READY FOR WORK PLAN: SCHOOL TO WORK PROGRAM

School to Work Planning Initiative
Annual Report 2004

June 2005
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1. Introduction

Activity to support the successful transition of students from school to post school life has continued effectively in 2004. This activity builds upon the firm foundations established through the "Ready for Work Plan: School to Work Program" implemented in NSW government secondary schools, central schools and schools for specific purposes during 1999 – 2003.

This Report is compiled from the "School to Work Planning 2004 Progress Reports" (Appendix A) completed by School to Work coordinators. These reports surveyed key aspects of School to Work activity to provide both qualitative and quantitative data that can be drawn upon to monitor progress, note areas of good practice and areas that require additional attention. This information is essential for schools, regions and the Vocational Education in Schools Directorate to inform future plans and to effectively target resources to improve processes and outcomes.

Progress Report responses for 2004, required as part of the agreement for School to Work funding, were received from 91% of participating schools.

Responses have been aggregated into graphs with accompanying comments. Feedback on strategies used to implement School to Work is also included. Three Case Studies that address reporting employment related skills, managing the logbook and the operation of the School to Work management team are provided as appendices.
2. Activity Report

2.1 Student Participation

The 2004 Progress Reports submitted by 499 schools indicate that 156,676 students participated in the School to Work Program in 2004. Graph 1 shows student participation by year and gender group.

Graph 1

Student Participation in the School to Work Program by Year Group in 2004

Total: 156,676
Students with a language background other than English (LOTE) continue to be the most represented group from identified equity groups. There is a significant increase in the numbers of Indigenous students participating in School to Work planning in years 10 and 11 compared with participation rates in 2003 as indicated in Graph 2.

Graph 2

**Equity Group Participation in the School to Work Program by Year Group in 2004**

Graph 3 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 2004.

Graph 3
2.2 School Management

The main emphasis of managing the development and implementation of the School to Work Program continues to be through career education and workplace learning with primary responsibility residing with the careers adviser for coordinating and implementing the program. Schools have taken on a variety of approaches in focusing on the importance of documenting employment related skills and transition planning. Many have integrated the process whilst some schools timetable particular times throughout the year to concentrate on School to Work activities.

A number of schools have used School to Work funding to appoint a School to Work coordinator. The work of coordinators varies from school to school. In some instances the role is simply to provide administrative support while in others the coordinator facilitates key aspects of School to Work activity.

The establishment of School to Work management teams are having the greatest impact on the delivery of quality School to Work activity. Many teams have representation across faculties, from the school executive and from the community which allows the implementation of the program to be shared across the school. This accelerates take up and increases the positive impact of the activity on the broad school community. It also supports the momentum of the program when staff changes occur.

Leading edge School to Work schools are actively integrating the School to Work Program and implementation responsibilities across all KLAs and with all school staff. Key strategies used by these schools include:

- Incorporating the School to Work Program in the school management plan with specific responsibilities to embed employment related outcomes in all faculty programs
- Planning and implementing staff development and training days
- Integrating the use of the Employment Related Skills Logbook throughout the school

A Case Study on School to Work Management Teams is at Appendix B.

While the role of the School to Work coordinator and management team continues to be a critical factor of success it is also evident that the support of the school executive is crucial to program effectiveness. The overwhelming response to the survey question asking about the importance of the support of the school executive was that it was vital. Over 400 responses indicated that this support was either 'important or very important'.
2.3 Use of Key Resources

2.3.1 The *Employment Related Skills Logbook* in 2004

Use of the *Employment Related Skills Logbook* increased in 2004 to 113,576 students. Usage by year group is indicated in Graph 4.

Graph 4

Number of Students Using the Employment Related Skills Logbook

![Graph showing number of students using Employment Related Skills Logbook by year group](image)

Reported strategies to support the effective use of the *Employment Related Skills Logbook* focused on storage and access to the logbooks, guided and independent opportunities for entering information and monitoring of logbooks.

Most schools responding to the survey store the logbooks in a central and accessible location with some system to track use and location as loss of logbooks is an issue particularly in the younger years. Libraries with bar-code systems were reported as useful approaches to minimising loss. However, this tracking system did not preclude independent student access to their logbook.

The majority of survey schools reported that they hold special programs to introduce the importance and use of the logbooks to their students. The most common time is during year 9. By year 11, many schools have handed over the ownership and management of the logbook to their senior students.

Across all years, specific times are usually set aside for students to complete relevant sections of the logbook. While this is commonly part of the career education program, numbers of schools are reporting use of the *Classroom* section of the logbook in connection with cross-curriculum activity to link with the *Work, Employment and Enterprise* statement.
Leading edge practice includes:

- Incorporating logbooks into the student’s individual network folders for easy access and entering new data
- Promoting the use of logbooks to parents and carers, and employers via school newsletters and websites
- Formal targets set for new entries with regular review, interview style, with career advisers and / or mentors
- Regular and competent student logbook users become peer mentors to low-use students

A Case Study on Managing the Logbook in a Mainstream High School is at Appendix C.

