SCHOOL TO WORK - 2006 SNAPSHOT

These snapshots have been developed from information provided by schools and regions as an outcome of the 2005 online reporting for the School to Work: Creating Future Pathways program.

HUNTER CENTRAL COAST REGION

Callaghan College - Waratah Technology Campus (7-10)

Looking Forward

Waratah Campus incorporates the outcomes of School to Work: Creating Future Pathways into an authentic assessment and Year 10 transition program called Looking Forward. A key feature is the integration of student employment related skill development into KLA program planning and outcomes.

Looking Forward is supported by the college and campus executive, classroom teachers, careers adviser, parents and community.

A highlight of the initiative is the completion of a portfolio and Employment Related Skills Logbook at the end of year 10. These documents provide evidence of where students have developed and articulated employment related skills throughout their learning. They then take their portfolio and Logbook to the senior campus and into workplace and training experiences.

As a result of participating in Looking Forward, students become more confident and aware of promoting themselves in a positive way as well as nurturing lifelong learning processes.

Future plans for the school include:

- Implementing a version of the program into year 7, using The Real Game
- Introducing employment related skills at the start of secondary school
- Continued liaison with employers and the community
- Continued in-servicing of staff at both junior campuses on vocational learning.

ILLAWARRA & SOUTH EAST REGION

Mulwaree High School

School to Work Teacher Kit

Prior to 2006, the School to Work (STW) Program at Mulwaree High School was implemented through the school’s careers program. This year, the school has made particular efforts to expand the program across the curriculum areas, focussing on cross curriculum content from the 7-10 syllabuses.

The school to work coordinator has developed School to Work kits which are kept in the orange and blue STW boxes and distributed to classroom teachers. Every term, a STW fortnight is set aside for teachers to focus on employment related skills in the classroom. The STW kits feature:

- resources which are relevant to each subject area
- purpose designed posters of employability skills for classrooms
- a selection of log sheets and student activities
- vocational learning booklets for each KLA.
Once the log sheets and activities have been completed, the careers adviser uses timetabled careers lessons to collate log sheets and activities for filing into student *Employment Related Skills Logbooks*.

**NEW ENGLAND REGION**

**Walcha Central School**  
*School to Work in Action*

The program operating at Walcha Central School centres on the 4 key result areas of: Planning Transition Pathways; Exploring Career Futures; Strengthening Student Outcomes through Vocational Learning and Building Networks and Connections as an underlying framework. Walcha Central School has adopted a holistic approach to the program which is supported by the school executive and documented in the school management plan. *School to Work* complements the *Mind Matters* program which operates within the school.

Key features of the program at Walcha Central School include:
- designated STW lessons each week for Years 9 and 10 students
- an emphasis by all staff to develop students’ employment related skills
- STW activities scheduled throughout the year for different cohorts ranging from *The Real Game*, *Be Real Game* and Transition Action Plan development following the use of the online *Student Pathways Survey* in Year 10 with follow-up in Years 11 and 12.

Highlights of the program include:
- reporting to parents on employment related skills
- increased profile and usage of logbook by all staff.

**NORTH COAST REGION**

**Bulahdelah Central School**  
*Recognising Employment Related Skills*

Bulahdelah Central School, incorporating its staff, parents and community is committed to supporting students with their career and pathways planning.

The school issues a “School Credential” which gives recognition to student development and attainment of employment related skills. Teachers provide a range of experiences which supports vocational learning across the curriculum. The ongoing recognition of each student’s employment related skills is recorded on each classroom teacher’s portable database. The “School Credential” is issued to all students at the end of their schooling.

The school is also a strong advocate for *The Real Game Series*. *The Make It Real Game* is incorporated into Year 6 to Year 7 transition processes; the *Real Game* and *Be Real Game* are delivered to support career development. Both the school and community support a large number of school-based traineeship opportunities for VET students in Years 11 & 12.

