validated tools, and innovative practices within our profession and is a CICA endorsed provider of career development training through our Centre of Excellence in Teaching and Learning (RTO 22523).

Our Work

We provide a wide range of services in education and employment including:

- ▶ Membership services
- ▶ Professional career education and training through our Centre for Teaching and Learning
- ▶ Career education resources
- ▶ Professional development training
- ▶ Advocacy
- ▶ School and industry career service benchmarking
- ▶ Career consulting services
- ▶ Access to evidence-based vocational tools

We aim to reduce employment inequity and alleviate poverty among our community's most vulnerable jobseekers by making high quality career advice accessible to all. By improving individual's job readiness, they can achieve sustainable employment outcomes and contribute to improving Australia's workforce capacity.



President's Report



Trevor Black

2024 was a year of change as ACCE rolled out its new Constitution and Membership Bylaws. This included the final name change to the Australian Centre for Career Education as voted by the Committee of Management in 2015. ACCE's procedures and policies are now well aligned to the new constitution, ensuring members are supported by more streamlined engagement processes and technology.

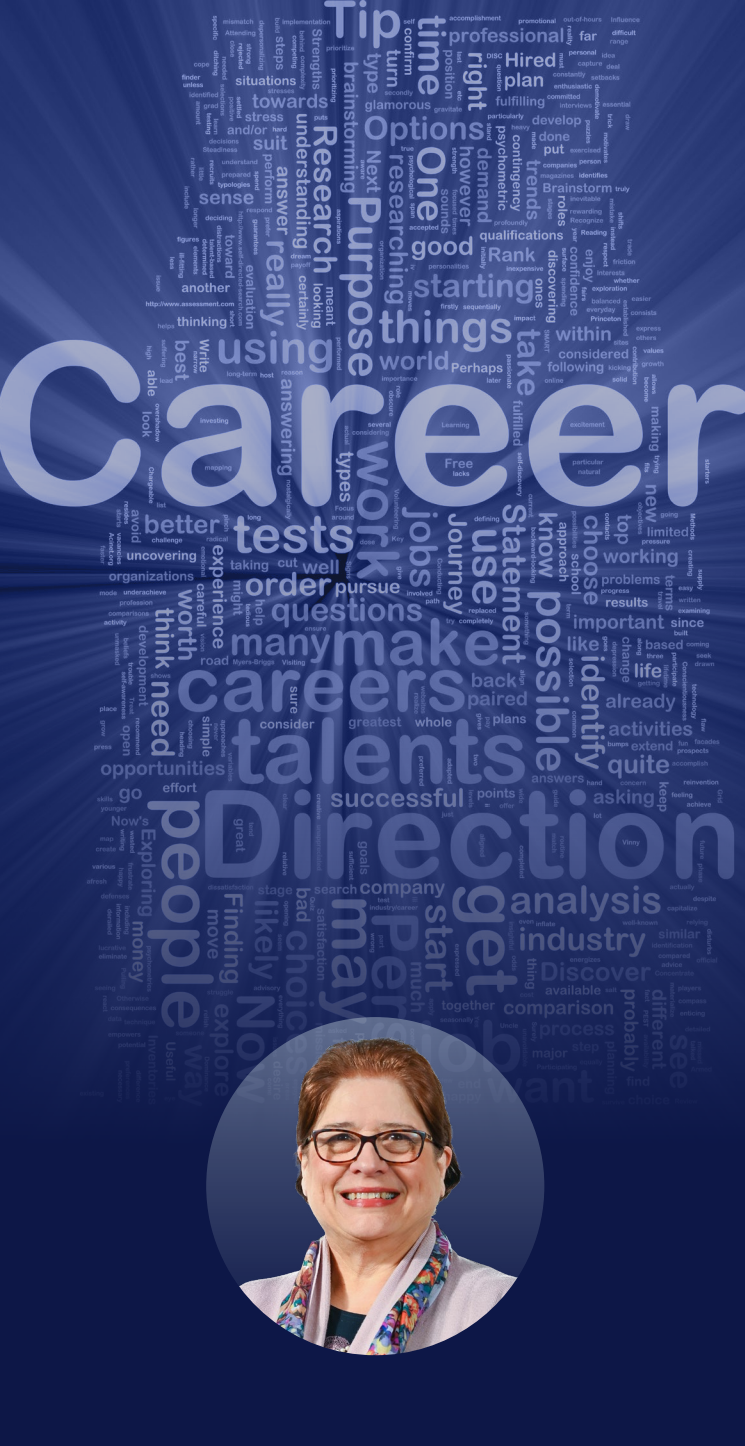
The change also sees ACCE reporting to the Australian Securities and Investments Commission as well as the Australian Charities and Not-for-Profit Commissions. With these changes, has come the development of a new strategy through to 2027 and a robust governance review leading to a thorough review process that takes place on an ongoing basis with the ACCE Board.

The ACCE Board also farewelled several long-standing members who had made extraordinary contributions to the direction and work of ACCE at the last AGM during 2024. Their contributions will be missed but we thank them and acknowledge the exceptional effort and impact they have made over many years:

- Phil Newnham, Board secretary. Phil has been on the ACCE Committee of Management since 2015. During his time on the committee, he also held the role of Treasurer from 2016 – 2018, and Secretary from 2019 to 2024.
- Helen Madden was on the Committee of Management for six years and has been involved in several subcommittees providing thoughtful contributions to ACCE. Helen also represented career practitioners at the inquiry into the Perceptions and Status of VET.
- Narelle McFadden, Board Treasurer, joined the Committee of Management in 2017. In 2019, Narelle took on the role of Treasurer which she held five years while contributing to the developments at ACCE.

The introduction of a new Morrisby reseller arrangement with ACCE was supported by the Operations Team managing a range of business process integrations to support a seamless transition for schools and career professionals.