2.3.2 The Real Game Series

The range of Real Game activities within the Real Game Series being used to complement School to Work knowledge and skills is recorded in Graph 5.

Implementation of the Real Game varies across schools. Most schools position it within the career education program but it is also delivered as part of English, Commerce and Social Science programs in some schools. Years 9 and 10 are the key focus for participation although some schools include the Real Game as part of their career planning for Year 11 and 12 students.

Graph 5

**Student Engagement With the Real Game Series in 2004**

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Real Game</th>
<th>Be Real</th>
<th>Get Real</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>453</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>1213</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>2156</td>
<td>799</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>2582</td>
<td>1782</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>312</td>
<td>160</td>
<td>163</td>
</tr>
<tr>
<td>Year 12</td>
<td>16</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

0 453 1213 2156 2582 312 16 19

Number of Students

Year Group

2000 2500 3000

Real Game
Be Real
Get Real
2.3.3 myfuture website ([www.myfuture.edu.au](http://www.myfuture.edu.au))

The *myfuture* website has increased in use in 2004 with 405 schools reporting use of the website and 300 schools using the brochures.

Reports from schools indicate that the *myfuture* website is used in a wide range of circumstances by students in and out of school as indicated in Graph 6.

**Graph 6**

![School Use of the myfuture Website](chart)

Graph 7 shows awareness of the *myfuture* website in the school community and indicates a developing a profile with parents and employers plus students’ older siblings.

**Graph 7**

![School Community Use of the myfuture Website](chart)
2.3.1 Other Resources

A number of schools reported on the use of external organisations and agencies to supplement their *School to Work Program*. Rotary Clubs played a role in providing guest speakers and in setting up mock interview panels to provide job application and interview experience for students. Careers expos and career based excursions were also popular learning initiatives.

2.4 Cross-curriculum Implementation

2.4.1 Cross-curriculum Implementation by Key Learning Areas

The practical evidence of cross-curriculum implementation is the linking of the *Work, Employment and Enterprise* statement to students' learning in the 7 – 10 syllabus. The *Classroom* section in the logbook assists this process. English and HSIE teachers lead the Key Learning Areas in making this connection as indicated in Graph 8.

Graph 8

Cross-curriculum Implementation by Key Learning Areas

<table>
<thead>
<tr>
<th>Key Learning Areas</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>219</td>
</tr>
<tr>
<td>HSIE</td>
<td>218</td>
</tr>
<tr>
<td>TAS</td>
<td>185</td>
</tr>
<tr>
<td>PDHPE</td>
<td>176</td>
</tr>
<tr>
<td>Mathematics</td>
<td>176</td>
</tr>
<tr>
<td>Science</td>
<td>159</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>134</td>
</tr>
<tr>
<td>Languages</td>
<td>89</td>
</tr>
</tbody>
</table>
2.4.2 Effectiveness of recording and articulation of Employment Related Skills

Schools reported how effectively employment related skills were being articulated and recorded by their students in 2004 by means of a rating from Poor through to Excellent. The results are outlined in Graph 9.

Graph 9

Effectiveness of Recording and Articulation of Employment Related Skills

2.4.3 Reporting of student achievement in Employment Related Skills

Of the 499 schools who submitted the Progress Report, 186 indicated that they were reporting student achievement of employment related skills in some format. Some use the regular school report system while others focus on reports specifically connected with career education, VET or workplace learning activity.

A Case Study on Reporting Employment Related Skills is at Appendix D.
2.5 Enterprise and Community-based School to Work implementation strategies

A range of structured enterprise skill development programs were used in schools in 2004. Detail of key activities is provided in Graph 10.

Graph 10

A wide range of enterprise and community based initiatives beyond those in Graph 10 were reported on as part of 2004 activity. The most commonly reported were mentoring programs; fund-raising for external charities or causes or for in-school projects; operation of in-school cafes or catering services; and work experience programs.

Some significant and innovative initiatives include:
- Producing and running a student based radio program
- Implementation of a conflict resolution program
- Engagement in community support activities such as Meals on Wheels
- Planning and implementing a school market using goods and services produced by the students

2.6 Successful School to Work Strategies

Schools were asked to outline the three most successful School to Work Program strategies they had implemented during 2004.

The strategies reported largely clustered into the following categories:
- Training for staff particularly targeted at KLA teachers
- Building and maintaining strong links with the community and local businesses
• Utilising external programs such as Australian Business Week, Young Achiever Australia, Duke of Edinburgh Award, Plan-it Youth mentoring
• Raising the status of School to Work by providing designated times to promote, celebrate and develop School to Work concepts and activities

Some of the leading edge initiatives included:

• The provision of half day relief to faculty coordinators who had responsibility for ensuring that teacher entries into the logbook were complete
• Design, development and implementation of a school career website
• A ‘reality check’ employer visit where visits to two businesses included employers delivering a ‘home truths’ session about getting a job and keeping it. This reportedly had a high impact on students and influenced transition decisions

• Ensuring access of all students to career expos and career-related activity by providing transport to and from sites

2.7 Financial Expenditure

The 2004 survey responses indicated that the three major targets for School to Work Program funding are teacher relief, resources and subsidised activities for students.

