The Vocational Education in Schools Directorate would like to acknowledge the contribution and work of Information Technology Directorate and Gail Cummins in the preparation of this report.
1.1 School to Work Program

The NSW Government has made a significant investment in the School to Work Program over the past eight years to ensure that our young people are well prepared to face the challenges and opportunities of the future world of work.

The Vocational Education in Schools Directorate provides strategic direction and operational support to regions in implementing the program, informed by a reporting process from schools and regions. In 2008, a major focus was on schools developing a team based approach to the implementation of the School to Work Program.

The Program ensures that regions are at the centre of activity, as key drivers, to ensure that ongoing success is built on sound local knowledge of student needs and local community and business capability.

The program, based on the following four key result areas, lays the foundation for young people to be enterprising citizens engaged in life-long learning and making positive career transitions. These key result areas are:

**Planning transition pathways**: Supporting students to develop confidence in self-managing their career and transition planning

**Exploring career futures**: Providing students with access to people, opportunities and a variety of media to assist them to process information about work, education and training options

**Strengthening student outcomes through vocational learning**: Supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas

**Building networks and connections**: Strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks.

This report has been compiled from school and regional reports, completed early in 2009. Across the ten NSW school education regions, 486 schools with a secondary enrolment submitted their report electronically. This process enabled the school reports to be automatically aggregated into a regional report and subsequently into the state report. Graphical representations in this report have been derived from the aggregated data in the state report.
2.0 ACTIVITY REPORT

2.1 School report participation

<table>
<thead>
<tr>
<th>School Category</th>
<th>Total schools with STW responsibility</th>
<th>Total of schools reporting</th>
<th>Percentage of schools reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>400</td>
<td>371</td>
<td>92%</td>
</tr>
<tr>
<td>Central</td>
<td>62</td>
<td>60</td>
<td>97%</td>
</tr>
<tr>
<td>SSP</td>
<td>72</td>
<td>55</td>
<td>76%</td>
</tr>
</tbody>
</table>

2.2 Student participation

All students

In 2008 a total of 171,071 students in New South Wales government schools participated in initiatives and activities under the auspices of the School to Work (STW) Program. This represents 59 per cent of the total Year 7-12 cohort, two percentage points higher than in 2007. The increase of 10,631 or 7 per cent in participating students is a very positive result particularly as total school enrolments increased by only 2.5 per cent. The increase in participating students reverses the fall (4,112) experienced in 2007.

There was an increase in the number of participating students in each year level. The largest increase was in Year 12 with 4,510 additional participating students representing an increase
of 16 per cent. Year 8 recorded the smallest increase with 181 (2 per cent) additional participating students. The proportion of total enrolments represented by participating students also increased for all year levels except Year 10 where it remained the same as in 2007. Nevertheless the proportion of participating students in Year 10 (96 per cent) remained the highest of all year levels. Year 12 had the next highest proportion (91 per cent) while the smallest proportion was in Year 7 (13 per cent). In Year 9 participation continued the trend set in recent years with small increases in both the number of participating students (1,341 or 2 per cent) and the proportion of the cohort involved in the Program (70 per cent up from 68 per cent).

The main effort of the School to Work Program centres on Stage 5 and Stage 6 students. For Stage 5 (Years 9 and 10) and Stage 6 (Years 11 and 12) there were 87,871 and 68,029 participating students respectively. The proportion of participating students in both Stage 5 (83 per cent) and Stage 6 (87 per cent) was higher than in 2007 (82 per cent for both stages).

Most regions commented on some aspect of increased participation. Typical comments included:

- *Again Year 10 participation in STW activities is almost 100%.*
- *Participation percentage of Year 8 students across the region has increased from 2007.*
- *There is significant student participation in the STW in Year 10 (83%), Year 11 (62%) and Year 12 (56%)*

One region linked increases in STW Program participation to the level of whole school support for the Program while another suggested increases are a positive reflection of the raised profile of the Program and the support of the school executive. Another reason for participant increases, alluded to in regional reports, was an increase in the type and number of programs provided by schools as part of the Program.
Equity group participation in School to Work Program

The above figures show the share of STW Program participation held by Indigenous students, students with a disability and students with a language background other than English (LBOTE) in 2008. The number of participating students in each group increased in 2008. These increases accounted for over a quarter (26 per cent) of the total 2008 increase in Program participants. Changes in enrolment and increased participation by non equity students were factors in these increases. The increased numbers participating in the Program generally did not translate into equity groups having an increased share of STW Program participation. In Year 12, however, equity group share of STW Program participation increased by two percentage points.

Comments in regional reports suggest that increases in equity group participants can be attributed to schools' persistent efforts to involve these students in the STW Program and the variety and extent of measures employed to support equity student participation.

Equity group overview
**Indigenous students**

In 2008 Indigenous young people made up 5 per cent (8,214 students) of all STW Program participants in Years 7-12 (171,071 students). The number of participating Indigenous students fell slightly in Years 7 and 8 but there was an increase in Years 9, 10, 11 and 12. Overall there was a 10 per cent increase in the number of Indigenous STW Program participants.

Participating Indigenous students made up a little over 4 per cent of all Year 9-12 STW Program participants, much the same as in 2007, and gained a slightly larger share of participation in each of those year levels. The highest number of participating Indigenous students was in Year 10 (2,339 students) closely followed by Year 9 (2,287 students) and, as in 2007, Year 9 had the highest proportion of participating Indigenous students (6 per cent).

Regions indicate a continuing concern about Indigenous participation in the Program and in schooling. The following comment highlights the issue:

*The number and % of Indigenous students [moving] from Yr 11 to 12 (drops by half) is a concern regarding retention and transition planning.*

Some regions signalled a renewed or continuing focus on Indigenous students in 2009. One region commented:

*The second priority area of all Indigenous students having an articulated plan by 14 years will need greater attention in 2009.*

Another indicated that:

*A focus in 2009 is to increase participation by Indigenous students in the STW program through Real Game initiatives.*

**Students with a disability**

In 2008 students with a disability made up nearly 4 per cent (6,643 students) of all School to Work Program participants in Years 7-12 (171,071 students). There were increases in participating students with a disability in each year level totalling 526 (9 per cent).

Participating students with a disability made up 3.5 per cent of all Year 9-12 STW Program participants in 2008, the same as in 2007, with their share of participation (ranging between 3 and 4 per cent) remaining the same for Years 9, 10 and 11 but falling slightly in Year 12. The total number of participating students with a disability in Years 9-12 was 5,390 with Year 10 having the highest number (1,770 students), followed by Year 9 (1,445 students).
Most regions report a wide range of initiatives that specifically target the career and transition needs of students with a disability.

**Students with a language background other than English**

In 2008, as in previous years, students with a language background other than English (LBOTE) constituted the largest equity group participating in the School to Work Program. The 45,438 participating LBOTE students made up 27 per cent of total STW Program participation in Years 7-12. Each year level except Year 8 experienced higher numbers of participating LBOTE students with a total increase of 2,731 or 6 per cent. The highest number of LBOTE participants was in Year 10 (12,353).

Participating LBOTE students made up 26 per cent (40,317 students) of all Year 9-12 STW Program participants (155,900 students) in 2008, almost the same as in 2007. LBOTE students’ share of STW Program participation in each year level was also much the same as in 2007 with the exception of Year 12 where their share fell by two percentage points to 28.5 per cent. The year level with the highest proportion of LBOTE STW Program participation was Year 11 (29.5 per cent, 10,190 students).

Regional reports indicate a high level of effort to encourage LBOTE students to participate in School to Work Program initiatives. One region suggested that the participation rate of LBOTE students could be a direct reflection of the *Ready. Arrive. Work.* (RAW) program. The direct involvement of ESL staff on STW teams and in STW activities was mentioned by several regions.

**Student participation in Board of Studies Courses**

**Work Education Syllabus**

![Chart showing student participation in BOS Work Education Syllabus](image-url)
The Work Education course data shows that in 2008 a total of 7,550 students in Years 7-10 participated in Work Education courses compared to 7,448 in 2007 and 8,080 in 2006. Participant numbers fell slightly in Years 7 and 10 and rose slightly in Years 8 and 9. The overall small increase of 1.4 per cent in 2008 is the first increase in participants since 2005.

In 2008 the number of Stage 4 (Years 7 and 8) participants in the Work Education course increased by 26 to 187, which is a large increase from a very small base while in Stage 5 (Years 9 and 10) there was a very small increase from 7,287 to 7,363.

Participation in Work Education courses varied across regions. One region, for example, reported that Work Education participation had declined with another reporting that, compared with 2007 data, Work Education participation had increased. While regional reports note changes in Work Education course participation they do not comment on possible causes.

*Work Studies Syllabus*

The data shows that 1,475 Year 11 and 12 students participated in the Work Studies course in 2008. This was 168 or 10 per cent fewer students than in 2007. This fall follows a 19 per cent increase in participating students recorded in 2007. Regional reports do not comment on Work Studies participation.
The Stage 6 Life Skills courses stress the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students with special education needs. The number of students participating in Work and the Community Life Skills initiatives in 2008 was 1,290 which was 41 fewer students than in 2007. One region reported the intention of focusing in 2009 on further developing programs that cater for students with special needs as well as Indigenous students.

