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2.1 Attachment: School to Work Planning Initiative 2002 Progress Report 26
1.1 Introduction

Current national and state education policy directions support the view that before leaving school, students should have employment related skills and an understanding of the work environment and career options and pathways to further education, training, employment and life-long learning.

The Ready for Work Plan: School to Work Program is a government election commitment for 1999 – 2003. Over this period the NSW government has committed $21.5M to support the School to Work Program for NSW government secondary schools. This program aims to equip students with the skills, understandings and attributes that will enable them to better manage their transition from school.

In 1999, 78 government schools across NSW were involved in the pilot School to Work Program. By 2000 this number had grown to 317 government secondary and central schools targeting over 14,000 students.

Towards the end of 2000, all NSW government secondary schools were invited to apply for funding for 2001, either to introduce the School to Work Program for the first time or to expand their existing Program. There were 420 NSW government secondary schools involved in the School to Work Program in 2001.

The rapid growth in school and student participation in the School to Work Program continued in 2002. A total of 510 NSW government secondary schools, central schools and schools for specific purposes across 40 districts applied for and received funding. These schools were asked to report on their progress by completing a School to Work Planning Initiative 2002 Progress Report. (See attachment 2.1).

This Annual Report was compiled from the progress reports completed by school-based School to Work co-ordinators. These reports have provided both quantitative and qualitative data on the implementation and outcomes of school to work planning initiatives for students and schools. Co-ordinators provided additional comments on the questions and indicated the issues and barriers as well as strategies used to overcome them. Responses have been provided in the report as graphs with accompanying comments. Quotes by careers advisers and school to work co-ordinators have been included to give a more realistic view of progress made throughout the year.

“School to Work is an excellent initiative which the students have really taken on board and enjoy”

Mendooran Central School
1.2 Response to Recommendations from the 2001 Annual Report

The 2001 Annual Report presented a set of recommendations developed from the analysis of the progress report responses from that year. The following information reports on progress by the VET in Schools Directorate to achieve these recommendations to strengthen the ongoing quality and effectiveness of the School to Work Program.

1. Isolation and the implementation of school to work planning

Schools in isolated areas reported difficulties in implementing school to work planning, especially in obtaining work experience placements.

2001 Report Recommendations:

That the VET in Schools Directorate:

(i) liaise with districts to enhance strategies to facilitate access to city based work experience for students from isolated areas

(ii) investigate the possibility of providing additional funding to support isolated schools to offset the transport costs incurred in providing vocational learning opportunities.

In 2002, the 40 school districts received funding to support local workplace learning initiatives. This funding was allocated so that:

- students in government schools were better prepared for workplace learning activities
- employers and workplace supervisors were better prepared to support student participation in workplace learning activities

The funding provided to districts included an isolation factor which considered the additional needs of students in isolated parts of the state. Districts were encouraged to work with their schools to develop local strategies that addressed the intended funding outcomes and local needs of the students.

2. Numbers of students participating in school to work planning

Responses by some schools in 2001 identified that the size of groups undertaking school to work planning was limited. Reports indicated that 230 schools were providing school to work planning to fewer than 100 students. Further, only 16 schools reported that they were using a whole school approach to deliver school to work planning across the curriculum. These figures correlate with issues and concerns of time, staff resistance, curriculum issues and training and development of staff.
2001 Report Recommendations:

That the VET in Schools Directorate:

(i) enlist the support of the Secondary Principal’s Council to promote the implementation of school to work planning initiatives across the curriculum within schools

(ii) work with the Personnel Directorate within the Department to focus the 2002 training and development of school facilitators and key executive staff on strengthening the individual school’s capacity to deliver school to work planning across a range of curriculum areas

(iii) facilitate the distribution and dissemination of strategies which develop the delivery of school to work planning across the curriculum to whole cohorts of students to schools and districts

(iv) develop specific curriculum support documents, in consultation with DET curriculum officers, to support teachers in implementing cross-curriculum school to work planning.

In 2002 the VET in Schools Directorate consulted with members of the NSW Secondary Principal's Council on the profile of the School to Work Program and school support strategies required. Discussions included the successes of the Program, national directions and priorities for the future.