3. Key Achievements

In 2004 it is clear that an understanding that student transition from school to work is a responsibility for the whole school is taking hold. The careers adviser usually takes a leading role but schools are reporting the gradual but significant growth of cross-curriculum staff engagement in highlighting the employment related skills embedded in Key Learning Areas.

The critical importance of support from the school executive is confirmed with the majority of school progress reports (84%) selecting ‘important or very important’ to answer the inquiry about school management.

School to Work management teams involving representatives from all areas of the school and the community are significant in continually improving the effectiveness and coordination of the program.

The increasing use of specially developed resources such as the Employment Related Skills Logbook is positive and encouraging evidence of the spread of School to Work activity. The indications that the School to Work Program is gradually being embraced by the broader community via parents and carers and employers is a significant signal of a shift in understanding about the importance of transitions and the role that all stakeholders have to play in supporting students.

These are all vital developments that contribute to the policies and processes that underpin the School to Work: Creating Future Pathways program being implemented from 2005 – 2007.

4. Addressing Emerging Needs

While there is much to celebrate in terms of achievement, there are still areas that need improvement.
What is apparent is that as the School to Work Program matures it faces new challenges at the school level. One such challenge arises from the attrition of program knowledge and expertise when key drivers of the program transfer to other positions. While there is benefit in the spread of the experience, there also remains a gap.

This critical time of transition within the program itself needs to be managed carefully so that achievements made over time are not lost in the ‘changing of the guard’. A capable and empowered management team is particularly useful in this situation.

Other strategies to maintain momentum include:

- Embedding the use of resources such as the Employment Related Skills Logbook across all school activity
- Reporting student achievement in employment related skills in information to parents and carers
- Ensuring that staff new to the School to Work Program, particularly those in key coordinating positions, have access to training programs. This includes scheduling training programs on an annual basis

The need for whole school commitment to the School to Work Program becomes more urgent as schools recognise that this program applies to all students. Many schools have taken up the opportunity offered through School to Work to position school education as part of a lifelong engagement with learning. These schools understand that all students, whatever their pathway, will require clarity and confidence about skills, interests, aptitude and ability. They also understand that all teachers and community partners contribute to developing this awareness in students.

What is clear is that many schools still hold to School to Work as an area of career education. While there should be a strong and valid connection between the two it is essential that a broader, whole school focus is developed. These schools have well established career education processes but they may be inhibiting the new thinking that underpins School to Work. The career education focus appears to be linked with a further issue of concern regarding expenditure.

There is some evidence that the high rate of financial expenditure on resources reported in the survey is being used for career resource purchases rather than the School to Work Program. While School to Work has a strong and valid connection to career education it is essential that the broader, whole school focus of the School to Work Program is recognised.

5. Conclusion

The School to Work Program in 2004 has continued to expand and there is good evidence of improvement in the quality of the delivery of the program, particularly in schools that take an across-curriculum focus.

After five years of existence it should be expected that the School to Work Program is no longer an experiment but a vital element of activity in every school with secondary age students in NSW. The focus for the future must be on increasing the quality of School to Work activity now that the program has developed a significant presence in so many schools and is the foundation for School to Work: Creating Future Pathways.

In 2004/2005 the Australian Government through the Department of Education, Science and Training (DEST) announced the establishment of an Australian Network of Industry Careers.
Advisers (ANICA). DEST has proposed that this initiative will “help all young people 13-19 make a smooth transition from school to further study or from school to further work.”

Through the School to Work Program and the work of Careers Advisers, NSW Government schools have carried the load for delivering a range of effective career and transition support programs to students for some time. These schools are well positioned to ensure that the Australian Government ANICA initiative complements and supports rather than duplicates current activity in the future.
School to Work Planning 2004
PROGRESS REPORT

Information from this Progress Report is processed by the Vocational Education in Schools Directorate to validate the success of this program and to direct future planning. The feedback provided will be used to prepare the School to Work Program Annual Report 2004.

YOUR COMPLETED FORM SHOULD BE RETURNED TO YOUR VOCATIONAL EDUCATION CONSULTANT BY 3 DECEMBER 2004.