**Career Education classes**

The total number of students participating in Career Education classes in 2008 was 80,372, up by 5,663 or 8 per cent on 2007 participant numbers (74,709), but still slightly less than the number in 2006 (81,495). Stage 5 (Year 9 and Year 10), which is the principle focus of Career Education classes, had 62,536 participants in 2008, up by 2,892 or 5 per cent on
2007 figures. Stage 5 participants made up 78 per cent of all Career Education class participants in Year 7-12, and 71 per cent of all Stage 5 School to Work participants. There were 4,387 Stage 4 (Year 7 and Year 8) participants up by 1302 or 42 per cent on 2007 figures.

There were increases in student numbers in each year level with the biggest increase occurring in Year 10 with 1,483 (4 per cent) additional participants. Year 10 continues to have the highest number of Career Education class participants, accounting for 51 per cent of Career Education participants in Year 7-12. Slightly over 78 per cent of all Year 10 students and 81 per cent of Year 10 STW Program participants undertook Career Education classes.

The largest percentage increase occurred in Year 7 with a 75 per cent increase on 2007 participants although from a very low base (1064 in 2007). Nevertheless, the number of participants in Year 7 in 2008 remains 25 per cent below those in 2006 (2,521 students). Numbers participating in both Year 11 and Year 12 recovered from falls in 2007.

Several regions commented on Career Education participation with different regions mentioning increases in Years 7, 8 and 9. One region commented that Career Education is seen as a strong component of successful school to work transitions.
2.3 Planning Transition Pathways

Student Pathways Survey

<table>
<thead>
<tr>
<th>Number of regions participating in the survey in 2008</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools providing the survey to students in 2008</td>
<td>144</td>
</tr>
</tbody>
</table>

In 2008, 144 schools used the Student Pathways Survey with their students. This is 27 per cent of schools with School to Work responsibilities, 30 per cent of reporting schools and 10 per cent fewer schools than in 2007. Survey use varies from region to region with one region commenting that many schools are only now beginning to see the Survey’s value.

The Survey was used most frequently with Year 9 (95 schools) and Year 10 students (99 schools). The Survey was also used with Year 11 (65 schools) and 12 students (40 schools). For Years 11 and 12 students, Survey use was sometimes optional or accessed on-line in the student’s own time.

In 2008 a clearer pattern in Survey use emerged with three main uses identifiable in regional reports: as a tool for student transition planning, as a basis for career counselling, and as a tool for school planning. When used for student transition planning the Survey helped students to develop career pathways plans, to clarify and reflect on their attitudes to learning and progress in career planning, identify areas where their planning could be more effective, and reinforced the relevance of education to career planning.

When used as a basis for career counselling the Survey has provided a starting point for careers interviews and investigations, helped to identify students’ strengths and weaknesses, provided data for individually targeted assistance and helped in subject selection processes.

As a school planning tool, the Survey has been used to establish targets, to gauge the level
of student support needed, to identify potential school leavers, for career lesson and activity planning and as an evaluative tool for career education strategies.

While Survey use remained below desirable levels, there was evidence that those who used it found it useful. One region, for example, reported:

It (the Survey) proved to be a useful tool for students, staff, support staff and executive staff. It allowed for appropriate planning to be in place for students and also (was) a great conversation starter when talking with students about their post school pathways.

Student Pathways Survey: School Report

| Number of schools using the Student Pathways Survey: School Report in 2008 | 97 |

While the Student Pathways Survey has been used primarily for career and transition planning and support at the individual student level, the School Report, as intended, has been used more for planning and support at the whole school and student cohort level. Regions report its use in developing directions and strategies in school plans, in decisions about curriculum and future course offerings, in assessing the success of existing careers programs and activities, in providing insight into overall school progress on student career planning and in Subject Selection processes. Regions also report the School Report is an important tool for teachers and career professionals in planning career and transition programs and activities for particular student cohorts such as students at risk of early school leaving. One region mentioned its use in providing a picture of the prevalence of part time work.

Use of Student Pathways Survey and its School Report: School support requests

There are three areas identified in regional reports that are likely to be impacting on the level of Survey use and which are areas where schools are reported to have requested support. These are the need for further professional development for teachers, issues around time, and issues around Information Technology. One region reported the support requested by schools as:

Access to computer labs. Time to introduce and complete survey with students. Professional Learning for staff on its purpose, use and how best to use the data generated. Support and password for the Careers Adviser. Adjustments for students with moderate to severe disabilities. Dedicated person to coordinate it.
Another region similarly reported support needs as:

*Additional professional development in the use of the SPS; improved technology and reliability of access; appropriate level of language for LBOTE students; time allocation for reviewing and planning to develop strategies for whole school implementations; an effective Career and Transition Team working to implement, access and utilise this information.*

Most regions commented on the need for further staff training. For example, one region explained staff training needs in the following way:

*Some of the comments by schools regarding the Student Pathways Survey reveal gaps in knowledge of what the survey is, how students can access it and how schools can retrieve and use data. This is an area for regional workshops in 2009.*

Some regions have made professional development and Survey implementation a priority for 2009.

Time issues identified by most regions were generally about the time needed to implement the Survey including the availability of time for student preparation, for students to complete the Survey, and for reviewing data. Information Technology issues included computer access, hardware challenges, the need for improved technology and the need for computer support when problems arise. A particular problem mentioned by two regions is students’ inability to remember passwords.

**Students’ articulation of a career and transition plan**

![Chart](chart.png)

The above chart shows judgements about the capacity of students in Year 9-12 to articulate a career and transition plan. The position in 2008 is comparable with 2007 with nearly
130,000 or 70 per cent of the Year 9-12 cohort seen as able to articulate a career and transition plan. In total there was an increase of some 5,160 students (4 per cent) able to articulate a plan with each year level contributing to the increase. Year 9 and 10 had an increased proportion of such students, Year 11 remained the same while in Year 12 the proportion fell slightly.

Of Year 9-12 STW Program participants in 2008, 83 per cent were estimated to be able to articulate a career and transition plan, down slightly from 85 per cent in 2007. When Year 9 is excluded, the total number who could articulate a plan was 109,270 or 92 per cent of all Year 10-12 STW Program participants.

The experience with career and transition planning varies across regions and there may be scope for further inter-regional exchange on respective experiences and strategies. One region, for example, commented:

*Individual student transition planning is not a regional strength. Schools struggle to provide students with individualised written plans and to provide one on one support. Large schools in particular find this difficult.*

Another, however, was able to report:

*The number of students that can articulate their own career plans has increased over this period. A small increase of students that have a written career and transition plan also supports this.*

**Students who have a written career and transition plan**

<table>
<thead>
<tr>
<th>% of students who have a written career and transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>20.00%</td>
</tr>
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</table>

The above data is an estimate of the proportion of the Year 9-12 cohort that had a written career and transition plan in 2008. The estimate of nearly 100,700 or 55 per cent of the Year 9-12 cohort is an increase of 7,257 or nearly 7 per cent on the 2007 figure. All year levels
showed an increase of between 4 and 10 per cent. As in 2007 the year levels seen to have the largest proportions of students with written plans were Years 10 and 12 with 68 per cent and 73 per cent respectively.

It is estimated that 65 per cent of all Year 9-12 STW Program participants had a written career and transition plan in 2008, slightly up on 2007 estimates. Excluding Year 9, the proportion was 73 per cent, comparable with 2007. The year level with the highest estimated proportion of STW Program participants with a written plan was Year 12 (80 per cent), down from 86 per cent in 2007. There was an estimated increase of nearly 2,000 (8 per cent) in students with plans in Year 12, but an actual 16 per cent increase in Year 12 STW Program participants in 2008.

The proportion of students estimated to be able to articulate a career and transition plan continues to be much higher than the proportion who are estimated to have a written plan. For each year level from Year 9 to Year 12 the difference in the proportion is 12, 13, 22, and 18 per cent respectively. For each year level the gap is smaller than in 2007 by between 1 and 3 percentage points. Overall the gap is two percentage points less in 2008 than in 2007.

The data shows that many schools continued to make considerable efforts in the area in 2008, although it also shows that significantly more progress is required before all Year 9 to 12 students have a documented plan. At least one region has a target of having all students with a written plan while another had a target of all 15 year olds having a plan.

### Supporting student career and transition planning

The above graph shows that the wide range of approaches to support student career and transition planning continued in 2008. The pattern and level of usage of different approaches
are much the same as in 2007 and 2006 with most schools indicating they had used electronic planners, workplace learning, teacher interviews, the Employment Related Skills logbook, and career counselling to assist students. Some approaches have become slightly less popular over the last three years, for example, the Student Pathways Survey (used by 154 schools in 2008 and 163 schools in 2007 but by 205 schools in 2006) and the Real Game series (used by 152 schools in 2008 but by 164 schools in 2007). Workplace learning has remained the most popular approach being used by 464 schools in 2007 and 486 schools in 2008, an increase of 4.5 per cent. Use of teacher interviews has also increased by 10 per cent between 2006 and 2008 and is now the second most popular approach along with the use of the Employment Related Skills logbook. Schools continued to use multiple approaches and much of the support was individualised.

**Supporting the career & transition confidence of students in identified groups**

An objective within the School to Work Program is to build the confidence of students in identified groups in relation to career and transition activity and planning. In 2008 regions again identified an extensive range of programs and approaches designed to assist these students. The broad approaches used for each group are much the same and are consistent with those used with mainstream students but with specific programs and activities adapted to and targeting the specific needs and characteristics of each group. For example, for students with a disability, schools interact with Regional Disability Consultants, organise participation in events such as Disability Expos and provide supported work experience, while for Indigenous students schools interact with Indigenous Support Officers, arrange visits to Indigenous Career Markets or Koori Job Expos, and use Aboriginal Employment Services for work experience placements.