In the middle of the year members of the board and staff joined together at the ACCE Town Hall meeting to officially celebrate and farewell Bernadette Gigliotti, previous CEO and Senior Executive Officer. Her inspiration and dedication to career education and ACCE over the past 23 years has supported the growth of the association. She was instrumental in working to ensure the CEAV Institute courses were redeveloped and are available for First Nations learners, and her knowledge of career education and development remains to support ACCE's going work.

2024 was also the start of a new trial career education project for the Department of Education. The trial is an enhancement of the government's investment in the My Career Insights program. It supports year 9 and 10 students in priority cohorts in secondary schools that have nominated to participate in the trial. A small team of career professionals work with referred students and the school career contact to engage students with work readiness support. The Board is grateful for the working partnership between the department and ACCE on this project and the opportunity to showcase the difference that career professionals make to the career readiness of young people most in need of additional support.

During the year, ACCE also increased its outreach to members in regions following the annual membership survey that highlighted member requests for more face-to-face networking and professional development in Victorian regions and in support of members interstate. ACCE is committed to delivering these ongoing engagements and has created a plan for ongoing events outside the Melbourne metropolitan region.

The Membership and Operations Team also engaged in a significant redevelopment project of the ACCE website that will be rolled out in 2025 and deliver a better user experience for our members. Pleasingly, it will support our Biennial Conference and our 50th anniversary that I look forward to sharing with members and the community next year.

ACCE Governance Report

Following our members voting to update ACCE Constitution at the Biennial Career Conference in 2023, the work to make the final transition to a company structure took place across 2024. This included registering our Board as Directors with ASIC and registering the updated constitution and publishing the new membership By Laws.

Two new Board Directors joined ACCE in 2024 at the Annual General Meeting and ACCE said farewell to some of our long-term committee of management members who retired after many years of dedicated, volunteer support:

Phil Newnham

Helen Madden

Narelle McFadden

Risk Management

In 2024, ACCE updated its risk management framework and assessments across 16 key framework areas. During the year, each area was reviewed, and key risks were presented to the Board for review and improvement. Risk remains a constant Board agenda item for the organisation.

ACCE's Risk Framework Areas cover:

1. Governance structure
2. Strategy
3. Policies & Procedures
4. Conflicts of Interest
5. Regulatory Risks
6. Legal Risks
7. External Risks
8. Reputation Risks
9. Financial Management
10. Service Risks
11. Stakeholder Risks
12. Project Execution Risks
13. Internal and External Communication
14. Technological Risks
15. Ongoing Continuous Improvement
16. Mitigation Strategies, Innovation & Flexibility
15. Ongoing Continuous Improvement
16. Human Resources & Culture

Reconciliation Action Plan

Throughout the year, the ACCE Reconciliation Action Plan (RAP) working group continued to develop ACCE's Reflect RAP.

Meetings occurred regularly with reviews undertaken and feedback provided by Reconciliation Australia.

Following approval of the RAP content, Lacey Yeomans, indigenous artist, was engaged to provide the creative artwork. Lacey has been instrumental in the design of the CEAV Institute's workbooks for its First Nations qualifications.





Project and Strategy alignment

2024 saw the development of a new Strategic Plan to take ACCE forward from 2024-2027. A workshop was conducted with the Board in March and facilitated by Madeleine Babiolkis from the Strategic Consultancy Firm, Shape and Impact.

The ACCE mid-year Town Hall meeting provided an opportunity to welcome newly engaged career counsellors to the team who were engaged to support the Enhanced My Career Insights trial and to celebrate long term employees working at ACCE.

The day supported the roll out of the Cultural Charter, the ACCE Strategy 2024-2027, and gave staff and Board members the opportunity to celebrate Bernadette Gigliotti's retirement as Senior Executive Officer.

Across the year, the management meet to review the ACCE projects plan and align requirements to the new ACCE strategy.

CEAV Career Counselling Australia (CCCA)

CCCA became a subsidiary of ACCE in 2023 and throughout 2024, continued to deliver career counselling services to the community. As part of its remit, CCCA provided career consulting support to school career services seeking additional assistance such as support for Morrisby unpacking services.

Employment at ACCE

Staff training during the year included some of the management team participating in the Dare to Lead program with the rest to be scheduled for the training in 2025.

Staff Communication: Staff received support an information across 2024:

Staff EAP Support: All staff and their families have access to free and confidential counselling through the organisation's EAP provider, Max Solutions.

CEO's Report



Penne Dawe

Advocacy

In the second half of the year, the Australian Curriculum, Assessment and Reporting Authority began a research phase to review of the work studies curriculum.

Pleasingly, the authority engaged the career industry across Australia through CICA. An invitation was sent to executives in CICA member associations and to their members to participate.

The research phase included a broader range of inquiry beyond the subject curriculum about career education and asked:

- ▶ Why is career education an essential part of the Australian Curriculum?
- ▶ What are the key skills and dispositions students need to develop through career education?
- ▶ What changes to the Work Studies curriculum would your organization like to see?
- ▶ What do jurisdictions need from ACARA?
- ▶ What are the opportunities?
- ▶ How do we future proof this work?

This gave the career sector an opportunity to advocate for greater time in the curriculum to meet the broader career needs of students.

Participants were able to submit further information and ACCE made a formal submission and advocated for career education from K-12. Our aim is to see more time in the curriculum for career education so that students can develop their career and work readiness throughout their school journey.

ACARA concluded that phase with a meeting of the National Student Voice Council and will present their report to Education ministers in early 2025. The report will include a recommendation for the next iteration of the work studies curriculum and therefore will provide the direction for writing in 2025.

ACCE hopes to be able to provide further feedback and opportunities for member input through phase two and is grateful to CICA for supporting this opportunity.

In October, the National Industry Peak Body, The Career Industry Council of Australia (CICA) conducted the largest national survey of career practitioners to gather feedback to inform advocacy, programming, resources, and research in the career development field.