The Directorate also worked closely with the Department’s Personnel Directorate to develop and provide a training program to support teachers implement the School to Work Program. In Term 2, 2002 training sessions were held in 36 locations across New South Wales to give careers advisers and school executive the opportunity to:

- review the School to Work Program from a national, state and local perspective;
- examine the new Employment Related Skills Logbook and review its potential implementation; and
- develop strategies for implementing the School to Work Program across the curriculum at school level.

In 2002 the VET in Schools Directorate consulted teachers and Departmental curriculum officers to advance the concept of designing curriculum support documents to implement cross-curriculum activities for vocational learning. These documents were to coincide with the release of the NSW Board of Studies K-10 Curriculum Framework guiding the revision of the new K-10 syllabuses and the implementation of the Work, Employment and Enterprise cross-curriculum content statement.

3. Mapping the Board of Studies curriculum documents for school to work planning references
Responses in the 2001 report indicated that school to work planning is best implemented across the curriculum.

2001 Report Recommendations:

That the VET in Schools Directorate:

(i) in collaboration with the Professional Support and Curriculum Directorate, map curriculum documents to identify the vocational learning outcomes

(ii) develop and disseminate a range of generic tools and strategies for the delivery of school to work planning across the curriculum

As part of the 2002 School to Work training, the VET in Schools Directorate facilitated a session titled Across the Curriculum. This engaged participants in mapping their school to work planning activities across the curriculum focusing on four modules against eleven vocational learning outcomes. The modules included:

1) Learning about self in relation to work
2) Learning about the world of work
3) Learning to make career plans and pathway decisions
4) Implementing career decisions and manage work/study transitions

This training gave careers advisers and School to Work co-ordinators practical guidance and strategies.

In Term 4 2002, The Real Game was piloted in ten government high schools across NSW. The Real Game is a career development program, originating in Canada, which allows students to learn about adult life and work roles in the context of their own career and transition planning. The Real Game was piloted to consider its potential value within the broader delivery of school to work planning across the curriculum. The pilot confirmed that The Real Game has great potential for effective implementation in NSW government schools to support the School to Work Program.

The Student Guide to Workplace Learning was developed as a resource by the VET in Schools Directorate in 2002. It provides students with detailed information in preparation for their workplace learning experiences and offers a variety of interactive activities for teachers to incorporate into their classroom teaching and learning. It prompts students to explore the world of work and consider future career options whilst still studying at school. The guide can be easily stored in the workplace learning section of the student’s Employment Related Skills Logbook. The Student Guide to Workplace Learning was distributed to schools in Term 1, 2003.

A combination of the School to Work training, implementation of The Real Game and the development of resources such as The Student Guide to Workplace Learning, has provided teachers with tools and strategies to assist in the delivery of the School to Work Program.

4. Logbooks
In 2001 some schools indicated that they found the logbooks were not user friendly. They reported that the literacy level was too difficult for some students, they were cumbersome and hard to store and often arrived too late in the school year for successful implementation.

**2001 Report Recommendations:**

That the VET in Schools Directorate:

(i) actively promote and support the introduction of the new logbook in schools with careers advisers, principals and executive staff

(ii) work in collaboration with the Personnel Directorate to further develop and implement training and development for facilitators which will enable them to develop strategies to use the new logbooks effectively in their schools.

The introduction of the revised School to Work Planning Employment Related Skills Logbook into schools in 2002 has received predominately positive feedback. To support the implementation of this resource, the VET in Schools Directorate, together with the Personnel Directorate:

- provided training across the state to school to work co-ordinators and school executive
- enhanced the knowledge and understanding of the School to Work Program with District Vocational Education Consultants
- presented information to the executive of the NSW Deputy Principals Association
- focused on the use of the logbook and other resources during training for new careers advisers.

5. **Dissemination of the school to work planning Annual Report 2001**

Additional information obtained from the progress reports in 2001 enabled the identification of practices where students were engaged in activities that improved vocational knowledge and practice in schools. This information provided strategies to inform teaching practice.