For LBOTE students there is frequent mention of the involvement of ESL staff, language assistance, extra tutorial sessions and activities with a multicultural theme. Programs and activities to develop employability and vocational skills, particularly trade skills, were prominent in the strategies used for students at risk of leaving school early. For other identified groups such as boys, girls and Gifted and Talented Students (GATS) programs and activities were often competitive (Inter-school Chess Competition, Solar Boat Challenge), had an academic orientation (Science Summer Schools, Engineering Summer Schools), had a strong leadership element (Duke of Edinburgh Awards, Peer mentoring) or focussed on communication and presentation skills (Toastmasters, Mock Trials, Public speaking).
One region reported:

*School reports indicate a wide range of appropriate initiatives being used to assist students in developing skills to self manage and plan transition pathways. It is noted that similar strategies and activities are being used, and prove effective, across a range of identified target groups.*

As in 2007, in 2008 there was an emphasis on providing individualised assistance to members of identified groups. Initiatives included both personal and educational support as well as career and transition initiatives. Personal support was directed at developing skills and increasing confidence and self esteem and included such approaches as life skills and inter-personal skills development, counselling, mentoring, case management, community volunteering, and the use of culturally sensitive approaches, events or support people.

Educational initiatives included numeracy and literacy remediation, all male English classes, extra tutorial sessions and individual learning plans.

Career and transition initiatives sought to build confidence through familiarisation processes, skills development, mentoring, and career and transition planning. Included were career expos, job readiness programs, authentic learning experiences, development of employability skills, mentoring and job coaching, industry visits, community volunteering, work experience and long term job placements, career education classes, and the development of individual career and transition plans.

One region reported success with the Plan-it Youth program which is used in most regions. Another region has developed a “Regionally Assisted Vocational Education” (RAVE) program to support schools in their region. Connections between schools and TAFE and schools and community support organisations continued to be prominent in 2008 in supporting career and transition planning for participating students.

**Transition Advisers**

| Number of schools that have a Transition Adviser (who completed the 4 day training in Sydney) | 70 |

The Transition Adviser initiative is in its fourth year of operation. The data indicate that in 2008, 70 schools had a Transition Adviser who had completed the training program provided by the Department of Education and Training. This is 17 fewer than recorded in 2007 but this may be due to the tighter definition of a Transition Adviser. In 2007 there was an issue with some schools not making a distinction between Careers Advisers and Transition Advisers.
and at least one region noted that some schools had reported having a Transition Adviser when it was known that they did not.

Most regional reports in 2008 indicate that Transition Advisers work primarily with students who have disengaged from or are at risk of disengaging from learning, or who are early school leavers or at risk of early school leaving. Reports also indicate that Indigenous students and students with a disability are also targeted by Transition Advisers. Three groups identified by particular regions were refugee students, students from remote areas and students who are causing problems and disruption to other students. In one region Transition Advisers also work with high achieving students who can benefit from additional career direction. In some regions, the Transition Advisers work with all students.

Regions report that Transition Advisers use a range of strategies to support student transition. Because the primary target group in most regions is at risk students a number of the strategies and activities employed by Transition Advisers are aimed at securing the active engagement and retention of targeted students, for example, individual mentoring of students often using the Plan-it Youth program, study skills and time management training and Youth Pathways referrals, while others are aimed at increasing students’ prospects of a successful transition to work or further learning, for example, work readiness programs including OH&S construction induction training, Apprenticeship workshops, development of exit plans and TAFE Outreach programs.

Other strategies and activities are those of relevance to all students such as work experience, personal learning plans, the development of transition plans, TAFE Taster days, and careers expos. No particular strategies stand out as more frequently adopted than others. As was the case in 2007 the impression created by regional comments is that Transition Advisers do whatever is necessary to support targeted students.

Some issues relating to Transition Advisers are raised in regional reports. The respective roles of Transition Advisers and Careers Advisers is again raised. There is also reported to be ongoing issues in at least one region around schools’ allocation of time for Transition Advisers to carry out their roles while another region has identified the need for a stronger and more comprehensive support mechanism for Transition Advisers across the region.

Summary of Planning Transition Pathways in 2008

Planning transition pathways is a key result area for the School to Work program. The 2008 data and regional reports provide evidence that schools have continued their efforts to support students to develop confidence in self managing their own career and transition
planning. Outcomes include increases in the estimated STW Program participants able to articulate a plan and participants with a written plan.

There were also positive outcomes from efforts to engage students from identified groups in career and transition planning with the number of participating students who were Indigenous, students with a disability or LBOTE students increasing in 2008.

An issue emerging from regional reports is the apparent low use made of the Student Pathways Survey by schools with STW Program responsibilities although Survey use varies from region to region. Some regions report a growing understanding and appreciation of the Survey’s benefits and multiple uses while others identified gaps in knowledge of what the survey is, how students can access it and how schools can retrieve and use data.

In 2008, 70 schools had a Transition Adviser who had completed the training program provided by the Department of Education and Training. Some regions have identified areas needing to be addressed in regard to the Transition Advisers initiative. These include the respective roles of Transition Advisers, Careers Advisers and Transition Teams in schools, school allocation of time for Transition Advisers to carry out their role and functions, and the need for stronger and more comprehensive support for Transition Advisers.
2.4 Exploring Career Futures

Students accessing electronic career information to support their pathways planning

The above data provides a picture of the websites being used in schools by students in 2008 to access career information to support their pathways planning. Overall, the data shows the pattern and level of usage of websites for career information were much the same as in 2007 and 2006. Just over 94 per cent of schools reported students used the myfuture website which in 2008 pulled marginally ahead in popularity from tertiary institution websites, used by 91 per cent of schools. Use of the Job Guide (88 per cent) and Jobsearch (83 per cent) websites increased while there was a slight fall-off in the use of Career Builder and Career Voyager which are among the least used electronic resources. Use of Ozjac also continued to decline. The data shows schools provided access to multiple websites and very few schools (4 per cent) used no websites.
Teachers accessing electronic careers information to support students’ pathways planning

The above data provides information about access by Careers Advisers and teachers to electronic sources to support students’ career and transition planning. The data shows that for both Careers Advisers and for teachers more generally there was very substantial access to such sources in 2008 although the proportion of teachers accessing electronic careers information appears to have declined by 5 percentage points. Teachers using electronic careers information has now declined from 98 per cent in 2006 to 72 per cent in 2008. This may be a result of students self managing their career and transition planning and independently accessing electronic resources. Regional comments on the use of electronic resources include:

Career advisers use of technology is still strong.

The use of electronic technology to support pathways planning has been embraced by many schools.
Almost 63 per cent of Careers Advisers attended either a dedicated workshop or a workshop with other school staff in 2008 on how to utilise the Department of Education and Training Portal, the internet and email.

Schools managing the distribution and use of relevant career and transition resources

The above graph shows that in 2008 schools used several methods to make career and transition resources available to students. The general pattern of usage was much the same as in the previous two years. Traditional methods such as noticeboards and parent/carer newsletters remain the most popular methods and were used by nearly nine out of ten schools (91 per cent and 85 per cent respectively).

Use of careers resource centres and careers newsletters has increased to 82 per cent and 70 per cent respectively but Library/IRC use has fallen from 69 per cent to 59 per cent.

Team approach to managing and coordinating career development programs
Use of team based approach

The data represented in the pie charts above is indicative of the extent to which schools are using a team approach in managing a whole school effort to coordinate career development programs for students.

In 2008, 64 per cent of schools reported having a team of people dedicated to coordinating career development programs. The use of teams varied across regions. One region reported:

*Almost half our schools stated that there was not a team approach to careers within their school, which is a concern to the region.*

On the other hand another region reported that two thirds of schools have a team approach. One region acknowledged the importance of teams:

*A team based approach is the crucial component of the region’s STW program. It ensures that schools can implement innovative and creative projects that engage all students and prepare them for the rapidly changing workplace.*

Another region observed:

*The …..Region is pleased with the growth of a teams approach to School to Work in many schools in 2008. There appears to be more emphasis being placed on planning and incorporating School to Work within the broader goals and objectives of the school, and significant involvement of other staff in this planning.*

The Department of Education and Training provides professional development to support the forming and operations of Career and Transition Teams. During 2008, 40 per cent of schools reported participating in Career and Transition Team professional development days.

Composition of teams

The composition of teams was fairly consistent across regions. The Careers Adviser is always included and is most often the leader. The precise mix of membership varies from school to school but membership is drawn from the school executive (usually at least one member, often more, and often the Principal), along with others who have whole school responsibilities such as Transition Advisers, VET and STW Program coordinators, school counsellors, Head Teachers (e.g. Welfare and Teaching and Learning), Aboriginal Education and Australian School-based Apprenticeship coordinators, and Aboriginal Liaison Officers. Other membership includes Head Teachers of Key Learning Areas (KLAs), year advisers, and support teachers. Only one region reported having community members as part of
teams. One region reported that less than half their schools have either the Principal or Deputy Principal on the team and only about ten schools have a cross-KLA team that includes members with whole school responsibilities.