ACCE was pleased to be able to link members to this important opportunity to support the work of CICA and looks forward to sharing the results due to be released in 2025.

My Career Insights

About the MCI program

My Career Insights remains one of the flagship career education programs within a suite of offerings funded by the Department of Education Victoria.

Running since 2019 for students in year 9 in Victorian Government schools the two key and equivalent (15+) in specialist and alternative settings. The two key deliverables are:

1. An online profiling session which includes a series of assessments and questionnaires, accessed via the Morrisby website.
2. After completing a profile, students are offered a one-to-one interview to unpack their Morrisby results with an independent Career Consultant to discuss their profile, explore career options, and learn how to use Morrisby to continue updating and exploring their career and pathway options.

Career interviews are delivered face-to-face at school, remote online, self-delivered at school by a school trained Morrisby Career Adviser or in a Group Unpack of up to 25 students where appropriate.

Benefits to students

The program gives students the opportunity to learn more about themselves, including the skills and abilities they have for different occupations and fields of work. Students learn about careers that match their abilities, interests and personality and can discuss pathways into those careers. As a strengths-based career program, students are never discouraged from exploring careers that may be lower matched to their profile as career choices where passions and aspirations are involved equally relevant.

Program Impact

385 Victorian Government mainstream and alternative and specialist settings participated in the MCI program.

39,364 students completed a Morrisby profile.

35,853 students had a one-to-one interview about their Morrisby Profile with a qualified Career Professional.

“

What Students said ...

95% of students that completed the student survey indicated that they agreed or strongly agreed that:

- ▶ The assessment identified their aptitudes, interests and personality.
- ▶ That the interview was a useful experience to help plan their future.
- ▶ That they were satisfied with the Morrisby experience.

I love this program and think it's an amazing service to help kids in high school and onwards to figure out their career plans.

It was an amazing discussion; I was able to know things about myself that I didn't know I was capable of.

What Schools said ...

The interviews with consultants are very beneficial. I think it is useful to have an ongoing reminder for Principal class about the benefits of this program overall. It is a very useful tool for subject selection.

Love the program as does our school community. Thanks.

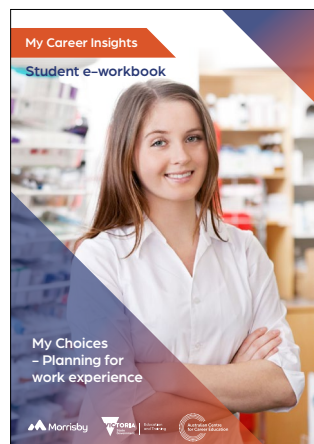
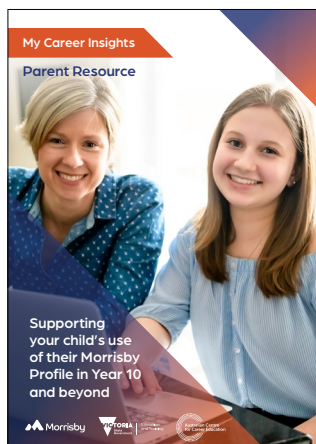
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MCI Year 10–12 Resources

On behalf of the Department of Education Victoria, ACCE has developed a set of resources so schools can continue to use the Morrisby Profile with students from year 10 onwards:

- ▶ Year 10+ Resources Flyer
- ▶ Instructional Guide for Senior Secondary Schools
- ▶ Instructional Guide for Students - Accessing your Morrisby account
- ▶ Instructional Guide for Students - How to Complete your Morrisby Profile
- ▶ Parent Resource - Supporting your child's use of their Morrisby Profile in Year 10 and beyond
- ▶ Parent Resource - Supporting your child's use of their Morrisby Profile in Years 11 & 12
- ▶ Student e-workbook - My Choices planning for subject selection
- ▶ Student e-workbook - My Choices planning for work experience
- ▶ Student e-workbook - My Choices post school options - Next Steps Years 11 & 12
- ▶ Year 10 lesson plan - Accessing your Morrisby Profile - Instructional guide for students
- ▶ Year 10 lesson plan - My Choices planning for subject selection
- ▶ Year 10 lesson plan - My Choices planning for work experience
- ▶ Year 11 & 12 lesson plan - Post school options - Next Steps

Webinars were run throughout the year to support schools to deliver the program with their students.



My Career Insights

Student e-workbook



Post School Options – Next Steps (year 11/12)



Education
and Training



Enhanced My Career Insights trial

The Department of Education launched a program trial in July 2024 to support priority cohort students in Years 9 and 10 through an Enhanced MCI program (EMCI).

The Priority Cohorts within the EMCI are:

- ▶ Koorie students
- ▶ Students in out of home care
- ▶ Students engaged with Youth Justice
- ▶ Students with disabilities who experience significant disadvantage.

As a trial program, schools have opted into the trial and students are referred to their EMCI program contact. These are a field team of career counsellors who support capacity building of referred students to assist them to engage with work-based learning opportunities and skill development including:

- ▶ More intensive and longer-term student engagement that is integrated into the current MCI program.
- ▶ Each student can receive around four career engagements across Year 9 and 10 with a dedicated career professional who:
- ▶ supports students to identify individual interests and career goals
- ▶ helps students to access and prepare for work-based learning and work readiness supports.

Work readiness may include any of the following:

- ▶ participation in mentoring programs, developing interview and communication skills through training workshops / mock interviews
- ▶ workplace tours (in person, virtual), excursions
- ▶ incursions, guest speakers etc.

- ▶ assistance for students to access the supports through the work-based learning strategy as offered through the School to Work Portal and the Local Learning and Employment Networks (LLENs).

With the trial commencing mid-year 2024, ACCE is looking forward to the results of the trial and an interim evaluation to be conducted in 2025.