SCHOOL: ________________________________________________ CODE: ___________
SCHOOL EDUCATION AREA: __________________________ REGION: _____________________
PRINCIPAL: _______________________ PROGRAM CO-ORDINATOR:  ______________
CAREERS ADVISER: ____________________________ SCHOOL TEL: (__)____________

1. STUDENTS PARTICIPATION

(i) School classification

Please identify (✓)

☐ High School ☐ Distance Education Centre ☐ Intensive English Centre
☐ Central School ☐ School for Specific Purposes ☐ Other specialist classification
☐ Selective High School ☐ Juvenile Justice Centre

(ii) Gender groups  (Note: STW = School to Work Program)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participating in STW in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participating in STW in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participating in STW in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participating in STW in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participating in STW in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participating in STW in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(iii) Equity target groups

<table>
<thead>
<tr>
<th>Number of students participating in STW in Year 7</th>
<th>Indigenous</th>
<th>Language Backgrounds Other Than English</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students participating in STW in Year 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students participating in STW in Year 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students participating in STW in Year 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students participating in STW in Year 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students participating in STW in Year 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(iv) Curriculum

Identify the number of students in your school studying these courses in 2004:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. SCHOOL MANAGEMENT

What strategies is your school using to manage the School to Work Program?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How important is the support of the school executive when determining the effectiveness of this Program in your school? (Circle 1, 2, 3, 4, or 5)

1 2 3 4 5
Not Important Unsure Fairly Important Important Very Important

3. USE OF KEY RESOURCES

(i) The Employment Related Skills Logbook

Please indicate the number of students in each year group using The Employment Related Skills Logbook in your school in 2004.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students using the logbook in 2004</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
What processes are used to implement the *Employment Related Skills Logbook* in your school?

________________________________________________________

________________________________________________________

What procedures has the school introduced to prepare students to take responsibility for their logbook entries?

________________________________________________________

(ii) **The Real Game Series**

Has your school been involved in the Real Game Series in 2004? YES □ NO □ (please tick)

If NO, proceed to iii) If YES, please complete the following:

Indicate in the table below the number of teachers and/or students that have been involved in one or more of the Real Game Series in your school in 2004:

<table>
<thead>
<tr>
<th></th>
<th>Teachers trained?</th>
<th>Number of students in each year group that have been involved in the Real Game Series in your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Their KLA</td>
</tr>
<tr>
<td>The Real Game (7/8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Be Real Game (9/10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Get Real Game (11/12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How and when is the Real Game Series implemented in your school?

________________________________________________________

________________________________________________________

Any general comments about the Real Game Series:

________________________________________________________
(iii) myfuture website (www.myfuture.edu.au)

Please indicate (using a √) if your school uses the following:

☐ myfuture.edu.au website    ☐ myfuture brochures

Please indicate in which circumstances the myfuture website is utilised by students in your school:

<table>
<thead>
<tr>
<th>Student use?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers lessons</td>
<td>Individual counselling</td>
</tr>
<tr>
<td>Student directed – (Library / Careers room)</td>
<td>Student directed - home</td>
</tr>
</tbody>
</table>

Please indicate who you are aware of in your school community that use the myfuture website:

<table>
<thead>
<tr>
<th>Others use?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Parents</td>
</tr>
<tr>
<td>Other school staff</td>
<td>Employers</td>
</tr>
</tbody>
</table>

(iv) Other resources?

Please indicate external agencies, consultants, programs or organisations you have used to support the implementation of the School to Work Program

4. CROSS-CURRICULUM IMPLEMENTATION

i) Are teachers in your school using the Classroom section of the Logbook to link the Work, Employment and Enterprise statements to students' learning in the 7-10 syllabuses? YES ☐ NO ☐ (please tick)

If YES please indicate below in which Key Learning Areas?

☐ English    ☐ HSIE
☐ Mathematics ☐ Languages
☐ Science    ☐ PDHPE
☐ Creative Arts ☐ TAS

ii) How effectively do you think employment related skills are being articulated and recorded by students in your school? (Circle 1,2,3,4,or 5)

1 Poor  2 Fair  3 Good  4 Very good  5 Excellent

iii) Does your school report student achievement of employment related skills? YES ☐ NO ☐

If YES, how is this done?
5. ENTERPRISE AND COMMUNITY-BASED STRATEGIES

Please indicate the number of students that have been involved in structured enterprise programs in your school in 2004, as indicated in the table below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Business Week (ABW)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASX Schools Sharemarket Game</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mindshop Excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Firm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red Cross Youth Challenge</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sustainable Living Project</td>
<td></td>
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<td></td>
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<tr>
<td>Young Achievement Australia (YAA)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Youth 2 Youth (Y2Y)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Briefly describe any other enterprise and community based initiatives occurring in your school eg. student run café, fundraising, herb gardens, nursery, volunteer work, peer mentoring, event management etc.

Are these initiatives embedded into the delivery of 7-12 curriculum programs and linked to syllabus outcomes? YES □  NO □

Are the skills developed by students participating in these initiatives recorded in their Employment Related Skills Log Book? YES □  NO □

6. SUCCESSFUL STRATEGIES

Please outline the three most successful School to Work Program strategies your school implemented during 2004, in the table below.

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Year group(s) involved</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Attaching copies of documents/resources developed at your school would be appreciated.
How were student outcomes of the *School to Work Program* in your school measured/assessed?