The identification and reporting of these strategies:

- promoted innovative learning activities for school to work planning;

- provided a quality standard for curriculum design and delivery focusing on an integrated, cross-curriculum approach; and

- provided effective strategies to assist in school to work planning implementation

Schools implementing cross-curriculum strategies identified in the School to Work Planning Progress Reports were canvassed by telephone for information on how their teaching programs underpinned their school to work planning outcomes.

**2001 Report Recommendations:**
That the VET in Schools Directorate:

(i) initiate dissemination of school to work implementation strategies to principals, vocational education consultants and careers advisers

(ii) continue to consult with key personnel in other Directorates within the Department and those representing parents, teachers, principals and employers to promote the school to work program.

The School to Work Planning Initiative Annual Report 2001 was distributed to all government secondary schools, district superintendents, district vocational education consultants and relevant DET directorates in June 2002. This information was collated to inform key personnel of the progress of the initiative for 2001.

Officers in the VET in Schools Directorate have continued to work closely with District Vocational Education Consultants by speaking at local training sessions and workshops to assist in the promotion of the program. In addition, an article was submitted in 2002 to the NSW Federation of P&C Journal to provide information to parents, caregivers and the general community on the School to Work Program. The article titled Students Learn Employment Related Skills introduced the Employment Related Skills Logbook and outlined its success in supporting students’ transition from school.

In 2002, the VET in Schools Directorate began the dissemination of information on the School to Work Program to outside industry bodies. National organisations such as the Australian Industry Group and Australian Business Limited have been informed of this New South Wales government schools’ initiative which identifies employment related skills in the classroom. The logbook has received positive recognition by both business and industry.
1.3 Student Participation in School to Work Planning

The 2002 progress reports submitted by schools indicated that 134,939 students participated in School to Work planning activities in 2002. Graph 1 identifies the significant growth in participation by students from 2001 to 2002.

"The profile of School to Work Planning in the school has increased. There is an increased awareness amongst students of the need to plan their move from school to work and the importance the school places on it"

Wade High School

DET Page 9 14/07/03
Graph 2 indicates the number of students undertaking School to Work planning activities in 2002 by gender and year group. The results show a similar participation by male students compared to female students, with more females in Years 11 and 12.

“The School to Work Program at Ashfield Boys High School has proved to be very successful. Students are aware of the decision making processes of career pathways and are willing to consider all options realistically”

Ashfield Boys High School
Schools reported on the numbers of students participating in School to Work planning activities from identified target groups; students from indigenous backgrounds, students with a Language background other than English (LOTE), transition/integration students and students at risk (graph 3). Of these groups, LOTE students were identified as the mostly represented group.

**Graph 3**

*Participation in School to Work by Target Group and Year Group in 2002*

![Graph showing participation by target group and year group in 2002.](image)

**Note:** Some students were identified within more than one target group.

“To aid in the assimilation/orientation of students from our Intensive English Centre (IEC), a program of work experience was initiated. This proved to be extremely successful. So much so that the school intends to more comprehensively involve these students in School to Work planning in the New Year”

Evans High School

“Funding (for School to Work) has allowed a group of students at risk to enhance their self esteem, life experience and work readiness”

Merrylands High School
Graph 4 reports on the number of students schools identified as participants in the Stage 5 Work Education and Stage 6 Work Studies courses by year group in 2002. Both courses were predominately delivered to smaller groups of students, although a small number of schools reported that they delivered Work Education to whole cohorts.

“Work Education and the School to Work Program continue to be an important component in the delivery of life skills to students in a small isolated community where generational unemployment is high”

Bowraville Central School
1.4 School management teams

The responses provided by schools in their progress reports indicated that the School to Work Program was predominantly facilitated by the careers adviser but also involved a management team which included head teachers, principals, deputy principals, VET coordinators, class teachers, support teachers, the school welfare team, parents and community members (graph 5).