CEAV Institute (RTO 22523)

Curriculum design

CEAV Institute’s rich history of training and professional development supports school-based staff and career professionals through its two CICA endorsed courses:

- ▶ CHC81315 Graduate Certificate in Career Development Practice, and
- ▶ CHC41215 Certificate IV in Career Development.

During the year, validation and moderation processes were carried out in the Certificate IV Program for Module 5 (including the diversity and disability subjects).

Curriculum development was also reviews for the Certificate IV Program for First Nations learners.

Compliance

CICA re-endorsement the Certificate IV and the institute met the requirements of a Skills First Audit for a two-year contract.

Administration and Assessment processes were also checked through internal auditing to ensure best practice in all areas of RTO operations.

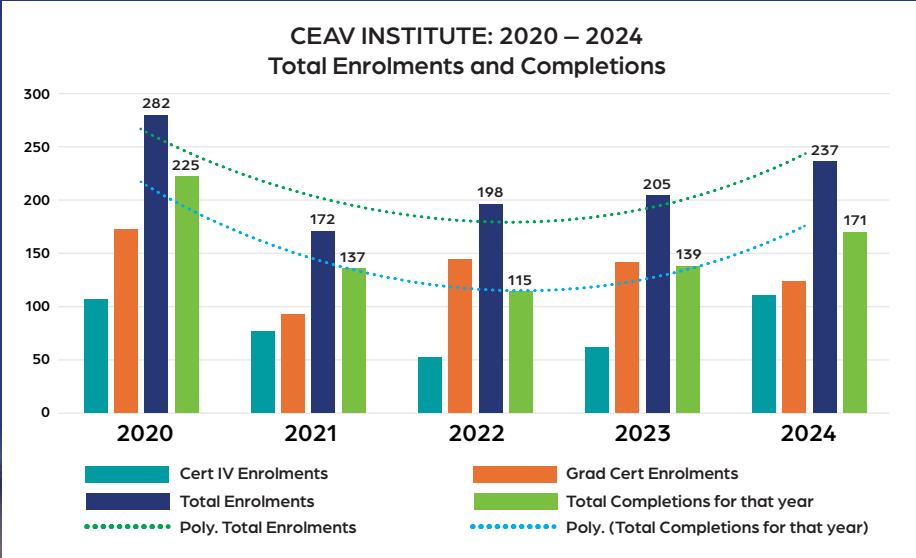
A Training and Student Lifecycle framework was created covering the student journey from enquiries and enrolment, through to training and assessment and includes referrals, withdrawals and completions. The lifecycle is also included in the staff induction process for all institute staff.

Recognition of Prior Learning was also reviewed for both courses to provide a more streamlined process and experience for students and trainers.

Enrolments and Graduation

Enrolments for 2024 included 237 students of which 125 enrolled in the Graduate Certificate course and 112 enrolled in the Certificate IV course. The graduation in March 2024 included 139 students that had completed courses during 2022–2023. Of this, 102 were Graduate Certificate students and 37 were Certificate IV students.

171 students completed a course in 2024. 118 were Graduate Certificate students and 53 were Certificate IV students.



Learner Evaluation Feedback

Employment outcomes

Of the students completing qualifications with the CEAV Institute:

90% had an improved employment status after training.

97% were employed before training. Of these, 13.6% were employed at a higher skill level after training.

100% were employed after training. Of these, 89.7% received at least one job-related benefit.

Students' satisfaction with training

87% were satisfied with their training overall.

81% would recommend their training provider.

Learner Testimonials

“ Certificate IV ... Would you recommend this course?

It was amazing. I loved the self-paced delivery and the support offered by your trainers. The face-to-face workshops were excellent and provided a sense of community.

Yes definitely- because the course was well structured, and the teachers are phenomenal.

I would recommend this course as the information is very interesting and the way the course is structured allows you to meet the requirements. The staff at CEAV present the information very clearly and are very helpful if you have any concerns.

Yes, I already have! It was excellently delivered, up to date and the staff provided excellent support.

“ Grad Certificate ... Would you recommend this course?

Undertaking the Graduate Certificate has been an exceptional experience. Despite having worked in the Careers field for several years, I found the program incredibly enriching. It allowed me to build on my existing knowledge while gaining fresh insights and perspectives that I can directly apply to my professional practice. The structure of the course was well-designed, and the content was both engaging and practical. It challenged me in all the right ways, encouraging me to think critically and expand my understanding of key concepts in the field. Overall, this program exceeded my expectations. It has not only reinforced my skills but also enhanced my confidence and capability to make a meaningful impact in my work. I highly recommend it to anyone seeking to grow professionally in the Careers space.

I would highly recommend this program to anyone considering a career in the field of career development, whether in a school setting or private practice. The course provides valuable insights and practical knowledge that are directly applicable to real-world scenarios, making it an excellent choice for both aspiring and experienced professionals.

The structure of the program and the resources provided were also excellent, making it both practical and accessible. Thank you for such a valuable and rewarding experience and one which has inspired me to continue my personal development and growth.

CEAV Institute Team

The Head of Teaching and Learning delivered training and assessment during the year and supervised a trainee Trainer and Assessor. Long term trainers moved into Senior Trainer/Assessor Positions and continued to deliver courses to cohorts including:

- ▶ Victorian Department of Education
- ▶ Catholic Education Victoria
- ▶ HeadStart Programs
- ▶ 3 General entry intakes

The institute also provided sessions as part of ACCE's CPD calendar, conducted several school benchmarking services and was involved in delivering a Brisbane Professional Development Day.

One full time and part time training staff also joined the institute during the year.

Community of Practice (Education)

The Head of Teaching and learning ran the institute's Community of Practice (education) meetings each term to support students and members working in educational settings.

Victorian Training Awards

CEAV Institute was selected as one of three finalists in the Small Training Provider category (providers with total enrolments of under 500 students).