7. **FINANCIAL EXPENDITURE**

Tick (✓) the boxes below to indicate main items of expenditure for your school's program in 2004:

- Teacher relief
- Guest speakers
- Administration support
- Subsidised activities for students
- Student travel
- Other: ________________________
- Resources
- Other: ________________________

Please attach a copy of OASIS Finance F2 Report - FINANCE 121 (sub-dissection date from 1.12.03 – 30.11.04)

8. **DECLARATION**

The information provided has been prepared by:

Co-ordinator Name: ______________________________

Signature: __________________________ Date: __________________________

I have read the completed Progress Report and am satisfied that all this is an accurate report

Principal's Name: ______________________________

Signature: __________________________ Date: __________________________

*Thank you for taking the time to complete this report*

**PLEASE RETURN THIS SURVEY TO YOUR VOCATIONAL EDUCATION CONSULTANT BY 3 DECEMBER 2004 WITH YOUR OASIS REPORT**
SCHOOL TO WORK MANAGEMENT TEAM

Strong leadership and a collaborative management style is the key to the successful implementation of the School to Work Program. It strengthens the ownership, commitment and responsibility across a number of staff including the careers adviser and program coordinator.

ORARA HIGH SCHOOL

Orara High School, located in the NSW North Coast Region at Coffs Harbour, is a comprehensive high school with a population of approximately 720 students. Supported by an experienced staff, the school is culturally diverse with a 12% aboriginal population, a growing ESL component and an established Support Unit catering for students with learning disabilities. The school is strongly represented in sport, VET & the performing arts. About 80 students complete the HSC each year which includes a group of strong academic performers.

BACKGROUND SUMMARY

2001 The School to Work management team was formed. School to Work interviews were conducted for most Years 9 and 10 students and all students in Years 11 and 12.
2002 The introduction of School to Work Planning and the Employment Related Skills Logbooks to Years 9 and 10 by PDHPE and English subject areas commenced. Logbook were introduced into the Work Education course. 50 minute School to Work interviews for each Year 10 student with a trained Team member were commenced.
2003 Staff professional development with all vocational learning booklets commenced. The Year 10 interviews program was evaluated and improved. Students used their logbooks in Work Education. School to Work interviews were conducted for Years 11 and 12.
2004 The main focus was on Year 10 School to Work planning. The Careers Adviser conducted School to Work interviews with all Year 11 & 12 students. Training was held for volunteer staff from each faculty with vocational learning booklets and a mapping of vocational learning against the syllabus outcomes was conducted.
2005 This year the school has given a commitment to progress further work with all subject area to embed vocational learning across the curriculum.

ESTABLISHING THE SCHOOL TO WORK MANAGEMENT TEAM

Data collected in 2000 for the Orara High School Action Research Project titled "Improving HSC Success", provided the following emerging trends:

- Most students were achieving HSC results in the middle to lower bands.
- A noticeable proportion of students moved from school to unskilled work without considering other workplace options.
- TAFE and private training providers were the preferred options for further education and training.
- Retention rates at the school were in decline due to expanding alternative educational options in the Coffs Harbour area.
- Research conducted by Monash University and the Australian National University at the time reported that on the North Coast 68% of children aged 0-15 years were living in poor families and in Coffs Harbour 33% of families were headed by a single parent. The majority of these single parents were women, of which 23% were in full time and 20% in part time employment. From this
research it was evident that many children in the Coffs Harbour area were spending much of their first 15 years with no connection to the workforce.

At a similar time to the development of this project the school became aware of the features of the School to Work Program which had been designed to improve the employability of students. Orara High School introduced a professional development program for staff to develop strategies to improve HSC success for all students. What emerged as the foundation for this success was a need to provide students with the ability and confidence to construct and articulate the strong links between their schooling and the skills they require in the workplace.

SCHOOL TO WORK MANAGEMENT TEAM

In 2001 the School to Work Program was presented to staff by the Careers Adviser at the School Development day. This workshop outlined the purpose and principles of this initiative then interested staff were invited to form a School to Work management team to plan for implementation at Orara High School.

The inaugural School to Work management team consisted of 14 staff including executive members, Year Advisers, the Aboriginal Education Assistant, the learning support team, the Careers Adviser and PDHPE, TAS, Science, CAPA, English and HSIE teachers. The structure of this team has been consolidated over time and now, with such a solid representation of staff across the school, the strength of the team is not compromised if staff move in and out as their professional commitments change.

The team’s first task in 2001 was to identify students “at risk” of not completing their School Certificate and assist each student in the development of an action plan that identified realistic school to work options and established priorities and goals. Years 9 and 10 Year Advisers were invited to compile a list of students that would benefit from this initiative. Initial discussions with these students led to increased interest from other students who requested to be included in the interview program. The team willingly agreed to extend the program to embrace all interested students. Letters were sent out to inform parents and invite participation. A high percentage of Years 9 and 10 and all Year 11 students were interviewed by team members during Term 4 of that year.