Achievements of teams

The key achievements by Career and Transition Teams listed in regional reports are many and diverse but fall broadly into two categories: student outcomes and program implementation. Although not quantified or validated, the work of teams is reported to have led to student outcomes that include retention of targeted, supported students, increases in the number of school based trainees and apprentices, personal learning plans for all Year 11 and Year 12 students, successful transition of Year 12 students, improved School Certificate completion rate, full student inclusion, and unprecedented transition of Year 10 students into either additional Structured Workplace Learning programs or casual employment post School Certificate examinations.

Achievements in program implementation include such things as implementation of new programs and activities, delivery of different types of training, for example myfuture training, strengthening of existing strategies, extending the STW Program more widely within schools, promotion of the STW Program, increased community support, more effective cross-school coordination, integration of career development with other transition and KLA activities, and increases in the breadth of student opportunities.

School use of the School to Work Report

Slightly over 52 per cent of schools reported using the STW Program report to inform future school planning with most employing it in similar ways. Frequently mentioned were its use in developing school management plans and school strategic plans, in evaluating, reflecting on
and improving STW Program planning and programs, in measuring achievement particularly by being able to compare data over time, in setting priorities, in formulating budgets and in providing trend information. The following are typical of regional comments:

Reference to the Report is crucial in the school planning meeting and school strategic plan and forces schools to evaluate programs and activities leading to new ideas and methods for the future.

Actually completing the report has allowed many the opportunity to reflect on what they have achieved and what they could possibly achieve.

An aim of the Region will be to demonstrate to ALL schools that the use of the STW Report as a tool to reflect and plan or improve on STW activities is a vital resource….

Summary of Exploring Career Futures

Exploring Career Futures is a key result area for the School to Work Program. Initiatives in this area aim to provide students with access to people, opportunities and a variety of media to assist them to process information about work, education and training options.

Overall there is considerable evidence that schools have continued to provide students with numerous and varied opportunities to access careers resources and also with appropriate support to build their capacity and confidence in exploring and planning their career futures.

A key means schools use to support students in this area is to provide access for students, Careers Advisers and teachers to electronic sources such as the internet and relevant websites. During 2008 usage of the internet and a range of websites by students and Careers Advisers remained strong although there appears to have been some decline in the proportion of teachers accessing electronic careers information.

Careers and Transition Teams are critical in implementing the School to Work Program at the school level. Comments in regional reports suggest that schools are realising the value and importance of Career and Transition Teams. The growth in a team approach and the strengthening of Career and Transition Teams through broader membership, including the school executive, are frequently mentioned.

In 2008, while the use of teams varied across regions, overall 64 per cent of schools reported having a team of people dedicated to coordinating career development programs. The composition of Career and Transition Teams was much the same across regions. The Careers Adviser is always included and is frequently the leader. The high incidence of involvement of school executive members and other staff with whole school responsibilities
on Career and Transition Teams is indicative of the commitment at the school level to the STW Program and helps to ensure the effective coordination, promotion and integration of the Program within schools. One region reported having community members on Career and Transition Teams and this is something that schools might consider.

The use of Career and Transition Teams is reported to have achieved a range of student outcomes and program implementation goals. Student outcomes included improved student retention and completion, improved transition outcomes, increases in school based trainees and apprentices, and more students with personal learning plans. Program implementation goals included such things as implementation of new programs and activities, strengthened strategies, more variety in types of training, and extension, promotion and more effective cross-school coordination and integration of the School to Work Program.
2.5 Strengthening Student Outcomes through Vocational Learning

Schools using the Employment Related Skills Logbook and/or Logbook Online

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools using Logbook Online</td>
<td>114</td>
</tr>
<tr>
<td>Number of schools using Logbook Online as a replacement to the blue folder</td>
<td>17</td>
</tr>
<tr>
<td>Number of schools using Logbook Online to complement the blue folder</td>
<td>97</td>
</tr>
</tbody>
</table>

Students’ use of the Employment Related Skills Logbook

The Employment Related Skills Logbook is a major support resource for the School to Work Program. The 2008 data shows that 110,589 students utilised the Logbook across the six secondary years. This is only slightly down on 2007 use but is a 6 per cent decline since 2006.

Stage 5 continues to be the major focus Stage for use of the Logbook and its use by 68,862 Stage 5 students in 2008 was on par with 2007. The proportion of Stage 5 School to Work participants using the Logbook fell by four percentage points in 2008 but at 78 per cent remains a positive outcome and indicates the value placed on it as a resource.

For Stage 6, a total of 40,273 students used the Logbook in 2008, which was 2,155 fewer than in 2007. The proportion of Stage 6 STW Program participants using the Logbook fell from 69 per cent in 2007 to 59 per cent in 2008. A fall in use in Year 12 accounted for just over two thirds (1,352 students) of the decrease in Stage 6 usage. The changes in reported Logbook usage could well be the result of an increased emphasis on student managed career and transition planning.
The above graph provides data on the number of students who used the Logbook in the context of their curriculum studies. The data shows that in 2008, the Logbook was used for this purpose by 58,132 students across the six secondary years. This compares to 59,135 students in 2007.

Logbook use for curriculum studies purposes was greatest in Stage 5 (42,117 students) and especially in Year 10 (26,218 students), both comparable with 2007. In Stage 6 a total of 15,101 students used the Logbook for this purpose.

One of the intended purposes of the Employment Related Skills Logbook is that it be used to assist students in their resume writing. In 2008, a total of 87,765 students used it for this purpose, a decrease of 4,285 students or nearly 5 per cent on the previous year.

Nearly two thirds of students using the Logbook for resume purposes were in Stage 5, with the greatest use being in Year 10 (37,475 students), a decrease of 5 per cent on 2008 usage. The data also suggest that Logbook use for resume purposes declined in Stage 6 by nearly 7
per cent. Again, increasing self management by students of their career and transition planning and use of Logbook Online are likely to be factors in the apparent decline in Logbook usage.

The above graph shows the number of teachers, as distinct from Careers Advisers, using the Employment Related Skills Logbook in class. The graph indicates that 4,869 teachers used the Logbook as a class resource in 2008, some 10 per cent fewer than in 2007. While use was evenly spread across the Key Learning Areas (KLAs) given their respective ‘size’, it was especially used by English, Technology and Applied Studies (TAS) and Human Society and its Environment (HSIE) teachers. The pattern of use in 2008 is much the same as in 2007. The main difference is that use by Personal Development, Health and Physical Education (PDHPE) teachers has fallen. In 2007 PDHPE teachers were one of the largest groups using the logbook in class but in 2008 were among the smallest groups. The apparent decline in classroom use may reflect greater use by students of Logbook Online. One region commented positively on the use of the logbook in general curriculum classes:

*Regional schools use the logbook with students, usually providing to students in Year 9. It is pleasing to see the percentage of schools which report that the logbook is used in general curriculum classes.*

Several regions commented on the scope for enhancing and increasing Logbook use and on the need for further support and training for teachers in its use. One region, for example, commented:

*Use of logbooks could be enhanced and broadened so more students are articulating and recording their experiences in enterprise and vocational learning. Regional training in 2009 will support teachers in explicitly and efficiently using logbooks for this purpose.*
Another region similarly reported:

Region needs to provide support in use of the electronic logbook as a tool for all teachers.

The above graph shows the number of teachers who are supporting student career development through curriculum delivery. The graph indicates that 10,471 teachers were doing so, 4 per cent more than in 2007 with increases across all KLAs except Technology and Applied Studies (TAS) where there was a small decline. However TAS and English teachers continued to form the two largest teacher groups supporting student career development through curriculum delivery. Regional reports confirm the spread of STW Program related activities including vocational learning to general curriculum areas with one region reporting:

The regional STW program aims to improve learning outcomes for students by helping teachers to identify and provide a range of vocational and enterprise learning opportunities in all curriculum areas ….

Another commented:

There has been a great development in the breadth of faculty areas involved in vocational or enterprise learning programs and a move to ‘whole cohort’ rather than at-risk student involvement.
The data shows that in 2008, there were 2,697 teachers from across KLAs who participated in professional development activities focused on vocational learning, a decline of 29 per cent. The relativities between KLAs remained much the same. As in 2007, Technology and Applied Studies (TAS) teachers remained the largest group undertaking professional development in vocational learning in 2008. Several regions commented on advances in embedding vocational learning across the KLAs. However one region reported:

*The percentages of teachers utilising vocational education resources remains static and indicates room for improvement.*

This comment and the data reported above indicate the need to continue encouraging teachers in KLAs to take up professional development opportunities in vocational learning.

**Other staff using the logbook with students**

The above figures provide information about use of the Employment Related Skills Logbook by Careers Advisers and by teachers of students with identified special needs. The figures
show that most Careers Advisers, some 85 per cent, utilised the Logbook in 2008, down slightly on 2007.

The data in relation to teachers of students with special needs shows about the same proportion of teachers (65 per cent) used the Logbook in 2008 as did in 2007 (68 per cent) but use since 2006 has fallen seven percentage points. One region mentioned the student support version of the Logbook as a particular tool used to build the career and transition confidence of students with a disability.

**Schools providing authentic learning opportunities**

![Graph showing number of schools providing different authentic learning opportunities](image)

The graph above shows that through the School to Work Program schools are providing a range of opportunities for students to learn in an authentic context. In 2008 there was an increased number of schools using each of the listed activities. Work experience remained the most frequently used method with all schools (100 per cent) indicating its use. Also prominent was work placement, with over 93 per cent of schools identifying it as one of their main activities for providing authentic learning. Enterprising activities were increasingly used in 2008 with the number of schools engaged in such activities increasing by 36, with a total increase of 120 since 2005.