Partnerships and Connections

CEAV Institute has ongoing connections and partnerships with industry, schools and a number of key organisations including:

- ▶ Department of Education, Victoria
- ▶ Catholic Education in Victoria
- ▶ Orygen Youth Services.

Community of Practice, Specialisation Disability

The year saw significant growth in the Community of Practice (CoP) specialisation disability. Initially founded to support the roll-out of the Brotherhood of St Laurence/Ticket to Work's Inclusive Career Benchmarking Tool for schools, the CoP now has over 100 members.

The Community of Practice (CoP) has provided a vital platform for career development professionals across various sectors to collaborate, share insights, and enhance their practice. This report provides an overview of our 2024 membership profile, session attendance, engagement trends, and impact based on key participation data.

Membership Overview

At the beginning of 2024, our Community of Practice comprised a diverse range of professionals and organisations. Members came from various educational and employment sectors, including:

Education: Catholic Schools, Government Schools, Independent Schools, Specialist Schools, TAFE, Universities, Christian Schools

Government & Non-Profit: Department of Education (Victoria, South Australia, Western Australia), Local Learning and Employment Networks (LLENs), Not-for-Profit Organisations

Private Practice: Private Career Practitioners, Private Employment Coaches (NDIS), Registered Disability Providers

Other Sectors: Group Training Organisations, Outdoor Education Victoria, Alternative Schools, Youth Mental Health Services, National Disability Representative Organisations

This broad membership base highlights the multidisciplinary nature of our CoP, fostering cross-sector collaboration and diverse perspectives.

Throughout 2024, a series of online sessions inviting career professionals to participate in discussions and knowledge-sharing activities were held:

Total Sessions Held:	8
Invitations Sent:	847
Registrations:	378
Attendance:	124
Overall Attendance:	33%
Webinar Downloads:	65

Key Insights by Session Type

Session Type	Number of Sessions	Average Registration	Average Attendance	Average Downloads
Transition & NDIS	1	75	25	0
Employment Updates	2	44	12	1
Showcase Schools	3	47	13	21
Pathways Programs	1	26	8	0
Entrepreneurship & Neurodiversity	1	-	12	-
Work-based Learning	1	54	36	1

The most popular session about Work-Based Learning was held on 3 Dec with 54 registering for the event and 36 attending. The event ranked highest for engagement post webinar was the Showcase School webinar on 13 Aug, with 38 downloads.

Notably sessions with lower attendance often had higher download numbers.

Member Feedback

Members were invited to provide their feedback to continually improve the learning and discussions amongst members.



Focus Areas for 2025

Based on member feedback and engagement trends, the key topics for the 2025 Community of Practice sessions will include:

- ▶ Disability Networks: Connecting with NDIS providers, Customised Employment (NDIS plans, School Leaver Employment Supports - SLES, Australian Disability Enterprises - ADE)
- ▶ Differentiated Assessment Tools for work experience
- ▶ Inclusive Careers Benchmarking Tool: How to use the tool to self-assess your careers service and implement continual improvements
- ▶ NDIA Presentation: Tips on how to use employment supports effectively

What were the most valuable insights or takeaways you gained from the 2024 Community of Practice Webinars?

- ▶ Being able to learn from real life examples of practice. It was also great to be able to refer colleagues to the CoP and introduce them to resources that could support them.
- ▶ Seeking understanding how other schools have embedded career education.
- ▶ It was interesting to see how specialist schools support differ from mainstream schools.
- ▶ I enjoyed the information sharing and discussions with likeminded colleagues.

Which webinar topics did you find the most relevant to your work, and why?

- ▶ Ballarat Specialist School - they had a wonderful presentation with lots of practical examples
- ▶ Melton Specialist School
- ▶ Specialist school pathways education

Did the webinar format (live sessions, recordings, Q&A discussions) meet your learning needs? If not, what improvements would you suggest?

- ▶ Yes, I liked hearing current practices within schools.

Have you applied any knowledge or strategies from the webinars to your work? If so, can you provide an example?

- ▶ I have shared ideas with colleagues.

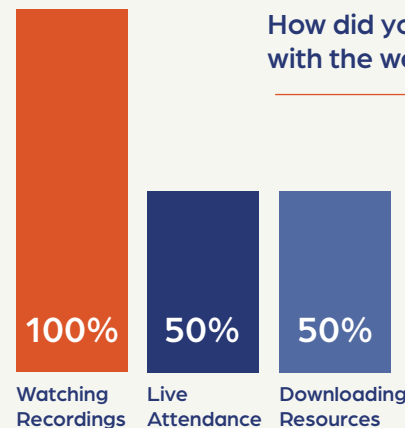
What additional support or resources would help you better implement what you have learned?

- ▶ Resource sharing.

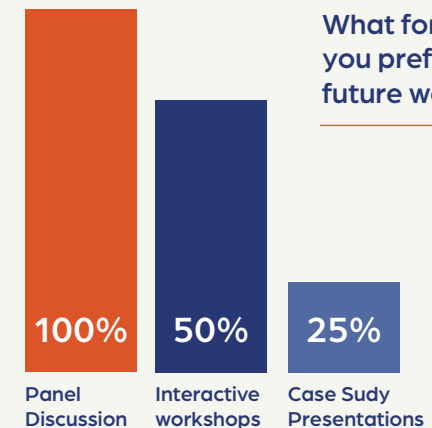
Webinars are currently run once a term. How frequently would you like webinars to be held?

- ▶ That works for me!
- ▶ Happy with this amount.
- ▶ Once a term.
- ▶ Happy for once a term.

How did you engage with the webinars?



What format do you prefer for future webinars?



Would you be interested in networking or collaboration opportunities as part of the Community of Practice? If yes, what kind of interactions would be most valuable?