To assist the Careers Adviser, a coordinator was selected and trained. Together, these two positions have provided the leadership for the School to Work Management Team. In 2002 a School Development Day workshop conducted by the Careers Adviser and coordinator was used as a vehicle to facilitate staff and student usage of the logbook. The purpose was to promote the logbook as a tool to improve the employability of students and for teachers to identify the teaching and learning strategies that provided opportunities for the transfer of skills from the classroom to the workplace.

The building of a strong, dynamic team has been secured through competent and dependable leadership, effective communication, active participation and food. In 2002 further attempts were made to improve student retention from Year 10 to 11 and to strengthen career planning support and improve subject selections. An intensive program of School to Work interviews for each Year 10 student was developed and supported by a 12 staff who initially undertook training to provide a one-to-one 50 minute School to Work planning interviews with students where a comprehensive action plan was developed. This program is in its third year and new team members have joined and been trained each year. Other staff support the program by releasing team members from class when required. A positive effect on student retention rates has
been noted and students are demonstrating an improved awareness of further education and employment options.

Initially the PDHPE faculty agreed to introduce the School to Work planning logbooks to the Year 9 cohort and the English faculty to Year 10. The management team prepared a series of lessons for each cohort that utilised an activity-based program to familiarise students with the school to work process. Logbooks were later accessed and up-dated in Work Education classes.

In 2003 the management team agreed that it was important to consolidate logbook use across the Year 9 to12 cohorts. They decided that this would best be provided during the timetabled Work Education lessons in Years 9 and 10 however staff professional development was needed to implement cross-curriculum classroom usage. Training was provided to familiarise staff with the vocational learning booklets and to try to shift staff perceptions that School to Work planning was not extra work or an ‘add on’ but integral to the learning experiences already provided in classrooms that skilled students for the world of work.

THE MANAGEMENT TEAM TODAY

Management team meetings are conducted once per fortnight, an agenda is published and minutes recorded. Prior to the meeting every staff member receives a copy of the meeting date, time and agenda and this has persuaded several other staff to join the team. Workable timeframes are established for both the action on tasks and the reporting back to meetings. Members volunteer for tasks depending on their expertise, their role in the school and available time.

Successful communication in schools is always a challenge and personal contact has proven to be invaluable. The executive willingly participate in consultation and stay informed. To communicate with staff, students and parents, written communications are posted on the staff bulletin board, reported in the school newsletter and in letters to parents. Verbal up-dates are provided at staff meetings and student year assemblies and staff participate in workshops on School Development days.

In 2004 the team continued to address the ongoing needs and challenges. Should staff be responsible for student logbooks or should students be responsible for their own logbook? The debate continues with no workable resolution as yet. Successes are evident with career-oriented students accessing their logbooks independently and using them to update data and prepare resumes.

FUTURE DIRECTIONS

The management team will identify interested staff from each KLA and offer training and relief for planning days to consolidate School to Work planning across the curriculum. This is a major challenge because some staff are still reluctant to participate and although the team feels that staff must be allowed the professional independence to adopt the process into their teaching when personally ready, they believe that implementation can be accelerated if the process is modelled and promoted by a colleague. A training team will work with staff to assist them to effectively use the vocational learning booklets and map syllabus outcomes to vocational skills development.

The School to Work Program is highly valued at Orara High School because it has contributed significantly to an increase student retention to the senior school, fewer students leaving school without a considered career pathway plan to work, increased student participation in further education and training, a higher proportion of students participating in work placement programs and an increased understanding by students of how everyday learning links to workplace skill development.
MANAGING THE LOGBOOK IN A MAINSTREAM HIGH SCHOOL

The Employment Related Skills Logbook is a tool designed specifically to support students and assist their career pathways planning. Although schools and students see many positive outcomes by using the resource, schools have been challenged to manage large numbers of logbooks. Many productive solutions have been developed to suit the needs of individual schools. Here is an example of how one mainstream high school has achieved their success.

HOLSWORTHY HIGH SCHOOL

Holsworthy High School is situated in Sydney’s southwest, neighbouring the Holsworthy Army Barracks with a school population of 715 students. Approximately 25% of these are from Army families (a heavily transient population), 50% local enrolments and 25% from out of the area. Holsworthy High School consistently achieves HSC results on a par with State averages and also delivers a comprehensive welfare system which accommodates a range of socio economic, social and welfare issues.

The school prides itself on instilling its informal motto: “Be the Best We Can Be”.

BACKGROUND

Holsworthy High School has been closely involved with the School to Work Program since 2002. The current careers adviser has managed the program for the past two years, including Year 9 students ‘at risk’ and the whole Years 10, 11 and 12 cohorts into its activities.

This year all Year 10 students have a timetabled careers lesson during an English period once a fortnight. These lessons include a range of School to Work activities such as preparation for job interviews, work experience and careers expos, the Real Game series and workplace health and safety issues.