**Graph 5**

*Personnel Involved in the School to Work School Management Teams in 2002*

The school management team or School to Work co-ordinator identified the following as key strategies for the success of the School to Work Program:

- training and development of the management team and the whole school staff for cross-curriculum delivery;
- effective co-ordination of the program and follow up by individual facilitators;
- support from principals and executive staff;
- School to Work as a key priority identified in the school’s management plan;
- interactive cross-curriculum activities;
- implementation of computer based programs to support data collection;
- resource acquisition;
- community recruitment, for example, work experience hosts, community agencies and mentors; and
- school based evaluation of program outcomes.

“The School to Work management team are more motivated than ever and have implemented many programs to build employment skills in students.”

Glenmore Park High School
1.5 Consultation and collaboration beyond the school

The schools progress reports clearly demonstrated an expansion of partnerships between schools and the broader community. Consultation and collaboration were reported as extensive and involved school personnel, parents and caregivers and the wider community. The partnerships supported workplace learning activities and the investigation of vocational options.

Graph 6
Range of Personnel Involved in Consultation and Collaboration in School to Work in 2002

“Extremely positive responses from both students and parents (as well as staff) from the university campus tours and talks”

Smiths Hill High School

“From progress made this year I expect the School to Work Program to be implemented across all KLA’s, involving all students in Years 9-10 in 2003. Focus will also be directed at fostering partnerships within the community”

Westport High School
Additional activities that did not appear in the response section of the question but were frequently noted by schools included:

- local employer surveys;
- students working with teacher and community mentors;
- self esteem courses, for example, personal presentation and body language;
- presentations and workshops by community groups;
- TAFE and school initiatives, for example “taster courses”; and
- mock interviews.

“Students gained a great deal from the TAFE taster courses and the special job skills program at Access Community Group”

Woonona High School
1.6 Implementation strategies for School to Work Planning

Schools reported they were engaging students in *School to Work Planning* using a range of strategies (graph 8).

**Graph 8**

*Number of Schools Implementing School to Work in 2002 by Strategy*

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Education Lessons/Workshops</td>
<td>445</td>
</tr>
<tr>
<td>Work Experience</td>
<td>445</td>
</tr>
<tr>
<td>Student Counselling/Career assessment</td>
<td>401</td>
</tr>
<tr>
<td>Year Advisers Involvement</td>
<td>327</td>
</tr>
<tr>
<td>Personal Profiles for Students</td>
<td>327</td>
</tr>
<tr>
<td>School Newsletter</td>
<td>325</td>
</tr>
<tr>
<td>Transition/Integration Programs</td>
<td>314</td>
</tr>
<tr>
<td>Training for Students in Action Planning</td>
<td>305</td>
</tr>
<tr>
<td>Referrals to JPP and Other Community Agencies</td>
<td>303</td>
</tr>
<tr>
<td>Information Evening for Parents</td>
<td>218</td>
</tr>
<tr>
<td>Teachers Aide/Job Coach Support</td>
<td>215</td>
</tr>
<tr>
<td>Work Education/Work Studies Courses</td>
<td>203</td>
</tr>
<tr>
<td>Additional Clerical Support</td>
<td>163</td>
</tr>
<tr>
<td>School to Work Planning Database</td>
<td>140</td>
</tr>
<tr>
<td>Community Mentors</td>
<td>124</td>
</tr>
<tr>
<td>Other</td>
<td>88</td>
</tr>
</tbody>
</table>

“*I received clerical and teacher support at peak periods during the year. This assistance was greatly needed and appreciated*”

Cheltenham Girls High School
1.7 Assessing school and student outcomes

Schools reported that the most common methods used for assessing outcomes for both the students and the school included:

- observation of increased student involvement in school to work activities;
- verbal communication between facilitators, students, parents, school staff, employers and the community;
- surveys from students, parents, employers and community agents;
- assessing the quality of students’ written and verbal workplace communications;
- post school destination surveys;
- assessing the quality of students responses in the Employment Related Skills Logbook;
- observation of student attitude and success in courses;
- work experience reports; and
- design and production of classroom posters and career magazines.