- ▶ *Depending on where people are based, it could be good to have an in-person networking event. Or an online event where we can meet and share experiences.*
- ▶ *Yes- collaboration and networking with schools.*
- ▶ *Sure in our region and with specialist schools. I'd like it to even evolve further than just VPC curriculum.*

Members have appreciated the opportunity to connect and learn from peers. Suggestions for improvements include:

- ▶ More targeted session topics based on member interest areas.
- ▶ Increased accessibility options for session recordings, including:
 - Providing transcripts or captions for better comprehension.
 - Offering downloadable audio versions for on-the-go listening.
 - Ensuring compatibility with assistive technologies for members with disabilities.
- ▶ A structured feedback system to gather insights on session impact has been created in survey monkey and sent out to members to gather further insight and feedback.
- ▶ Expanded networking opportunities for cross-sector collaboration.

A structured plan is already developed for 2025 from member feedback and ACCE is looking forward to supporting better outcomes for young people with disability.

Career Development Services

Following from report into Workforce Australia's Employment Services tabled in late 2023, some employment services began looking for solutions that would improve jobseeker outcomes. While still constrained by compliance driven contracts, ACCE saw an increased interest in the use of person-centered vocational assessment tools.

During 2024, ACCE's Career Development Services assisted WISE Employment to conduct a pilot project that involved training some of the staff in the use of the Employment Readiness Scale™ (ERS) within their careers service.

The project was a collaboration between ACCE locally and ERS in Canada to support WISE with the trial. Five WISE locations across three States were involved and a decision on a next stage is anticipated in the first half of 2025.

Other activities saw members of the Career Development Services team provide professional webinars and workshops to members covering:

- ▶ Understanding Career Transition
- ▶ Building a Career Portfolio
- ▶ Networking and managing your personal brand.

The team also supported student career interviews to unpack the Morrisby Profile at Sacred Heart Girls' College, Geelong.

Morrisby Profile Reseller

The 2024 calendar year gave ACCE the opportunity to establish its Morrisby Reseller arrangement and streamline business processes as the agreement ceased with Career Analysts at the end of 2023.

Across the year, ACCE continued to work with Morrisby UK to support the MCI program and career practitioners in independent and catholic schools to use the Morrisby Profile with their students across Australia.

Ongoing developments and improvements to the Profile were undertaken during the year with a review of career suggestions supported by ACCE. This helped to ensure all jobs were locally relevant for application in Australia and that new jobs of the future were included for 2025.

There was a year-on-year increase in the aggregate number of Morrisby Profiles undertaken, and encouragingly uptake of the Morrisby Platform across employment services, TAFEs, Universities, and private practitioners.

Concentrated activities focused on underscoring the importance of the Morrisby Profile as the gold standard in vocational assessment as a career-focused psychometric tool and framework for evidence-based reporting of career services.

2024 metrics and activities

The following activities occurred outside the Department of Education Victoria's My Career Insights program:

- ▶ **31,325** Morrisby Profiles undertaken
- ▶ **674** Website EOI submissions
- ▶ **82** Morrisby Demonstrations
- ▶ **278** Morrisby Certification training course enrolments
- ▶ **15** engagements including: Parent Information Session presentations, Regional Career Group meetings, Careers Conference exhibitions, and school visits completed
- ▶ Updated resources: Morrisby brochures, case studies, articles, and product information updates on ACCE or Morrisby's Australian website.



pri(me) Partnership with CCDF

Throughout 2024, a core team at ACCE continued its working partnership with the Canadian Career Development Foundation to develop the pri(me) tool for use by career practitioners in Australia. A trial program was hosted amongst a group of members interested in learning more about Pri(me).

Trial participants received training and support to use a Sandbox version of the tool and complete a number of activities. Nine pri(me) trial professional development certificates were issued, and participants were supported by ACCE trainers and assessors to work through any questions or issues during the program.

Several comparison sessions were also hosted by ACCE with career clients willing to provide feedback that compared their experience with the Employment Readiness Scale™ vocational tool and pri(me). In summary, clients felt that both tools provided valuable insights and were well-received. However, it is important to note that both serve different purposes with pri(me) excelling in engagement, self-reflection, and emotional validation, making it ideal for those needing confidence-building and career self-awareness. The ERS™ on the other hand, is strong in structured career planning and action-oriented steps, benefiting those who need a clear roadmap for job readiness.

The three vocational tools to become part of ACCE's core offering aim to support the career professional with evidence-based tools that are complimentary in their offering to assist with the wide range of career service need for students, graduates and adults.

Clients found the pri(me) tool relevant to their career development and work readiness goals. They appreciated the opportunity to explore

deeper aspects of job readiness, particularly in preparation for interviews and transitioning into new roles. One client highlighted that pri(me) helped them understand their position within the career cycle and how it connects to other stages, offering a useful big-picture perspective before narrowing focus.



ACCE Member Services

The Australian Centre for Career Education (ACCE) provided a wide range of services to support members across the year. ACCE recognised the support of the Department of Education, Victoria, for its funding support for career practitioners in schools to become ACCE members. The funding supports school-based practitioners in Victorian government schools to access and undertake ongoing professional development.