The data presented here suggests that more schools are recognising the value of learning in authentic contexts, are seeking out authentic learning opportunities for their students and are being supported in their endeavours by formal programs.
The above graph provides further understandings about authentic learning, but more explicitly linked to enterprising activity. The pattern and level of use of activities by schools in 2008 is not much changed from 2007. Most frequently nominated in both 2008 and 2007 were workplace learning (94 per cent of schools in 2008) and class-based activities that had an enterprising activity dimension (86 per cent of schools in 2008).

Volunteering was also prominent in both years (68 per cent of schools in 2008), suggesting that schools linked aspects of the STW Program with areas such as citizenship and values education. Taken together with community projects (67 per cent in 2008, up from 61 per cent in 2007), the data suggest that in 2008 many schools continued to engage in community-based arrangements that facilitated enterprising activity for substantial numbers of students.

Regions report extensive use of enterprising learning activities within curriculum delivery. For example, one region reported:

*Across the region there is an increase in enterprise learning activities which are being incorporated into curriculum delivery. KLA areas accessing enterprise learning opportunities include HSIE (Commerce), Science, CAPA, Careers Education and Work Education.*

Another similarly reported:

*Schools are beginning to report on enterprising initiatives within curriculum delivery with some creative and exciting programs. Programs are becoming more inclusive of all year groups and KLAs.*
Many of the learning activities are ‘packaged’ and provided or facilitated by external agencies and resources. Reported activities support the comment by one region that programs that are usually run as competitions dominate the examples. Frequently mentioned were Australian Business Week, Telstra Marketing Plan Competition, ASX Schools Sharemarket game, Mock Trial Competition, Young Achievement Australia, Schools Innovation Design Challenge and Cows Create Careers. Examples of enterprising learning initiatives generally without a competitive element include Adopt-a-School program projects, Weed Warriors, the Real Game, and Step Out Bricklaying Program.

Many schools, however, have developed their own learning activities. Typical of these are school cafes within hospitality and food technology classes, vegetable growing within agriculture classes, trailer manufacture within Industrial Technology, and Lighthouse projects.

Schools have also reported an extensive array of enterprising learning initiatives undertaken as extra curricula delivery. It is apparent that many of the initiatives incorporated into curriculum delivery and reported on in the preceding section are regarded as extra curricula by others. These include programs such as Adopt-a-School, Australian Business Week, Young Achievement Australia and the ASX Schools Sharemarket Games.

Common initiatives more often reported as extra curricula than as part of curriculum delivery include Rock Eisteddfod, Variety nights, Duke of Edinburgh’s Award, Relay for Life, Solar Car Challenge, Rural Fire Service training, Clean Up Australia day, World Vision fundraising and other fundraising activities.

Initiatives specific to particular regions or schools that give an indication of the diversity of activities include Woodberry Funday, Naruta Aboriginal Enterprise, Poultry Hatchery to House, Wraps with Love project, Charities Day art exhibition, Valentines Day Roses, car washing sales, and landscaping.

Many of the enterprising learning initiatives are community-based with a strong social responsibility component as well as employment related skills.
Student participation in the Real Game Series

<table>
<thead>
<tr>
<th></th>
<th>Yr 7</th>
<th>Yr 8</th>
<th>Yr 9</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Make It Real Game</strong></td>
<td>123</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Real Game</strong></td>
<td>956</td>
<td>1829</td>
<td>4821</td>
<td>3513</td>
<td>426</td>
<td>191</td>
</tr>
<tr>
<td><strong>The Be Real Game</strong></td>
<td></td>
<td></td>
<td>585</td>
<td>2487</td>
<td>232</td>
<td>55</td>
</tr>
<tr>
<td><strong>The Get Real Game</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90</td>
<td>30</td>
</tr>
</tbody>
</table>

The Real Game series was mentioned in a number of regional reports as a resource that schools often accessed in the context of the School to Work Program. The above data support such observations with 11,736 students across all secondary years accessing The Real Game in 2008, almost the same as in 2007. However there was increased participation by Year 7, 8 and 9 students but decreased participation by Year 10, 11 and 12 students. Stage 5 students still made up the highest proportion of participants (71 per cent, up from 67 per cent in 2007).

The next game in the series, The Be Real Game was utilised by 3,359 students, 340 fewer than in 2007, with most of the decrease being in Years 9 and 11. Year 10 students remained the biggest users of the game (74 per cent, up from 67 per cent in 2007) with Stage 5 students accounting for 92 per cent of participation. The Stage 6 game in the series, The Get Real Game was used by 120 students, double the number in 2007. The Stage 4 game, The Make it Real Game, had 197 participants in 2008, the first year data has been reported for this game.

There are mixed comments from regions about the use of the Real Game series. One region reported:

> The Real Game series is not receiving the support it deserves. The schools do not see the link between the game and specific curriculum outcomes.

However, another region reported:

> The Real Game series has enjoyed considerable success in (the region) with most schools programming at least one.

Summary of Strengthening Student Outcomes through Vocational Learning

Strengthening Student Outcomes through Vocational Learning is a key result area for the School to Work Program. Initiatives in this area support teachers in identifying and providing
a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas.

Regional reports suggest considerable progress in this area in 2008 with many commenting on advances in embedding vocational learning and enterprising learning activities across KLAs. Others made reference to vocational learning strengthening student outcomes.

Use of the Employment Related Skills Logbook varies from region to region and although high, shows scope for improvement. The data shows the Logbook was used slightly less frequently by students for planning and curriculum related purposes but increasingly to assist in resume writing. However the data do not necessarily reflect total student use of the Logbook as the emphasis on student managed career and transition planning means many students would be using the Logbook independently and in their own time.

The data also shows fewer teachers are using the Logbook with students. While this may also be a reflection of increased student self management of career planning, further teacher training and support in Logbook use is indicated. This is acknowledged in regional reports with some regions identifying professional development in this area as a priority in 2009.

Enterprising learning, community based learning and learning in other authentic contexts continue to feature strongly in vocational learning approaches.
2.6 Building Networks and Connections

Schools developing community/business partnerships to support vocational learning.

The above figure indicates that, under the umbrella of the School to Work Program, a high proportion of schools see value in community/business partnerships with 88 per cent of schools reporting that community/business partnerships have been embedded in strategic planning processes. Many regions refer to both the strengthening of existing partnerships and the fostering of new partnerships. For example:

*All schools in the Region have established Networks and Connections that need to be nurtured as well as new ones initiated.*

*Schools and career advisers continue to work hard to build and consolidate links with business/industry and the community.*
The above graph provides some understanding of the range of community/business partnerships developed by schools to support student career knowledge and understanding. The organisations and the number of schools involved in partnerships with them was much the same in 2008 as in 2007. Although the 2007 question was couched in slightly different terms, it appears that 31 additional schools have reported partnerships with Local Community Partnerships, 22 additional schools have reported partnerships with TAFE and 20 additional schools have reported partnerships with community organisations.

A number of regional reports comment particularly on school/LCP relationships:

- **All schools are accessing their LCPs.**
- **The trend is for schools to acknowledge the strengthening of connections to their LCPs ...**

The data indicate that most schools have partnerships in several categories.

The above graph points to the range of community linked initiatives implemented in 2008 that supported student career and transition planning. The pattern of involvement by schools in the various initiatives was much the same as in 2007. There was an increase in the use of each of the initiatives. Of note is 25 additional schools using industry visits, 26 additional schools using enterprise activities and 26 additional schools using careers expos. The data suggest that schools participated in multiple activities linked to this area of the School to Work Program.

Regional reports provided lengthy lists of community-based or community organised events and opportunities accessed by students to support their career and transition planning. The extent and variety of events and opportunities accessed suggests that schools see
considerable value in terms of student career and transition planning and development in these community-based and community organised activities.

The above graph provides an indication of the range and type of community organisations that supported student transition in 2008 and presents a picture much the same as in 2007 although the number of schools nominating most community groups has increased. An additional 45 schools nominated Local Community Partnerships and an additional 29 schools nominated Youth Pathways.

Schools with a good understanding of the services of Local Community Partnerships (LCP)
Most schools (93 per cent) claimed to have a good understanding of the services of Local Community Partnerships (LCPs) which is in keeping with the number of schools that reported having partnerships with LCPs. A range of support is provided to schools by LCPs with career information and VET work placement being the forms of support accessed by the most number of schools (88 per cent and 84 per cent of schools respectively). Most schools accessed more than one form of support from LCPs. Thirty schools did not access any type of LCP support. Given the positive feedback from schools accessing LCP support this is something that may need to be addressed.

**Schools using networks and connections to support students’ career development**

<table>
<thead>
<tr>
<th>Careers Expos</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students attending Careers Expos in 2008</td>
<td>79014</td>
</tr>
</tbody>
</table>

All regions reported considerable use of careers expos and provided extensive lists of local, regional, state, industry specific and other types of careers expos and careers events that students access to support their career and transition planning. One region noted that attendance at Careers Expos is a major event for assisting students in their transition planning.

Some regions noted that they financially support a number of expos each year but that schools are able to access events staged by other organisations. In some regions there are expos that all schools participate in which Year 10 and 12 students. Schools also run their own careers events. One region remarked on the tertiary focus of most expos but also noted that trades are now beginning to feature in TAFE and Try-a-Trade days.
There are also a range of expos targeting equity groups. These include Disability expos, Indigenous Rural Careers Expo, Koori Careers and Deadly Days (ATSI). Industry or occupationally specific expos include Mining expo, Marine Careers expo, Teach NSW Career Expo, and medical/nursing expos. The national careers expo at Darling Harbour was mentioned in reports from Sydney regions.