Program initiatives have included;

- The introduction of specific activities for Year 9 students in terms 4 after Year 12 have left.
- All senior students having individual contact with the careers adviser to develop resumes and engage in pathways planning.
- The timetabling of Work Education through a faculty area rather than the careers adviser who supports these students in specific School to Work initiatives.

The profile of The Employment Related Skills Logbook has been raised over the years with teachers, students and parents now regarding it as an essential resource. Since 25% of the student population come from Army families, the logbook is now regarded as a valuable tool that can be transported from school to school. Although these students potentially have disruptions to their subject continuity, the logbook is a stable carrier of their work samples and planning activities.

Both the mainstream and support versions of the logbook have been welcomed by Holsworthy High. The support version has enabled Year 10 students with learning difficulties to engage in planning processes consistent with their own capabilities. Some pages from the mainstream version are photocopied and also used by these students.
INTRODUCING THE LOGBOOK TO KLA TEACHERS

Introducing the logbook to the teaching staff came with some challenges. It was initially perceived as "more work" and "we already do this in class" so interest was low. The invaluable support provided to the careers adviser/school to work coordinator by the executive has enabled staff to be informed about vocational learning through staff meetings and school development days. At this time the English faculty were asked to identify and work on current and new learning activities and programs with a vocational focus. All teaching staff have been updated on the progress with English and have been provided with classroom examples. Over time staff have realised that embedding vocational learning into their teaching and learning programs is not as difficult as first thought and they can now confidently link the Board of Studies Work, Employment and Enterprise statements in each syllabus to their work. One staff member even finishes his lessons with a brief section that relates learning to the outcomes of the School to Work Program.

Presentations to staff on the School to Work Program and vocational learning have become the norm for staff as other faculties come on board with new programs and learning activities. The careers adviser/School to Work coordinator has made herself available to all staff to assist in implementing vocational learning and also attends some KLA classes to provide support and feedback.

USING THE LOGBOOK AT HOLSWORTHY HIGH

The logbooks are used extensively in the school. They are regarded as an essential Careers Education resource and most lessons refer to the logbook or incorporate activities to highlight the importance of the resource to students’ career planning. Often students are given homework in careers classes where they need to take the logbook home. Students are diligent in bringing them back the next day because they know the importance of having them at school to use.

All the logbooks are kept in the Careers Centre above the Library and are available to all classes; however, most students tend to add their own information regarding other subjects at the start of careers lessons or in their own free time. They are categorised by year groups in English classes and students and teachers are encouraged to access them when needed. The logbooks don’t tend to be transported from the Careers Centre but KLA classes use the space to gain access to them. Each year more and more teachers are asking for access to the Careers Centre.

STRATEGIES FOR SCHOOL TO WORK COORDINATORS

Here are some strategies for coordinators to consider:

1. It is important to introduce the School to Work Program to staff not as extra work but as an opportunity to bring a ‘real life’ context to their lessons.
2. Show students how the logbook can assist them by explaining all the parts of the resource and how they can be used.
3. Find a secure but accessible area to store the logbooks so they are not hidden away and forgotten.
4. One person should take responsibility for the logbooks (which may be someone other than the coordinator) to coordinate with other teachers how to use them in their classes, so there is some consistency with entries and processes.
5. Use the logbooks in all careers classes.
6. Leaders and coordinators must be enthusiastic about the program and using the logbook. Students know if teachers believe in the program and their enthusiasm will reflect how their teachers view the program.

SUCCESSES FROM STUDENT USE OF THE LOGBOOK

The introduction of the School to Work Program into the school has definitely raised the profile of career planning and vocational learning. Students are more engaged because they see them as beneficial to their future.

Parents have expressed through formal and informal ways how happy they are that this comprehensive program based on transition pathways is available for their children. They value the opportunities that it gives to prepare for life beyond school.

Members of the community and employers often comment on the excellent presentation of student resumes and their outstanding interview skills. Students can see how the extra direction in these areas has helped them to secure work experience places and casual employment.

Post school follow up has shown that most of the students in the 2004 year 12 cohort have secured a place at University or TAFE, an apprenticeship or full-time work. The school strongly believes that the School to Work Program has contributed to this success.

FUTURE OF THE LOGBOOK AT HOLSWORTHY HIGH SCHOOL

The Employment Related Skills Logbook is a valued resource at Holsworthy High School and will continue to be promoted and used within and beyond the school. A future initiative will be the targeting of staff new to the teaching profession. The careers adviser is working with the “New Teachers” coordinator to develop a process that informs and supports these teachers in using the logbook in their classes. This ensures that teaching programs embed vocational learning and include the Work, Employment and Enterprise cross-curriculum content from the new Year 7 – 10 syllabuses.
The NSW Board of Studies K-10 Curriculum Framework (2002) and the inclusion of the Work, Employment and Enterprise cross-curriculum content statements into all the new Year 7-10 syllabuses (2004-5) has strengthened vocational learning as an integral component of the general learning of students.