The department provided funds for a 12-month membership for up to two career practitioners in each government secondary school commencing in March 2024. This resulted in 489 applications being received through to 31 December 2024. 41% of the funded memberships were new to ACCE and membership applications were received across the following membership categories:

All regions now have over 100 ACCE members:

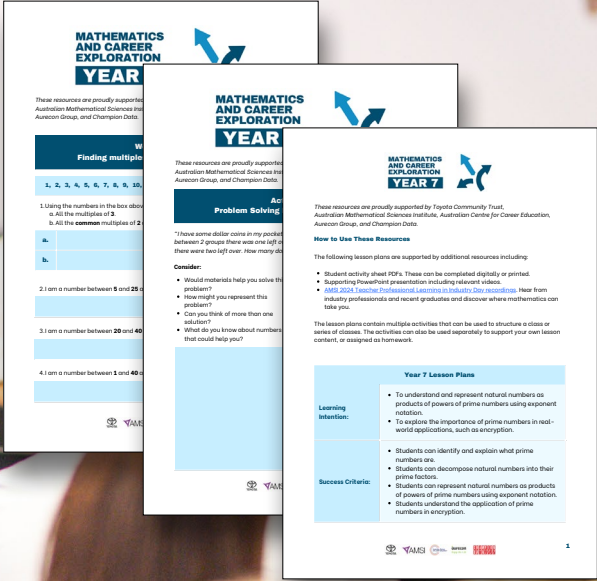
- ▶ North East
- ▶ North West
- ▶ South East
- ▶ South Western



AMSI Partnership

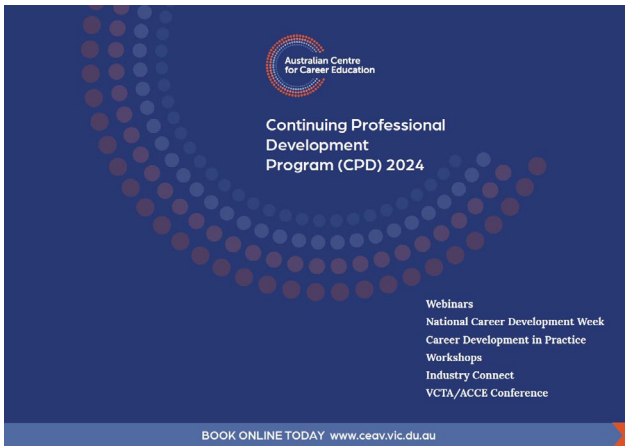
The Australian Mathematical Sciences Institute (AMSI) and The Australian Centre for Career Education (ACCE) proudly partnered with the support of the Toyota Community Trust, to host the 2024 Teacher Professional Learning in Industry Day held on Tuesday May 21, 2024.

The day connected secondary mathematics teachers and careers advisors with tertiary educators and industry. The purpose of this professional development was providing teachers and careers advisors with information on the enormous and growing demand for mathematics and statistics in the workforce, the industry roles that require mathematical skills, and the appropriate study pathways for these careers.



Continuing Professional Development Program

Across the year, over 50 professional development events, including webinars were shared with members. Webinar registrations grew from 1,423 in 2023 to 2,604 in 2024 reflecting an 83% increase in attendance and CPD hours completed.



Professional Learning Day, QLD

The Queensland Professional Career Education Learning Day, held in August 2024 at All Hallows School in Brisbane, brought together career practitioners for a day of professional development, collaboration, and networking.

This free event provided attendees with valuable insights into career education practices, tools, and resources, aimed at enhancing their ability to support students' career pathways effectively.

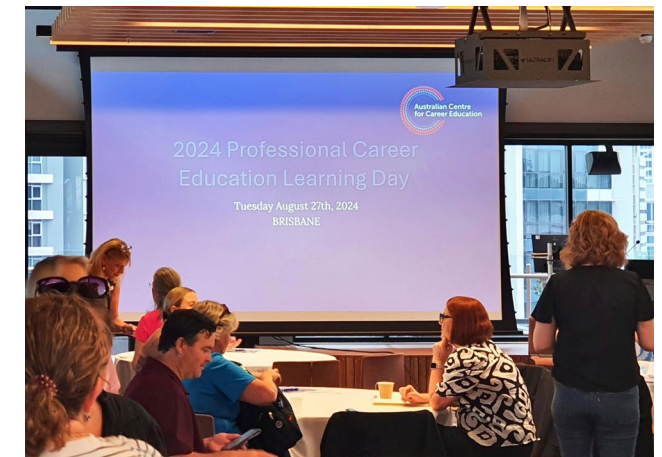
This event was made possible through the collaboration between ACCE, All Hallows School, and guest presenter, ACCE Honorary Academic Dr. Mary McMahon.



The event drew a remarkable turnout, with 38 of the 39 registered career practitioners and educators from Queensland enthusiastically participating in the program.

The sessions offered valuable insights, tools, and strategies for advancing career education practices. Craig Eastwood, Career Development Manager at ACCE, presented an in-depth exploration of the Morrisby Vocational Assessment, detailing its history, methodology, and features. Over its 20 years of use in Australia, the tool has become a cornerstone in career education, benefiting from locally customised content and significant investments by the Victorian Department of Education, which have resulted in over 160,000 student profiles since 2018.

Participants learned more about the Morrisby Profile and its alignment to the Australian curriculum, 860 careers and 200 short courses regularly updated by a dedicated career team that supports students to explore their options and make informed career decisions.



Kerry Brookes, Head of Teaching and Learning at CEAV Institute, provided an insightful session on the Australian Qualification Framework (AQF) and the benchmarking of career development services. Kerry emphasised the importance of verifying course providers for post-school pathways and using benchmarking to identify areas for growth and actionable improvements. Participants also learned about pathways for professional development through accredited courses and Career Development in Practice (CDIP) workshops, enhancing their ability to deliver effective career services.

Honorary Associate Professor Dr. McMahon shared concepts from her co-authored publications, focusing on innovative career theories and models. Her session highlighted the importance of connections, relationships, and collaboration in career education, while also advocating for social justice, cultural awareness, and customized approaches to support diverse student needs. The day concluded with interactive workshops based on the Australian Blueprint for Career Development, where participants collaborated to create career development content aligned with competencies and phases.

Attendees left the event with enhanced knowledge of career development tools, including Morrisby and AQF resources, as well as strategies for benchmarking and improving school-based career services. They gained practical insights into supporting neurodiverse students and tailoring career guidance to meet diverse needs, all while building stronger networks with regional career practitioners.

Professional Learning Day, Shepparton

In collaboration with the Shepparton District Careers Association (SDCA), ACCE delivered a Shepparton one-day Professional Career Education Learning Day on 14 November at La Trobe University's Shepparton campus.