1.7.1 Student outcomes

School to Work co-ordinators reported positively on student outcomes (graph 9).
As a result of their participation in *School to Work* Initiatives schools reported that students have:

- increased their self esteem;
- improved their attendance, behaviour and the completion of classwork, particularly targeted students;
- enhanced their information technology, telephone and interview skills;
- improved their subject selection decision making;
- increased their confidence and desire to engage in job seeking;
- increased their understanding of work practices and OH&S issues in the workplace;
- enhanced their understanding of employer expectations in regard to presentation, behaviour, manners and sense of co-operation in the workplace;
- increased their completion of certificate courses;
- sampled a variety of courses and engaged in work placements resulting in a broadening of their vocational horizons;
- used computer based vocational programs;
- begun planning their transition from school to work.

*“In the middle of the year only half the group planned to go on (to year 11), now all students have enrolled”*

Binnaway Central School

*“Students understanding of the importance of decision making, subject selection and VET courses has been greatly improved”*

Yanco Agricultural High School

*“This funding has allowed us to provide a more extensive and intensive program for our students with disabilities, resulting in positive work ethics enhancing their chances of post school employment”*

Holroyd School

### 1.7.2 Whole school outcomes

Schools reported that as a result of their participation in *School to Work* students have:

- improved their subject selection choices for Year 11;
- increased their choice of VET courses, Work Education and Work Studies;
- enhanced communication with employers in the local community;
- improved attendance and retention rates, as a result of their participation in appropriate and meaningful courses which focus their goals and lead them to successful career choices;
- improved their classroom behaviour and participation due to enhanced self-esteem, more positive attitudes and increased awareness of the value of school;
- increased opportunities to develop communication skills in vocational areas; and
increased their post school enrolments at TAFE.

Schools have reported that they have:

- improved team based implementation strategies, especially those dealing with students 'at risk';
- increased the enthusiasm and motivation of their School to Work management teams;
- expanding partnerships between the school and the broader community;
- improved parent and caregiver attitudes towards the school;
- increased involvement of parents and community with the school; and
- increased access to support services for parents and students available in the community.

Graph 10
Number of Schools Undertaking School to Work in 2002 by School Outcomes

"Unexpected positive feedback from parents regarding an increase in School to Work activities"

Killarney Heights High School

"The program is highly successful – well supported by the principal and all staff across the curriculum. Greatly improved student focus and readiness for work has been praised by the local community"

Willoughby Girls High School
1.8 Issues, barriers and comments

In their 2002 Progress Reports, schools reported on issues and barriers which might hinder their progress in the successful implementation of the School to Work Program and identified the strategies to overcome these. Those most noted were:

**Time**

School to Work co-ordinators have identified the constraint of time as a major barrier to the successful implementation of the Program. Issues raised were a lack of time to;
- adequately train and develop faculties in School to Work Planning;
- conduct individual student interviews;
- prepare more material to support the curriculum; and
- add extra activities to the current “crowded curriculum.

Schools reported on a range of methods they have adopted to successfully minimise this issue. Most are using their School to Work funding to finance casual relief for peak periods during the year to allow for planning, training and clerical assistance. Some schools that are unable to source casual relief have used funding to provide refreshments and meals for staff to attend after school meetings.

**“Excellent program, but shortage of personnel who can devote time is a problem”**

Mulwaree High School

“A very full School to Work/careers education program has been offered this year. Difficulties have been to coordinate with other fixtures on the school calendar. Excellent success rate with JPP programs and OH&S program”

Lake Illawarra High School

**Staff acceptance of School to Work Planning**

A review of the school progress reports indicated that staff acceptance of the School to Work Program varies throughout districts. Careers advisers and School to Work co-ordinators noted that without the support of colleagues and executive, implementation of a whole school approach was difficult to achieve. The two main issues identified were:

a) the perception that School to Work significantly increases workload and takes up too much time

b) that teachers do not possess a full understanding of the School to Work.