### Other community vocational and enterprise learning events

| Total number of students | 41587 |

The extent and variety of community events accessed by schools and listed in regional reports indicates that schools see such events as having considerable value in supporting students’ vocational and enterprise learning. The events include those run by national, state and local community based organisations and consist of fairs, expos, fund raisers, competitions, visits to workplaces, dinners, information evenings and promotional events. They include some of the enterprising learning initiatives that schools have identified as incorporated in curriculum delivery or as extra curricula activity such as Adopt-a-School projects, Solar Boat Challenge, Cows Create Careers, and ASX Schools Sharemarket game. Events such as TAFE Taster days, Deadly Days and Try a Trade are also identified. Other typical events are hospitality catering, blood donation, building and construction forums, health industry forums. Events organised by Local Community Partnerships are frequently listed.

### Parental engagement in supporting career development and transition planning

<table>
<thead>
<tr>
<th>Parents, carers and elders’ engagement in supporting their child’s career development</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>92.72%</td>
</tr>
<tr>
<td>7.28%</td>
</tr>
</tbody>
</table>
The School to Work Program, since its inception, has sought to promote parent understanding about how they can support their child’s career development and transition planning. That 93 per cent of schools have sought to actively engage parents, carers and elders in supporting their child’s career development indicates that schools recognise the importance of this aspect of the STW Program. As one region observed:

*Awareness by schools of the value of including parents in the career path planning and transition planning for their children is becoming more explicit.*

The above graph quantifies some of the opportunities provided by schools to parents to actively engage in and support their children’s career and transition. The position presented by the data in 2008 is almost unchanged from 2007. In 2008, three activities were used by at least 90 per cent of schools. These were ‘parent interviews’ (97 per cent of schools), ‘Careers Adviser access’ (91 per cent of schools) and the ‘school newsletter’ (89 per cent). An additional 25 schools used ‘parent interviews’ in 2008. Careers expos and industry forums were less popular methods of engaging parents in 2008 than they were in 2007.

Regional reports list a wide variety of strategies and methods used by schools to engage parents, carers and elders. These include both general information sharing activities and targeted activities. General information sharing includes newsletters, information evenings, websites, expos, emails, and invitations to expos, Industry Focus Days, Board of Studies evenings for parents, subject selection evenings, Local Community Partnership programs for parents, parent/elder/carer morning teas, parent subscriptions to Careers Alert, Back to School days, involvement in STW Program planning, Elders Day, executive shadowing, translated school documents, myfuture parents guide and advice on websites such as Career
Central. Targeted activities include parent/student interviews, Personal Learning Plan interviews, Subject Selection interviews, phone contact, Student Pathway Survey reports, and involvement in work placement/work experience.

It is worth noting one region’s comment about engaging parents:

*Our region still has work ahead in terms of effectively engaging parents as partners, not information recipients, in their children’s career planning. Sessions at 2009 Professional Learning workshops have been planned in this regard; parents invited to attend.*

Comparing the 2008 data above and that from earlier years suggests that informing parents, carers and elders about the purpose of the Logbook has been a challenge for schools. After remaining consistently high for three years at around 79 per cent, the percentage of schools that had informed parents about the Logbook fell to 76 per cent in 2007 and to 60 per cent in 2008. This has occurred despite the continuing efforts by schools to provide parents with opportunities to actively engage in School to Work activities that would lead to an awareness and understanding of the purpose and importance of the Logbook.
Schools providing Careers Advisers with access to professional development.

The above data shows that Careers Advisers in a high number of schools (93 per cent) participated in at least local professional learning over the course of 2008 with a significant number (86 per cent) also participating in regional professional development. Over half the schools had Careers Advisers participating in all three levels of professional development. Participation in 2008 was unchanged except for an increase in schools (up from 11 to 35) reporting that the Careers Adviser did not participate in formalised professional learning.

Schools supporting student’s educational experience through workplace learning.

<table>
<thead>
<tr>
<th>Student Outcomes expected from workplace learning</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience in not for profit/community organisations</td>
<td>310</td>
</tr>
<tr>
<td>Building students networks and connections</td>
<td>438</td>
</tr>
<tr>
<td>Future part-time work opportunities</td>
<td>421</td>
</tr>
<tr>
<td>Experience of the world of work</td>
<td>479</td>
</tr>
<tr>
<td>Informed career decision making</td>
<td>483</td>
</tr>
<tr>
<td>Engagement with learning</td>
<td>472</td>
</tr>
<tr>
<td>Other</td>
<td>58</td>
</tr>
</tbody>
</table>

Other
The above chart identifies the outcomes that schools seek to achieve through workplace learning and indicates there is a high consistency in schools’ expectations. Informed career decision making, experience of the world of work and engagement with learning emerge as the most sought after outcomes.

**Summary of Building Networks and Connections**

Building Networks and Connections is a key result area for the School to Work Program. It is evident from the data and regional reports that in 2008 schools have continued their efforts to strengthen existing and foster new strategic connections, partnerships and networks. The returns from these efforts have been increased opportunities for vocational learning, work experience, work placements and learning in other authentic contexts for students. The growing and apparently increasing strength of relationships between schools and Local Community Partnerships in particular can be clearly seen in the data and the regional reports.

Recognition of the importance and legitimacy of enterprise learning as a part of the School to Work Program has continued in 2008. The evidence indicates that enterprise learning activities are a key strategy in providing students with authentic learning that connects classroom learning to the realities of life and work beyond the classroom. Central to these expanded opportunities are the partnerships schools have been able to build with the community, business and other organisations.

A wide variety of methods continued to be employed to engage parents, carers and elders in their children’s career planning. That 93 per cent of schools have sought to actively engage parents, carers and elders in supporting their child’s career development indicates that schools recognise the importance of this aspect of the STW Program. An important issue raised by one region is the need for further work and professional development in order to effectively engage parents as partners, not simply as information recipients, in their children’s career planning.

The high proportion of Careers Advisers accessing professional development to equip themselves to more effectively engage students in career and transition planning is evidence of their level of commitment to the underlying philosophy and objectives of the School to Work Program.
2.7 Region Specific Questions for 2008

The School to Work Program is delivered in a flexible manner so that Regions meet the needs of students in their unique localities. Regions set key strategic outcomes within the framework of the School to Work Program. This new section enables Regions to collect extra information and data around their priorities for 2008.

**Hunter / Central Coast**

1. **How schools use the School to Work Program to support student engagement and student retention.**

   Schools have an integrated approach to a wide variety of programs to aid in the retention and engagement of their students. Examples include: structured lessons, individual transition plans, work experience/placement, authentic assessment, interviews for subject selection, one on one, mentoring, action plans and interview days. The use of employment related skills in KLAs helps to link the relevance and benefits of school subjects to their future.

2. **How schools intend to evaluate the effectiveness of the School to Work Program in supporting student engagement and student retention.**

   - Monitoring student tracking and destination data.
   - Post school destination surveys for non returning students.
   - Exit interviews.
   - Statistics on numbers of students attending organised events eg interview days, expos and mentoring.
   - Evaluation & feedback of all programs on completion by students & teachers.
   - The growth in the variety and number of STW programs and activities, an increase in all staff STW knowledge.

**Illawarra / South East**

1. **Apart from using the Employment Related Skills Logbook, how do teachers make explicit KLA links to vocational and enterprise learning?**

   - Posters showing KLA related work opportunities.
   - Incorporating employability strategies in individual programs.
   - School excursions, KLA assessment tasks, engagement with the DEEWR bullseye posters.
   - Teachers describe links between subjects and career opportunities.
   - Real Game/myfuture elements embedded in programs.
   - KLA integrated Work Education units.
   - Integration of enterprise activities into curriculum delivery.
   - Relate content to real world.

2. **How do schools in the region include parents as authentic partners in supporting their child’s post-school pathways**

   - Parents involved in school based programs and activities.
   - Share experience as employers/employees visit school as guest speakers.
   - Assist in organisation of work experience/work placement.
   - Individual education planning meetings.
   - Parents at Career Enhancement sessions.
   - Parents support child's post-school pathways.
• Parent consultation, mentoring, participation.
• Parents as Careers Partners Seminar.

New England

1. Aboriginal Career Development

| School participation in Aboriginal Career Education Professional Development |
|-------------------------------------------------|--------|
| Aboriginal Cultural Education Workshop for Careers Advisers (November 2007) | 11     |
| Aboriginal Career Development Workshop (2 days) | 17     |
| Gray Poehnell Guiding Circles Training Workshop | 10     |

Outcomes as a result of school's participation in training.
Outcomes vary from planning to implementation of strategies that are inclusive and take into account cultural differences. Continuing to utilise support from other programs such as SBATs and AES; TAFE; AEOs and AEAs.

School ideas on regional support that would be beneficial.
Continued support from the region in the form of time, resources and profession learning; Guiding Circles training is expensive and the regional implementation of this program is continuing.

2. Enterprise Education

| School participation in Enterprise Education Projects |
|------------------------------------------------------|--------|
| Building Bridges Enterprise Education Project        | 4      |
| Career Search Enterprise Education Project           | 4      |
| Other                                                 | 24     |

The impact on Enterprise Education in schools as a result of participation in an enterprise project.
Provided resources for schools to implement projects but transfer of enterprise education skills needs to be measured.
Schools that participated in Career Search commented on the skills and knowledge that had been developed by students. They indicated that they would like to continue with this program.