In the development of units of work consistent with these new syllabuses, teachers across all Key Learning Areas have been examining ways to more explicitly embed vocational learning into their classroom practice.

Here is an example of how one School to Work coordinator has made this a priority for his school.

**DAPTO HIGH SCHOOL**

*Dapto High School is a comprehensive High School of 880 students situated near Wollongong. It boasts a strong family network with many teachers and parents being ex-students of the school. This network is reflected in the strong student welfare program which supports students to develop their potential as learners and as citizens. The school offers a traditional curriculum and has developed an excellent suite of vocational courses to meet student needs. Sporting opportunities are a strong tradition and cultural activities are highly valued in the school community. Programs utilising technology and its learning applications have been developed by the school and computer networks upgraded to improve administrative efficiency and educational resource access for students. Post-school destinations for students are evenly balanced between University, TAFE and employment. Students commute either to Wollongong or to Sydney for work.*

**BACKGROUND**

The School to Work Program began with Year 10 in 1999. The school introduced the A5 Work-related Skills Logbook but had difficulty trying to generate sufficient students’ enthusiasm for its use. When the A4 blue Employment Related Skills Logbooks arrived in 2002, students responded positively and teachers appreciated the electronic templates included on the floppy disk.

Some efforts were made at this time to convince staff of the benefits of the School to Work Program and the logbook. A booklet (adapted from the 2001 School to Work Planning document) was provided to all staff which listed the skills related to curriculum areas, work experience and extra curriculum activities and included examples for recording the employment related skills.

At the same time Dapto High introduced a school diary, which had pages devoted to the School to Work Program. Classroom teachers were encouraged at the end of their topic to have students record the employment related skills they had learnt into their diary. Students were then encouraged to transfer their skills into their logbooks at home. This system had limited success however was not strongly supported because some teachers could not see it relevance to their classroom. In 2003, with support from the school executive, part of a school development day was devoted to improving vocational learning outcomes for students.

This was where reporting via school reports was born.
EMPLOYMENT RELATED SKILLS – A WHOLE SCHOOL APPROACH

The context was the Work, Employment and Enterprise cross curriculum content in new syllabuses. As a professional development activity, teachers in faculty groups were provided with the relevant booklet from 8 KLA Vocational Learning booklets developed by the Vocational Education in Schools Directorate. The activity was built around the focus question, “How will we incorporate vocational learning into the curriculum and how will outcomes be reported?” The overwhelming response was to link employment related skills to KLA topics and report outcomes on to the school report.

During Term 4, 2004, all faculties were involved in writing Stage 5 teaching programs ready for implementation in 2005. Part of this process was the writing of KLA specific employment related skills. Teachers were asked to record a number of employment related skills against each topic area. These skills would then be introduced to students at the start of each new topic. At this time some Year 9 teachers volunteered to trial this in their classes, with very positive outcomes.

As a result of this planning in 2004, each faculty was asked to nominate three specific employment related skills and submit them to the careers adviser. This was to confirm representation of the skills across the entire curriculum. In practise, the skills will be written in the teacher mark book and ticked as ACHIEVED, DEVELOPING, BEGINNING & NOT ACHIEVED based on student progress. For auditing purposes, this will serve as evidence for the teacher and how they arrived at the individual results.

In 2005 the skills will appear in the half yearly reports, representing approximately 40 employment related skills in total. This will be continued into Year 10 in 2006. A sample report template is included overleaf.

From 2005 any student exiting Year 9 (or Year 10 in 2006) will be able to demonstrate to employers the explicit link between their classroom learning and its positive impact in enhancing their prospects for future employment.
### Dapto High School
School report, Year 9 – Semester 1 2005

**Maths**
Teacher: Mrs Russell

John Smith

<table>
<thead>
<tr>
<th>Class Mark</th>
<th>Class Mark Average</th>
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<table>
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<th>Beginning</th>
<th>Developing</th>
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<td>Calculates volumes and capacity of right prisms.</td>
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<tr>
<td>Graphs and interprets linear relationships on the number plane.</td>
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<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Identifies similar 2D figures and solves problems related to similar figures.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Uses Pythagoras Theorem to solve problems.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Investigate and find the area and circumference of circles and the volume of cylinders</td>
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<td></td>
<td>✓</td>
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<tr>
<td>Identifying congruent 2D figures stating the relevant conditions</td>
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<td>Attends lessons</td>
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<tr>
<td>Actively participates in lessons</td>
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<td>Works independently</td>
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<td></td>
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<table>
<thead>
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<th>Employment related skills</th>
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<th>Beginning</th>
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<th>Achieved</th>
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<tbody>
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<td>Calculate accurately both mentally and in written form by applying appropriate mathematical techniques.</td>
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<td>Select and apply appropriate problem-solving techniques to everyday life situations.</td>
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<td>Interpret and communicate information presented in numerical, geometrical, graphical, statistical and/or algebraic forms.</td>
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**Teachers Comment:**

(Teacher comment on student’s progress inserted here)