Changing the culture of a school needs to be supported by a collaborative and negotiated plan. Some reports identified the frustrations of some careers advisers and School to Work co-ordinators in trying to initiate change without the full co-operation of the whole school community. At the same time, many careers advisers were pleased to face a new challenge and numerous comments were made about the increase in their own motivation and enthusiasm.
“This program is in its first year targeting whole year cohorts. Involvement of greater number of staff and provision of relevant materials has enhanced the implementation process. We hope to build on the small successes of 2002 in 2003”

Oak Flats High School

“School to Work has been easier to implement this year because of the ground work we put in previously. We are continuing with our work on implementing School to Work into other faculties”

Kempsey High School

Physical handling of the logbook

Schools reported issues in the physical handling and storage of the Employment Related Skills Logbook. While many reports gave positive feedback on the relevance and use of the resource, some indicated that the large size and weight of the logbook made it difficult for students to carry in their bags to and from school. To address this issue some schools have stored the logbooks in their libraries, the careers advisers’ office, the school office and storerooms. Some school libraries have bar-coded the folders to streamline students’ access to them when needed. Many schools have installed shelving systems and cupboards or purchased crates for storage.

“Intent is wonderful, however, physically difficult for students to carry between home and school”

Balgowlah Boys High School

Relevance of the logbook for students with special needs

The 2002 progress reports identified that some teachers felt that the literacy level of the Employment Related Skills Logbook was too difficult for their students. They indicated that this resulted in some students missing out on accessing this valuable resource to support their transition planning. To assist these students, the VET in Schools Directorate designed, in consultation with specialist teachers, a support supplement to replace existing pages in the Employment Related Skills Logbook. Teachers have indicated that pages in this supplement are useful for students with disabilities, some students from backgrounds other than English, students with low literacy levels or younger students at risk of leaving school early. Schools received teacher resource copies of this support supplement to the logbook early in 2003.

“Whilst some of the areas are not applicable to our students the fact that we can use the disk to tailor sheets to our students makes it a very useful aid for their records”

GS Kidd SSP

Relevance of School to Work Planning for gifted and talented and selective school students

Some schools reported that School to Work Planning was not appropriate for supporting the career and transition needs of gifted and talented students. At the same time, other
similar schools identified the value of the initiative to support all students plan their transition through school and from school. These students will:

- apply for scholarships;
- need to plan their education pathways;
- possibly enter courses that require a vocational component; and
- need to work to support their study.

Schools reported that teachers have altered activities in the *Employment Related Skills Logbook* to cater for more capable students and focused on a more individualised approach to assist in planning.

The *School to Work Program* is designed to support the needs of all students.

“**While our STWP implementation differs from a comprehensive high school, it is still seen as an excellent resource in preparing our students for tertiary study and associated scholarships and entry requirements. It is a program that is assisting us to maximise our students’ opportunities and Hurlstone is very grateful for the support in setting up the program**”

Hurlstone Agricultural High School

**Cross-curriculum implementation of School to Work Planning**

The 2002 progress report asked *School to Work* co-ordinators to identify implementation strategies used in their school to integrate school to work planning across the curriculum. Schools indicated that generally 2002 was a year of planning for most schools. Careers advisers and *School to Work* co-ordinators focused on informing executive and staff and worked to raise the profile of the initiative. The logbooks slowly became a familiar resource with many schools introducing ‘School to Work weeks’ where entries were made in each lesson.

Report responses indicated that teachers have exciting plans for 2003 as the *School to Work Program* continues to become an integral part of the school curriculum.

“All up it has been an excellent year in terms of School to Work at this school. We have achieved a great deal. It has been a big step to be able to get staff to commit to implementing a School to Work focus across the curriculum”

Port Macquarie High School

“In 2003 we expect a greater acceptance within the school community of the School to Work planning process. Cross curriculum delivery will be ongoing. The introduction of Work Studies to year 10 (for year 11) will further increase the credibility of the initiative”

Moss Vale High School
1.9 Recommendations for the future

The following recommendations flow from the analysis of the 2002 progress report responses.

1. Time

Time, again, was reported by a substantial number of schools as being a significant barrier in their capacity to successfully implement School to Work Planning.

Recommendation:

That the VET in Schools Directorate:

- continues to support districts and schools by providing resources which support the successful implementation of the School to Work Program and support teachers to deliver vocational learning across the curriculum.

2. Staff acceptance

Careers advisers and School to Work co-ordinators are finding the program difficult to implement as a whole school without the support of colleagues and executive.