Future plans that schools have for implementing Enterprise Education.
Professional learning in enterprise education - targeting all teachers.
Investigating process of networking schools to share and develop resources.

Regional support identified by schools.
Time, resources, information and examples.

North Coast

15 year old students developing a written plan for school completion and transition to work
Number of 15 year old students | 4773
Number of 15 year old students who have developed a written plan for school completion and transition to work. | 3652
% of students | 76.51

14 year old Indigenous students developing a written plan for school completion and transition to work
Number of 14 year old Indigenous students | 436
Number of 14 year old Indigenous students within your school who have developed a written plan for school completion and transition to work. | 207
% of students | 47.48

Northern Sydney

The extent that School to Work (STW) project(s) have met regional priorities

1. The extent to which STW projects strengthened student outcomes by embedding vocational and enterprise contexts into teaching and learning:
   3 Low    16 Medium    23 High

2. The extent to which STW projects linked to the dimensions of the Quality Teaching Framework:
   2 Low    14 Medium    26 High

3. The extent to which STW projects was team based and innovative:
   5 Low    14 Medium    23 High

4. The extent to which STW projects had a Middle Years of schooling focus:
   10 Low    15 Medium    17 High

Riverina

Regional support for the School to Work (STW) Program.

1. Key factors identified by schools that contributed to their successful implementation of the STW Program.
   Key factors include: Support of whole school; STW Funding; co-operative executive staff; cooperative and helpful local employers; regular weekly timetabled careers classes to implement STW; whole school focus across KLAs; regional consultant support; continuity of program; team-work approach; willingness to innovate; support from Region through resource packages; Community support; Careers Advisers networks.

2. The expectations schools have identified of Regional Consultants that would ensure the successful implementation of the School to Work Program.
   Talk to staff, including executive & Principals.
South Western Sydney

1. Each school’s use of the following customised Regional School to Work resources.

   School to Work Poster
   None 9   Limited 14   Regularly 23   Frequently 29

   School to Work Bookmark
   None 16   Limited 33   Regularly 18   Frequently 8

   The Real Game Training
   None 36   Limited 28   Regularly 9   Frequently 2

   A4 Teacher School to Work Reference Sheet
   None 27   Limited 28   Regularly 16   Frequently 4

   Comments by schools regarding the benefit of these Regional School to Work resources to their school’s program.
   Posters in classrooms are a continuous reminder of employment related skills.
   The bookmark is an excellent resource for students to access website information.
   The Real Game is a valuable and enjoyable experience for students.

2. The impact the Regional School to Work Co-ordinator has had on the School to Work program at the following levels.

   Careers Adviser
   None 11   Limited 23   Regularly 25   Frequently 16

   Executive
   None 22   Limited 37   Regularly 13   Frequently 3

   KLA teachers
   None 25   Limited 38   Regularly 9   Frequently 3

   School to Work Committee
   None 32   Limited 24   Regularly 13   Frequently 6

   Whole School
   None 22   Limited 40   Regularly 11   Frequently 2

   The initiatives that have resulted from the work of the Regional School to Work Co-ordinator as identified by schools.
   The coordinator has had an impact on Executive and re energised staff. Sharing of best practice programs has launched our STW program. Coordinator is positive and helpful in her role. Coordinator has reinforced the need for, and provided impetus for, the establishment of a whole school STW committee.

Sydney

1. How School to Work is embedded in the teaching and learning programs in the region’s schools.
STW embedded in many KLA Syllabuses; each faculty completes logbook pages and relates them to their KLA; STW embedded through the Quality Teaching dimension of 'significance'; assessment tasks and programs have been revised and improved to reflect student connectedness and engagement; career lessons; co-ordinated whole school planning; dedicated School to Work weeks; included in school management plan.

2. How schools evaluate the effectiveness of School to Work Program.
Retention rates; success of student transition to employment or further training; exit surveys; post school destination data; completed logbook sheets; evaluated as a school target; meetings to discuss and reflect; surveying of staff, students, parents and other stakeholders; incorporated into some KLA assessments; feedback from work placement/work experience.

Western NSW

1. Schools forming partnerships to strengthen their School to Work Program.

Has your school developed significant partners to support the implementation of the School to Work Program?
Y 48   N 6
If yes to the above:

Your partnership(s) are:
20 Casual   29 Informal
42 Created on a needs basis   26 Formal arrangement
34 Strategic and mutually beneficial   34 Aware of the intent of the School to Work Program

Summarise the benefit(s) of forming partnerships to support your School to Work Program.
School to Work programs across schools can only be fully successful and engaging with the support of partners that can provide real experiences and opportunities for students. It is fantastic that so many strong and supportive partnerships have been developed or enhanced across the region to provide valuable experiences for students.

Summarise the issues that emerge from forming partnership(s)
Most schools have not reported issues emerging from partnerships. For schools and their staff the issues are centred around being geographically isolated and staff just not having enough time to dedicate to forming and maintaining partnerships.

2. The School to Work Program is continually being reframed to ensure that it is a program that is current and supports students to become productive future citizens.

What would you change about the School to Work Program if you were in charge? Identify key areas for change as identified by schools.
The region is constantly assessing the processes associated with the School to Work program, from delivery of the large variety of programs to reporting and applying for and acquitting finance. It is extremely valuable to be able to consider the opinions of the "people on the ground " when making decisions and developing processes.

Western Sydney
1. Schools accessing the Regionally Assisted Vocational Education (RAVE) program

Did your school access the Regionally Assisted Vocational Education (RAVE) program this year?
  Y 36  N 21

In 2008 what aspects of RAVE have best addressed your school vocational learning priorities?
19   Employment related skills workshops
27   Increased self esteem workshops
16   Targeted program support for students at risk of disengaging
11   Organisational capacity of RAVE to provide more frequent and high value student workshops amongst schools
 8   Embedding of vocational learning across all Key learning Areas
 2   Support for Transition Advisers

Please indicate below how your school will engage with RAVE in 2009:
 7   Assistance for the Transition Adviser
34   Workshops to highlight boys career choices
37   Workshops to highlight girls career choices
20   Strengthening vocational learning across all Key Learning Areas
18   Indigenous student career education
16   Student Pathways Survey implementation
17   Other
### 2.8 STW Outcomes Reflection: State-Wide

How effectively are the following occurring in your schools?

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<thead>
<tr>
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<th>Not at all true</th>
<th>Slightly true</th>
<th>About halfway true</th>
<th>Mostly true</th>
<th>True</th>
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<tbody>
<tr>
<td>a) Students are actively being supported to learn how to document and manage their career and transition planning.</td>
<td>9</td>
<td>35</td>
<td>68</td>
<td>216</td>
<td>178</td>
</tr>
</tbody>
</table>

A large majority of schools (78 per cent), believe this statement is true or mostly true while less than 2 per cent say it is not true at all. This is a solid foundation for further achievements in the **Planning transition pathways** key result area of the STW Program. Nevertheless, for a significant number of schools (20 per cent), the statement is only slightly or about halfway true. This suggests that in 22 per cent of responding schools may be some students in need of active support in learning how to document and manage their career and transition planning.

| b) Students are (being) trained to locate and use career information. | 8               | 21             | 43                | 170         | 264  |

Over half of responding schools (52 per cent) believe this statement is true with a further 30 per cent saying it is mostly true and only 1 per cent saying it is not at all true. This is also promising in terms of achievements in key result areas of the STW Program. For 13 per cent of schools the statement is slightly or about half way true. This suggests that at least some students in 14 per cent of responding schools may not yet be receiving training to locate and use career information.

| c) School practices and structures are sufficiently flexible to complement work and community-based learning | 3               | 14             | 42                | 197         | 250  |

Nearly half of responding schools (49 per cent) indicate this statement is true with a further 39 per cent indicating it is mostly true. For 11 per cent of schools it is slightly or about half true and for less than 1 per cent it is not true at all. Responses to a similar question in 2007 are consistent with current responses suggesting that a large majority of responding schools, over 88 per cent in 2008, have been able to maintain their performance in this area.
d) Curriculum delivery in our school provides a range of vocational learning opportunities for students

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<tr>
<td></td>
<td>4</td>
<td>26</td>
<td>70</td>
<td>153</td>
<td>253</td>
</tr>
</tbody>
</table>

Half of responding schools (50 per cent) indicate this statement is true with a further 30 per cent indicating it is mostly true. This is a positive indication of the progress that has been made in this area and provides a solid foundation for further achievements in the *Strengthening student outcomes through vocational learning* key result area of the STW Program. Even so, for 19 per cent of schools the statement is only slightly or about halfway true, indicating that continuing effort is needed to embed vocational learning and vocational learning opportunities in all curriculum delivery.


e) The school believes that vocational learning is contributing to improved student engagement

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<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>36</td>
<td>151</td>
<td>306</td>
</tr>
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</table>

Some 60 per cent or nearly two thirds of responding schools believe that vocational learning is contributing to improved student engagement with a further 30 per cent, almost another third believing this statement is mostly true. Only 9 per cent believe it is slightly or about halfway true. Of all the statements in this section, this is the one with the strongest level of agreement. Such strong agreement is a sound basis for further achievement in the *Strengthening student outcomes through vocational learning* key result area of the STW Program.


f) The whole school community is familiar with Employment Related Skills

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<tbody>
<tr>
<td></td>
<td>23</td>
<td>64</td>
<td>160</td>
<td>181</td>
<td>78</td>
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</table>

While 51 per cent of responding schools indicate this statement is true or mostly true, for only a slightly smaller percentage of schools, 44 per cent, the statement is only slightly or about half true. For 5 per cent of schools the statement is not at all true. Of all the statements in this section this is the one with the strongest level of disagreement or partial disagreement.
### g) Schools are supporting students to build and maintain a range of networks to support their career planning

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<th>Not at all true</th>
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<th>Mostly true</th>
<th>True</th>
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<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>67</td>
<td>199</td>
<td>219</td>
</tr>
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Some 83 per cent of responding schools indicate this statement is true or mostly true which is very positive and consistent with data presented elsewhere in this report. A further 17 per cent indicate it is only slightly or about half true suggesting there may be a considerable number of students without adequate support in building and maintaining networks to support their career planning.