The event brought together career practitioners from across regional Victoria for a free professional development day, offering a valuable platform for networking, collaboration, and knowledge-sharing. The event enabled ACCE to support regional career practitioners and present vocational tools and resources to support their career services.

"Networking with other career practitioners from a regional area with a similar cohort was immeasurable. The Shepparton schools are doing some amazing work in the Careers space,

particularly in supporting students with additional needs. I came away with not only new insights but also new ideas about how to best support all our students."

— Kara, Ballarat

A total of 50 registrations were received with over 30 participants attending on the day. Feedback highlights the event's impact including inspiring new approaches to career development and addressing the needs of students in diverse circumstances:

"On reflection, my most important takeaways were ACCE's preparedness to journey out to country Victoria and network with rural practitioners face-to-face. The content of the day's sessions was very beneficial for new career practitioners and provided a terrific reminder of the professional development opportunities available."

— Barry, Sandhurst



Benchmarking Career Services

In 2024, ACCE completed a total of 10 Benchmarking Services with Schools.

Two of the schools were self-funded to complete the comprehensive 4-day Benchmarking service that provides a full report and survey data to help schools understand their performance and career service.

The benchmarking tool establishes a baseline position for the school's current service and then identifies any missing elements in the careers service against seven categories of delivery:

- ▶ Leadership and Management
- ▶ Strategic Planning Processes
- ▶ Data and Analysis
- ▶ Resources
- ▶ Client Focus
- ▶ Processes and Services
- ▶ Outcomes

The Victorian Catholic Education Authority (VCEA) provided funding for up to 15 schools to complete the service across 2024-2025. In 2024 ACCE provided the service to 8 VCEA funded schools across the state.



VET Development Centre Partnership



ACCE continued its partnership with the VET Development Centre, supporting the facilitation and moderation of the centres high-quality, best practice professional development series for the VET sector.

A total of 125 sessions (375 hours) of professional development delivery took place supported by ACCE from Jan-Dec 2024.



VCTA Work Futures Conference

ACCE supported the Victorian Commercial Teachers Association (VCTA) to deliver its 2024 Conference, *Workforce 2026, Embracing the Skills of Tomorrow*.

Attendees included teachers, professionals and career practitioners working in schools, specialist settings and tertiary education.

Sessions included:

- ▶ RBA: Current Domestic Economic Conditions Affecting the Labour Market
- ▶ University High School: Unlocking AI's Transformative Power
- ▶ Haileybury: Navigating Tomorrow: How Haileybury is Fostering Innovation and Entrepreneurship
- ▶ Law Institute of Victoria: A Career in the Law: A Shifting Paradigm
- ▶ Deliver Education: Industry and Enterprise in Focus
- ▶ Deakin University: The Gold Standard of Work Integrated Learning in Business and Commerce
- ▶ PIEFA: Cultivating Careers: The Future of our Primary Industries
- ▶ VCTA & VCAA: Industry and Enterprise – shaping students for a future of work
- ▶ Future Advisory: AI & the influence of technology
- ▶ Victorian Department of Education: Employment Forecast Dashboard and Lesson Plans and Resources
- ▶ VCAA: Victorian Curriculum and Careers – Many Pathways to Success
- ▶ Productivity Commission: The Evolving Skills Landscape

The event was held at the CPA Office in Melbourne and was well attended by commercial teachers and career professionals.

Attendees

- 40%** Secondary Schools: Independent and Catholic.
- 24%** Secondary Schools: Government.
- 19%** Other Educational Institutions (e.g. universities, specialist schools).
- 11%** Industry / Associations.
- 6%** Others (e.g. Consultants).



Work Futures Conference 2024

Workforce 2026: Embracing the Skills of Tomorrow

Friday 19 July 2024 8:30am - 4:00pm

Venue: CPA Australia, Level 20,
28 Freshwater Place, Southbank, VIC

Registration \$240 (Inc. GST)

VCTA Victorian Commercial
Teachers Association
www.vcta.asn.au



ACCE Committee of Management and Staff

2024 Board members

Chair and President: Trevor Black, Carey Baptist Grammar

Deputy Chair/Vice President: Mae Batrouney, Highvale Secondary College
Treasurer: Lucinda Huffer, Wellington Secondary College

Secretary: Jacky Burton, The Knox School

Director: Jenny D'Altera, Lauriston Girls' Schools

Director: Karina Wheeler, Sacred Heart College

ACCE Management Team

Chief Executive Officer: Penne Dawe

Operations Manager: Lee Ponsioen

RTO Manager/Head of Teaching and Learning, CEAV Institute: Kerry Brookes

Program Manager, My Career Insights and Enhanced MCI program trial: Karen Pritchard

Career Development Manager and Morrisby Reseller Manager: Craig Eastwood

Business and Payroll Manager: Rachel Dodson

Member Services and Project Manager: Amelia McCulloch

ACCE Representation

ACCE represents career development on a number of Boards and through its association memberships:

- ▶ RBA Education Advisory Panel
- ▶ Banyule Nillumbik Tech School Board
- ▶ Public Skills Australia, Jobs and Skills Council, Career Pathway Network
- ▶ Member of the Council of Professional Teaching Associations of Victoria
- ▶ Founding Member Association of the Career Industry Council of Australia
- ▶ National Youth Employment Board, Advisory Board
- ▶ GAN Australia Steering Committee

Partnerships

- ▶ Brotherhood of St Laurence
- ▶ AMSI
- ▶ Orygen
- ▶ Victorian Chamber of Commerce & Industry
- ▶ Canadian Career Development Foundation



ACCE is a not-for-profit educational charity that supports career education and development as a lifelong process. We believe that through the development and delivery of ethical and professional career education and training, careers counselling services and products, individuals can become successful career self-managers.

CONTACT

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