Recommendations:

That the VET in Schools Directorate:

(i) continue to liaise with the NSW Secondary Principal’s Council and the NSW Deputy Principal’s Association to promote the implementation of the School to Work Program.

(ii) work, in conjunction with the Personnel Directorate, to focus the 2003 training and development of school facilitators and leaders on strengthening the individual school’s capacity to integrate vocational learning across all curriculum areas.

3. Physical size of the logbooks

The vast majority of schools have enthusiastically embraced the new Employment Related Skills Logbook into their School to Work Program. Although there are no immediate plans to alter its physical size, there are ways that schools can manage their use.

Recommendation:

That the VET in Schools Directorate:
continues to respond to the need of students and schools by providing solutions for the successful implementation of the Employment Related Skills Logbook.

4. Relevance of the logbook for students with special needs

Recommendation:

That the VET in Schools Directorate:

develops and distributes support materials for The Employment Related Skills Logbook to meet the literacy levels of students with special needs.

5. Perceived relevance of School to Work for gifted and talented students

Recommendations:

That the VET in Schools Directorate:

(i) liaises with education.au limited and New South Wales careers advisers to develop materials that will support the use of the myfuture website in classrooms

(ii) begin to develop strategies and materials to cater for the needs of gifted and talented students in the School to Work Program.

6. Cross-curricular implementation

Recommendation:

That the VET in Schools Directorate:

develop 8 Key Learning Area booklets for assisting schools to embed a cross-curriculum approach to vocational learning
1.10 Conclusion

The School to Work Program is poised to enter a new era; however it will continue to support the successful transition of young people from school to further education, training and employment as a result of:

- a planning process which develops an understanding of career pathways
- the selection of courses which reflect an understanding of the vocational opportunities and transferable employment related skills courses offer
- increased self-confidence and motivation for life-long learning
- the development of vocational and enterprise skills integrated into teaching and learning across the curriculum
- improved understanding and knowledge of the links between education and training, business and industry, and the community

The current and increasing focus on vocational and enterprise learning as an integral syllabus component across all curriculum areas will ensure young people can view their learning as relevant and lifelong, to be articulated into career and life skills for the future. It provides an opportunity to develop a new approach to career advisory and transition support services for students for the future, while continuing to provide access to suitably qualified people to support them to make key decisions about jobs, courses and career paths, including access to information systems and careers advice which is informed by current labour market trends.

The School to Work Program in NSW is the facilitator for vocational learning. It not only provides careers advisers, but all teachers and school leaders, with the structure and resource support to ensure students are well prepared for the future.

“I believe this is a worthwhile program that involves some of the most rewarding and constructive work I have done as a Careers Adviser”

Killara High School

“This is a good program for students. Over time I would envisage that School to Work will have a greater impact as more people come on board and see the connection between school and work. It is a program that should be given higher priority in all schools”

Parkes High School
Please complete this report by ticking (✓) as many boxes as apply or entering numbers in each section as required.
Space has been provided for additional responses and comments.
Please attach copies of documents/resources developed at your school.

YOUR COMPLETED FORM SHOULD BE RETURNED TO YOUR DISTRICT VOCATIONAL EDUCATION CONSULTANT BY 6 DECEMBER 2002.

1. Students participating in School to Work Planning.

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>STUDENTS in SCHOOL TO WORK PLANNING Overall numbers of students involved</th>
<th>EQUITY TARGET GROUPS Estimated numbers of students involved</th>
<th>OTHER RELATED PROGRAMS Numbers of students involved</th>
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</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. The School Management Team included (✓)

- Principal
- Deputy Principal
- careers adviser
- parent(s) / caregiver(s)
- Head Teacher of
- class teacher(s)
- community agency
- VET co-ordinator
- school welfare team
- Head Teacher of
- Support Teacher Learning Difficulties

Comment

__________________________________________________________

__________________________________________________________

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3. Implementation included consultation and collaboration with (✓)

- VET in Schools Directorate
- District Office based staff
- local schools
- local VET in Schools Committee
- local employers
- local community programs/agencies
- careers adviser
- TAFE

Comment

4. Implementation strategies used.

(i) Integration across the curriculum

Year groups and KLAs involved (✓)