### h) The school actively includes parents in supporting the career development of students

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<th>Mostly true</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>29</td>
<td>79</td>
<td>172</td>
<td>219</td>
</tr>
</tbody>
</table>

Some 98 per cent of schools agreed to some extent with this statement. However, for 21 per cent of schools the statement is only slightly or about half true suggesting parental involvement in supporting the career development of students is less than ideal. This is consistent with data presented earlier in this report and points to the difficulties encountered by schools when they seek to engage parents in their children’s career and transition planning.
Continued positive levels of participation in the Program and the strengthening of a team approach to the School to Work Program are stand out areas of achievement across regions in 2008.

**Positive levels of participation in the 2008 School to Work Program**

This report highlights that eight years since the introduction of the School to Work Program, there continues to be strong student participation rates across New South Wales. In 2008 there was a 7 per cent increase of participating students compared to 2007. This positive result is evidence of a sustained commitment to the program by schools and that the associated funding, personnel and resources continues to strongly support the career and transition needs of students.

The School to Work Program takes many forms across the State and it is this flexibility that has contributed to its success over the years. Students have more choice than ever in regards to choosing their career pathway and the School to Work Program supports exploration and planning through a widening array of initiatives. As this report reflects, participation in vocational learning, enterprise learning, workplace learning, career and transition planning are just some of the staple elements supported under the auspices of the School to Work (STW) Program.

Students managing their career and transition planning has been a challenge for schools, particularly large ones, to implement. Again, commitment to the process has contributed to an overall 4 per cent rise in the number of students who can articulate a career and transition plan and a 7 percent rise in the number of students who have a written plan in 2008. The top three strategies used to support planning include workplace learning, use of the Employment Related Skills Logbook and teacher interviews.

**Continued strengthening of a team approach to managing and implementing the School to Work Program**
In 2008, 64 per cent of schools reported having a team of people dedicated to coordinating career development programs ie a Career and Transition Team approach. At the end of 2007 and beginning of 2008, State and Regions provided schools with valuable professional learning in creating a Career and Transition Team and methods of management. The composition of the team membership has been a defining factor in the success of this initiative. The inclusion of Executive staff in the team approach is integral to embedding School to Work alongside the broader goals and objectives of the school.

Some key achievements of Career and Transition Teams in 2008 included retention of targeted and supported students; increases in the number of school based trainees and apprentices; personal learning plans for all Year 11 and Year 12 students in some schools; successful transition of Year 12 students; improved School Certificate completion rates; broader student inclusion and effective transitions for Year 10 students.
Regional Key Priority Areas for 2008 (Appendix 1)

Hunter / Central Coast
- Improve on existing School to Work programs and increase implementation across all KLAs & in Years 7, 8 and 9.
- Maintain Enterprise projects and authentic assessment experiences.
- Enhance Parent and Community links and networks with industry training providers, LCPs and community agencies.
- Increase awareness of Employability Skills.
- Increase implementation of Real Game.
- Support the development of work skills for broad range of abilities.
- Increase support for mentoring programs and SBATs.

Illawarra / South East
- Extending the use of the Employment Related Skills Logbooks across faculties and year groups so students can make KLA links to real life situations.
- Developing and strengthening networks with business, TAFE, universities and LCPs to increase opportunities for students.
- Assisting students with their career planning and plans.
- Raising the School to Work profile to the whole school community.
- Support opportunities in career expos and programs.

New England
- Strengthen links and Partnerships with business/industry. Increase support for SBATs.
- Increase initiatives to support retention and transition, particularly initiatives for Indigenous students.
- Provide access to quality and relevant career information for staff.
- Increase awareness of local employment opportunities and quality work placements.
- Support the development of employability and work ready skills.

North Coast
- Broaden curriculum support for vocational learning.
- Provide a wide curriculum choice to suit the needs of all students.
- Expand numbers of SBATs to increase retention rates and experiences in the workplace.

Northern Sydney
- Strengthen student outcomes by embedding vocational and enterprise contexts into teaching and learning.
- Emphasise the need for students to develop employment related skills and enterprising attributes applied to a range of employment outcomes.
- Careers and lifelong learning embedding STW into KLAs encourages cross curriculum implementation "establish links to the QTM, "team based projects
Riverina
- Consolidation of existing program and strategies.
- Extending the School to Work program across faculties and whole school approach.
- Support (through regional workshops) for Careers Advisers - Sessions included STW, SBT/SBA, VET, Student Pathways planning.
  The workshops featured video conference links with VEiS Directorate and resulted in the formation of a regional careers teachers’ network.

South Western Sydney
- Professional development of all staff in all KLAs to encompass and deliver a whole school approach to career development using the School to Work resources.
- Resource support for Careers lessons.
- Emphasis on work experience.
- Raise awareness of skills development through Try a Trade program.
- More student participation of Student Pathways Survey.

Sydney
- Increased identification and support for 15-19 year olds at risk of leaving school early.
- Learning partnerships that enhance engagement and prepare diverse students for the modern world of work and further training.
- Increased number of schools and students participating in enterprise education programs.
- Students at all schools provided with vocational learning opportunities.
- Support for the use of technology.

Western NSW
- Developing further partnerships.
- Supporting pathways planning.
- Support for career exploration and work readiness programs.
- Increase use of the Student Pathways Survey.

Western Sydney
- Continue with the RAVE program.
- Increase awareness of enterprise learning strategies utilised across schools.
- Engage students at risk of disengaging through successful career programs.
- Support Transition Adviser strategy, Career and Transition team strategy, Career Search.
- Support faculty implementation of STW across curricula.
**Intended Regional Priorities for 2009 (Appendix 2)**

**Hunter / Central Coast**
- Provide support to increase enterprise learning opportunities.
- Build and strengthen Community and Parent networks.
- Increase SBATs and whole school delivery support for SBATs.
- Support for Stage 5 VET.
- Enhance student pathways.
- Increase the use of myfuture website.
- Analyse and use data from the Student Pathways Survey.
- Support the increased use of Logbook Online.
- Support schools to embed Employability Skills.

**Illawarra / South East**
- Developing more strategic community/industry/LCP links to support STW programs and transition for students.
- Broadening student awareness of and involvement in Employment Related Skills and STW programs to ensure skills for all students.
- Ensuring more teachers integrate and program for STW in KLA teaching programs.
- Promote log books and STW to parents to involve them as partners.
- Support for Logbook Online and IT for STW.

**New England**
- Support initiatives for raising retention and transition through career planning for all students.
- Further consolidate links and partnerships with business/industry with a focus on SBATs.
- Professional Learning in using IT in career lessons.
- Supporting quality work placements.

**North Coast**
- Improving the profile and effectiveness of STW program in the school and community.
- Integrate the use of the STW log books across all KLA areas.
- Real Game implementation.
- Improving student exploration of the world of work - through work experience and exploration.
- Strengthen industry partnerships.

**Northern Sydney**
- Support a whole school approach to embed vocational learning across the curriculum.
- Provide contextual learning for students.
- Broaden the program and focus on DET priorities such as sustainability and the environment.
- Improve students' employability skills.
- Provide opportunities for work based learning to focus on retention and engagement of students.

**Riverina**
- Pathways planning using the electronic student survey.
- Integration of employment related skills into classroom practice.
• Faculty promotion and development of strategies to integrate the employment related skills.
• Development of Transition Planning teams within a school.
• Encourage careers advisers to work with head teachers to support the STW teams.
• Increase the number of students accessing the myfuture web site.

South Western Sydney
• Embed STW in and across all KLAs.
• Greater percentage use of Logbook Online.
• Link STW to the Office of Schools Plan and schools’ own Management Plan.
• Concentrate on specific career plans for students using school Career and Transition teams.
• Introduce STW to Year 7 and 8 including using the Real Game Series.

Sydney
• Build on established programs enhancing students’ capacity to self manage their transitions.
• Establish processes through which STW is recognised as a component of whole school planning.
• Further develop students’ capacity to identify skills and capabilities which relate to future goals and options.
• Develop better links with the community; Incorporate technology-based resources in career plans.

Western NSW
• Build on programs that have been successful, to ensure partnerships and community support is maintained to provide options and opportunities for students to explore careers pathways.
• Strengthen and build on successful Work Experience programs.
• Further develop employment skills through various work readiness programs, development of community specific programs.

Western Sydney
• Streamline programs offered through RAVE and strengthen outcomes.
• Student career pathway planning strategies.
• Engage and strengthen STW initiatives across the region’s SSP's.
• Continue building partnerships for enterprise learning across the region.
• Build capacity using STW concepts and connected classroom technologies.