The entire school staff is committed to the “School Credential” with parent and community support.

Future plans for the school include:
- Transition Adviser training for other career educators within the school
- *Get Real Game* delivery for Years 11 & 12
- Continued strengthening and improvement of the “School Credential” process.
NORTHERN SYDNEY REGION

The Beach School

The Thai Water Jar Project

Students at The Beach School are usually enrolled for 3-4 terms. The school wanted to develop a project that incorporated a number of teaching and learning opportunities which include School Certificate outcomes, Construction & Primary Industries Industry Curriculum Framework courses and work experience. The Thai Water Jar Project was introduced as an enterprise initiative designed to meet these criteria as well as the needs of students with specific needs.

Thai Water Jars are traditional vessels that stand outside village houses in Thailand as a welcome to visitors where they can cool down after a long journey. The Thai Water Jars made at The Beach School serve a function as decorative water tanks, constructed with traditional methods.

The focus of the project was to strengthen student outcomes through Vocational Learning (KRA 3):

- Maths - mixing cement-different rations for bricks as compared to slurry to cover jar
- HSIE - history of jars, geography of the area, traditional methods of production
- Science - shapes/designs of jars; compare to modern rainwater tanks

Highlights of the project include:

- Increased student attendance and active participation in learning
- Student re-engagement and enthusiasm for school
- Student development of employment related skills, important for transition to TAFE or work
- Increased student self-esteem; pride in their own work and their school community
- Increased employment opportunities and community awareness of the school
- OH&S card
- Students learn to work as part of a team - improved communication skills

Future directions include:

- Making the project self-sustaining. The intention is to sell them to the community
- Incorporating other practical based thematic enterprises into the school curriculum.

SYDNEY REGION

Sydney Technical High School

Employment Related Skills Research Across the Curriculum

The School to Work Program at Sydney Technical High School, emphasises the importance of employment related skills by encouraging students to identify the skills required for the broader world of work and employment in areas of interest.

The focus is Year 10 students who participate in a process of exploration which includes such activities as:
• Employment related skills identified and articulated through curriculum focus areas in each KLA. This started as a ‘focus fortnight’ but is now embedded. The school has developed tracking sheets to record skills.

• Individual active research project, linked with work experience and PD/Health/PE; leading to interviews with each student as a component of transition planning.

• Individual case management is implemented where appropriate.

The Deputy Principal, School to Work Team including Career Adviser, staff in all KLAs, and the Principal support this initiative throughout the school.

School outcomes of this process include:

• Encouraging the pursuit of deeper knowledge and higher order skills commensurate with the nature of the student population.

• Qualitative improvement in the standard of research and development of School to Work plans by Year 10.

• Staff ownership of their role in the School to Work program.

Future plans include the extension of cross curricula activities into Year 9 and the extended use of tracking sheets into Year 11 and Year 12.

WESTERN REGION

Dunedoo Central School
Commercial Shade House

The aim of the Commercial Shade House initiative has been to develop students’ enterprising skills through the setting up of a small business.

The initiative is conducted through Work Education classes in Years 9 and 10. This provides regular access to students, rather than relying on their free time.

The Shade House was set up to provide pot plants to sell to parents in Education Week, in the short term, and to provide commercial tube stock for a wider market.

Initially the project worked with all Year 10 students, but in the longer term, has been used with targeted students.

The School to Work Coordinator has developed and runs this initiative, with active support from the school executive.

The outcomes for students have had a cross curricula focus:

• Science/Agriculture: planting, creation of cuttings, basic plant biology.

• English: Text type, reporting, understanding metalanguage.

• Maths: budgeting, costing inputs, sale price setting, profit margin.

• ICT: design, web page, order form, database.

• Enterprise Education: preparing products, identifying & securing markets, selling products, looking at employment opportunities in the industry.

The aim is to have the Shade House as a commercial venture, so that products are packaged and marketed in a professional way.