<table>
<thead>
<tr>
<th>Year Groups</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Creative Arts</th>
<th>HSIE</th>
<th>LOTE</th>
<th>PDHPE</th>
<th>TAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KLA</td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Comment on specific strategies used:

(ii) Strategies used also included (✓)

- training for students in action planning
- information evening for parents
- community mentors
- School to Work Planning database
- career education lessons / workshops
- Work Education/Work Studies course(s)
- transition /integration programs
- school newsletter

- work experience
- Year Advisers involvement
- student counselling/career assessment
- personal profiles for students
- Teachers aide/job coach support
- additional clerical support
- referrals to JPP and other community agencies

Comment
5. Employment Related Skills logbook  Please indicate (√) on a scale from 1(lowest) – 5(highest).

- Physical appearance
<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Appealing</th>
</tr>
</thead>
</table>
- Student acceptance
<table>
<thead>
<tr>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very High</th>
</tr>
</thead>
</table>
- Staff acceptance
<table>
<thead>
<tr>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very High</th>
</tr>
</thead>
</table>
- Parent / community acceptance
<table>
<thead>
<tr>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very High</th>
</tr>
</thead>
</table>
- User friendly
<table>
<thead>
<tr>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very user friendly</th>
</tr>
</thead>
</table>
- Appropriateness of “Employment Related Skills” highlighted in the logbook.
<table>
<thead>
<tr>
<th>Inappropriate</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Appropriate</th>
</tr>
</thead>
</table>

Comment (including any alternative/additional employment related skills):
_________________________________________________________________________

6. Student activities included (√)
  ☑ developing/reviewing their school to work plan
  ☑ using Employment Related Skills logbooks
    - Year Groups (circle): 9 / 10 / 11 / 12
    - No of students: .......... 
  ☑ career planning/interviews
  ☑ Career Expo
  ☑ other courses/certificates: (circle) AussieHost, First Aid, CPR, OH&S, TAFE based.

Comment / additional information (including other courses/certificates undertaken)
_________________________________________________________________________

7. Student outcomes included (√)
Students have developed knowledge, skills, values and attitudes about
  ☑ planning to manage transitions
  ☑ their employment related skills
  ☑ importance of lifelong learning
  ☑ post-school options and pathways
  ☑ self esteem and self confidence
  ☑ community and personal networks
  ☑ vocational relevance of subjects/courses
  ☑ appropriate subject selection
  ☑ access to/services of community agencies
  ☑ workplace issues/safety/ethics
  ☑ workplace documents e.g. resume/logbook
  ☑ workplace communications
  ☑ workplace responsibilities/opportunities
  ☑ part-time employment opportunities
  ☑ use of information technology

How were student outcomes measured/assessed?
_________________________________________________________________________
8. Outcomes for the school included (✔)

- improved student attendance
- enhanced student self esteem and self confidence
- students involved in more meaningful curriculum
- improved team strategies of school personnel
- improved subject selection process
- increased numbers accessing VET courses
- improved community networking
- cross curriculum implementation
- improved staff understanding of vocational learning across KLAs

How were school outcomes measured/assessed?

_________________________________________________________________________

9. School implementation issues Please outline the strategies you used to overcome any issues or barriers you faced in implementing school to work planning.

<table>
<thead>
<tr>
<th>ISSUE / BARRIER</th>
<th>IMPACT (✔)</th>
<th>STRATEGIES FOR ADDRESSING ISSUE/BARRIER</th>
<th>SUCCESS (✔)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>low</td>
<td>med</td>
<td>high</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Additional comment(s)

_________________________________________________________________________

11. Expenditure

Please attach a copy of the OASIS expenditure report for your School to Work Planning grant.

Co-ordinator _____________________ ______________________ _______/_____/_____
                          Name                Signature                  Date
Principal               _____________________ ______________________ _______/_____/_____
                          Name                Signature                  Date

PLEASE RETURN YOUR COMPLETED FORM AND ATTACHMENTS TO YOUR DISTRICT VOCATIONAL EDUCATION CONSULTANT BY 6 DECEMBER 2002.